



SENATE AGENDA

1:30 p.m., Friday, March 15, 2019
Arts and Humanities Building, Rm 1R40

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

1. **Minutes of the Meeting of February 15, 2019**
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)
 - University Planning – **EXHIBIT VI** (A. Hrymak)
 - Honorary Degrees Committee – **EXHIBIT VII** (A. Chakma)
6. Report of the Academic Colleague – **EXHIBIT VIII** (E. Chamberlain)
7. Announcements and Communications
8. Discussion and Question Period
9. New Business
10. Adjournment

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

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Revisions to the Senate Election Procedures: Senate Membership – Changes to the Distribution of Senate Seats in the School of Graduate and Postdoctoral Studies

NOMINATING COMMITTEE

FOR ACTION

University Research Board (URB)

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities: Discontinuation of the Honors Specialization and Specialization in German Language and Culture

School of Graduate and Postdoctoral Studies:

Introduction of an Accelerated MBA for Business Graduates Option in the Master of Business Administration (MBA) Program

Discontinuation of the Master of Clinical Science (MCISc) in Driving Rehabilitation Therapy (DRT) Program

Revision to the Communication Sciences and Disorders (MCISc) – Audiology Program

Revision to the PhD in Health Information Science (HIS) Program

Faculty of Health Sciences, Arthur Labatt School of Nursing: Revisions to the Admission Requirements of the Bachelor of Nursing (BScN) Programs

Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admissions and Progression Requirements of the Internationally Trained Dentist (ITD) Program

Faculty of Science, Applied Mathematics: Revisions to the Honors Specialization in Mathematical Sciences and the Honors Specialization in Integrated Science with Mathematics Modules

Faculty of Social Science and Richard Ivey School of Business: Introduction of New Combined Degree Programs

Brescia University College:

Introduction of a Certificate and a Diploma in Diversity and Families

Renaming of the “Family Studies” Subject Area as “Family Studies and Human Development”

Huron University College: Introduction of a Minor in History of the Book

King’s University College:

Introduction of a Certificate and a Diploma in Critical Security Studies

Revisions to the King’s Scholar Admission, Progression and Graduation Requirements

Policy Revisions:

Introduction of a Policy on Admissions Fraud

Introduction of a New Policy on Academic Accommodation for Students with Disabilities

FOR INFORMATION

New Scholarships and Awards

Faculty of Arts and Humanities: Correcting the name of the Honors Specialization in Studio Art Module

SUPR-G Report: Cyclical Review- Huron University College, Theology Program

Report of the Subcommittee on Teaching Awards (SUTA) (***will be distributed a day before the meeting***)

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

Peter C. Maurice Research Fellowship in Biomedical Engineering
Daryl T. Bean Professorship in Law and Women's Studies – Revisions to Terms of Reference

FOR INFORMATION

Report on Year One Class and Entering Averages

REPORT OF THE HONORARY DEGREES COMMITTEE

FOR INFORMATION

Honorary Degree Recipients – Spring 2019

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

Report on the February 13, 2019 Meeting

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION



MINUTES OF THE MEETING OF SENATE

FEBRUARY 15, 2019

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

SENATORS: 69

R. Andersen	J. Hatch	T. Percival-Smith
S. Barghi	A. Hearn	A. Pero
L. Beres	M. Heath	M. Perruzza
A. Borchert	L. Henderson	V. Radcliffe
D. Brou	A. Hrymak	A. Ray
C. Burghardt-Jesson	L. Jiang	G. Read
S. Burke	P. Jones	G. Rezai-Rashti
A. Bowlus	A. Kanji	M. Robinson
A. Chakma	J. Kim	C. Roulston
E. Chamberlain	K. Kirkwood	P. Schmidt
A. Chant	K. Kwan	V. Schwean
K. Clark	D. Laird	K. Shuey
D. Cheng	D. Macpherson	N. Shuva
K. Cole	J. Matthews	Z. Sinel
R. Collins	A. Meyer	V. Smye
J. Cuciurean	J. Michalski	C. Steeves
S. Datars Bere	M. Milde	P. Thomlinson
I. Decoito	L. Miller	G. Tigert
C. Dick	O. Nadler	S. Trosow
B. Faubert	D. Olteanu	J. Wilson
L. Federking	G. Parraga	K. Yeung
J. Garland	I. Paul	B.A. Younker
R. Gamo	P. Peddle	P. Yu

Observers: C. Alencar, D. Belliveau, T. Belton, K. Campbell, J. Doerksen, L. Gribbon, J. McMullin, M. Pratt, M. Ruddock

Land Acknowledgement

J. Kim read the Land Acknowledgement.

S.19-19 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of January 18, 2019 were approved as circulated.

