

SENATE AGENDA

1:30 p.m., Friday, September 21, 2018
Arts and Humanities Building, Rm 1R40

The Land Acknowledgment will be read at the beginning of the meeting.

1. **Minutes of the Meeting of June 8, 2018**
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** (K. Yeung)
Academic Policy and Awards – **EXHIBIT V** (J. Hatch)
(A. Chakma)
6. Honorary Degrees Committee – **EXHIBIT VI** (E. Chamberlain)
7. Report of the Academic Colleague – **EXHIBIT VII**
8. Announcements and Communications – **EXHIBIT VIII**
9. Discussion and Question Period
10. New Business
11. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

**UNANIMOUS CONSENT AGENDA
FOR ACTION**

**OPERATIONS/AGENDA COMMITTEE
FOR ACTION**

Senate Membership – Huron University College
Senate Membership – Brescia University College
Senate Membership – School of Graduate and Postdoctoral Studies – Engineering
Senate Membership – Vacancies Filled by Appointment
Nominating Committee - Membership

FOR INFORMATION

Officers of Convocation
Order of Ceremony – June Convocation 2019
Senate and Committees Structure

**NOMINATING COMMITTEE
FOR ACTION**

Decanal Selection Committee – Schulich School of Medicine & Dentistry
Senate Committee on University Planning
Senate Review Board Academic

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

School of Graduate and Postdoctoral Studies:
 Introduction of a Collaborative Graduate Specialization in Artificial Intelligence (AI)
 Introduction of the “Artificial Intelligence” Field in the Master of Data Analytics (MDA) Program
Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of Three Minor Modules
Brescia University College: Withdrawal of the Major in Religious Studies Module
Policy Revision – Structure of the Academic Year (Fall Convocation Dates)

FOR INFORMATION

Revisions to the SUPR-G Terms of Reference
SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Linguistics; Biochemistry; Medical Biophysics; Microbiology and Immunology; Physiology and Pharmacology; Interdisciplinary Medical Sciences; Psychology; History and Political Science – Brescia University College; Leadership Studies – Brescia University College; Centre for Global Studies – Huron University College; Political Science – Huron University College; History – King's University College
Revisions to the Dean's Honor List and Graduation “With Distinction” Policy – DDS and ITD Programs
New Scholarships and Awards

**REPORT OF THE ACADEMIC COLLEAGUE
FOR INFORMATION**

Report on the August 2018 meeting

**ANNOUNCEMENTS AND COMMUNICATIONS
FOR INFORMATION**
Standard Report

MINUTES OF THE MEETING OF SENATE

JUNE 8, 2018

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

SENATORS: 55

R. Andersen	Y. Hassan	S. Mumm
W. Avusuglo	J. Hatch	K. Myers
T. Baerg	A. Hrymak	V. Nielsen
P. Barmby	C. Jones	A. Ray
G. Belfry	P. Jones	C. Roulston
P. Bishop	J. Knowles	Z. Sinel
A. Bowlus	K. Kontogiannis	V. Staroverov
J. Capone	G. Kopp	C. Steeves
T. Carmichael	K. Kwan	T. Straatman
A. Chakma	D. Laird	G. Tigert
E. Chamberlain	K. Lawless	S. Trosow
C.L. Chambers	L. Logan	M. Vandenbosch
A. Chant	E. Macpherson	E. Walsh
K. Clark	J. Matthews	J. Wihlidal
K. Cole	C. McLeod	J. Wilson
R. Collins	M. Milde	B.A. Younker
J. Deakin	K. Miller	K. Zhou
P. Doyle	L. Miller	
J. Garland	D. Moser	

Observers: K. Campbell, R. Chelladurai, J. Doerksen, L. Gribbon, S. Pitel, M. Pratt, J. Sadler

Land Acknowledgement

M. Milde read the Land Acknowledgement.

S.18-106 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of May 11, 2018 were approved as circulated.

S.18-107 **REPORT OF THE PRESIDENT** [Exhibit I]

The Report of the President, detailed in Exhibit I, contained information about the following items:

- New CRCs and Killam Prize laureate named
- 2020 Congress of the Humanities and Social Sciences
- Western leadership update

Additional items he reported on included:

- Hong Kong Celebration to be held in November
- Eric Morse appointed as Special Advisor to the President and Director of Entrepreneurship at Western

S.18-108 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by K. Zhou, seconded by M. Milde,

That the 22 items listed in the Unanimous Consent Agenda, Exhibit II, be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE SENATE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.18-109 **Senate Membership – Schulich School of Medicine & Dentistry Constituency**

It was moved by K. Zhou, seconded by M. Milde,

That Jane Rylett, representative of the Schulich School of Medicine & Dentistry be reappointed for a two-year term (to June 30, 2020).

CARRIED (By Unanimous Consent)

S.18-110 **Revisions to the University Council on Animal Care (UCAC) Terms of Reference**

It was moved by K. Zhou, seconded by M. Milde,

That Senate approve the revisions to the University Council on Animal Care (UCAC) Terms of Reference as shown in Exhibit III, Appendix 1.

CARRIED (By Unanimous Consent)

S.18-111 **Information Item Reported by the Senate Operations/Agenda Committee**

Exhibit III, Report of the Senate Operations/Agenda Committee, contained the following item that was received for information by unanimous consent:

- Candidates for Degrees and Diplomas - Spring 2018

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit IV]

S.18-112 **Decanal Selection Committee – Richard Ivey School of Business**

One additional nomination was received from the floor for membership on the Decanal Selection Committee for the Dean of the Ivey Business School. A Senator mentioned that there is a need to include more “rank and file” members from the faculty and staff in the membership of the Selection Committee to enhance diversity. Senators were advised that an e-vote would be conducted to determine which two of the following nominees would be elected to the committee: M. Bartlett, E. Chamberlain, and A. Schneider.

A Senator requested that the current membership of the Selection Committee be disclosed at the time of the election.

[Secretary’s Note: M. Bartlett and E. Chamberlain were elected by Senate by an e-vote.]

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

S.18-113 **Faculty of Engineering: Introduction of the New Subject Area “Integrated Engineering (IE)”**

It was moved by K. Zhou, seconded by M. Milde,

That the new subject area “Integrated Engineering (IE)” be introduced into the undergraduate offerings of the Faculty of Engineering, and included in Category C for Breadth Requirements for Graduation, as shown in Exhibit V, item 1, effective September 1, 2018.

CARRIED (By Unanimous Consent)

S.18-114 **School of Graduate and Postdoctoral Studies: Revisions to the Course-Based MSc in Clinical Medical Biophysics (CAMPEP) Program**

It was moved by K. Zhou, seconded by M. Milde,

That the revisions to the course-based MSc in Clinical Medical Biophysics (CAMPEP) program be approved effective September 1, 2018, as shown in Exhibit V, Appendix 1.

CARRIED (By Unanimous Consent)

S.18-115 **School of Graduate and Postdoctoral Studies: Revisions to the Course Requirements of the Graduate Programs (MA and PhD) in English**

It was moved by K. Zhou, seconded by M. Milde,

That the revisions to the course requirements of the graduate programs (MA and PhD) in English be approved effective September 1, 2018, as shown in Exhibit V, item 3.

CARRIED (By Unanimous Consent)

S.18-116 **School of Graduate and Postdoctoral Studies: Revisions to the Admission Requirements of the Master of Science in Occupational Therapy (MScOT) and the Master of Physical Therapy (MPT) Programs**

It was moved by K. Zhou, seconded by M. Milde,

That the admission requirements of the Master of Science in Occupational Therapy (MScOT) and the Master of Physical Therapy (MPT) programs be revised to include the new screening tool “Computer-Based Assessment for Sampling Personal Characteristics” (CASPer) starting with the 2019 admission cycle.

CARRIED (By Unanimous Consent)

S.18-117 **Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Admission Requirements**

It was moved by K. Zhou, seconded by M. Milde,

That the admission requirements for the undergraduate Nursing programs be revised effective September 1, 2018, as shown in Exhibit V, Appendix 2.

CARRIED (By Unanimous Consent)

S.18-118 **Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD and DDS Programs**

S.18-118a **Revisions to the Admission Requirements of the MD Program**

It was moved by K. Zhou, seconded by M. Milde,

That the MD program's Admission Requirements in the Schulich School of Medicine & Dentistry be revised, as set out in Exhibit V, Appendix 3, effective July 1, 2018.

CARRIED (By Unanimous Consent)

S.18-118b **Revisions to the Admission Requirements of the DDS Program**

It was moved by K. Zhou, seconded by M. Milde,

That the DDS program's Admission Requirements in the Schulich School of Medicine & Dentistry be revised, as set out in Exhibit V, Appendix 4, effective July 1, 2018.

CARRIED (By Unanimous Consent)

S.18-119 **Articulation Agreement between Western University and Sheridan College Institute of Technology and Advanced Learning for qualified graduates of the Chemical Engineering Technology – Environmental Diploma Program**

It was moved by K. Zhou, seconded by M. Milde,

That the Articulation Agreement between Western University and Sheridan College Institute of Technology and Advanced Learning regarding the transfer of credit for students in the Chemical Engineering Technology – Environmental Diploma Program be approved effective July 1, 2018, as shown in Exhibit V, Appendix 5.

CARRIED (By Unanimous Consent)

S.18-120 **Renewal of the Articulation Agreement between Western University, Faculty of Science, Environmental Science Program, and Northern College for qualified graduates of the Environmental Technician Diploma**

It was moved by K. Zhou, seconded by M. Milde,

That Senate approve the renewal of the Articulation Agreement between Western University and Northern College regarding the transfer of credit for students in the Environmental Technician Program, as shown in Exhibit V, Appendix 6.

CARRIED (By Unanimous Consent)

S.18-121 **Information items Reported by the Senate Committee on Academic Policy and Awards**

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

- Brescia University College: Specialization in Sociology
- SUPR-U Report: Cyclical Reviews of English and Writing Studies; Anatomy and Cell Biology; Dentistry; Biology
- SUPR-G Report: Cyclical Reviews of Anatomy and Cell Biology; Biochemistry; Medical Biophysics; Physiology and Pharmacology; Biology; Psychology
- New Scholarships and Awards

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

S.18-122 **Peter F.J. Miller Fellowship in Media and Journalism**

It was moved by K. Zhou, seconded by M. Milde,

That the Peter F.J. Miller Fellowship in Media Journalism, shown in Exhibit VI, Appendix 1, be established with academic appointment in the Faculty of Information and Media Studies.

CARRIED (By Unanimous Consent)

S.18-123 **John M. Thompson Fellowship in Engineering Leadership**

It was moved by K. Zhou, seconded by M. Milde,

That the John M. Thompson Fellowship in Engineering Leadership, shown in Exhibit VI, Appendix 2, be established and appointed within the Faculty of Engineering.

CARRIED (By Unanimous Consent)

S.18-124 **Western Libraries Annual Report 2017-18**

C. Steeves presented the Annual Report of the Vice-Provost and Chief Librarian, included as Exhibit VI, Appendix 4. A copy of the slides from her presentation are included as [Appendix 1](#). Her presentation included the following topics: Organizational Renewal Initiative (ORI); Western Libraries Space Master Plan; Teaching, Learning and Research Support; Acquisitions and Collections; Archives and Special Collections; and Copyright.

A Senator inquired about licencing practices, expressing concern that many of the licences signed contain clauses that act in derogation of fair dealing rights. C. Steeves indicated that the University is active in the Canadian Research Knowledge Network, which has developed a model license to support negotiations for best-practice terms, but, in some negotiations publishers will not agree to all the terms in the model license. At that point a decision is made as to the importance of the resource to the University's faculty, researchers and students with the aim to ensure that the Western community has access to necessary research resources. The Senator expressed concern that all licences, in their entirety, are not available publicly for researchers to access. C. Steeves invited the Senator to submit further information to her about the particular licence in question. She noted that that Western, as a part of a Canadian Association of Research Libraries initiative, has made the cost of CRKN licences available online, and that they are working towards making more information publically available.

A Senator inquired about the ORI staff transition strategy. C. Steeves explained that Western Libraries' Intranet is utilized to provide staff with information about the transition plan, the new service model and structure, as well as role definitions. She informed Senators that a Transition Leadership team is examining how work flow and processes will be impacted by the new structure, and is designing training for staff. She also noted that position descriptions have been made available to all staff, and that a consultant has been hired to assist with change management. C. Steeves reiterated that no staff will be displaced as part of this process. The Senator inquired about the status of positions vacated from retirements. C. Steeves responded that anytime a position is vacated an analysis is done to determine whether it should be filled or not.

With regards to the Weldon Library Renovations, an Official Observer asked about the impact of library renovations and the potential loss in study space available to students during high volume periods. C. Steeves responded that it is early to have a substantive response to that issue, and that the impact of construction could be more purposefully managed once the design phase of the project was complete. She noted that students would be consulted during the design and planning process.

S.18-125 Information Items Reported by the Senate Committee on University Planning

Exhibit VI, Report of the Senate Committee on University Planning, contained the following items that were received for information by unanimous consent:

- Performance Indicators Report
- Annual Report of the Working Group on Information Security (WGIS)
- Report on Promotion and Tenure

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit VII]

S.18-126 **Revisions to MAPP 7.10 Standardized Training in Animal Care and Use**

It was moved by K. Zhou, seconded by M. Milde,

That Senate approve and recommend to the Board of Governors, changes to the Standardized Training in Animal Care and Use (Institutional Animal User Training Program) (MAPP 7.10) policy as set out in Exhibit VII, Appendix 1.

CARRIED (By Unanimous Consent)

ANNOUNCEMENTS [Exhibit VIII]

The President informed Senators that seven Western graduates are part of the new Provincial governing bodies' caucus. He noted that Western will reach out to these individuals and continue to build relationships with them.

The President announced that this was J. Deakin's last Senate meeting, and acknowledged the outstanding leadership she had provided as Provost for the last 8 years. He also acknowledged all departing members of Senate and thanked them for their contributions.

S.18-127 **Canada 150 Funding Summary Report**

Senate received for information the Canada 150 Funding Summary Report detailed in Exhibit VIII.

DISCUSSION AND QUESTION PERIOD

S.18-128 **Expected Timing for Selection Committee for the Vice-President (Research)**

A Senator submitted a question as to when the members of the Selection Committee for the Vice-President (Research) will be selected. A. Chakma responded that the Vice-President (Research) Search would be launched in late fall 2018. He noted that his successor would be named in October or November, and that it would be beneficial for the next President to have a role in that search process.

ADJOURNMENT

The meeting adjourned at 2:15 p.m.

A. Chakma
Chair

K. Kwan
Secretary



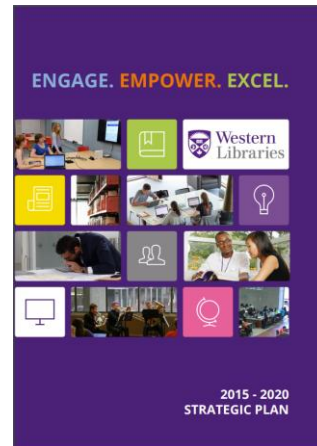
Annual Report to Senate





Strategic Plan 2015 - 2020

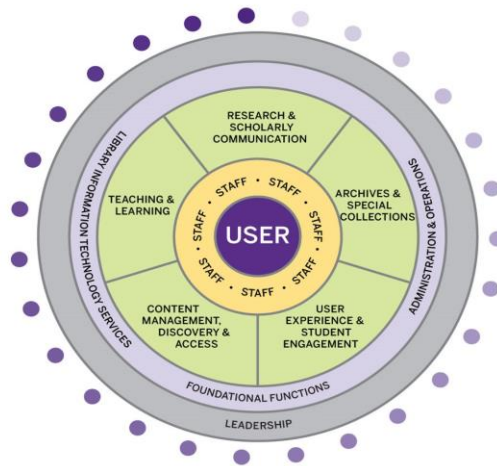
- Manage world-class print and digital collections
- Advance 21st century literacies
- Advance research excellence
- Champion open access and transform scholarly communication
- Provide user-centred spaces and technologies
- Deliver service excellence and the best user experience



Key Initiatives and Activities

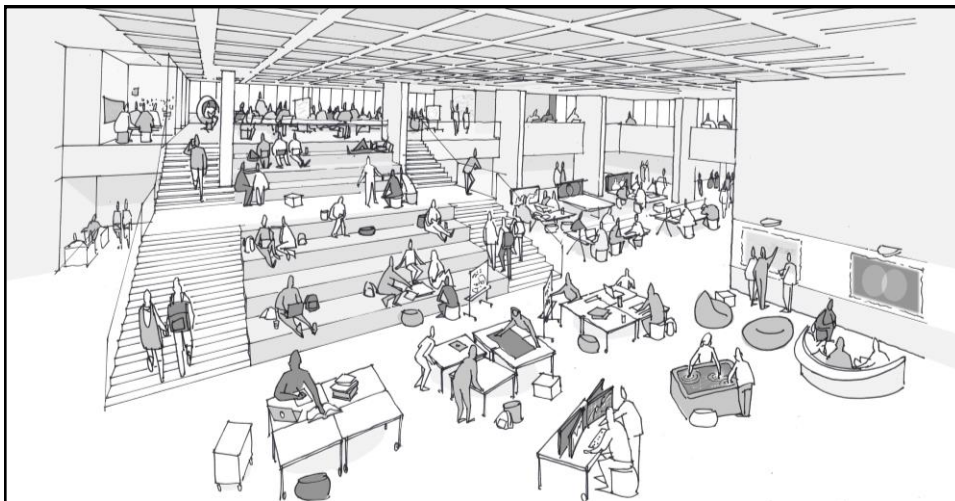
- Organizational Renewal Initiative
- Western Libraries Space Master Plan
- Teaching, Learning and Research Support
- Acquisitions and Collections
- Archives and Special Collections
- Copyright

Organizational Renewal Initiative



Conceptual Organizational Model

www.lib.uwo.ca/aboutwl/organizationalrenewal/index.html



Space Master Plan

<https://www.lib.uwo.ca/spacemasterplan/index.html>

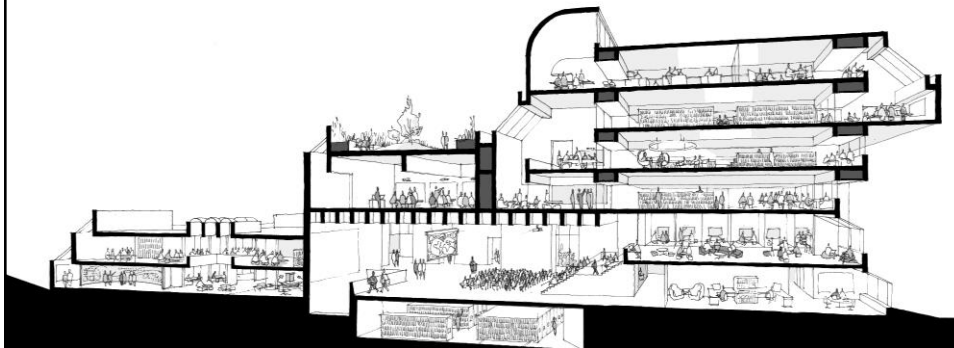
Space Master Plan – Engagement



Master Program Goals

- Increase and improve student learning and research spaces and facilities
- Increase access to natural light, improve wayfinding and space interconnections
- Provide community engagement space
- Provide staff spaces that function well and support collaboration

The D.B. Weldon Library



Western Libraries

Annual Report to Senate

Teaching and Learning



Western Libraries

Annual Report to Senate

Research



Western Libraries

Annual Report to Senate

Acquisitions and Collections



Western Libraries

Annual Report to Senate

Archives and Special Collections



<https://labattheritage.lib.uwo.ca>

Western Libraries

Annual Report to Senate

Copyright@Western



Western Libraries

Annual Report to Senate

QUESTIONS?