S.19-20 **REPORT OF THE PRESIDENT** [Exhibit I]

The President's report distributed with the agenda contained information on the following topics:

- MTCU tuition, OSAP and ancillary fee policy changes, including reduced domestic fee rates.
- The Mayor's Broughtdale Task Force to address illegal street partying.

- Nine alumni and one faculty member were named among the newest appointees to the Order of Canada, including: Jean André Élie, Ross Feldman, Serge Gouin, Linda Hasenfratz, Robert Lacroix, Raymond Muzyka, Henri-Paul Rousseau, Richard J. Schmeelk, Peter D. Simons, Heather Stuart
- Six alumni, faculty and staff were named among this year's recipients of the YMCA's Women of Excellence Award, including; Sharon Feltham, Dr. Bertha Garcia, Heather Hiscox, Kathly Longo, Christine Stapleton, Serena Tejpar
- Western leadership update: Recent appointments in the Operations and Finance portfolio include, Eric Mallory, Co-Associate Vice-President (Financial Services), Bill Mathers, Co-Associate Vice-President (Financial Services), and Chris Alleyne, Associate Vice-President (Housing & Ancillary Services)
- Selection Committees for the Deans of the Ivey Business School, Faculty of Engineering, and Schulich School of Medicine & Dentistry remain underway.

S.19-21 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by D. Laird, seconded by D. Olteanu,

That the items listed in the Unanimous Consent Agenda (Exhibit II) be received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

S.19-22 **Appointment of Acting Chancellor & Vice-Chancellor for Western's MD Convocation (May 17, 2019)**

It was moved by A. Chant, seconded by P. Peddle,

That Senate authorize Dr. Andrew Hrymak to serve as Acting Chancellor and Dr. Davey Cheng to serve as Acting Vice-Chancellor at Western's MD Convocation scheduled for May 17, 2019.

CARRIED

S19-23 **Order of Ceremony – Autumn Convocation 2019**

Order of Ceremony – Autumn Convocation 2019, detailed in Exhibit III, Appendix 1, was received for information.

REPORT OF THE SENATE NOMINATING COMMITTEE [Exhibit IV]

S.19-24 **Senate Committee on University Planning**

Kate Parham (Postdoctoral Fellow) was acclaimed to the Senate Committee on University Planning for a term to June 30, 2019.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP) [Exhibit V]

S.19-25 **Fall 2019 Entrance Standards for First-Year Undergraduate Admissions**

It was moved by D. Olteanu, seconded by G. Tigert,

That Senate approve the targets and processes for first-year, first-entry undergraduate enrolment for the Constituent University and Affiliated University Colleges as outlined in Exhibit V, Appendix 1.

CARRIED

S.19-26 **Five-Year Enrolment Projections**

It was moved by N. Shuva, seconded by G. Tigert,

That the five-year enrolment projections/plans presented in Exhibit V, Appendix 2, be used for University budget planning purposes.

CARRIED

S.19-27 **Provost's Update on Planning Process**

Dr. A. Hrymak, Provost and Vice-President (Academic) provided an update on the budget planning process. The slides used for his presentation are attached as [Appendix 1](#) to these minutes.

His presentation touched on the planning process status, budgetary context, planning issues, high-level budget assumptions, recommendations for the University and the faculties, projected revenue reductions for the Fall 2018 planning cycle and next steps. He informed Senators that the updated budget will come forward to Senate in April.

Dr. A. Hrymak outlined the impact of the provincial government's announcement in January 2019 of a domestic tuition roll-back of 10% in 2019-2020 and the ongoing hold for 2020-21 on the University's budget planning cycle. To date, there has not been an announcement with respect to changes to government grants. He noted that the University is seeking to accommodate a \$43.3M reduction in funding from the previous year's projections, and barring any further announcements from the provincial government, unit base budgets will be reduced by 10% over the next two years.

The Provost and Vice-President (Academic) discussed some methods that the University is taking to offset the impact of the changes to the budget, including; revenue generation, implementation of an Innovation Fund, increased enrollment (international students, professional master's programs), on-line programs, a review of all expenditures outside the \$445M unit base budgets, and the one-time use of reserve funding. He stated that the use of reserve funding would be a short-term solution to ensure that the budgets are balanced, both at the University and unit levels, and that one-time reserve funding would not be used as an ongoing method of offsetting budget shortfalls.

Responding to a question, Dr. A. Hrymak stated that the funding for the Innovation Fund would come from the University's reserve fund.

A Senator asked the extent to which reserve funds will be used to offset the budget shortfalls. Dr. A. Hrymak noted that until budgets from the various units are completed, he would not be able to provide Senate with exact amounts with respect to the depletion of the reserve fund. Reserve funds will be used to cover unit deficits over the two-year transition period. Unit budgets would need to balance by the end of the two-year transition period.

In response to a question, the Provost clarified that administration issued a communication to the units relating to a pause in the hiring of continuing faculty or staff until the budget has been approved, except in cases where the position was critical to the provision of services.

A Senator asked whether units had been advised that they were not replacing faculty or staff once they left the University. The Provost and Vice-President (Academic) acknowledged that units may make the decision to not hire for a vacant position as a method of dealing with the budget reductions. He clarified that units were being asked to reduce their budgets by the 3% inflationary adjustment as well as an additional 2.5% for each of the next two years.

A Senator asked whether the changes to the hiring of faculty members could be considered a hiring freeze. Dr. A. Hrymak clarified that a hiring freeze would not permit any hiring of faculty or staff to replace vacancies. Faculty and staff hiring is taking place where there is funding for the position. Where the addition of a faculty or staff member could increase base costs for the unit, the request has been to defer hiring until after May 1, 2019.

A Senator requested information on whether a maternity leave or retirement would be considered part of the base-spending for units on campus. Dr. A. Hrymak noted that leaves are usually budgeted for in base spending, but that the unit head is responsible for ensuring that the budget for base costs is in-line with the 3% reduced budget.

A Senator asked whether the budgetary cuts could be covered, at least in the short-term, via the use of the reserve funds. Dr. A. Hrymak reiterated that the budgets would need to be reduced by the 3% inflationary adjustment as well as an additional 2.5% for each of the next two years, to align with the 10% domestic tuition reduction mandated by the provincial government. He explained that units may have carry forward amounts that could offset some of these reductions to avoid the use of the reserve funds.

Responding to questions, Dr. A. Hrymak noted that the University is required to hold a minimum of \$7.5M (1% of the current operating budget) of reserve funding, as directed by the Board of Governors. He said that currently there is approximately \$70M in the reserve fund.

A Senator asked how the University intends to address the costs relating to the revenue generation methods (e.g., increased international and master's program enrollment) considering the budgetary constraints being proposed, namely, that these entrepreneurial revenue generating activities would require funding or increased resources. The Provost and Vice-President (Academic) stated that some units have indicated that they have the capacity to handle increased enrollment, while other units may not have capacity to take on more students (domestic enrollment numbers have not changed). Professional Master's programs may have additional capacity that may assist the faculties in generating additional revenue by increasing enrollment. The on-line education initiative would be an ongoing project over the next 3-4 years.

A Senator asked what advocacy methods the University is deploying in relation to the funding cuts. The Provost and Vice-President (Academic) noted that the University is working with the USC and SOGs to understand the impact of changes to ancillary fees and opt-out changes that may affect services being provided to students, while OSAP changes will continue to be monitored. He also noted that the University is working with the Council of Ontario Universities to advocate to the provincial government.

A Senator addressed concerns relating to the recruitment of staff and faculty, and whether there were any violations to current Collective Agreements. Dr. A. Hrymak noted that he was not aware of any instances where any Collective Bargaining Agreements had been violated.

In response to a question, the Provost and Vice-President (Academic) noted that bus pass fees are no longer considered elective fees by the province.

S.19-28

Report on Faculty Recruitment and Retention

The report on Faculty Recruitment and Retention, detailed in Exhibit V, Appendix 3, was received for information.

K. Campbell, Vice-Provost (Academic Planning, Policy and Faculty), provided an overview of the report using slides attached as [Appendix 2](#) to these minutes. Her presentation focused on probationary and tenured faculty, women as a percentage of faculty position, limited-term faculty, part-time faculty and full-time clinical faculty. She additionally highlighted total faculty resignations, reasons provided for leaving,

and information results of the survey to determine the percentage of part-time faculty that rely on Western as their primary income source.