Western  Libraries

Annual Report to Senate



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Senate Agenda, September 21, 2018

EXHIBIT I

REPORT OF THE PRESIDENT

To: Senators
From: Amit Chakma
Date: September 12, 2018
Re: President's Report to Senate

For the September 21, 2018 meeting of Senate, I wish to highlight the following news and developments since my last written report for the meeting of Senate on June 8, 2018.

Welcome back: The 2018/19 academic year is off to an excellent start as we welcome approximately 33,000 students back to campus, including a first-year class of about 5,300 and an international undergraduate cohort of about 800. My warmest thanks and congratulations go to all staff, faculty, and student leaders and volunteers who made the residence move-in and orientation week activities such a welcoming and exciting experience for our incoming class.

Ad hoc committee struck to codify Western's free speech policy: On August 30, [Ontario's Ministry of Training, Colleges and Universities announced](#) that it will require all publicly assisted postsecondary institutions to develop and publicly post their own free speech policy by January 1, 2019 — one that meets a minimum standard specified by the government and which, among other requirements, reflects the principles outlined in the University of Chicago's Statement on Principles of Free Expression.

At Western, the principle of academic freedom is a cornerstone of our University's mission to serve the public good through excellence in teaching, research and scholarship. As such, [Western's strategic plan formally states](#) that *"we uphold the right of all in our academic community to speak and write freely, and we expect all who study, teach and do research to uphold the highest ideals of scholarly responsibility."* We also reaffirm the August 30 [statement issued by the Council of Ontario Universities](#) highlighting that *"Ontario universities share the Ontario government's interest in protecting freedom of expression, and are committed to working with all stakeholders, including faculty, students and the province, to provide opportunities for thoughtful debate and discussion on our campuses."*

To this end, under the authority of the Provost & Vice-President (Academic), an *ad hoc* committee is being struck to undertake the process of codifying, in consultation with the campus community, Western's policy on free speech. The *ad hoc* committee will be chaired on the Provost's behalf by the Chair of the Senate

Operations & Agenda Committee (Dean of Arts and Humanities, Michael Milde) and will otherwise be constituted with a total of 10 members (plus the Chair) as appointed by myself and the Provost (2), and the respective presidents (or their designates) of UWOFA (4), USC (1), SOGS (1), PMA (1) and UWOSA (1). The methodology of consultation with the campus community will be determined by and communicated through the *ad hoc* committee in due course, and the draft policy it develops will be reviewed by Senate and approved by the Board of Governors.

Western faculty and alumna named among latest RSC cohort: The Royal Society of Canada and its College of New Scholars, Artists & Scientists announced September 10 that eight Western faculty members and one alumna have joined the esteemed ranks of our country's preeminent academic bodies, all of whom will be inducted during ceremonies held Nov. 15 and 16 at the Society's annual general meeting in Halifax. Business professor **Tima Bansal**, Chemistry professor **Lars Konermann**, Education professor **David Wolfe**, and Information & Media Studies professor **Catherine Ross** have each been named Fellows of the RSC, while Science alumna **Bonnie Schmidt** (BSc'86, PhD'93) has been named a Specially Elected Fellow for her work as founder of [Let's Talk Science](#), a national non-profit organization that promotes interest in the STEM disciplines among youth. Beginning with the inaugural induction of Microbiology & Biochemistry professor Robert G.E. Murray to the RSC in 1958, Western now lays claim to having a total of 68 Royal Society Fellows. Additionally, Chemistry professor **Beth Gillies**, Classical Studies associate professor **Elizabeth Greene**, History professor **William Turkel**, and Biology associate professor **Danielle Way** have each been named to the RSC's College of New Scholars, Artists and Scientists, which represents the emerging generation of scholarly, scientific and artistic leadership in Canada. Since it was first established in 2014, Western has now had a total of 18 colleagues named to the College.

Western to host Times Higher Education Teaching Excellence Summit 2019: On July 12, THE announced that Western will be the first-ever Canadian university to host a THE World Summit Series event, scheduled for June 4-6, 2019. Titled "[Degrees of Change: Forces shaping the teaching and learning of tomorrow](#)," the Summit is anticipated to attract more than 200 postsecondary leaders, government policy makers and corporate executives, representing 120 universities and organizations from 35 countries. I am delighted and proud that Western has been selected to host this prestigious event, which will raise our institutional profile on the international stage while providing an unique opportunity for faculty and staff across campus to engage with postsecondary leaders and stakeholders from around the world.

Western leadership update: On June 20, the Canadian Institutes of Health Research announced the appointment of **Dr. Michael Strong** as its new president for a five-year term commencing October 1. In accepting the CIHR appointment, Mike will step down from his current role as Dean of the Schulich School of Medicine & Dentistry, but will remain a Distinguished University Professor at Western and continue his research into Amyotrophic Lateral Sclerosis at Robarts. We thank Mike for his leadership over the past nine

years at Schulich and wish him all the very best for continued success in his new role. In the meantime, we thank and congratulate **Dr. Davy Cheng** for accepting the role of Acting Dean, effective October 1 through June 30, 2019, while a search is conducted to recruit Mike's successor. Davy is a Distinguished University Professor in the Department of Anesthesia & Perioperative Medicine and he also currently serves as the Vice Dean of Faculty Affairs for the School.

On June 25, **Candace Brunette-Debassige** was named Special Advisor to the Provost (Indigenous Initiatives) for the period September 1, 2018 through June 30, 2020. In this newly created role, Candace will work in partnership with senior academic and administrative leaders across campus to build on the momentum established by the Provost's Task Force on the Implementation of the Indigenous Strategic Plan, which has recently concluded its last spring. Her key accountabilities will include developing the scope, role and terms of reference for a permanent senior university administrator to lead Indigenous initiatives at Western on an ongoing basis, as well as creating an advisory group of Indigenous scholars, staff, students, external Indigenous community members, and non-Indigenous allies to provide guidance and support for the implementation of Western's Indigenous Strategic Plan. Candace is uniquely qualified for this special role having played a leadership role in the development of Western's Indigenous Strategic Plan and having served as the Director of Indigenous Services for five years before stepping down in 2017 to pursue her doctoral studies in the Faculty of Education. She is Omushkego Cree (from Fort Albany First Nation) and as a PhD candidate her research interests focus on the development and enactment of Indigenizing policies in Canadian universities. Prior to joining Western, Candace was Aboriginal Education Advisor for the Thames Valley District School Board and she served in several roles related to the recruitment and support of Indigenous students at the University of Toronto, where she also earned undergraduate and graduate degrees in Aboriginal and equity studies and adult education.

Meanwhile, review and selection committees remain active for the roles of President & Vice-Chancellor and Dean of the Ivey Business School. New review/selection committees have also begun their work in relation to the Dean of Engineering, Vice-Provost (Academic Programs), Vice-Provost (Graduate & Postdoctoral Studies) and the Vice-Provost & Chief Librarian. And, following the election of its Senate appointees at the September meeting of Senate, the decanal committee for the Schulich School of Medicine & Dentistry will soon commence its work.

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 Senate Operations/Agenda Committee – EXHIBIT III

1. Senate Membership – Huron University College	ACTION
2. Senate Membership – Brescia University College	ACTION
3. Senate Membership – School of Graduate and Postdoctoral Studies – Engineering	ACTION
4. Senate Membership – Vacancies Filled by Appointment	ACTION
5. Convocation Officers	INFORMATION
6. Order of June Convocation 2019	INFORMATION
7. Senate and Committees Structure	INFORMATION

Report of the Senate Committee on Academic Policy and Awards –EXHIBIT V

8. School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Specialization in Artificial Intelligence (AI)	ACTION
9. School of Graduate and Postdoctoral Studies: Introduction of the “Artificial Intelligence” Field in the Master of Data Analytics (MDA) Program	ACTION
10. Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of Three Minor Modules	ACTION
11. Brescia University College: Withdrawal of the Major in Religious Studies Module	ACTION
12. Policy Revision – Structure of the Academic Year (Fall Convocation Dates)	ACTION
13. Revisions to the SUPR-G Terms of Reference	INFORMATION
14. SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Linguistics; Biochemistry; Medical Biophysics; Microbiology and Immunology; Physiology and Pharmacology; Interdisciplinary Medical Sciences; Psychology; History and Political Science – Brescia University College; Leadership Studies – Brescia University College; Centre for Global Studies – Huron University College; Political Science – Huron University College; History – King’s University College	INFORMATION
15. Revisions to the Dean’s Honor List and Graduation “With Distinction” Policy – DDS and ITD Programs	INFORMATION
16. New Scholarships and Awards	INFORMATION

Report of the Honorary Degrees Committee – Exhibit VI

17. Honorary Degree Recipients – Autumn Convocation 2018	INFORMATION
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Report of the Academic Colleague – Exhibit VII

18. Report on the August 2018 meeting	INFORMATION
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<u>Announcements and Communications – Exhibit VIII</u>	
19. Election Results – Decanal Selection Committee for the Richard Ivey School of Business	INFORMATION
20. Academic Administrative Appointments	INFORMATION
21. Report from the Board of Governors on the June 2018 Meeting	INFORMATION

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 OPERATIONS/AGENDA COMMITTEE

Contents	Consent Agenda
Senate Membership – Huron University College	Yes
Senate Membership – Brescia University College	Yes
Senate Membership – School of Graduate and Postdoctoral Studies - Engineering	Yes
Senate Membership – Vacancies filled by Appointment	Yes
Nominating Committee – Membership	No
Convocation Officers	Yes
Order of June Convocation 2019	Yes
Senate and Committees Flow of Information	Yes

FOR APPROVAL

1. **Senate Membership – Huron University College**

Recommended: That the seat held by Jim Crimmins, representative of the Huron University College Constituency, be declared vacant as a result of his resignation and that Geoff Read be elected to fill this vacancy for the term July 1, 2018 – June 30, 2020.

Background:

G. Read has agreed to fill this vacancy in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

2. **Senate Membership – Brescia University College**

Recommended: That the seat held by John Mitchell representative of the Brescia University College Constituency, be declared vacant, as a result of his resignation, and that Lauretta Frederking be elected to fill this vacancy for the term July 1, 2018 – June 30, 2020.

Background:

L. Frederking has agreed to fill this vacancy in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

3. **Senate Membership – School of Graduate & Postdoctoral Studies – Engineering**

Recommended: That the seat held by Greg Kopp, representative of the School of Graduate and Postdoctoral Studies – Engineering Constituency, be declared vacant as a result of his resignation, and that Shahzad Barghi be elected to fill this vacancy for the term July 1, 2018 – June 30, 2019.

Background:

Dr. Barghi has agreed to fill this vacancy in accordance with Election Procedures, Filling of Mid-Year Vacancies and Appointment of Alternates.

4. **Senate Membership – Vacancies Filled by Appointments**

Recommended: That the Senate seats be filled for the July 1, 2018 – June 30, 2020 term by appointment at the recommendation of the units concerned as shown below:

Faculty of Engineering: Liying Jiang

Faculty of Information and Media Studies: Amanda Grzyb

5. **Senate Nominating Committee Membership**

The list of Senate Members, effective July 1, 2018 is found at:
<https://www.uwo.ca/univsec/pdf/senate/members.pdf>

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

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

Current Elected Members:

Terms continuing to June 30, 2019:

Matthew Novello (Grad), Kim Miller (Admin Staff), vacancy, Walter Siqueira (Schulich)

Terms continuing to June 30, 2020:

Angela Borchert (AH), Anders Holm (SS), Ken Yeung (Sci)

Current Elected Alternates:

Term continuing to June 30, 2019:

Lina Ghattas (Ugrad), Melody Viczko (Educ)

Term continuing to June 30, 2020:

Matthew Heath (HS)

Member Required:

One current member of Senate to complete the term of Wendy Pearson who has resigned (term to June 30, 2019)

Nominee: John Cuciurean (Mus)

FOR INFORMATION

6. **Convocation Officers**

The following have been appointed/reappointed as Officers of Convocation:

Donna Peterson, Convocation Director (June 30, 2019)

Sheila Macfie, Associate Marshal (June 30, 2020)

Danielle Lacasse – Assistant Chief Public Orator (June 30, 2020)

7. **Order of June Convocation 2019**

See [Appendix 1](#).

8. **Senate and Committees Flow of Information**

A Senate and Committees flow of information diagram has been added to the Secretariat website at

<https://www.uwo.ca/univsec/pdf/senate/flowchart.pdf>

Order of Ceremony – Spring Convocation 2019

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

SPRING 2019	10:00 a.m.	3:00 p.m
Monday, June 10	No Ceremony	School of Graduate & Postdoctoral Studies * Faculty of Education
Tuesday, June 11	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates)	Faculty of Science (3 and 4 yr, non-Honors)
Wednesday, June 12	Faculty of Social Science (3 yr and BMOS)	Faculty of Social Science (4 yr BA, and BMOS Honors)
Thursday, June 13	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr)	Faculty of Science (Honors)
Friday, June 14	School of Graduate & Postdoctoral Studies * Faculty of Engineering (GRAD) Schulich School of Medicine & Dentistry (GRAD) Faculty of Science (GRAD)	Faculty of Engineering (UGRD) Law
Monday, June 17	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College
Tuesday, June 18	Richard Ivey School of Business	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences – Kinesiology
Wednesday, June 19	No Ceremony	School of Graduate & Postdoctoral Studies * King's University College
Thursday, June 20	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Schulich School of Medicine & Dentistry (DDS)	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies
Friday, June 21	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Health Studies - Honors, 3yr and 4yr, Dips. & Certs.)	No Ceremony

Schulich School of Medicine & Dentistry (MD) – May 17

Richard Ivey School of Business - Graduate Programs Spring – June 7

REPORT OF THE SENATE NOMINATING COMMITTEE

Contents	Consent Agenda
Decanal Selection Committee – Schulich School of Medicine & Dentistry	No
Senate Committee on University Planning	No
Senate Review Board Academic	No

FOR ACTION

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

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

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

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

Required:

3 faculty or staff elected by Senate, who are from outside of the Schulich School of Medicine & Dentistry, and only one of whom may be a Dean

Nominees: Jayne Garland (Dean/HS)
James Lacefield (Engg)
Kaitlyn Pettigrew (Staff/AH)

2. **Senate Committee on University Planning**

(See list of Senate Members, effective July 1, 2018 at <https://www.uwo.ca/univsec/senate/index.html>)

Composition:

Includes twelve members elected by Senate

6 members of faculty, who are members of Senate at the time elected, only one of whom may be a Dean

Two graduate students*

One undergraduate student Senator

Two administrative staff

One postdoctoral fellow

Membership terms: two years for elected faculty and staff; one year for graduate and undergraduate students and postdoctoral fellow.

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

Current Senate-Elected Members:

Terms continuing to June 30, 2019:

D. Olteanu (Ugrad)(S), E. Walsh (Grad), C. Alleyne (Admin Staff), J. Garland (S)(Dean/HS), N. Kuntz (Post Doc), M. Robinson (S) (Grad), B. Rubin * (Sci), K. Verwaayen (AH), vacancy
(* = Senator at time elected)

Terms continuing to June 30, 2020:

A. Bowlus(S) (SS), S. Hayne Beatty (Admin Staff), D. Laird (S) (Schulich)

Required: One member of faculty to replace G. Kopp (Engg) who has resigned (term to June 30, 2019)

Nominee: Anthony Straatman (Engg)

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

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

Current Faculty Members:

Terms ending June 30, 2019:

I. Decoito (Educ), L. Jiang (Engg), G. Knopf (Engg), D. Lacasse (Law), J. Wilson (Ivey), vacancy, vacancy

Terms ending June 30, 2020:

L. Dagnino (Schulich), K. Kirkwood (HS), G. Parraga (Schulich), D. Lacasse (Law), L. McKechnie (FIMS), K. Yeung (Sci)

Required: Two members of Faculty to complete the terms of D. Lucy (HS) and C. Keep (AH) (terms to June 30, 2019)

Nominees: Mike Atkinson (SS)
Christopher Viger (AH)

FOR INFORMATION

Future Business of the Senate Nominating Committee

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

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

Contents	Consent Agenda
School of Graduate and Postdoctoral Studies:	
Introduction of a Collaborative Graduate Specialization in Artificial Intelligence (AI)	Yes
Introduction of the “Artificial Intelligence” Field in the Master of Data Analytics (MDA) Program	Yes
Faculty of Science, Department of Statistical and Actuarial Sciences: Introduction of Three Minor Modules	Yes
Brescia University College: Withdrawal of the Major in Religious Studies Module	Yes
Policy Revision – Structure of the Academic Year (Fall Convocation Dates)	Yes
Revisions to the SUPR-G Terms of Reference	Yes
SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Linguistics; Biochemistry; Medical Biophysics; Microbiology and Immunology; Physiology and Pharmacology; Interdisciplinary Medical Sciences; Psychology; History and Political Science – Brescia University College; Leadership Studies – Brescia University College; Centre for Global Studies – Huron University College; Political Science – Huron University College; History – King’s University College	Yes
Revisions to the Dean’s Honor List and Graduation “With Distinction” Policy – DDS and ITD Programs	Yes
New Scholarships and Awards	Yes

FOR APPROVAL

1. School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Specialization in Artificial Intelligence (AI)

Recommended: That the Collaborative Graduate Specialization in Artificial Intelligence (AI) be introduced effective September 1, 2018, as shown in **Appendix 1**.

Background

AI is a well-established branch of computer science which is concerned with methods to make computers, or machines in general, intelligent. More specifically, an artificially intelligent system is one that can learn on its own from experience and derive implicit knowledge. The proposed Collaborative Graduate Specialization in Artificial Intelligence will be jointly offered by the Graduate Programs in Computer Science and Electrical and Computer Engineering. The Collaborative Graduate Specialization in AI will provide training with a strong focus on artificial intelligence methodologies and enabling technologies with applications in the core research areas (computer science or electrical and computer engineering). Students will be expected to apply AI methodologies to real problems that do not easily fit within a course structure. They will be exposed to the synergy between AI methodologies and the technologies that make AI usable, and they will learn about the challenges, limitations, and advantages of AI methodologies through a seminar course.

2. **School of Graduate and Postdoctoral Studies: Introduction of the “Artificial Intelligence” Field in the Master of Data Analytics (MDA) Program**

Recommended: That effective September 1, 2018 the Artificial Intelligence Field be introduced in the MDA Program.

Background

The MDA is a one-year professional science masters with a “hub-and-spoke” design, consisting of a core (i.e., “hub”) curriculum that focuses on fundamental data analytics and professional skills, and specialty field (i.e., “spoke”) courses that are specific to an application domain. The core curriculum consists of seven half-courses (0.5 FCE each) and a seminar as follows:

- Business Skills for Data Scientists
- Statistical Modelling I
- Data Consulting
- Statistical Modelling II
- Databases
- Unstructured Data
- Introduction to Data Science
- Career Development Seminar

This core curriculum is designed to ensure that all students develop fundamental data analytic skills in statistics, computer science, and professional conduct, while also preparing them for their summer Experiential Learning Opportunity (typically a paid co-op internship).

The MDA program currently has two specialty fields 1) Generalist and 2) Finance, Banking and Insurance, which will not change as a result of the modification. The proposed new field will be distinct from these, following the MDA program’s “hub-and-spoke” model. The core curriculum (i.e., the “hub”) will not change, but there will be a new set of courses for the AI specialty field students could chose from as follows:

Artificial Intelligence Specialty Field Curriculum

- Artificial Intelligence Seminar series;
- Plus, two Computer Science (CS) courses (0.5 FCE each) chosen from the following list:
 - CS 9138 Databases II
 - CS 9121 Artificial Intelligence for Informatics and Analytics, or CS 9146 Artificial Intelligence I
 - CS 9142 Artificial Intelligence II
 - CS 9160 Advanced Machine Learning

As a result of this modification, the MDA program will be greatly improved. Creating this field will permit interested students to focus on AI-related training and will add to the breadth of the existing MDA program. There is a strong industry demand for graduates with applied master’s-level AI training and students will be able to benefit from the MDA program’s summer co-op component as well.

3. **Faculty of Science, Department of Statistical and Actuarial Sciences: introduction of Three Minor Modules**

Recommended: That effective September 1, 2018, the following three Minor Modules be introduced in the Department of Statistical and Actuarial Sciences, Faculty of Science as shown in [Appendix 2](#):

Minor in Applied Statistics
Minor in Applied Financial Modelling
Minor in Data Science

Background

A Minor in Applied Statistics will be of interest to students from the Faculty of Science, Social Science and students at the Affiliated University Colleges. The Minor in Applied Statistics is an opportunity for interested students to complement another area of study such as Psychology, Economics, MOS or another discipline in Science and graduate with skills that make them more marketable. This Minor will also be a good option for students who start out in one of the major or honors specialization modules in the Department of Statistical and Actuarial Sciences but discover that it is not the right fit for them. Such students could look at combining the Applied Statistics minor module with another module to complete their degree, including the proposed Financial Modeling Minor.

The Applied Financial Modeling Minor is an option that ought to be of interest to a broad range of students. As well, it will be an option for students who start out in one of our major or honors modules but realize that it is not quite the right fit for them.

The target audience for the Minor in Data Science will be those students who are keen to complement their degree with a Data Science module, but cannot fit the Data Science major into their degree, such as students enrolled in the Honor Specialization Modules in Actuarial Science and in Financial Modeling. The Data Science Minor may also be paired with another minor for students wishing to complete a three-year degree.

4. Brescia University College: Withdrawal of the Major in Religious Studies

Recommended: That effective September 1, 2018, the Major in Religious Studies at Brescia University College be withdrawn, and

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

That effective September 1, 2021 the module be discontinued.

REVISED CALENDAR COPY

Major in Religious Studies (Brescia University College)

Admission to this module is discontinued effective September 1, 2018.

Students enrolled in the module as of September 1, 2018 will be permitted to continue with the understanding that they must complete the requirements by August 31, 2021.

Background

Student numbers in the module have been limited and there is no faculty resources to offer sufficient courses in the module. Suspending admissions to the module will help to focus on the courses needed for the Minor in Religious Studies.

5. Policy Revision: Structure of the Academic Year – Scheduling Fall Convocation

Recommended: That the policy “Structure of the Academic Year” be revised as shown in [Appendix 3](#), effective September 1, 2019.

Background:

In January 2015, SCAPA and Senate approved a change to the policy in order to move the Fall Convocation days to the last week of October, instead of the fourth week of October. At that time, the intention was to synchronize the timing of Fall Convocation with the newly introduced, two-day long Fall Study Break.

Since the Fall Reading Week - which replaced the two-day long Study Break in the fall of 2016 - is now scheduled during the Thanksgiving week in October, there is no longer a need to hold the Fall Convocation Ceremonies during the last week of October, and potentially have a day of the Fall Convocation Ceremonies falling on November 1. The proposed amendment will change the policy back to its original version, whereas

Fall Convocation Ceremonies would be held during the fourth week of October. (If October 1 is a Friday, it will not count as week 1).

FOR INFORMATION

6. Revisions to the SUPR-G Terms of Reference

Editorial amendments were approved to the Subcommittee's Terms of Reference as shown in [Appendix 4](#). The Manager, Student Academic Service (SGPS) and the Senior Data Analyst (SGPS) will be removed as ex officio members from the Committee's membership. These positions could be invited as guests or resources as necessary, without actually providing them ex officio membership on the committee. The link to Western's IQAP guidelines was also updated.

7. SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Linguistics; Biochemistry; Medical Biophysics; Microbiology and Immunology; Physiology and Pharmacology; Interdisciplinary Medical Sciences; Psychology; History and Political Science – Brescia University College; Leadership Studies – Brescia University College; Centre for Global Studies – Huron University College; Political Science – Huron University College; History – King's University College

The following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Arts and Humanities and Social Science	Linguistics	March 1, 2018	Good Quality
Schulich School of Medicine & Dentistry	Biochemistry	March 7, 2018	Good Quality with Report in Three Years
Schulich School of Medicine & Dentistry	Medical Biophysics	March 23, 2018	Good Quality
Schulich School of Medicine & Dentistry	Microbiology and Immunology	March 28, 2018	Good Quality with Report in Two Years
Schulich School of Medicine & Dentistry	Physiology and Pharmacology	April 10, 2018	Good Quality
Schulich School of Medicine & Dentistry and Science	Interdisciplinary Medical Sciences	March 22, 2018	Good Quality
Social Science	Psychology	March 19, 2018	Good Quality
Brescia University College	History and Political Science	March 14-15, 2018	Good Quality with Report in Two Years
Brescia University College	Leadership Studies	February 14-15, 2018	Good Quality
Huron University College	Centre for Global Studies	February 15-16, 2018	Good Quality with Report in Two Years
Huron University College	Political Science	March 22-23, 2018	Good Quality
King's University College	History	March 30, 2018	Good Quality

The detailed Final Summary Reports for these reviews are attached as [Appendix 5](#).

8. Revisions to the Dean's Honor List and Graduation "With Distinction" Policy – DDS and ITD Programs

Requirements for the Dean's Honor List and for Graduation with Distinction for students in the DDS and ITD programs were listed in the policy for Progression Requirements of these programs. To avoid duplications and confusion, these sections were moved into this "Dean's Honor List and Graduation with Distinction" Policy, which are currently contains the regulations for all areas of the university. The revised policies are

shown in **Appendix 6**. This amendment is only editorial and no changes in the wording of these sections were made.

The current policies are located at

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/deanshonors.pdf

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_dentistry.pdf

9. New Scholarships and Awards

SCAPA approved on behalf of the Senate, the Terms of Reference for the new scholarships and awards shown in **Appendix 7**.

Collaborate Graduate Specialization in Artificial Intelligence (AI)

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

The Collaborative Graduate Specialization in Artificial Intelligence (AI) will be jointly offered by the Computer Science and the Electrical and Computer Engineering Graduate Programs. The Specialization will enhance the education and research of graduate students in one of the participating programs by adding a module to their program of study which will provide training in Artificial Intelligence (AI) with a strong focus on artificial intelligence methodologies and enabling technologies with applications in their core research area. Students will receive a degree from his or her home department program along with the annotation "Artificial Intelligence."

Artificial intelligence is a well-established branch of computer science concerned with methods to make computers, or machines in general, intelligent. More specifically an artificially intelligent system is one that can learn on its own from experience and derive implicit knowledge. Examples of commonly used applications that use AI include spam filters, Google's gmail categorization into primary, social and promotion inboxes, product recommendations, and personal assistants (e.g., Alexa, Siri). On the horizon we see the promise of AI in early diagnosis of cancer, autonomous vehicles, Industry 4.0 and neuroscience. The techniques used in AI are as diverse as the problems tackled ranging from classical logic to statistical approaches based on the model of the brain (deep learning).

Since the Specialization does not offer a separate degree, but only enhancements to the currently existing degrees at the Master's level, the goals and objectives are to be understood as incremental to those articulated by the participating programs. The key goals of the Specialization are to provide an excellent foundation in the techniques and methodologies used in AI; to encourage interdisciplinary actions in AI e.g., by fostering collaborative research; and to train students to recognize the broader ethical and social implications of AI.

PROGRAM REGULATIONS AND COURSES

As is the case with all collaborative specializations at Western, a student is subject to the regulations of the home graduate program. Additional requirements are imposed by the CSAI specialization. These additional requirements are tailored to account for the characteristics of the requirements in each of the home programs. The overall strategy is to keep the number of required courses low by ensuring that they are taught at a high level, implying a higher degree of difficulty. For instance, courses in programming languages do not count for credit.

Each student must be enrolled in Artificial Intelligence Seminar Course 9XXX, which is the Artificial Intelligence Seminar Series. One goal of the seminar series is to teach students to recognize the ethical issues and policy questions that arise in applying AI techniques to real-world problems. Through a series of case studies, students will develop fluency with the ethical, policy, and legal issues that are relevant to the normative assessment of AI. Students will learn to think critically and systematically about these problems, and how to cope with challenging questions that accompany the development of new technological capabilities.

Students are registered in the participating home degree program, meeting the requirements of the participating program as well as those of the collaborative specialization.

Besides attending the seminar series, students must demonstrate hands-on experience in artificial intelligence.

Students eligible for this program are those already registered in the Computer Science MSc thesis-based option, Electrical and Computer Engineering MSc thesis-based option and Electrical and Computer Engineering MEng option. Each of these options either has a thesis or a project. Students are

expected to complete a thesis or project that either develops new AI methodologies or apply AI methodologies. The CSAI co-directors and the Advisory Committee will decide whether the presented research qualifies as AI-related. It is the responsibility of the co-Directors, in consultation with the Advisory Committee, to ensure that the standard for contemporary Artificial Intelligence within the program remains very high.

The courses to be taken have been organized as machine learning, advanced artificial intelligence which includes deep learning and the enabling technologies that allow for AI analysis. Students are to take one course from each of the categories and the Artificial Intelligence Seminar course.

Each student must take the following (half) courses:

CS/ECE 9XXX: Artificial Intelligence Seminar course

Each student must select one of the following (half) courses:

Machine Learning

- CS 9637a: Introduction to Data Science
- ECE 9039: Machine Learning: From Theory to Applications

Advanced Artificial Intelligence

- ECE 9603: Data Analytics Foundations
- CS 9542: Artificial Intelligence II

Enabling Technologies

- CS 9535b: Distributed and Parallel Systems
- CS 9647b: Unstructured Data
- ECE 9014: Data Management & Applications

One of the co-Directors of CSAI can grant alternative choices.

Admission Requirements and Processes

Applicants must possess a four-year degree from an accredited university. The basic admission to a master's program is decided by the home program to which the student has applied. The admission to the Specialization after home program acceptance requires at least an 80% in the last two full-time years of the undergraduate program. The selection from the applicant pool will be done by a joint admissions committee from the Computer Science and Electrical and Computer Engineering Graduate Programs.

Students currently enrolled in a participating Master's program may be considered for admission into the proposed collaborative, if they meet the admission requirements.

Progression Requirements

Same as required in the student's home program.

Degree Timeline

This will be the same as for the master's program of the student's home program.

Delivery Method of the Program

The program will be offered on campus.

NEW CALENDAR COPY

MINOR IN APPLIED STATISTICS

Admission Requirements

Completion of first-year requirements, including the following courses:

0.5 course from: Mathematics 1225A/B (with a mark of at least 80%), Mathematics 1230A/B (with a mark of at least 80%), Calculus 1000A/B or 1500 A/B (with a mark of at least 60%) **

0.5 courses from: Mathematics 1229A/B (with a mark of at least 80%), Applied Mathematics 1411B (with a mark of at least 60%), Mathematics 1600A/B (with a mark of at least 60%).

Statistical Sciences 1024A/B or Statistical Sciences 1023A/B are recommended but not required courses.

** Applied Mathematics 1413 (with a mark of at least 60%) can be used to meet the first 0.5 requirement. In this case, 1.5 entry level courses will be required.

Module

4.0 courses

1.0 course from: Biology 2244A/B, Epidemiology 2200A/B, Statistical Sciences 2035, 2141A/B, 2143A/B, 2244A/B, 2857A/B, 2858A/B.

2.0 courses: Statistical Sciences 2864A/B, 3843A/B, 3850F/G, 3859A/B or 3869A/B.

1.0 course from: Biology 2290F/G, Biostatistics 3100A, Computer Science 2034A/B, 2035A/B, Economics 2223a/b Epidemiology 2200A/B, Epidemiology 3200A/B, Psychology 2800E, 2840F/G, 2855F/G, 2856F/G, 3800 F/G, 3840F/G, Sociology 2206A/B, 2236A/B or any Statistical Sciences course at the 3800 level or higher.

#Psychology 2810 may be used to meet this 1.0 course requirement.

@ If previously completed, Economics 2222A/B and MOS 2242A/B may be used towards this 1.0 course requirement. In these cases, students will be required to complete 1.5 courses from the final 1.0 course list.

NEW CALENDAR COPY

MINOR IN APPLIED FINANCIAL MODELING

Admission Requirements

Completion of first-year requirements, including the following with no mark less than 60% in any of these courses: Calculus 1000A/B or Calculus 1500A/B; Calculus 1501A/B (or Calculus 1301A/B with a mark of at least 85%); Mathematics 1600A/B or Applied Mathematics 1411A/B .

Recommended (but not required) first year courses: Economics 1021A/B and Economics 1022A/B, Philosophy 1200, Computer Science 1026A/B.

Please note: Applied Mathematics 1413 may be substituted for the 1.0 Calculus course requirements.

If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

Module
4.0 courses

2.0 courses: Calculus 2402A, Financial Modeling 2557A, Statistical Sciences 2503B, Statistical Sciences SS2857A.

0.5 course* from: Actuarial Science 2553A, Actuarial Science 2053.

0.5 course from: Statistical Sciences 2858B, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B.

0.5 course from: Financial Modeling 3817A/B, Applied Mathematics 3815A.

0.5 course from: Financial Modeling 3613A/B, Financial Modeling 3520A/B.

* 1.0 course when Actuarial Science 2053 is completed, in which case the module will consist of 4.5 courses.

NEW CALENDAR COPY

MINOR IN DATA SCIENCE

Admission Requirements

Completion of first-year requirements, including the following with no mark less than 60% in any of these courses: Calculus 1000A/B or 1500A/B, Calculus 1501A/B (or Calculus 1301A/B with a mark of at least 85%); Mathematics 1600A/B or Applied Mathematics 1411A/B, Computer Science 1026A/B, Computer Science 1027A/B (with a mark of at least 65%).

Recommended (but not required) first-year courses: Statistical Sciences 1024A/B and/or Statistical Sciences 1023A/B.

Please note: Applied Mathematics 1413 may be substituted for Calculus requirements. If not taken in the first year, Mathematics 1600A/B or Applied Mathematics 1411A/B must be completed prior to the second term of second year.

Module
4.5 courses:

4.0 courses: Computer Science 2035A/B, Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 3319A/B, Computer Science 4414A/B, Statistical Sciences 2857A/B, Statistical Sciences 2858A/B, Statistical Sciences 2864A/B.

0.5 course from: Statistical Sciences 3859A/B, Statistical Sciences 3869A/B

Structure of the Academic Year

HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

8:00 a.m. to 11:00 p.m. Monday to Thursday
8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

8:30 a.m. to 10:00 p.m. Monday to Thursday
8:30 a.m. to 5:30 p.m. Friday

Notes:

- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean)
- Graduate and second-entry professional programs and scholar's elective programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

The following Guidelines apply only to those faculties, schools and colleges which operate on a 26-week teaching term, i.e., they do not apply to the Richard Ivey School of Business, Faculty of Education, Faculty of Law, Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1. Scheduling the Start Date of Classes and Length of the First and Second Terms

- Classes in the first term will begin on the Thursday following Labour Day.
- Classes in the second term will begin on the first Monday following January 2. Second term classes will begin no earlier than twelve days following the last day of the mid-year examination period.
- The last day of registration for either the Fall or Winter term will be seven days from and including the start date of the session (excluding weekends).
- Each term will be thirteen weeks in length, comprising at least 62 "lecture days."
- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days results in a term of less than 62 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

- There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination.
- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.
- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
- No examinations are to be scheduled on Good Friday or Easter Sunday.
- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students are required to request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3. Scheduling Spring and Fall Reading Week

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.
- A Fall Reading Week will be scheduled to begin at 6:00 p.m. on Friday prior to Thanksgiving Monday and end at midnight on the subsequent Sunday.
- a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
- b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
- c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g. travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

4. Scheduling Convocation Ceremonies

- The in absentia February Convocation will be scheduled for the last Friday in February.
- June Convocation ceremonies will be scheduled from Tuesday to Friday in the second full week in June and from Monday to Wednesday in the third week of June.
- October Convocation ceremonies will normally be scheduled on the ~~last~~ **fourth** Wednesday, Thursday and Friday in October. **[If October 1 is a Friday, it will not count as week 1].**

REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

	2014-2015	2015-2016	2016 - 2017	2017-2018
Labour Day	Sept. 1	Sept. 7	Sept. 5	Sept. 4
Registration	Sept. 2 – 3	Sept. 8 – 9	N/A	N/A
Rosh Hashanah	Sept. 25	Sept. 14	Oct. 3	Sept. 21
First Term	Sept. 4 - Dec. 3 (64 days)	Sept. 10- Dec. 9 (64 days)	Sept. 8 – Dec. 7 (62 days)	Sept. 7–Dec. 8 (62 days)
Thanksgiving Monday	Oct. 13	Oct. 12	Oct. 10	Oct. 9
Fall Study Break/Fall Reading Week	Oct. 30 – 31	Oct. 29 - 30	Oct. 27 – 28	Oct. 10 – 13
October Convocation	Oct. 23-24	Oct. 22-23	Oct. 27 - 28	Oct. 25 – 27
December Study Days	Dec. 4-5	Dec. 10	Dec. 8 – 9	Dec. 9
Exams	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)	Dec. 10 – 21 (12 days)	Dec. 10 – 21 (12 days)
Holiday	Dec. 18-Jan. 4 (18 days)	Dec. 23 - Jan. 3 (12 days)	Dec. 22 – Jan 4 (15 days)	Dec. 22 – Jan. 7 (17 days)
Second Term	Jan. 5-Apr. 8 (62 days)	Jan. 4 - Apr. 6 (62 days)	Thur. Jan. 5 – Apr. 7 (62 days)	Jan. 8. – Apr 11 (62 days)
Family Day	Feb. 16	Feb. 15	Feb. 20	Feb. 19
Reading Week	Feb. 16-20	Feb. 15-19	Feb. 20 - 24	Feb. 19 – 23
In Absentia Convocation*	Feb. 27	Feb. 26	Feb. 24	Feb. 23
Good Friday	Apr. 3	Mar. 25	Apr. 14	Mar. 30
Easter Sunday	Apr. 5	Mar. 27	Apr. 16	Apr. 1
Passover	**	Apr. 23 - 24	Apr. 11 – 12	**
Study Days	Apr. 9-10	Apr. 7-8	Apr. 8	Apr. 12 – 13
Exams	Apr. 11-30 (20 days)	Apr. 9-30 (20 days)	Apr. 9 – 30 (18 days)	Apr. 14 – 30 (17 days)
June Convocation***	June 9 – 12 and 15 - 17	June 14 – 17 and 20 - 22	June 13 – 16 and 19 - 21	June 12 – 15 and 18 - 20

	2018-2019	2019-2020	2020-2021
Labour Day	Sept. 3	Sept. 2	Sept. 7
Rosh Hashanah	Sept. 10	Sept. 30	Sept. 19
First Term	Sept. 6- Dec. 7 (62 days)	Sept. 5 - Dec. 6 (62 days)	Sept. 8 (Tue) - Dec. 9 (62 days)
Thanksgiving Monday	Oct. 8	Oct. 14	Oct. 12
Fall Study Break/Fall Reading Week	Oct. 9 – 12	Oct. 15 – 18	Oct. 13 – 16
October Convocation	Oct. 24 – 26	Oct. 30 – Nov. 1 Oct. 23 - 25	Oct. 28 – 30 Oct. 21 - 23
December Study Days	Dec. 8 – 9	Dec. 7 – 8	Dec. 10
Exams	Dec. 10 – 21 (12 days)	Dec. 9 – 20 (12 days)	Dec. 11 - 22 (12 days)
Holiday	Dec. 22-Jan. 6 (16 days)	Dec. 21 - Jan. 5 (16 days)	Dec. 23 - Jan. 3 (12 days)
Second Term	Jan. 7 - Apr. 9 (62 days)	Jan. 6 - Apr. 8 (63 days)	Jan. 4 - Apr. 7 (62 days)
Family Day	Feb. 18	Feb. 17	Feb. 15
Reading Week	Feb. 18 - 22	Feb. 17 - 21	Feb. 15 - 19
In Absentia Convocation*	Feb. 22	Feb. 28	Feb. 26
Good Friday	Apr. 19	Apr. 10	Apr. 2
Easter Sunday	Apr. 21	Apr. 12	Apr. 4
Passover	Apr. 20	Apr. 9 - 10	**
Study Days	Apr.10	Apr. 9-10	Apr. 8 – 9
Exams	Apr. 11-30 (17 days)	Apr. 11 - 30 (19 days)	Apr. 10 - 30 (21 days)
June Convocation***	June 11 – 14 and 17 - 19	June 9 – 12 and 15 - 17	June 15 – 18 and 21 – 23

* Application deadline for the In Absentia Convocation is January 22. No ceremony is held.