Discussion included the following:

- full-time faculty decreases
- part-time and full-time faculty hiring practices

S.19-29 **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit VI]

Exhibit VI, Announcements, contained the following item that was received for information by unanimous consent:

- Academic Administrative Appointments (Board of Governors, December 2018)
- Report from the Board of Governors on the January 24, 2019 Meeting

S.19-30 **DISCUSSIONS AND QUESTION PERIOD**

Dan Belliveau, Observer asked:

Will Western commit to an independent and external review of its process for making decisions about when to close the campus due to weather hazards?

Dr. A. Hrymak, Provost and Vice-President (Academic) noted that decisions about when to close campus due to weather hazards are made on an *ad hoc* basis. The decision is often based on the capacity of Facilities Management to manage the accumulation of precipitation, weighed against the potential risk to the safety of members of the campus community. Dr. A. Hrymak noted that freezing rain poses a specific challenge as it is hard to accurately predict and renders ice prevention methods (i.e. use of salt) ineffective. Safety of community members on campus as well as those coming to campus is a top priority for the University. In the event that the University closes campus, the announcement would be posted to the Western homepage of the website.

ADJOURNMENT

The meeting adjourned at 3:05 p.m.

A. Chakma
Chair

K. Kwan
Secretary

Update on Planning and Budgeting for the 2-Year Transitional Period: 2019-20 and 2020-21

Senate
February 15, 2019

1

External Context: **Back in September**

- Fall 2018 Planning based on possibility of revenue reductions
 - **Uncertainties about Tuition Framework**
 - **Uncertainties about Government Grants**
- Units asked to Model 2 Scenarios for each of Next 2 Years
 - Standard Model – 3% Inflationary Budget Adjustment
 - 2nd model – with additional 1.5% Reduction

2

External Context: **What we know today**

- Government announcement of January 17, 2019
 - Domestic Tuition Rolled-back 10% in 2019-20 and then held flat for 2020-21
 - Changes to Ancillary Fee System – by providing students “opt out” on some fees
 - Changes to OSAP
- **No formal word on Government Grants**
 - Minister’s statement to Media – “no cuts” ??

3

Impact of 10% Domestic Tuition Roll-back High-level Simulation (\$M)

	2018-19e	2019-20p	2020-21p
Initial Plan – 3% Increase	268.0	276.0	284.3
10% Rollback & Freeze	268.0	241.0	241.0
Impact / Shortfall		-35.0	-43.3

4

\$43.3M Shortfall . . . In the Context of our Budget

- Faculty and Support Unit Base Budgets sum to a Total of \$445M
 - i.e. the “Cutable Base”
- **Therefore, with No Other Changes/Actions, we need a Reduction of ~10% in Unit Base Budgets over the Next 2 Years**

We are working to do all we can to lower the “Required 10% Reduction”

- **Revenue Generation**
 - International Enrolments, Professional Masters Programs, On-line Programs
- Review *all expenditures* outside the \$445M Unit Base Budgets – and reduce/defer (as appropriate)

The Way Forward at Western . . .

- Use Reserves (i.e. one-time funding) to help transitioning to a lower base spending structure
 - Operating Reserve
 - Carryforwards
- **But we must ensure that we achieve “Structurally Stable/Balanced Budgets”**
 - Both at the University and Unit levels
 - Cannot use one-time funds to solve Base or Ongoing Budget Shortfalls

Unit Budgets

- Current Budget Model Continues
 - 3% Inflationary Budget Adjustment (IBA)
 - Selective Investments through APF/SUPF
 - Tuition Revenue Sharing with Faculties on Incremental Enrolments
- **Additional Base Reductions Required**
 - **2.5% in each of the next two years, for a total additional base reduction of 5% -- on top of IBA**

Current Status of Planning Process

- Faculty Recommendations Completed
 1. Revised and Enhanced Revenue-sharing Mechanism
 2. Academic Priorities Fund (APF) Allocations
 3. Small(er) Capital Projects
 4. Innovation Fund
- Support Unit Recommendations currently being considered

Looking Beyond the Current Planning Assumptions

- What about the future . . . ?
 - Government Grant situation is not clear
 - Future of domestic tuition – after the 2 years ?
 - Impact of OSAP changes on our budget ?
 - Impact of Ancillary Fee changes ?
 - International Enrolments
 - Competition ? Global Political Issues ?
 - Diversification of Source and Destination ?
 - Tuition Levels ?