** Passover does not fall during the examination period this year. No accommodation necessary.

*** Application deadline for graduation at Spring Convocation is April 30.

**** Application deadline for graduation at October Convocation is September 8.

The rest of the policy is unchanged.

**The UNIVERSITY of WESTERN ONTARIO
SENATE**

Subcommittee on Program Review – Graduate (SUPR-G)

Terms of Reference:

To coordinate and assume responsibility for reviewing proposals for new graduate programs, and to recommend approved proposals to the Senate Committee on Academic Policy and Awards (SCAPA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing graduate programs, and to recommend approved proposals to SCAPA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing graduate programs, with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to SCAPA and Senate.

To carry out all such reviews and appraisals, for the Constituent University and the Affiliated University Colleges, in accordance with University Guidelines <http://www.uwo.ca/pvp/vpacademic/igap/WesternIQAP.pdf> <http://www.uwo.ca/pvp/vpacademic/igap/index.html> and the Quality Assurance Framework adopted by the Council of Ontario Universities <http://www.cou.on.ca/publications/reports/pdfs/quality-assurance-framework-and-guide>

To report annually, for information, to the Graduate Education Council (GEC), and through SCAPA to the Senate and the Board of Governors.

Composition:

The Associate Dean (Graduate Studies) (or equivalent) for each Faculty/School*

The Associate Dean responsible for graduate studies at the Affiliated University Colleges (on a rotational basis)*

Two Graduate Students elected by GEC

Two faculty members elected by GEC, who are Graduate Chairs or Graduate Committee members at the time of their election

Ex Officio:

Associate Vice-Provosts (School of Graduate and Postdoctoral Studies) – who shall be co-chairs

Vice-Provost (School of Graduate and Postdoctoral Studies)

Chair of SCAPA (or designate)**

Manager, Student Academic Services (School of Graduate and Postdoctoral Studies) (non-voting)

Senior Data Analyst (School of Graduate and Postdoctoral Studies) (non-voting)

Vice-Provost and Chief Librarian (non-voting)

Director of the Teaching Support Centre (non-voting)

Secretary of Senate (non-voting)

Vice-President Academic of the Society of Graduate Studies (non-voting)

* an Associate Dean may appoint a designate. The designate must be appointed for a minimum of two years and must be knowledgeable about Graduate Studies at the Faculty/School or Affiliated College.

** the designate must be member of SCAPA at the time of his/her appointment

Resource:

Administrative Coordinator – Office of the Vice-Provost, School of Graduate and Postdoctoral Studies (non-voting)

ADMINISTRATIVE NOTES:

The Teaching Support Centre is available to Deans/Chairs/Directors to assist in the preparation of self-study documents for reviews.

Revised: ~~2012-07~~ 2018 09

[Current Members](#)



Interfaculty Program in Linguistics Final Assessment Report

Faculty / Affiliated University College	Faculty of Arts and Humanities and Faculty of Social Science
Degrees Offered	Bachelor of Arts (Honors)
Modules Reviewed	Honors Specialization in Linguistics Major in Linguistics
External Consultants	Dr. Randall Gess, Professor Linguistics and Applied Linguistics & Language Studies Carleton University Dr. Juana Muñoz-Liceras, Distinguished Professor Modern Languages and Literatures University of Ottawa
Internal Reviewers	Ken Yeung, Acting Associate Dean (Academic) Faculty of Science
Date of Site Visit	March 1 st , 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

The undergraduate linguistics program at Western is an inter-faculty program, offered by the Faculty of Arts and Humanities and the Faculty of Social Science. During the site visit, the external consultants met with Dr. John Doerksen, Vice-Provost (Academic Programs) and the various members involved in this program from both faculties: the Deans (Dr. Robert Andersen and Dr. Michael Milde) and Associate Deans (Dr. Joan Finegan and Dr. Tracy Isaacs), the Department Chairs of Anthropology and French Studies, the two Co-Directors of the program, other faculty members with significant teaching duties in the program, as well as a group of undergraduate students in the program. Despite of the inter-faculty operating structure of this program, the consultants found the curriculum to be “immediately identifiable as a North American program in Linguistics”, which I interpreted as being closely aligned with what one expects of a typical Linguistics program.

The external consultants were generally impressed with the program and the enrolment. They highlighted its two positive inherent characters of interdisciplinary and internationalization, due to instructors coming from various departments in the two faculties and a substantial emphasis in foreign content and languages in the curriculum. They commented that “interdisciplinary and internationalization are the trademark of the research and most of the teaching carried out by the core faculty in this Linguistics Program”, and “many students exiting the Western Linguistics program will have a stronger background in French and/or Spanish linguistics than students in other programs in Canada”.

They were also pleased to see the program’s commitment to field work, community engagement, undergraduate research experience, and experiential learning, as recognized in courses such as: Language Revitalization in Practice, Languages in Canada, Second Language Acquisition, Language Impairments, Spanish in Contact, and Language and Power.

A strong component in indigenous studies in the Linguistics curriculum was identified by consultants, not only on the indigenous communities in Canada, but also those in other countries as well (Mexico and Venezuela). They expected the element of indigeneity in the program will be further reinforced with the ongoing collaboration with the First Nations Studies program at Western.

Regarding the curriculum in Linguistics modules, the external consultants were overall satisfied with the design of the “core” courses, referring to it as the “typical, bare-bone, core structure” for a Linguistics program. However, they noted gaps in the curriculum in Phonetics, Semantics and Morphology, which may be important for students pursuing a career in speech therapy and graduate studies in Linguistics. These gaps were also identified by the program during their curriculum mapping exercise in preparation of this review. New courses in Phonetics and Semantics already have been put in place for 2018-19. However, additional teaching resources will be needed for the introduction of a new course in Morphology.

Likewise, the consultants noted two desirable courses that have not been available to students due to lack of teaching resources, Ling 3102 (Linguistic Analysis with Computers) and Ling 3100 (Language Impairments). The Co-Directors acknowledged that the offering of these additional courses would be beneficial, but course offerings in the program have been generally restricted by workload constraints. There was a consensus during the meetings with various members of the program, that the hiring of one additional faculty member would alleviate the existing teaching pressure due to retirement, administrative and sabbatical leaves, and reduce the dependency of the program on part-time instructors. Nevertheless, the efforts of the two Co-Directors of Linguistics, and the support of their Chairs and Deans, in keeping the program running smoothly and efficiently were clearly acknowledged.

Students in the Linguistics program generally expressed their learning experiences being good. They commented that, despite a large selection of optional courses, the subset of courses taught in English unintentionally created a situation where many of the cohort selecting a similar set of courses, which helped bringing the cohort together as a community inside the classrooms. Nevertheless, they also expressed their desire to have a physical space outside the classroom where the students in Linguistics could identify as their community space.

Significant Strengths of the Program

1. Program is inherently interdisciplinary; a strong element of internationalization is evident in courses and the contribution from the French and Spanish Departments.
2. A strong indigenous component exists in the program, not only on indigenous people in Canada but also those in other countries (Mexico, Venezuela).
3. The program has a strong commitment in experiential learning and community engagement.
4. Despite not having one home department/faculty, Co-Directors have done a superb job in ensuring the smooth and efficient delivery of the program. Curriculum was immediately identifiable as a typically North American program in Linguistics.

Suggestions for Improvement & Enhancement

1. While resources are generally adequate for sustainability of the program, one additional regular faculty position is desirable to allow delivery of all core-courses by full-time members and increase the overall teaching capacity to mount additional courses.
2. Gaps in curriculum were previously identified. Consultants were pleased to see that Phonetics and Semantics are being added to the curriculum. A new course in Morphology should be considered.

3. The number of optional courses can be limiting for English-speaking only students, and not all courses on the Calendar are offered every year (e.g., computational linguistics, language impairments). Plans should be made in prioritization and relocation of teaching resources to ensure that students have access to core courses during their studies.
4. The program should consider identifying a physical space for the student community to address the lack of inclusion/belonging of the program. The upcoming Theoretical and Applied Linguistics Lab, in the newly renovated University College building, has been identified as a physical and intellectual hub for the program. While the lab itself is a research space, students may congregate in the common spaces in the vicinity of the lab within the building.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Continue to prioritize course offering and allocate teaching resources accordingly	Program Co-Directors, Departments, Faculties
Consider extracurricular initiatives that promote in-program student community	Program Co-Directors, Departments



Biochemistry Final Assessment Report

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry
Degrees Offered	Bachelor of Medical Science
Modules Reviewed	Honours Specialization (HSP) in Biochemistry HSP in Biochemistry and Cancer Biology HSP in Biochemistry and Cell Biology HSP in Biochemistry and Pathology of Human Disease (with Pathology & Laboratory Medicine) HSP in Biochemistry of Infection and Immunity (with Microbiology and Immunology) HSP in Chemical Biology (with Chemistry) HSP in Computational Biochemistry HSP in Medical Biophysics and Biochemistry (with Medical Biophysics, which is the home Department) Specialization in Biochemistry Major in Biochemistry
External Consultants	Dr. David Rose, Professor, Department of Biology, University of Waterloo; Dr. Christopher Boddy, Director, Biochemistry Program, Department of Chemistry and Biomolecular Sciences, University of Ottawa
Internal Reviewers	Dr. Michael Bartlett, Professor and Associate Dean (Undergraduate Studies), Faculty of Engineering, Western University
Date of Site Visit	March 7, 2018
Evaluation	Good Quality with Report in Three Years
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

The online site visit began at 8:30 am on 7th March with Dr. John Doerksen, Vice-Provost (Academic Programs), who described how the competitive admissions process yields high-quality undergraduate students in Western's Medical Science program. He noted that students in the Medical Sciences program spend the first two years in Science and then, if admitted to the Medical Sciences program, spend the final two years at the Schulich School of Medicine & Dentistry (SSMD). It was noted that a large number of retirements are coming, and with anticipated budget constraints, the number of students per faculty member (currently 21-22 at Western, which is less than the Ontario average of 26) might have to grow slightly.

Assistant Dean, Basic Medical Sciences Undergraduate Education, Dr. Candice Gibson subsequently also identified faculty renewal as the biggest challenge faced by Biochemistry. This potentially will limit enrollment in the fourth year research courses, which she identified as a strength of the undergraduate program. She expressed a slight concern about low enrollment in some of the Honors Specialization modules, and described planning for a new addition to the Medical Sciences Building anticipated in the next 5-10 years.

Members of the Undergraduate Curriculum Committee described how most courses in Biochemistry are team-taught: Course Coordinators are assigned to ensure that the course content taught by different individuals is complementary, to manage grade submissions, and to respond to academic appeals. We subsequently met with seven Coordinators for second, third, and fourth year courses, who confirmed the details of their roles as course coordinators.

We had lunch with seven undergraduate students who displayed intelligence and enthusiasm that markedly impressed the External Consultants. The External Consultants found Western's modular system complex but the students clearly indicated their comfort with the system. A number of the students are completing Accelerated Masters degrees with SSMD. They clearly indicated their strong satisfaction with their programs, agreeing that their Biochemistry Professors "tend to go above and beyond".

Various other meetings provided the Reviewers with relevant information described in the External Consultants' Report, which is summarized in the following sections of this assessment report. The Teaching and Learning Librarian expressed pride in the library collections available for Biochemistry students and the service provided by library staff. A group of Teaching Assistants described their general positive experiences but noted that T.A. workloads are inconsistent between courses and that T.A. duties in team-taught courses could be better coordinated. The Acting Chair, who is envisaged to continue in this role to July 2019, described the need for "a contingency plan moving forward with retirements."

The External Consultants made a total of 16 recommendations. The Department's response, co-authored by the Chair of the Undergraduate Studies Committee, and the Vice-Dean, Basic Medical Sciences, addresses all of them appropriately. In particular, they note that "developing and maintaining a strong, diverse faculty component... is the most pressing issue for our Department." They "are looking forward to the arrival of a new Chair, with whom we can renew and further develop the vision for our Department's future."

Significant Strengths of the Program

Specific strengths of the program identified by the External Consultants are as follows:

- The Biochemistry program "displays particular strength in experiential learning through 3rd and 4th year research project" with a "high emphasis on laboratory research experience in faculty research labs".
- The program "has done a thorough job of aligning teaching and evaluation to Western Degree Outcomes".
- The program "is nicely positioned to address current and emerging areas in Biochemistry". "Joint programs with other units (Chemistry, Biology, Physics, etc.) are particular strengths to exploit multidisciplinary expertise and minimize duplication."
- "The faculty members that met with the Consultants, the Program Committee and Course Coordinators, were enthusiastic, dedicated and proud of their program".
- The students that met with the Consultants "were of extremely high quality. We were impressed with their enthusiasm for the program and with their eloquence and intelligence."
- The Consultants were "impressed with the dedication and enthusiasm" of the Teaching Assistants they met.
- The program "has done a thorough analysis of its assessment approaches and implemented measures to increase the opportunities for written evaluations, essays and presentations where possible."
- The involvement of Western Libraries staff who have "been involved intimately in a course instructing students in reference searching and management... was a clear strength."

Suggestions for Improvement & Enhancement

The External Consultants have identified the following specific opportunities that, if implemented, would improve this program:

1. Enhance the sense of community among undergraduates, specifically by:
 - a. providing “networking opportunities between senior students and the Department, perhaps through the Biochemistry Club, as students are accepted into their program”;
 - b. providing “more depth in second year to the nature and coverage of the various HSP options, inviting contributions from the Biochemistry Club and senior students in the various HSPs”; and,
 - c. increasing “cohort-building opportunities, especially within the HSPs, by collaboration between the Department and the Biochemistry Club”.

The Department’s response indicates that they have asked members of the incoming Executive of the Western Biochemistry Club for suggestions in these areas and a program where upper-year students mentor their younger peers is being considered.

2. Enhance the curriculum by:
 - a. continuing to “review the various options (especially HSPs) with a view to combining or terminating some, especially where the uptake is low.”;
 - b. paying “more attention to smoothing the transition in team-taught courses.”; and,
 - c. “continuing the internal funding for experiential learning opportunities” for students.

The Department “will consider withdrawing some of our less popular HSP options”. “Issues surrounding consistency of instruction and assessment will be discussed with Course Coordinators” to “encourage instructors in the same course to come to agreement about the operation of that course”. The Department “agrees wholeheartedly” with the recommendation to continue the internal funding of experiential learning opportunities and notes the issue “could be raised by the new incoming Chair of the Department with the Dean.”

3. Enhance the coordination of Teaching Assistants, specifically by:
 - a. “assigning T.A.s for highly technical courses to thesis-based students”; and,
 - b. developing “a two-way communication mechanism between T.A.s and instructors on expectations of workload for each T.A. assignment.

The Department’s response is that the T.A. assignment issue is challenging to resolve but “the Graduate Studies Committee can discuss options and incentives to ensure Ph.D. students fill positions in the 3380G laboratory course.” Also, “starting in Fall 2018, we will mandate for each course a meeting between all instructors and T.A.s to review the T.A. contract” and so resolve the communication issues.

4. Enhance diversity by, in faculty recruitment, making efforts to “attract top female candidates with the intent of increasing the female: male ratio”.

The Department “definitely agrees”, responding that “formation of a Department task force to address gender equity issues is in progress.”

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Engage the Department fully in faculty renewal planning, with a specific view towards maintaining the viability of the program	Chair
Allocate a dedicated budget for laboratory equipment maintenance and renewal	Dean, Assistant Dean BMSUE



Medical Biophysics Final Assessment Report

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry – Medical Biophysics (MBP)
Degrees Offered	Bachelor of Medical Sciences
Modules Reviewed	HSP in Medical Biophysics (Clinical Physics Concentration), HSP in MPB (Medical Sciences Concentration), HSP in MBP and Biochemistry, Specialization in Medical Biophysics, Major in Medical Biophysics
External Consultants	Dr. David Chettle, Professor, Department of Physics and Astronomy, Faculty of Science, McMaster University Dr. Craig Simmons, Distinguished Professor of Mechanobiology, Institute of Biomaterials and Biomedical Engineering, Faculty of Engineering, University of Toronto
Internal Reviewers	Susan Knabe, Associate Dean Undergraduate Faculty of Information and Media Studies
Date of Site Visit	March 23, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: SCAPA: Senate:

Executive Summary

The site visit took place on March 23, 2018 and consisted of a series of meetings in the department with administrative members of the University, Faculty, and Department, faculty members from Medical Biophysics, including members who are cross-appointed with Biomedical Engineering, undergraduate students, many of whom were members of BONEs, graduate TAs, staff members who service the undergraduate program, and members of Western Libraries who support the department of Medical Biophysics. The reviewers also visited several research labs, including research space in the basement of Natural Sciences and in the Robarts Research Institute.

The consensus of the reviewers is that the undergraduate program is well aligned with the Western Degree Outcome expectations, and that the undergraduate curriculum is both innovative and meets the current state of the discipline, preparing students for further study in the area of Medical Biophysics or for professional health programs, like medicine. The reviewers conclude that the program is excellent, and that the department “clearly values undergraduate teaching and research, exceeding most degree level expectations.” Their primary concern is that “too few students are currently taking advantage of this excellent opportunity” and conclude that the department appears to be resourced in a way that would support an increase in students taking undergraduate modules in Medical Biophysics, with the possible exception of TA support. A second concern is the tendency for graduates of the undergraduate program to remain within the department for their graduate work, with the suggestion that students be encouraged to think more expansively about the kinds of graduate and other careers that they may pursue. They indicate some areas for improvement, specifically in terms of reducing the number of modules being offered, and identify recruitment as a primary focus for the department. Recruitment, they note, is given additional salience and urgency, given the presence of Medical Physics in the Physics Department, and the introduction of an undergraduate module in Biomedical Engineering, and suggest that attention to the way in which these programs might collaborate or compete need to be considered.

Significant Strengths of the Program

1. Innovative assessments which map onto and support the development of essential research, laboratory, technical and scientific communication skills
2. Exposure of students to cutting edge areas of research through placement in faculty PI research laboratories for MBP 4970E and 4971E
3. High level of student satisfaction and engagement with the program, especially through undergraduate organization (BONeS)
4. High level of buy-in from faculty in terms of fostering undergraduate research opportunities
5. Program is adequately resourced to support significant growth in undergraduate module numbers
6. Current second year course on Medical Imaging serves as an important introduction to MBP for many BMSC students

Suggestions for Improvement & Enhancement

1. Reduce the number of undergraduate modules, especially HSPs, and provide a clear rationale for how these modules relate, through activating an undergraduate curriculum committee
2. Review the weighting of MBP 3970Z, which is currently a 0.5 course
3. Provide increased program level information and program counselling support for students considering, or currently enrolled in, the MBP program, either through offering in-house faculty advising or offering additional information for academic counsellors to assist students in navigating the different modules
4. Increase number of students within the program by seeking out opportunities to make students aware of the scope of MBP during the first two years of the BMSC program and during the final year of high school
5. Increase opportunities for students to have international experience by leveraging existing research partnerships
6. Common space for undergraduate students to meet and collaborate – the lab-centric experience in 4th year has students dispersed in labs across the campus and city
7. Explore implications (risks and synergies) for program of newly launched Biomedical Engineering undergraduate program and extant Medical Physics program in the Department of Physics
8. Review TA support for the program, particularly should enrolment increase

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Reduce and rationalize number of modules offered and explore synergies with BME and Medical Physics (involves reviewing curriculum, courses)	Undergraduate Chair, Curriculum Committee, Chair, Assistant and Vice Dean
Work on growing enrollment in undergraduate Medical Biophysics modules <ol style="list-style-type: none"> 1. Recruitment activities (second year course, guest lectures, OUF) 2. Improved information provided to academic counsellors and faculty advisors in MBP 	Undergraduate Chair, Chair, Assistant Dean, Vice Dean,
Enhance and expand student experiences through research exchanges with existing partnerships or study abroad opportunities (both nationally and internationally)	Undergraduate Chair, Curriculum Committee, Faculty Members, Chair



Microbiology and Immunology Final Assessment Report

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry – Microbiology and Immunology
Degrees Offered	BSc
Modules Reviewed	HSP in Microbiology and Immunology (Microimm); HSP in Microimm and Pathology, SPZ in Microimm, Major in Microimm
External Consultants	Dr. Karen Mossman, Associate Vice President, Research and Professor, Pathology and Molecular Medicine, McMaster University Dr. Rene Harrison, Professor, Department of Biological Sciences, University of Toronto, Scarborough
Internal Reviewers	Dr. Susan Knabe, Associate Dean, Undergraduate, Faculty of Information and Media Studies
Date of Site Visit	March 28, 2018
Evaluation	Good Quality with Report in Two Years
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

The site visit took place on March 28, 2018 and consisted of a series of meetings in the department with administrative members of the University, Faculty, and Department, faculty members from Microbiology and Immunology, including members of the Undergraduate Education Committee, undergraduate students, graduate TAs, staff members who service the undergraduate program, and members of Western Libraries who support the department of Microbiology and Immunology. The reviewers also visited several teaching labs, as well as the state of the art laboratory currently under construction in the building.

The reviewers were enthusiastic about the strengths of the undergraduate program, identifying the numerous and thoughtful ways that suggestions from the previous curriculum review (2010) had informed the substantial curriculum revisioning undertaken by the department over the past seven years. The undergraduate chair was singled out by faculty, students, and the reviewers as having spearheaded this extensive and intensive process of pedagogical renewal, initiating innovative forms of assessment that reflect real world applications, while fostering a community of highly engaged and motivated teachers and learners. The sharp increase in the growth of enrolments in module numbers is due, at least in part, to the care and attention that has been shown to the undergraduate curriculum. As a result of this process, the program is in the enviable position of having very few substantive changes necessary for improvement in terms of curriculum development. Students and faculty express a high degree of satisfaction with the program, with the reviewers concluding that the program delivers on or exceeds the institutions degree level outcomes, especially in the areas of experiential and lifelong learning, as well as transferable skills, including different modes of communication, and the awareness of limitations of knowledge. They note that "it was clear that excellent training beyond rote knowledge was coming out of these programs" and that these modules "excel at experiential learning."

At the same time, however, the reviewers expressed considerable concern for the sustainability of the program, baldly concluding that “this is an excellent program that is currently running on fumes” and warning that in the face of the dual threat of a decreasing faculty complement and increasing student body “the program will fail to maintain its excellence and will be unable to meet the expectations of the students and the University.” In particular, the reviewers singled out the hire of an additional educator, and identified additional lab staff support for the laboratory technician who has primary, if not sole responsibility for coordinating and managing the teaching laboratories to deal, noting the vulnerability of a teaching program whose labs are dependent on a single staff member to run effectively.

The program's response to many of the suggestions/recommendations has been rapid and exemplary; several of the items identified below have been taken in hand in the two months that have elapsed between the review and report.

Significant Strengths of the Program

1. Undergraduate curriculum foregrounds innovative assessments which move away from MCQ dependant exams. These innovations include the fourth year research project and seminar course, required writing across the curriculum for diverse audiences, and a third year elective video assignment, all of which enable students to develop and reflect on real world applications of their knowledge. The program offers students multiple opportunities to build on both discipline specific knowledge and transferable skills in a systematic, progressive way.
2. Highly engaged and motivated faculty members, including clinical faculty, who supervise HSP student projects in their research labs.
3. Teaching assignments designed to harness faculty expertise in order to maximize student exposure to experts in designated topics. Innovative and effective use of clinical faculty members enhance student learning, especially in Y4 Immunology course. At the same time, faculty members who teach in the required courses, , come together to ensure coverage and progression, and avoid redundancies and overlaps.
4. Strong student interest in the program (178 students involved in modules at the time of the IQAP brief) and excellent levels of student engagement with the program.
5. Numerous opportunities for students to engage in experiential learning through laboratory courses, fourth year research projects, internships, and instructor led research initiatives in Uganda.
6. Class sizes allow face to face delivery of lecture and lab content. Where technology has been introduced, in one third year lab course, there has been consider effort to do this in a thoughtful way, ensuring that the delivery method enhances learning.
7. The Undergraduate Chair's commitment to undergraduate curriculum development and the undergraduate microimm program: “the role that the Undergraduate Chair has played in the success of this program cannot be underscored, and was the single most unified theme that emerged from the review.”

Suggestions for Improvement & Enhancement

1. Add an additional non-tenure track faculty educator. Alternately, redistribute existing teaching resources to help ensure the Undergraduate Chair's workload remains manageable going forward.
2. Recognize and plan to address departmental dependence on key staff members, such as the Laboratory Technician and the Teaching and Research Coordinator, whose knowledge and expertise is vital to the ongoing delivery of quality undergraduate programing. This includes the need for immediate cross-training to provide coverage and continuity, and succession planning as at least one of these individuals is approaching retirement.
3. Recognize and plan to address the attrition of teaching faculty as a result of the loss of at least three senior faculty members to retirement. This includes recognizing the lack of faculty expertise in the area of industrial and/or food microbiology, bacteriology, and in fungal pathogenesis and parasitology, as well as the relatively heavy concentration of new faculty in the area of virology. The reviewers strongly recommend additional tenure track or senior hires be made to bolster the program.

4. Consider two further issues related to faculty attrition: the first is that the retirement of a whole cohort of senior faculty means that junior faculty members are starting their teaching careers without as robust a number of mentors and teaching role models; the second is that the decrease in research oriented faculty members reduces the opportunities for students seeking to complete the required fourth year research project and seminar course.
5. Explore how best to remedy poor participation in online Student Questionnaires on Courses and Teaching (SQCT) and, failing that, develop alternative means of capturing similar information in order to offer instructors opportunities to continually improve their teaching.
6. Remove the Specialization in Microimm as this module is undersubscribed (only 1 student enrolled at the time of the IQAP brief).
7. Consider moving Microimm 3500 to a required course for Microimm modules.
8. Identify and pursue opportunities, including the proposed Bioinformatics course to be offered jointly with Pathology, to bolster students' knowledge of biostatistics.
9. Ensure succession planning for fourth year Immunology course as the current instructor's retirement is imminent.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Provide immediate relief and support to reduce the workload of the current faculty Educator and Undergraduate Chair through the hiring of an additional faculty educator and/or redistribution of teaching workload	Chair, Undergrad Chair, Undergrad Education Committee, Vice Dean, Dean Chair, Appointments Committee, Vice Dean, Dean
Provide ongoing support for extant teaching laboratory personnel	Undergraduate Chair, Chair, Assistant Dean, Vice Dean
1. identify opportunities for cross-training to ensure coverage in the event of illness or absence	Undergraduate Chair, Chair
2. hire or redeploy lab support staff to deal with program reliance on single staff members	Undergraduate Chair, Chair, Vice Dean, Dean
Increase tenure track faculty complement with particular attention to the areas identified (senior immunologist, clinical bacteriologist)	Chair, Vice Dean, Dean
Address ongoing curriculum concerns (see 6-9 above)	Undergrad Chair, Undergrad Education Committee



Physiology and Pharmacology Final Assessment Report

Faculty / Affiliated University College	Faculty of Science <u>and</u> Schulich School of Medicine & Dentistry
Degrees Offered	Bachelor of Medical Science (Honours) Bachelor of Medical Science (four-year)
Modules Reviewed	Honours Specialization Physiology Honours Specialization Pharmacology Honours Specialization Physiology & Pharmacology Specialization in Pharmacology Specialization in Physiology Major in Physiology Major in Pharmacology
External Consultants	Dr. Alastair Ferguson, Professor, Department of Biomedical & Molecular Science, Queen's University Dr. Venkat Gopalakrishnan, Professor and Head, Department of Pharmacology, University of Saskatoon
Internal Reviewers	Joan Finegan, Associate Dean, Faculty of Social Science
Date of Site Visit	April 10, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

Reviewers met with representatives of senior administration (Karen Campbell, Vice-Provost, Academic Planning, Policy and Faculty; John Doerksen Vice-Provost, Academic Programs), administration in Basic Medical Sciences (Candace Gibson Assistant Dean; Doug Jones, Vice Dean) as well as with the Chair and Undergraduate Chair in Physiology/Pharmacology. They also met with the Manager and Coordinator for the Basic Medical Sciences as well as faculty members, administrative and technical staff within the department. The librarians provided a fulsome description of the library resources and a group of undergraduates endorsed the program enthusiastically.

The Department of Physiology and Pharmacology is a merged department that maintains its two distinct disciplines while at the same time transitioning to an interdisciplinary education. The reviewers believe that the department should be encouraged to embrace the notion of a truly interdisciplinary undergraduate program. Their new laboratory course in Physiology/Pharmacology is a positive step in this direction.

Overall, the program has healthy enrolments (though the numbers in pharmacology are lower) and is staffed by faculty (both teaching-only faculty and traditional faculty members) and staff who are dedicated to providing students with an excellent undergraduate education. It is consistent with Western's mission, values and strategic priorities, and experiential learning forms a significant component of the program.

Significant Strengths of the Program

1. The students express high levels of satisfaction, and indicators, such as academic awards, attrition, time to completion, teaching evaluations, suggest that the program is of high quality.

2. The new physiology/pharmacology laboratory course represents the successful merger of the two disciplines and contributes to a “well trained holistic undergraduate degree holder”
3. The resources to run the program are adequate. One particularly outstanding example is the renovated lab space, which demonstrates how different departments can work together effectively.
4. The fourth-year thesis is an important capstone to the degree. (Though the number of students who can take this course is constrained by the number of faculty members who are willing to supervise them, the modules are well subscribed and growth is not a goal. Faculty members are expected to take one student and encouraged to take more.)
5. The atmosphere is collegial. The Chair and Undergraduate Chair have the confidence and support of faculty and staff. The teaching and research faculty work well together and are knowledgeable in the area. The reviewers were particularly impressed by the exceptional job the teaching faculty does and urged the department to safeguard their interests.

Suggestions for Improvement & Enhancement

1. The evolution towards a true interdisciplinary education needs to continue. One example of this would be to change the current second-year course in physiology to one that includes physiology and pharmacology.
2. Courses in pharmacogenetics, pharmacoeconomics, pharmacovigilance would complement the program and provide a foundation for a dual degree in Physiology/Pharmacology and Ivey's Honors Business Administration. Such a degree does not exist in North America and it would be attractive to the Pharmaceutical/Biotechnology sectors.
3. The Department should develop strategies to handle gaps in expertise, in particular, in the areas of Renal, Gastrointestinal and Endocrine Physiology/Pharmacology. The Department hopes to fill these gaps when hiring to replace recent retirements and departures.
4. The reviewers also believed that, in the spirit of interdisciplinary, the number of modules should be reduced and that this would be achieved by the continued integration of physiology and pharmacology.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Create a dual degree with Ivey HBA	Department and Ivey Business School
Ensure gaps in expertise are filled	Department and Faculty
Include more pharmacology in the second-year physiology courses	Department
Reduce the number of modules.	Department



Interdisciplinary Medical Sciences Final Assessment Report

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry/Faculty of Science
Degrees Offered	BMSc, BSc
Modules Reviewed	Honors Specialization in Interdisciplinary Medical Sciences; Specialization in Interdisciplinary Medical Sciences; Major in Interdisciplinary Medical Sciences; Major in Medical Sciences
External Consultants	Dr. Ana Regina Campos, Director, School of Interdisciplinary Science, McMaster University Dr. Michael Kawaja, Associate Dean, Life Sciences and Biochemistry, Queen's University
Internal Reviewers	Dr. Christopher Sherrin, Associate Dean (Academic), Faculty of Law, Western University
Date of Site Visit	March 22, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

The external consultants were generally very positive about the IMS module. They stated: "Clearly, this is a high quality program" that "has become a destination of choice for high achieving high school students." They described the faculty and administrative team as "highly qualified" and were especially impressed with the teaching-stream professors.

1. **Objectives:** The consultants stated that the "IMS module is by and large aligned with Western's mission, values, strategic priorities and academic plans." They noted, however, that student participation in internships and exchanges were "not as vigorous as one would expect," remarking that students "appear to perceive the existence of significant academic barriers for their effective participation in these initiatives." The Department noted that a number of their students participate in and appear to value the Science Internship Program. Participation in international exchanges is more difficult due to the need to ensure equivalency of courses but a new exchange has been developed with a Netherlands university and the Department plans to develop and publicize more exchange opportunities in the future.

The consultants heard concerns about the availability of seats for IMS students in courses (particularly senior courses) mounted by other departments. The Department is aware of these concerns and is working to increase the number of seats available to IMS students within 4th year courses. Even if students cannot always get their first choice, they can fulfill the requirements of the module within the current constraints and be exposed to a breadth of choices.

The consultants noted the absence of an honor's thesis option and student desire for "increased opportunity to work on smaller independent [research] projects." The Department responded that students report "they do not want a full research project" and that the current "structure of the 4th year lab does provide roughly the equivalent of a short research project." A thesis option can be explored but would have to rely on the willingness of research faculty within the basic medical science departments to act as supervisors.

2. **Program Structure and Curriculum:** The consultants remarked on the popularity of the IMS module and highlighted the many ways in which its "core courses" stand out and shine as examples of innovative and student-interactive interdisciplinary courses. The consultants proposed that additional interdisciplinary (possibly online) courses be created, that new opportunities be investigated for IMS

students to incorporate “research exploration,” and that “critical financial investments for [program] sustainability are required and thus a forward-looking plan should be structured to ensure ... long-term viability.” The Department responded that it continues to look for ways to add interdisciplinary courses and to expose students to research opportunities. The self-study initiated the process of structuring a long-term plan for the module and the Department plans to continue that process.

3. Assessment of Teaching and Learning: Student achievement of learning outcomes is appropriate and students have a high level of regard for the IMS faculty and program. The consultants, however, recommended a reevaluation of the demanding conditions for admission to and continuation in the program (which cause stress to students) and that the process for evaluating student Intent to Register be streamlined. The Department responded that it has taken various steps to reduce stress on students through policies that guarantee admission into the program if certain criteria are met and open up additional opportunities for admission when those criteria are not met. In addition, once a student gains entry to Year 3 of the program they have assured progression to Year 4. Administration of the Intent to Register process has been largely automated and multiple information sessions about the process are held each year.
4. Resources for All Programs: The teaching-stream faculty were seen as real strengths of the program, but are in need of greater administrative support. More such educators would be required if more courses were added to the IMS curriculum. The Department responded that it continues to look for ways to offer administrative support, GTA support, and mentoring to the two faculty members. It noted, however, that they are appointed as 70% teaching faculty with small service and research assignments.
The consultants had no concerns about library and information technology resources, but expressed concern that the absence of “dedicated IMS laboratory space has resulted in problems of accommodation and time-tabling.” They also commented that “[b]ecause IMS is not affiliated with a Department ..., it struggles of recognition at many different levels, including financial allocation of adequate resources for educator hiring, laboratory supplies, and educational tools.” They recommended that “adequate financial / personnel resources are formalized in the Schulich ... budgetary plan for the IMS.” The Department wholeheartedly agreed, adding that it will develop a strategy to better communicate “the importance, strengths, and changes and improvements in the IMS program to the other departments.”
5. Resources Undergraduate Programs: The consultants found that there are adequate numbers of faculty and staff to achieve the goals of the program, although not necessarily to expand it. They expressed some concern about eventually exhausting the dedicated teaching faculty members, reiterating the suggestion for greater administrative support for them.
6. Quality and Other Indicators: The consultants were highly complimentary of the quality of the program but stated that it “faces some significant challenges regarding adequate working and storage space and resources for equipment replacement and addition.” They recommended that the Faculties develop a plan to ensure that “the IMS program, associated faculty and staff be provided with stable and adequate space for the delivery of the laboratory courses and other activities conducive to the development of a sense of cohort and value in the program.”

Significant Strengths of the Program

1. Innovative, focused on student-learning, providing opportunities for students to learn from engaging with the community.
2. Flexibility afforded to students to customize their degree according to their interests and future career goals.
3. Innovative and excellent core courses.
4. Top-notch dedicated faculty.