– We'll need to adjust if/as needed ****

Summary


- Additional Budget Reductions
- Revenue Generation
- Innovation, Efficiencies
 - Innovation Fund
- **Must have Balanced Budgets – both at the University and Unit Levels**
- **Can't lose focus on Strategic Plan Priorities**

End

Annual Report to SCUP on Faculty Recruitment and Retention

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


February 2019

Western  Faculty Recruitment and Retention
February 2019 1

1

Abbreviated Summary of the Report:


- Faculty categories:
 - Probationary and Tenured Faculty
 - Limited-Term Faculty (full time)
 - Part-Time Faculty
 - Full-Time Clinical Faculty (Physicians in Schulich)
- *Inclusion criteria and enumeration time frame are provided in each corresponding section of the report*

Western  Faculty Recruitment and Retention
February 2019 2

2

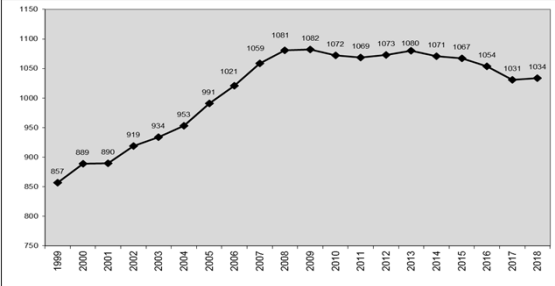
Probationary and Tenured Faculty

- October 1 Count
- Includes all Full-Time Probationary (Tenured-track) and Tenured Faculty
- Includes those in senior administrative roles who are exempt from the UWOFA Collective Agreement provisions

Western  Faculty Recruitment and Retention
February 2019 3


3

Probationary and Tenured Faculty at Western, 1999 to 2018

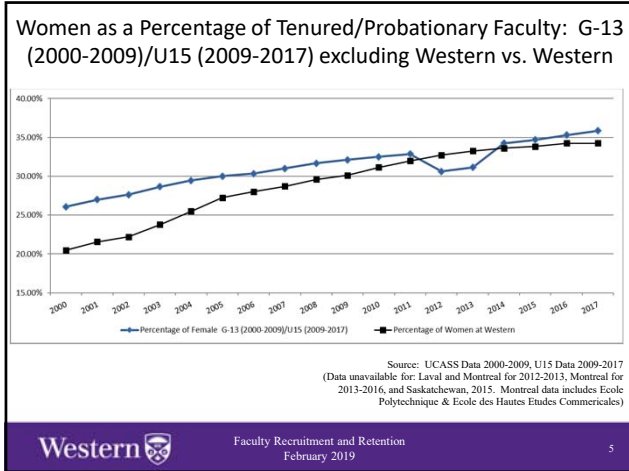


Year	Count
1999	857
2000	889
2001	890
2002	919
2003	934
2004	953
2005	991
2006	1021
2007	1059
2008	1081
2009	1082
2010	1072
2011	1069
2012	1073
2013	1080
2014	1071
2015	1067
2016	1054
2017	1031
2018	1034

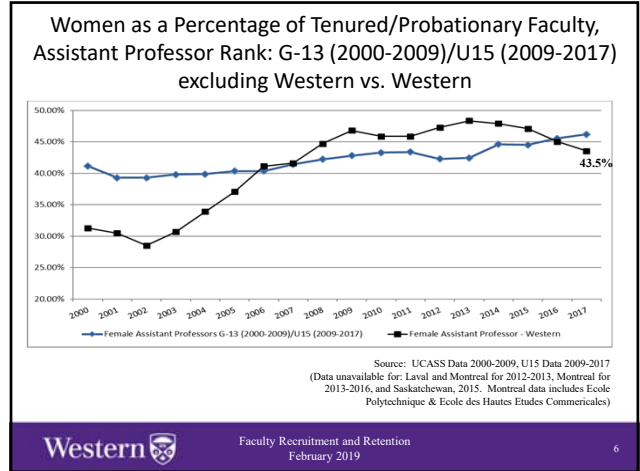
Source: UCASS Data for 1999 – 2009; U15 Data for 2009 – 2017, and Western HR Information System for 2018. The 2007 data and beyond includes Roberts Scientists who became Probationary and Tenured on July 1, 2007.