Suggestions for Improvement & Enhancement

1. Enhance internship and exchange opportunities.
2. Create new interdisciplinary courses for IMS students.
3. Provide greater administrative support for the program’s teaching-stream faculty.
4. Formalize adequate financial / personnel resources in the Schulich budgetary plan.
5. Develop a plan to ensure adequate and stable space for delivery of laboratory courses and other activities of value to the program.

6. Assess the difficulties IMS students encounter in enrolling in desired courses.
7. Enhance opportunities for student research projects and even an honor's thesis.
8. Reevaluate the conditions for admission to and continuation in the program.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Develop plan to ensure long-term program viability and growth	Dean, Vice-Dean
Consider developing additional interdisciplinary courses for IMS in on-line format	Assistant Dean BMSUE
Survey students to determine the level of difficulties that IMS students encounter in enrolling in departmental courses	Assistant Dean BMSUE, BMSUE Program Committee



Psychology Final Assessment Report

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	BA; BA dual degree with Ivey; BSc
Modules Reviewed	HSp in Psychology (BA); HSp in Psychology/HSp Business Administration (BA); HSp in Developmental Cognitive Neuroscience (BA); HSp in Psychology (BSc); HSp in Animal Behaviour (BSc); Major in Psychology (BA or BSc)
External Consultant	Richard Eibach, Associate Chair Undergraduate, Department of Psychology, University of Waterloo
Internal Reviewers	Tracy Isaacs, Associate Dean (Academic), Arts and Humanities
Date of Site Visit	Monday, March 19, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

Because of a late cancellation, there was just one external consultant for this review, Richard Eibach, Department of Psychology, University of Waterloo. As the Associate Chair Undergraduate of his Department, Dr. Eibach had good insight into undergraduate programming – both in terms of curriculum content and delivery – appropriate to the discipline and the times. The site visit took place on Monday, March 19, 2018, with Dr. Eibach and internal reviewer Dr. Tracy Isaacs (Arts and Humanities) present at all meetings. During the site visit the external consultant met with John Doerksen, Vice-Provost (Academic Programs) and Karen Campbell, Vice-Provost (Academic Planning, Policy and Faculty; Dean of the Faculty of Social Science; Associate Dean, Academic and Undergraduate Services, Faculty of Social Science; the Chair and Associate Chair (Undergraduate Affairs), Psychology; Associate Chief Librarian, Western Libraries; faculty members; undergraduate students; members of the Undergraduate Affairs Committee and staff in the Department including the Administrative Officer; Undergraduate Program Advisor and the Undergraduate Coordinator.

The external consultant provided a positive report acknowledging strong curriculum in all the programs under review, programs that contribute to Western's strategic priorities and mission to "promote excellence and innovation in teaching and learning" and "teach transferable knowledge." The program offers undergraduates opportunities for advanced training in research methods, data analysis and the acquisition of information literacy skills. He notes exceptionally accomplished full-time faculty members and an active research environment in which undergrads can get involved. According to the external's report, the curriculum has clear and appropriate requirements and learning outcomes that meet the Undergraduate Degree Level Expectations and satisfy the APA's guidelines for the discipline. Further, the curriculum reflects the current state of the discipline, enables students to contribute to new knowledge, and allows them to develop autonomy, professional capacity, and skills such as time management, proper citation practices, and to develop academic integrity. Instructors incorporate innovative projects, such as a third-year course project in which students develop a PSA video and the history of psychology course in which students interview past graduates of the program. The modes of delivery, primarily but not exclusively through on campus instruction, are deemed effective and appropriate to the learning outcomes, as are the teaching methods and assessment tools.

The external consultant considers the human resources available to the program adequate for providing effective support. He points out some issues with the physical space where the admin offices are located. These issues are acknowledged by both the department and the office of the dean and within the budget and planning process both have requested funding to support renovations. Library resources and support, IT infrastructure, and lab resources and access are deemed effective for the support of student learning. As is expected, larger class sizes in first and second year yield to smaller classes on more focused topics in third and fourth year, enabling more interaction and discussion.

Student feedback indicates high satisfaction and appreciation for the opportunities to gain research training, especially in the honors thesis course, and also as research assistants.

Significant Strengths of the Program

The external consultant identified several strengths in particular including: (1) opportunities, including CEL opportunities, for students to apply their knowledge; (2) excellent one-on-one mentorship and skills consolidation in the HSP fourth year honors thesis, providing what he terms “an exceptional capstone experience”; (3) excellent support for students from the full-time Psychology Program Advisor; (4) access to and opportunities to research-intensive training working with full-time faculty members on their original research projects.

Suggestions for Improvement & Enhancement

The external reviewer had several suggestions for the program enhancement. First, student feedback indicates a desire for more transparency concerning practical applications. The department has developed a checklist of transferable skills already. The external consultant suggests that the department flag courses in which the content and assignments focus on practical applications. This would help students identify those courses. Second, some students in the HSP indicated confusion about how to integrate data analysis with their methods training. The external consultant suggests could be addressed either by updating the sequencing and structure of the offerings or integrating methods and data analysis into one course for the HSP students as is currently the case in the major module (in 2820E). The departmental response indicates that this possibility is being explored at an upcoming retreat. The external endorses the idea, now under consideration by the department, of expanding the half course (0.5 credit) 3800F/G (a third-year data analysis course) into a full year course (1.0 credit). He also raised the issue of writing skills. The Dean's Office response indicates that this has been identified as a broader concern that is provoking a Faculty-wide discussion and the possible implementation of a first year writing course requirement for Social Science students.

The external consultant's primary recommendation is: “keep up the good work.” Having said that, there are some recommendations. One such, hiring an Indigenous Scholar, will be considered as part of a larger discussion of the department's Academic Strategic Plan at a May retreat. None of the recommendations or suggestions seem absolutely necessary for program sustainability, but below the non-thesis capstone option for the HSP and a comment on the proposed name change to differentiate the BSc are included.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Careful consideration of the non-thesis option capstone option for HSP students before making changes; experiment with alternatives such as CEL	Department
Retain “Psychology” in the revised BSc degree's name in order to avoid potential confusion	Department



History and Political Science, Brescia University College Final Assessment Report

Faculty / Affiliated University College	Brescia University College
Degrees Offered	B.A.
Modules Reviewed	Honors Specialization in History; Specialization in History; Major in History; Major in Political Science
External Consultants	Dr Catherine Carstairs, University of Guelph Dr Ian Roberge, Glendon College, York University, Toronto
Internal Reviewers	Dr James E. Crimmins, Acting Dean of Arts and Social Science, Huron University College
Date of Site Visit	March 14-15, 2018
Evaluation	Good Quality with Report in Two Years
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

The Internal Reviewer and the External Consultants, Dr. Catherine Carstairs of the University of Guelph and Dr. Ian Roberge of Glendon College at York University, spent two days on the Brescia campus, March 14-15, 2018, interviewing History and Political Science faculty and students, College staff, and Brescia and Western administrators. They received the History and Political Science self-study well in advance of their visit and came prepared to explore questions they had previously identified as necessary to compile a complete and helpful report. The Consultants conducted their research thoroughly, sympathetic to the nature of a liberal arts college within a larger research-intensive university. They have provided a balanced assessment which recognizes the considerable contributions of the faculty in each program in creating a beneficial learning environment for their students and offer numerous helpful suggestions for improving the programs and enriching the students' learning experience. The Consultants' Report is encumbered to some extent by the need to review two programs that possess no substantive relation to each other beyond students possibly enrolling in combined Majors, and does so by alternating comments on each program under the several headings requiring comment. Consideration may be given to assessing these programs separately in the next cyclical review, though it should be noted that a new joint module was recently approved on Power in History and Politics.

The Consultants offer positive remarks on the exemplary dedication of the History and Political Science faculty to the students in their programs, the tenured members of which are all active researchers, the consistency between the learning outcomes of the programs and the broad expectations in these disciplines, and the strong student responses to the value of the education they receive. Where they see room for improvement they have specified recommendations encompassing modest programmatic changes, teaching a greater variety of courses, broadening the student learning experience beyond the classroom into inquiry-based experiential and study abroad opportunities, filling gaps in course offerings by hiring new faculty, and encouraging collaboration with the other affiliated Colleges to broaden student choice. However, the main challenge confronting the History and Political Science programs is not discussed in any detail by the Consultants—the relatively low program enrolments detailed in the History and Political Science self-study, which seriously jeopardizes the likelihood that their key recommendation to hire additional faculty will be fulfilled.

Significant Strengths of the Program

- All tenured faculty are active researchers and dedicated teachers, highly committed to their students and passionate about student learning and success.
- Learning outcomes are consistent with the Brescia competencies as well as with broad expectations in the respective disciplines.
- Innovative teaching and assessment strategies in History.
- Strong student responses to the value of their education.

Suggestions for Improvement & Enhancement

- The faculty complement of both programs is small—two full-time tenured faculty in History and one in Political Science, supported by a number of contract faculty—which makes it extremely difficult to offer a full range or sufficient diversity of courses. It is recommended that additional full-time faculty be hired. Unfortunately, the Consultants do not clearly state the desirable number of additional faculty needed in each program, save the recommendation that Political Science would benefit from hiring a female member of faculty to increase diversity of perspectives.
- In History the curriculum is focused on Canada and Europe and needs greater global breadth and more attention to offerings in women's and gender history; in Political Science there are no courses offered in two important areas of the discipline—Political Theory and Comparative Politics. New hires could address these gaps. It is also recommended that faculty rotate courses to increase options and that students be encouraged to enroll in courses at other affiliated Colleges where needed.
- Collaboration across the affiliated Colleges to enhance the curriculum, including cross-listing senior courses and offering joint courses which could be helpful in increasing the enrolments in some senior courses at Brescia which are presently very low.
- Explore further ways to employ technology in the classroom.
- The Political Science Major has a new capstone course on Women in Politics that involves a workplace experience and extensive mentorship. History offers experiential learning opportunities in several of its courses, but none involving workplace engagement. While the new module on Power in History and Politics will include a capstone course with an experiential learning component, it is recommended that independent research-based study courses be developed that would require a workplace learning experience.
- Low enrolments in the Minor in Public Administration suggests that resources might be better devoted to the Political Science Major and the new module on Power in History and Politics.
- More attention to promoting student exchanges to overcome a perceived lack of student interest in the opportunities and benefits of an international experience.

Both History and Political Science jointly and the Academic Dean at Brescia have written helpful responses to the Consultants' Report which underscores the determination to improve these programs in manageable ways, including the possibility of offering a course in Political Science in political management, expanding experiential learning opportunities, further collaboration with King's University College to enhance course selection, and promoting student exchanges as part of the broader College internationalization initiative. However, the faculty in neither program supports offering additional courses beyond their present expertise and current student demand, and Political Science resists the suggestion of eliminating the Minor in Public Administration, which has few students, on the grounds that this module is effectively part of the Major in Political Science and is offered at no additional cost. Further, while both History and Political Science would welcome the addition of new fulltime faculty, neither the tenured faculty in these programs nor the Academic Dean offer much hope that this recommendation will be fulfilled. Nevertheless, the sustainability of the programs would seem to require that some action be taken to bolster the core faculty in order to expand and diversify course offerings and to reduce the very considerable weight that rests on the current small cohort of full-time faculty.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Evaluate the modules, particularly those with low enrollments, to rationalize them with the teaching and learning resources available. Look to leverage related courses at other campuses to supplement potential deficits in learning.	Department
Expand the number of experiential learning experiences and study abroad opportunities in these modules	Department



Leadership Studies, Brescia University College Final Assessment Report

Faculty / Affiliated University College	Brescia University College
Degrees Offered	Bachelor of Arts
Modules Reviewed	Major in Leadership Studies
External Consultants	Dr. Cynthia Ingols, Simmons College, Boston, MA Dr. Wendy Rowe, Royal Roads University, Victoria, BC
Internal Reviewers	Dr. Sauro Camiletti, King's University College
Date of Site Visit	February 14-15, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

Over the course of their day and a half onsite visit, the External Consultants met with Vice-Provosts John Doerksen and Karen Campbell, Internal Reviewer Sauro Camiletti, Acting Vice-Principal and Academic Dean, Brescia Principal, Leadership Studies students, Chair of the School of Leadership and Social Change, Leadership Studies full and part-time faculty, Director of Library Services, Registrar and Vice-Principal, the Academic Advising team, and the leadership of the Advanced Learning and Teaching Centre. The Consultants believe Leadership Studies at Brescia to be a well-supported quality program well aligned with Brescia's Mission and Strategic Plan.

Significant Strengths of the Program

The External Consultants noted that "the Leadership curriculum, as represented in the above courses, addresses the current state of knowledge and issues within the leadership field of study" and that "curriculum topics were appropriately staged to build on previous levels of learning". The full and part time faculty are described as having a "stalwart commitment" to produce leaders from the students, as being of high caliber and as strongly emphasizing "deep theoretical exploration, self-reflexive inquiry, critical thinking, and team-based projects". The teaching resources were described as adequate to support the existing program and the learning resources available to students as "considerable". These include appropriately equipped classrooms, a physical library and study centre, a digital database library, a library support team, a full-service cafeteria, on site residence, and academic advising.

Suggestions for Improvement & Enhancement

The External Reviewers offer very few program specific suggestions for improvement and enhancement. They do suggest, however, more administrative resources dedicated to the program including an experiential learning coordinator, more faculty resources to support the program, additional extracurricular leadership activities and summer practicum opportunities, a consistent collection of post-graduate data and that the program may be "too restrictive in sequencing". With respect to this last item, the Chair has already been attending to this issue. Furthermore, Brescia has hired an Experiential Learning Coordinator. Finally, the External Consultants acknowledge the "resource-constrained higher education environment of today" and urge Brescia to "think creatively to increase the faculty and administrative support for the program".

Recommendations Required for Program Sustainability

Recommendation	Responsibility
That Brescia investigate ways of increasing administrative support for the program with a focus on experiential learning	Vice-Principal and Academic Dean, Chair, School of Leadership & Social Changes
That the course sequencing of the program and the specificity of some of the program requirements be reviewed	Chair, School of Leadership & Social Changes



Centre for Global Studies, Huron University College Final Assessment Report

Faculty / Affiliated University College	Huron University College
Degrees Offered	BA
Modules Reviewed	Honors Specialization in Global Culture Studies Honors Specialization in Global Development Studies Honors Specialization in Global Gender Studies Honors Specialization in Global Health Studies Honors Specialization in Global Rights Studies Honors Specialization in Globalization Studies Specialization in Global Culture Studies Specialization in Global Development Studies Specialization in Global Gender Studies Specialization in Global Rights Studies Specialization in Globalization Studies Major in Global Culture Studies Major in Global Development Studies Major in Globalization Studies
External Consultants	Dr. Madeleine Wong, Global Studies, St. Lawrence University Dr. Catherine Nolin, Geography Program, University of Northern British Columbia
Internal Reviewers	Dr. John Mitchell, Brescia University College
Date of Site Visit	February 15-16, 2018
Evaluation	Good Quality with Report in Two Years
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

During their onsite visit the External Consultants met with John Doerksen (Vice-Provost, Academic Programs); Internal Reviewer, John Mitchell; Barry Craig, Principal of Huron University College; the Centre for Global Studies (CGS) Director; CGS full-time faculty and three sessional instructors; Administrative Assistant, FAAS; Coordinator, Teaching and Research; Director, Library and Learning Services; Librarian, Research & Instructional Services; Coordinator, Access Services; Registrar; FASS Academic Advisor; and four undergraduate students enrolled in CGS. The External Consultants also had a roundtable discussion with the full Educational Policy Committee (EPC) of Huron University College.

The External Consultants described CGS as “a pioneering program” that “has a strong philosophical foundation that make it a vibrant and growing program on campus”. The External Consultants commented on appreciating the distinction that the CGS makes between it as a Centre, a site of an academic program, rather than as a department, and how this supports its interdisciplinarity.

The External Consultants had comments on the number of courses available to students in these modules and the apparent complexity of the modules (Globalization Studies, Global Development Studies, Global Cultural Studies, Global Gender Studies, Global Health Studies, and Global Rights Studies). These consideration offer both a strength and potential weakness to the program. The External

Consultants thought that, considering how options are laid out in the academic calendar, it was confusing for students to identify a clear trajectory or series of courses. The External Consultants wrote “That is, while there was a list of courses students were required to take, there was not a clearly demarcated set of foci that correlated well to particular regions or areas or themes to allow and students to have a clear sense of the justification for the progression along a given module.” In response to the External Consultants’ criticism, CGS does not agree that its modules are overly complex but does accept that it needs to more effectively communicate with students the course paths through the various modules.

The External Consultations identified a number of strengths of the program (see below). The suggestions and recommendations have to do with improving the program or improving communication about the program.

Significant Strengths of the Program

- Integrated, multidisciplinary global perspective;
- The intentionality with which an innovative curriculum has been developed;
- Rigorous and intellectually stimulating course content and creative pedagogical approaches;
- “Intense loyalty” and commitment of the faculty members;
- The extent to which learning goals are successfully addressed and learning outcomes accomplished;
- Strong collaboration among faculty members to work on curricular coherence;
- Quality of teaching.

Suggestions for Improvement & Enhancement

- Develop and provide to students information on a set rotation of courses;
- Build and present to students and potential students a more cohesive vision/description of the program;
- Develop clear paths through the range of courses;
- Support and resource more experiential learning opportunities with purposeful integration of experiential learning into courses;
- Decrease the frequency with which new courses are developed and introduced;
- Hire a full-time faculty member with a focus on Global Development Studies;
- Better communication across Huron to enhance visibility of the CGS;
- Better utilize administrative support;
- Encourage a college-wide communications team to build on social media work of CGS faculty;
- On a semi-regular basis, invite key staff to CGS Program Meetings.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
Review the structure of the modules and consider streamlining course options	CGS Faculty, EPC
Consider a full-time faculty hire in Global Development	CGS Leadership, Huron Administration



Cyclical Review of Political Science Programs at Huron University College Final Assessment Report

Faculty / Affiliated University College	Huron University College
Degrees Offered	Bachelor of Arts
Modules Reviewed	Honors Specialization in Political Science Major in Political Science Major in Political Studies: Globalization and Governance Major in Political Studies: Ideology and Identity Major in Political Studies: State and Policy
External Consultants	Dr. Leah Bradshaw (Political Science, Brock University) Dr. Byron Sheldrick (Political Science, University of Guelph)
Internal Reviewers	Dr. Sauro Camiletti, King's University College
Date of Site Visit	March 22-23, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: September 5, 2018 SCAPA: Senate:

Executive Summary

Over the course of their two day on-site visit, the External Consultants met with Vice-Provosts John Doerksen and Karen Campbell; Internal Reviewer Sauro Camiletti; Acting Dean Jim Crimmins, the Political Science faculty, Principal Barry Craig; FASS Administrative Assistant; Coordinator, Teaching and Research; Chair, Political Science; Library and support services personnel; Registrar; members of the Educational Policy Committee; Student Internal reviewers; and Political Science students. The Consultants concluded that "The Political Science Program at Huron is well aligned with the mission and strategic priorities of Huron College and Western University. Learning outcomes are clearly articulated and well-integrated into the program." Furthermore, they describe the program as high-quality and meeting all expectations.

Significant Strengths of the Program

- The curriculum in the Department of Political Science reflects the current state of the discipline in Canada.
- All the faculty, including those in tenured and in limited term contracts, are outstanding researchers and teachers. The research and scholarship records of the faculty are stellar.
- The Consultants were extremely impressed by the resources available to support students and faculty – including library resources, the level of technology, supports for pedagogical innovation, course redesign and student research projects, and a robust writing and learning centre.
- In general, the faculty complement is sufficient.
- The Consultants have, "no concerns with the intellectual quality of the program or the student experience."

- “The commitment to the liberal-arts education, small class sizes, and an active faculty that work closely with students, in combination with an impressive facility, and student supports, has resulted in an exceptional program.”

Suggestions for Improvement & Enhancement

- Develop a transition plan to address upcoming and anticipated faculty retirements;
- Sustain major, honours and minor modules in political science;
- Relax specifications for required courses for these modules;
- Delete the thematic modules from the program offerings;
- Consider expanding course offerings in qualitative and quantitative methods;
- Review course offerings to remove courses that have not been offered in some time, or which are not anticipated to be offered in the future;
- Consider introducing a course on indigenous politics;
- Consider ways to enhance the use of classroom technology.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
1. Develop a transition plan to address upcoming and anticipated faculty retirements.	Department, EPC and Huron Administration
2. Rationalize course and module offerings.	Department and EPC
3. Consider expanding course offerings in qualitative and quantitative methods and introducing a course on indigenous politics.	Department and EPC



History, King's University College Final Assessment Report

Faculty / Affiliated University College	King's University College
Degrees Offered	B.A.
Modules Reviewed	Hons. Specialization in History; Major in History
External Consultants	Dr Stephen Bednarski, St Jerome's University, Waterloo Dr Kिरrily Freeman, St Mary's University, Halifax
Internal Reviewers	Dr James E. Crimmins, Acting Dean of Arts and Social Science, Huron University College
Date of Site Visit	March 29, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 6, 2018 SCAPA: Senate:

Executive Summary

The Internal Reviewer and the External Consultants, Dr Stephen Bednarski of St Jerome's University in Waterloo and Dr Kिरrily Freeman of St Mary's University in Halifax, spent a day on the King's campus on March 29, 2018, interviewing History faculty and students, College staff, and King's and Western administrators. They received the Department of History self-study in advance of their visit and came prepared to explore questions they had previously identified as necessary to compile a complete and helpful report. Though they had but one day on campus the Consultants conducted their research thoroughly, sympathetic to the nature of a liberal arts college within a larger research-intensive university. They collected a good deal of information and have provided a judicious report on the undergraduate program offered by the Department of History at King's. It is, in general a very positive report, with a good number of helpful suggestions for improving the program and enriching the learning experience for History students at King's. Both the Department and the Academic Dean at King's have written helpful responses to the Consultants' Report which underscore the determination to improve the History program and to enhance the learning experience of its students.

The Consultants correctly assess the significant strengths of the History program, particularly the accomplishments of its faculty in scholarship and their dedication, passion, and innovation in teaching. They were impressed by the History students at King's and report that the students enjoy a high quality education, and that the core learning outcomes of the program in which they study and the skills they acquire are well aligned with the institutional priorities at King's and the Constituent University, notably "evidence-based research proficiency in historical inquiry; historical consciousness—the ability to analyze historical data and trends and to make connections to the present; knowledge mobilization to the broader community; historiography, theory, and methodologies; communications skills—oral, written, and visual: the ability to assess arguments; sustained focus; and self-awareness." The Consultants note the rigour of the History program, the appropriateness of the modes of assessment used, the appreciation of the students for opportunities for independent study and original research, and the quality and breadth of the library collection.

Where the Consultants see room for improvement they have specified recommendations encompassing modest programmatic changes, teaching a greater variety of courses, broadening the student learning experience beyond the classroom into inquiry-based experiential and study abroad

opportunities, filling gaps in course offerings by hiring new faculty, and addressing the barriers to student mobility between History departments across the Western campus.

The main challenge confronting the History program, recognized by all parties—the Consultants, Department and Academic Dean—is the precipitous decline in program and course enrolments over the past ten years. Not surprisingly the Consultants have wrestled with this challenge but beyond recommending the cultivation of a culture at King's that is “collaborative [across departments] rather than competitive” and removing barriers to student access to courses across the Western campus, they have not offered a solution to the problem. Rather they have focused on improving the quality of what they conclude is already an impressive History program.

Significant Strengths of the Program

- Talented and accomplished scholars, passionately engaged in research and teaching of high quality and mentoring students.
- Innovative teaching and assessment strategies, including workplace study initiatives and creative assignments.
- High quality of student experience, supported by dedicated scholarships and awards.
- Learning outcomes in line with institutional priorities at King's and the Constituent University; the program is well aligned with Western priorities of internationalization, experiential learning and decolonizing of the curriculum.
- Quality and breadth of the library collection, its resources and services.

Suggestions for Improvement & Enhancement

The Consultants' recommendations may be grouped under the following heads:

- 1) Program modifications
The reduction of the number of courses required for the History Major from 7 to 6, and the promotion of the Hons thesis as the culminating capstone of the History program.
- 2) Introducing new and improving existing courses
Introduction of collaborative thematic courses to replace traditional time-bound courses, teaching a greater variety of courses, the elimination of elements of duplication between certain courses, and filling some gaps in the teaching of pre-modern history, possibly including collaboration with research and teaching at other universities.
- 3) Broadening the student experience
Enhancing and promoting student and faculty exchange opportunities, the expansion and integration of experiential learning in relation to courses, and a greater degree of departmental involvement in and encouragement of History student activities, notably the activities of the History Club.
- 4) Hiring new faculty
The Consultants recommend that the College provide two new full-time hires to enhance the variety of courses offered by the Department, particularly in relation to Catholic humanism and the history of the Catholic intellectual tradition, and to buttress the new Minor in Human Rights in the areas of 1) human rights or critical race studies, and 2) gender, sexuality, LGBTQ studies.
- 5) Flexibility in student mobility across campus.
The Consultants recommend that the Department, College, and Constituent University consider greater flexibility for students in the course composition of their degrees by removing or reducing existing barriers, procedural and programmatic.

Both the Department and the Academic Dean strongly support the recommendations grouped under 1), 2) and 3) and are committed to making progress on these fronts in short order.

The two most contentious recommendations relate to 4) and 5).

In Recommendation 3 the Consultants suggest that the College add two new full-time faculty to the Department's current six fulltime members in order to expand the choice of courses and to support the new Minor in Human Rights in the areas of 1) human rights or critical race studies, and 2) gender, sexuality, LGBTQ studies. The Consultants consider "the Department's human resources to be inadequate". The Department, not surprisingly, warmly welcomes this assessment and recommendation. However, as desirable as it might be from the perspective of diversifying the curriculum and filling some identifiable gaps in course offerings, the Academic Dean rightly points out this is difficult to justify at a time of falling History enrolments. Ten years ago there were over 200 students registered in the History Specialization and Major; in 2017/18 that number has fallen to little over 100. During the same period course enrolments dropped from approximately 1300 to about 590. Further, the Academic Dean points out that the Department of History has one of the lowest student-faculty ratios at King's. Finally, the new Major in Human Rights is multidisciplinary in design and does not depend exclusively on the Department of History. Suffice to say that at present the Department can expect little support from the Dean's office for the recommendation that two new full-time faculty be hired.

In Recommendation 6, in order to enhance course selection for History students the Consultants recommend that the Department, College, and Constituent University (CU) consider greater flexibility for students in the course composition of their degrees by removing or reducing existing enrolment barriers. While the Department states that it will address the misunderstanding that History students are restricted from taking History courses at other campuses at Western by advising them otherwise, neither the Department nor the Academic Dean address the larger context of this recommendation—the institutional constraints on the flow of students from King's to the CU and from the CU to King's.

Recommendations Required for Program Sustainability

Recommendation	Responsibility
1. Streamline course requirements reducing Major requirements	Department
2. Increased promotion/communication of the Honours Thesis option to Honours Specialization students	Department
3. Introduce collaborative thematic courses to increase the variety and breadth of course offerings and undertake a review of the current curriculum to eliminate redundancies	Department

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/deanshonors.pdf

DEAN'S HONOR LIST - UNDERGRADUATE STUDENTS

The first part of the policy is unchanged.

The following statements apply to other undergraduate faculties/schools/programs:

1. **Richard Ivey School of Business:** The honors designations that are available to HBA students are listed below. If an HBA student is found in breach of the Ivey Student Code of Conduct, the student may be ineligible to receive any of the honors designations – Dean's Honors List, Ivey Scholar, Gold Medal, "With Distinction" – and may not be included in the Ivey Ring Tradition Ceremony.
 - a. **Pass with Distinction:** Students in the Honors Business Administration (HBA) program who achieve an overall average of at least 80% on a full year's work in HBA1 or HBA2, as defined by the program, will be designated as Pass with Distinction on Western's transcripts.
 - b. **Dean's Honor List:** A student must complete a full year's course work as defined by the program and attain grades in the top 25% of the class to receive the Dean's Honor List standing on Western's transcripts. Students may attain Dean's Honor List standing at the end of HBA1 and at the end of HBA2. The average excludes exchange and non-Ivey courses.
 - c. **Ivey Scholar:** A student who achieves a standing in the top 10% in both HBA1 and HBA2 will be designated as an Ivey Scholar on Western's transcripts. Students may attain Ivey Scholar designation only at the end of HBA2. The HBA1 and HBA2 averages exclude exchange and non-Ivey courses.
2. **School of Dentistry (both DDS and ITD programs):** Students must complete a full year's work as defined by the program and achieve an average of 80% or have a special recommendation of the Director.

Note: Students who have sat supplemental examinations are not eligible to be ranked to the Dean's Honors List.
3. **Faculty of Education,** students progressing from year 1 to year 2 in the B.Ed. program who achieve an overall weighted average of at least 85%, with no failed courses, will qualify for inclusion on the Dean's Honor List.

Starting with the graduating class in 2019 the following policy is in effect:

At the end of each of years 1 and 2, students in the B.Ed. program who achieve an overall weighted average of at least 85%, with no failed courses, will qualify for inclusion on the Dean's Honor List.
4. **Faculty of Engineering,** to be named to the Dean's Honor List students in Engineering must complete a minimum of five courses (5.0 credits) in the academic year (i.e., September - April) and achieve an average of 80% on all courses with no failed courses.
5. **Faculty of Law,** students must complete a full year's work as defined by the program and be in the top 10% of the class to be named to the Dean's Honor List for that year.

Only the grades earned in courses taken at the Faculty of Law in a particular year (provided those courses total at least 14 credit hours) are used to calculate a student's standing for an overall achievement award in that year. Students who attend the Faculty of Law on a letter of permission from another law school are not considered for the Dean's Honor List or an overall achievement award in that year.

6. **School of Nursing**

Effective for the 2018-2019 Academic Year:

Students who have achieved an 80 percent in each course, excluding electives, will be considered for Dean's Honor List.

The rest of the policy is unchanged.

GRADUATION "WITH DISTINCTION" - UNDERGRADUATE STUDENTS

Students in degree programs who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will graduate "with distinction."

Exceptions:

1) **Dentistry:** A student who passes each year of the DDS or ITD program with honors shall be graduated "With Distinction".

2) **Education:** Students in B.Ed. programs must achieve an overall minimum weighted average of 85% to graduate with distinction.

Starting with the graduating class in 2019 the following policy is in effect:

Graduating students who obtain cumulative averages within the top 10% of graduating student averages within the program will graduate "With Distinction."

3) **Engineering:** Students must fulfill Dean's Honor List criteria for every year of study after first year to graduate with distinction. Students who were not registered in a full course load because of transfer credit(s), dual degrees, or varsity sports will be assessed on an individual basis by a committee.

4) **Law:** Students must be on the Dean's Honor List in at least two of their three years in the Law program to graduate with distinction.

5) **Nursing:** The normal criteria as stated above applies.

Effective for the incoming class of 2018:

In order to graduate 'with distinction' the student will have achieved an average grade in the top 10% of the class, with a minimum average of 85%, no course failures, and no course average below 70%.

Graduands of diploma or certificate programs offered by Western who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will receive the designation "With Distinction."

Notes:

- Students who qualify for Graduation "With Distinction" will receive the designation on diplomas, transcripts and reports.
- Letters of Permission: In accordance with the Senate [policy](#), letter of permission grades will be recorded as numeric values and included in the overall average for the calculation of Graduation "With Distinction."

- Since the designation "With Distinction" is conferred only when a student has achieved a certain average, a failure to achieve graduation with distinction may not be appealed (although the grades on which the designation is based may be appealed in the normal way. See Section on [Academic Rights and Responsibilities](#)).

The rest of the policy is unchanged.

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/profprog_dentistry.pdf

Progression Requirements – Dentistry (DDS and ITD Programs)

Doctor of Dental Surgery (DDS)

The first part of the policy is unchanged.

Reports

At the end of each academic year, a report will be mailed by the Office of the Registrar's Office to each student showing the numerical (percentage) grade achieved in each course. The key to grades is:

<u>Mark</u>	<u>Grade</u>	<u>Performance</u>
80-100	A	Honors
70-79	B	Pass
60-69	C	Pass
59 and below	F	Fail
SRP	--	Supplemental Examination/Remedial Work passed
IPR	--	In Progress
INC	--	Incomplete

Reports will also show quartile standing (an indication of class ranking).

Dean's Honor List

To be named to the Dean's Honor List, students in Dentistry must complete a full year's work as defined by the program and achieve an average of 80% or have a special recommendation of the Director.

Note: Students who have sat supplemental examinations are not eligible to be ranked to the Dean's Honors List.

Graduation Requirements

1. A student who successfully completes the work of the fourth year of the DDS program shall be recommended for graduation.
2. A student who passes each year of the DDS program with honors shall be graduated With Distinction

THE DDS PROGRAM FOR INTERNATIONALLY TRAINED DENTISTS (ITD)

The first part of the policy is unchanged.

Reports

At the end of each academic year, a report will be available from the Registrar's Office to each student indicating the numerical (percentage) grade achieved in each course. The key to grades is:

Mark	Grade	Performance
80-100	A	Honors
70-79	B	Pass
60-69	C	Pass
59 and below	F	Fail
SRP	--	Supplemental Remedial Passed
IPR	--	In Progress
INC	--	Incomplete

Reports will show quartile standing (an indication of class ranking).

Exemption from Courses: No exemptions from courses will be permitted to students registered in the ITD Program.

Dean's Honor List

To be named to the Dean's Honor List, students in Dentistry must complete a full year's work as defined by the program and achieve an average of 80% or have a special recommendation of the Director.

Note: Students who have sat supplemental examinations are not eligible to be ranked to the Dean's Honors List.

Graduation Requirements

1. A student who successfully completes the work of the second year of the ITD program shall be recommended for graduation.
2. A student who passes each year of the ITD program with honors shall be graduated *With Distinction*.

New Scholarships and Awards

Dr. Marjorie I. Johnson Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student enrolled in Year 1 in the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. Preference will be given to a student who self-identifies as Indigenous (First Nations, Inuit or Metis). Students will also be asked to submit an online application which includes a one-page statement, outlining their interest and/or experience working with Indigenous communities, to the Undergraduate Medical Office by September 30th. Final selection will be made by the Progressions and Awards Committee in the Schulich School of Medicine & Dentistry after the Registrar's Office has assessed financial need. This award was established through a generous gift from Dr. Marjorie I. Johnson.

Value: 1 at \$2,000

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Dr. Marjorie Johnson began teaching Anatomy at Western University in 1994 and served as the Coordinator of the Anatomy program for the medical curriculum from 2006 until 2017. She was the Chair of the Subcommittee for Indigenous Admissions for the Schulich School of Medicine & Dentistry until 2018 and a long-time supporter of medical education and student affairs. She retired from Western in 2018 to pursue global health care volunteer work.

David Robert Campbell Scholarship in Mathematics (Education)

Awarded to an undergraduate student entering the Faculty of Education, with math as a teachable, based on academic achievement (minimum 80% average). This scholarship will continue into second year, provided the recipient maintains an 80% average. If the student fails to retain the award, a new student entering the Faculty of Education will be selected. The Office of the Registrar will select the recipient. This scholarship was established by a generous estate gift from by David R. Campbell (BA '38).

Value: 1 at \$5,000, continuing for up to two years

Effective Date: 2018-2019 to 2019-2020 academic years inclusive

David Campbell graduated from Western in 1938, majoring in Mathematics and Physics. In 1939 he graduated from the Ontario College of Education in Toronto and began teaching Mathematics. In 1940, he joined the Royal Canadian Air Force where he served as an Officer and Navigation Instructor until 1944 when he was posted overseas. After the war, David went back to teaching High School Mathematics and Physics. In 1965, he began teaching Mathematics at the Faculty of Education in London and retired in 1985. David died in 2017 at the age of 101.

Dr. Justin W. Yan Emergency Medicine Research Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate Doctor of Medicine (MD) student, graduating in fourth year, who demonstrates the highest potential for pursuing a lifelong career in academic emergency medicine with a focus on research. A selection committee in the Division of Emergency Medicine will select the recipient with the approval of the Progression & Awards Committee. This award was established by a generous donation from Dr. Justin W. Yan (MD '09).

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Dr. Kieran McIntyre Resident Award in Respiriology (Schulich School of Medicine & Dentistry)

Awarded annually to a postgraduate trainee completing a residency program in Respiriology, who has demonstrated excellence in the program. Nominations from other residents or faculty must be submitted to the Office of the Chair of the Division of Respiriology by July 30, with final selection made by a committee coordinated by the Division of Respiriology. This award was established by Dr. Kieran P.D. McIntyre (MD '03, BSc '98) and is intended to be used for travel to a conference or workshop to pursue specialized training in Respiriology.

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Ann Bigelow Award (Graduate Diploma in Accounting Program)

Awarded annually to full-time graduate students entering the Graduate Diploma in Accounting program, who are graduates of the DAN Department of Management & Organizational Studies, based on demonstrated financial need. Candidates must submit a one-page statement outlining their financial need to the Graduate Diploma Program Office by March 31st. The recipients will be selected by the DAN Management Student Awards Committee. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies. This award was established by a generous donation from Racheal Y.N. Wason (Executive MBA '16, BACS '05) in honour of her mentor and instructor, Professor Ann Bigelow (MPA '94, CA '85, BA '79).

Value: 2 at \$2,500

Effective Date: May 2018 to April 2022 inclusive

Ann Bigelow is the Director of the Graduate Diploma Accounting program at Western University. She has inspired and supported thousands of students throughout her extraordinary career at Western. She dedicates herself to student life-long learning, supports their career development, and inspires them as a role model, while mentoring her peers as a highly respected colleague.

Corrine Gehrels Memorial Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student entering Year 4 of the Doctor of Medicine (M.D.) program who not only demonstrates academic achievement but also displays the highest attributes of a physician including: integrity, concern for patients, compassion, and a sound knowledge in their field of study and practice. Preference will be given to a female student who is most likely to make a significant contribution to the quality of the lives of their patients and the people of their community. Online nomination forms, completed by Clerkship Preceptors, can be submitted to the Undergraduate Medical Education office by August 31. A recipient will be selected by the Clerkship & Electives Committee with the final approval by the Progression & Awards Committee in the Schulich School of Medicine & Dentistry. This award was established by Dr. Leanne Birkett (MD '89) in memory of her friend Dr. Corrine Gehrels (MD '89).

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Dr. Corrine Gehrels worked at a medical mission in Niger in the fourth year of her medical degree. Following that she completed her residency in Family Medicine at Memorial Hospital in Newfoundland and Labrador. She then married and settled in Parry Sound, Ontario where she set up a busy family medicine practice and worked in the local emergency department. She also conducted clinics with the surrounding Aboriginal community. Dr. Corrine Gehrels died in 2013 at the age of 50.

Marvin DeVries Engineering Award (Engineering)

Awarded annually to a full-time undergraduate Indigenous student (First Nations, Inuit or Metis), in Year 2 or higher in the Faculty of Engineering. Preference will be given to a student who demonstrates interest in water issues. If a candidate cannot be identified, then a non-Indigenous student with an exceptional interest in water will be selected. The same Indigenous student can receive this award more than once. An online application must be submitted through the Engineering Undergraduate Services web site

(<http://www.eng.uwo.ca/undergraduate>) by September 30 and should include a one-page statement outlining the applicant's demonstrated interest in water issues through course selection, research or community involvement. The recipient will be selected by the Scholarship and Awards Committee in the Faculty of Engineering. This award was established with a generous donation from Trojan Technologies to honour Mr. Marvin DeVries (MEng '83). Marvin was employed with Trojan since 1988 and served as President from 2003 until his retirement in 2018.

Value: 1 at \$3,000

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

FSL Experiential Learning Placement/Practicum Bursary (Education)

Awarded annually to a full-time undergraduate students registered in any stream of the Bachelor of Education Program who will be participating in the FSL Experiential Learning Practicum/Placement. The award is intended to assist with the costs of participation in the practicum/placement and will be awarded, based on demonstrated financial need and academic achievement. Students must complete the online financial assistance application through the Student Center by February 28. The Faculty of Education will select the recipients after the Office of the Registrar has assessed the financial need.

Value: The number and value of each bursary will vary, depending on the program length selected (\$20,000 annual allocation):

10 at \$1,000 (4 week program)

12 at \$750 (3 week program)

20 at \$500 (2 week program)

Effective Date: 2018-2019 to 2019-2020 academic years (with funding to be reviewed after this)

Kennedy Award in Environmental Science (Biology)

Awarded annually to a full-time undergraduate student in Year 3 or 4 of a degree program in the Faculty of Science, registered in a module in Environmental Science, based on academic achievement (minimum average of 70% the prior year). Preference will be given to a student admitted to Western from one of the following provinces: Manitoba, Saskatchewan, Alberta, British Columbia, Northwest Territories and Yukon. The Office of the Registrar will select the recipient. This award was established by Matt Kennedy, (BSc'93, MSc'95).

Value: 1 at \$2,000

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

David and Dorothy Lam Foundation International Service Learning Award (Richard Ivey School of Business)

Awarded annually to full-time HBA students participating in the international experience of the Service Learning in Africa course. Preference will be given to students who demonstrate community leadership and passion for international development and/or social entrepreneurship. The Program Director, International Service Learning in Africa, will provide HBA students with information on the application process during February and March of the academic year, before the course begins in April and May. The HBA Scholarship Committee will accept, adjudicate and announce award recipients. Funds will be disbursed after the trip is completed.

Value: Number and value will vary

Effective Date: 2017-2018 to 2019-2020 academic years inclusive

Laura Ruth Dale Memorial Award (Nursing)

Awarded annually to full-time undergraduate students in any year of a Nursing program, based on a minimum 70% average and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. Preference will be given to mature students and single mothers. The Office of the Registrar will select the recipients. Laura Ruth

Dale was a surgical nurse who died unexpectedly at age 29; her parents established this fund in her memory to help young women like Laura in their Nursing studies.

Value: 2 at \$1,500

Effective Date: 2018-2109 to 2022-2023 academic years (with review to follow after this)

Morneau Shepell Continuing Career Scholarship (Statistical and Actuarial Sciences)

Awarded to an undergraduate student in second year Honors Specialization Actuarial Science, who has achieved high academic standing (minimum 80%), has demonstrated leadership abilities, and is committed to participating in two, four-month work experiences with Morneau Shepell following second year and third year. Candidates must be Canadian citizens or permanent residents eligible for employment in Canada. The work term generally will be in Toronto, Ontario; however, opportunities may be available in other Morneau Shepell Offices across Canada, depending on availability. Recipients will be paid at standard rates for the student actuarial pool within Morneau Shepell's organization for the work term, exclusive of the scholarship. A one-page statement must be submitted by September 30th to the Department of Statistical and Actuarial Sciences describing the candidate's leadership abilities, interest in a career in actuarial science, and commitment to summer employment with Morneau Shepell. Selection will be made by the Scholarship committee within the Department of Statistical and Actuarial Sciences. Recipients will be notified of selection by October 31. The recipient will continue to receive the scholarship in third year, provided they maintain an 80% average on a full course load and participate in summer employment with Morneau Shepell after second year. Only one student will hold this scholarship during any year. This scholarship was established with a generous donation from Morneau Shepell.

Value: 1 at \$3,000, continuing for two years for a total of \$6,000 per recipient

Effective Date: 2018-2019 to 2021-2022 (with the last recipient selected in the 2020-2021 academic year)

Melvyn P. Rubinoff Q.C. Award in Aviation (DAN Department of Management & Organizational Studies)

Awarded annually to a full-time undergraduate student entering fourth year in a Commercial Aviation Management module in the DAN Department of Management & Organizational Studies, based on a minimum 70% average and demonstrated leadership experience and/or community involvement. A statement outlining leadership experience and/or community involvement must be submitted to the department by September 30. The recipient will be selected by the DAN Management Student Awards Committee. This award was established by Fogler, Rubinoff LLP in honour of Melvyn P. Rubinoff.

Value: 1 at \$1,500

Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Melvyn P. Rubinoff graduated from Osgoode Hall Law School in 1957 and started practising with his father Samuel at Rubinoff and Rubinoff. In 1982 he co-founded the law firm Fogler, Rubinoff with Lloyd Fogler. Mel also had a passion for flying and obtained his pilot's licence before he was 20. He was an accomplished pilot and flew many aircraft including several jet airplanes. He volunteered to fly on medical flights to pick up severely injured or sick patients from remote areas in Ontario and fly them to Toronto so they could be treated at a Toronto Hospital.

Political Science Bursary – OTSS (Political Science)

Awarded annually to a full-time undergraduate student in any year of an Honors Specialization in Political Science who has demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31st. The Office of the Registrar will select the recipient. This bursary was established through various alumni donations and received matching funds from the Ontario Provincial Government, Ontario Trust for Student Support (OTSS) program; whereby recipients must meet Ontario residency requirements.

Value: 1 at \$500

Effective Date: 2018-2019 academic year

Bloom Leadership Graduate Engineering Award (Engineering)

Awarded annually to a full-time female graduate student enrolled in a Master of Engineering (MEng) program based on academic achievement. Preference will be given to an International student who demonstrates leadership and/or community involvement through participation in extracurricular activities on campus or in the city of London. Candidates must submit an online application at: <https://westerneng.awardspring.ca> by January 31st including a statement highlighting their leadership and/or community involvement. The recipient will be selected by the Associate Chairs Graduate Studies Committee in the Faculty of Engineering. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established with a generous gift from Ms Mira Ratkaj, (MBA '87, McMaster University; BSc '85, Applied Mathematics, Western University). It is Mira's hope that this award will be used to support the recipient in presenting at Conferences or other events that provide professional development.

Value: 1 at \$1,500

Effective Date: May 2018 to April 2023 inclusive

Graywood Developments HBA Real Estate Award (Ivey Business School)

Awarded annually to a full-time student enrolled in HBA 2 at the Ivey Business School, based on academic achievement, community leadership and an interest in real estate. Interest in real estate will be measured by each candidate's response to a short essay question. The HBA Scholarship Review Committee will make the final selection of the award recipient. This award was established with a generous gift from Graywood Developments.

Value: 1 at \$10,000

Effective Date: 2018-2019 to 2023-2024

Samson-Williamson HBA Award (Ivey Business School)

Awarded annually to a female HBA 2 student at the Ivey Business School who is pursuing a combined degree. The recipient will be a Canadian Citizen who demonstrates extra-curricular involvement and who graduated from a publicly-funded high school. The HBA Scholarship Review Committee will make the final selection of the recipients. This award was established with a generous gift from Peter Samson, HBA '87 and Cathy Williamson, HBA '87.

Value: 2 at \$5,000

Effective Date: 2018-2019 to 2027-2028

OAS-Western University Scholarship (Any four-year undergraduate program)

Awarded to international students who are registered in any year of a first entry, 4 year undergraduate program with a minimum 5.0 course load at Western's main campus who are from a member state of the Organization of American States (OAS). Students must apply for the OAS-Western University Scholarship through oas.org. The Organization of American States will nominate recipients and Western will confirm eligibility. The value of the scholarship is 5% of the cost of international tuition. The scholarship can continue for a second year based on continuous registration in any year of a first entry, 4 year degree undergraduate program with a minimum 5.0 course load at Western's main campus. The number of recipients of all OAS scholarships at Western cannot exceed a combined total of 25 in any given year. Scholarship can be held for a maximum of 2 years

Number: up to 25

Value: 5% of the cost of international tuition (Funded by Operating Funds)

Effective Date: 2018-2019

REPORT OF THE HONORARY DEGREES COMMITTEE

	Contents	Consent Agenda
	Honorary Degree Recipients – Autumn 2018	Yes

FOR INFORMATION

Western's Autumn Convocation 2018 – October 24, 25, and 26

The Honorary Degree Recipients who will be honored at the Autumn 2018 convocation ceremonies are:

WEDNESDAY, OCTOBER 24 – 10:00 A.M.

JIM and LOUISE TEMERTY - LLD

School of Graduate and Postdoctoral Studies *
King's University College (All Degrees)
Faculty of Health Sciences (Undergraduate Degrees)
Faculty of Law (All Degrees)
Don Wright Faculty of Music (All Degrees)
Faculty of Science (Undergraduate Degrees)
Schulich School of Medicine & Dentistry and Faculty of Science (Undergraduate Degrees)

WEDNESDAY, OCTOBER 24 – 3:00 P.M.

CAROL HERBERT - DSc

School of Graduate and Postdoctoral Studies *
Faculty of Science (Graduate Degrees)
Faculty of Social Science (Graduate Degrees)
Schulich School of Medicine & Dentistry (Graduate Degrees)

THURSDAY, OCTOBER 25 – 10:00 A.M.

CHARLOTTE FROESE FISCHER - DSc

School of Graduate and Postdoctoral Studies *
Faculty of Education (All Degrees)
Faculty of Engineering (All Degrees)

THURSDAY, OCTOBER 25 - 3:00 P.M.

CAMERON BAILEY - LLD

School of Graduate and Postdoctoral Studies *
Faculty of Arts and Humanities (Graduate Degrees)
Faculty of Health Sciences (Graduate Degrees)
Faculty of Information and Media Studies (All Degrees)

FRIDAY, OCTOBER 26 - 10:00 A.M.

ROSAMOND IVEY - LLD

School of Graduate and Postdoctoral Studies *
Brescia University College (All Degrees)
Huron University College (All Degrees)
Richard Ivey School of Business (All Degrees)

FRIDAY, OCTOBER 26 - 3:00 P.M.

AUBREY DAN - LLD

Faculty of Arts and Humanities (Undergraduate Degrees)
Faculty of Social Science (Undergraduate Degrees)

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

Contents	Consent Agenda
Academic Colleague Report on the August 2018 Meeting	Yes

Report to Senate of the Academic Colleague, Council of Ontario Universities

Erika Chamberlain, September 2018

FOR INFORMATION

There was a meeting of the COU Academic Colleagues on August 23 in Toronto. The following agenda items may be of particular interest to Senators.

New Provincial Government: COU President and CEO, David Lindsay, provided some insight on the new provincial government and its likely priorities. The highlights of his presentation included:

- 71% of the PC caucus attended university; they are a relatively young caucus, and many proudly brand themselves as millennials.
- The fiscally conservative aspect of the government's agenda will undoubtedly affect post-secondary education. The government established a Commission of Inquiry (led by Gordon Campbell) to look into the government's spending and accounting practices, and is conducting a line-by-line review of each Ministry's spending. The consequences of this review will likely be felt in the spring 2019 budget.
- The COU is working to populate the sector's "version of its story" now, stressing how universities can partner with the government to improve the future of Ontario (eg fighting so-called "hallway medicine"). Mr Lindsay advised that we take a sector-wide strategy on this, rather than every university making a case for itself.
- The main areas in which the COU will engage with the government are accountability (the government will want to know what it is getting in return for its \$3B investment in the sector); funding and investment (in particular, the relationship between tuition and government grants, and what this means for our overall revenue); efficiencies and costs (especially identifying "low-hanging fruit"); and program priorities.
- The end of Cap and Trade will mean that universities will not be receiving grant funding through the Greenhouse Gas Campus Retrofits Program in future years; the potential federal carbon levy may also increase our energy costs in a substantial way.
- The government has not yet made it clear how it will address some of the files of the previous government, such as mental health, sexual assault, the tuition framework, and SMAs.
- Mr Lindsay suggested that it is too early to make any assumptions about the government's priorities for PSE at this time.

Free Speech: the Colleagues' meeting took place prior to the provincial government's announcement mandating free speech policies on campus. However, the Colleagues had invited James Turk, Director of the Centre for Free Expression at Ryerson, to discuss these issues, and planned to make this a major topic of discussion for the 2018-19 academic year.

ANNOUNCEMENTS AND COMMUNICATIONS

Contents	Consent Agenda
Decanal Selection Committee – Richard Ivey School of Business Election Results – June 2018	Yes
Academic Administrative Appointments	Yes
Report from the Board of Governors on the June 2018 Meeting	Yes

FOR INFORMATION

1. **Decanal Selection Committee – Richard Ivey School of Business - Election Results – June, 2018**

The results of the election held for membership on the Decanal Selection Committee – Richard Ivey School of Business is as follows. The results certified by Simply Voting is attached as **Appendix 1**.

Required: Two members:

Nominees Elected: Michael Bartlett (Engg)
Erika Chamberlain (Dean/Law)

2. **Academic Administrative Appointments**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of May 2018.

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Marisa Tippet	Education Library	Western Library	Acting Library Director	September 1-2018	August 31-2018
Melitta Adamson		Arts and Humanities	Associate Dean (Acting) (Research, Grad)	July 1-2018	June 30-2019
Daniel Shrubsole	DAN-MOS	Social Science	Acting Chair	July 1-2018	June 30-2019
Hiran Perinpanayagam		Schulich	Associate Dean	March 1-2018	February 28-2023
Walter Siqueira		Schulich	Associate Dean	March 1-2018	February 28-2023
Douglas Hamilton		Schulich	Assistant Dean	March 1-2018	February 28-2021
Tracey Crumley	Obstetrics & Gynaecology	Schulich	Acting Chair	July 1-2018	June 30-2019

David Edgell	Biochemistry	Schulich	Acting Chair	July 1-2018	June 30-2019
Candace Gibson		Schulich	Assistant Dean	July 1-2018	June 30-2019
Joan Finegan		Social Science	Associate Dean	July 1-2018	December 31-2019
James Lacefield	School of Biomedical Engineering	Engineering	School Director	July 1-2018	June 30-2021
Charles Jones	Political Science	Social Science	Acting Chair	July 1-2018	June 30-2019
Carol Jones	Science	Science	Associate Dean	July 1-2018	June 30-2020
David Jeffrey	School of Math and Stats	Science	Director	July 1-2018	June 30-2020
Kathryn Hibbert	Education	Education	Associate Dean	July 1-2018	June 30-2023
Tracy Isaacs	Arts	Arts	Associate Dean	July 1-2018	June 30-2019
Kevin Mooney	Music Education	Music	Chair	July 1-2018	June 30-2023
Jacquelyn Burkell	FIMS	FIMS	Assistant Dean	July 1-2018	June 30-2019
Pamela McKenzie	FIMS	FIMS	Associate Dean	January 1-2019	June 30-2019
Kamran Siddiqui		Engineering	Associate Dean (Grad, Post Doc)	August 1-2018	June 30-2019
Elizabeth Marshall	Business Library	Library	Library Director	August 20-2018	December 31-2019

3. **Report from the Board of Governors**

Attached as [Appendix 2](#) is the report from the Board of Governors on the June 2018 meeting.

June 22, 2018

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

EXHIBIT VIII
Appendix 1

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.

Selection Committee for the Dean of Ivey Business School - June 2018

Start: 2018-06-20 08:00:00 Canada/Eastern

End: 2018-06-21 20:00:00 Canada/Eastern

Turnout: 44 (44.9%) of 98 electors voted in this ballot.

Selection Committee for the Dean of Ivey Business School - June 2018

Option	Votes
Erika Chamberlain, Dean, Faculty of Law	37 (44.6%)
Michael Bartlett, Engineering	29 (34.9%)
Angela Schneider, Health Sciences	17 (20.5%)

VOTER SUMMARY

Total	44
Abstain	0 (0.0%)



Report to Senate from the Board of Governors

FOR INFORMATION

Report from the Board of Governors on the June 21, 2018 Meeting

The Board of Governors met on June 21, 2018. 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: https://www.uwo.ca/univsec/pdf/board/minutes/2018/a18jun21bg_full.pdf

The reports and proposals received were standard items of business.

SUMMARY OF AGENDA ITEMS – June 21, 2018 - OPEN SESSION

Adoption of Agenda	ACTION
Report of the President	INFORMATION
Unanimous Consent Agenda – Appendix I	ACTION
Minutes of the Meeting of April 26, 2018 – Open Session	ACTION

Report of the Property & Finance Committee – Appendix II

Revisions to MAPP 1.16 – Smoking Policy	ACTION
Revisions to Financial-Related MAPP Policies	ACTION
Investment Committee Membership	INFORMATION
New Scholarships and Awards	INFORMATION
Peter F.J. Miller Fellowship in Media and Journalism	INFORMATION
John M. Thompson Fellowship in Engineering Leadership	INFORMATION
Quarterly Financial Report (Operating Budget)	INFORMATION
Ancillary Financial Report	INFORMATION
Quarterly Ratio Report on Non-Endowed Funds	INFORMATION

Report of the Audit Committee – Appendix III

2017 Annual Report – Campus Community Police Service	INFORMATION
2017 Health, Safety and Wellness Annual Report	INFORMATION
Internal Audit Charter	INFORMATION

Fundraising & Donor Relations Committee – Appendix IV

Fund Raising Activity Quarterly Report to April 30, 2018	INFORMATION
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Items Referred by Senate – Appendix V

Revisions to MAPP 7.10 – Standardized Training in Animal Care and Use	ACTION
Performance Indicators Report	INFORMATION

Western Libraries Annual Report 2017-18	INFORMATION
Annual Report of the Working Group on Information Security (WGIS)	INFORMATION
Annual Report on Promotion and Tenure 2017-18	INFORMATION
Report of the Academic Colleague	INFORMATION

Questions from Members	
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