Western  Faculty Recruitment and Retention
February 2019 4

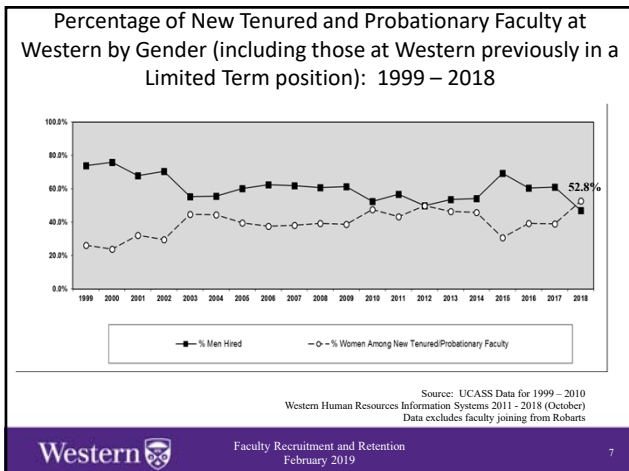
4



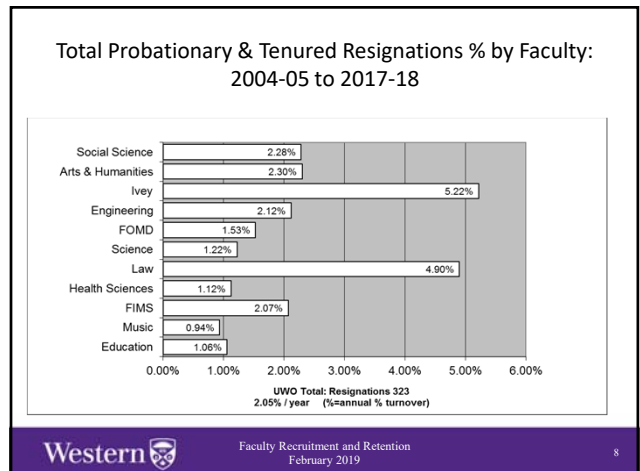
5



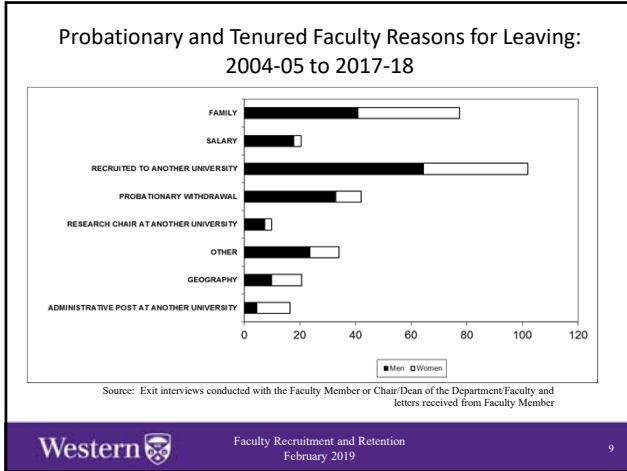
6



7



8



9

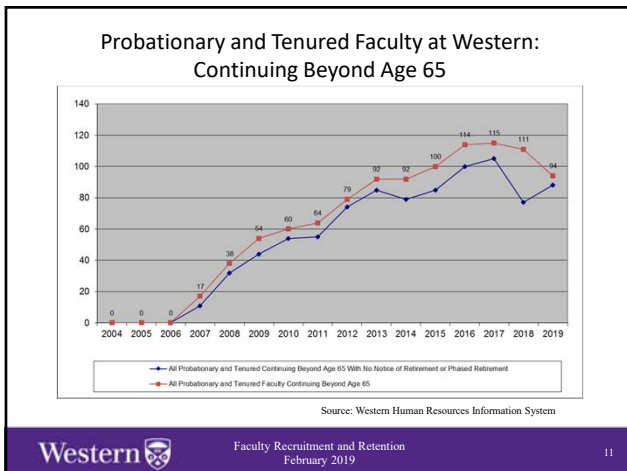
Probationary and Tenured Faculty at Western: Cohorts Aged 60 or Greater

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
60	33	35	23	37	25	23	28	38	27	25	17	29	31	34	28
61	34	30	34	23	33	25	22	29	38	27	23	15	28	29	34
62	32	33	30	34	22	32	24	21	28	37	25	21	13	27	28
63	22	31	32	25	31	21	30	23	21	28	37	24	20	13	27
64	20	21	29	32	23	30	19	30	23	21	27	36	23	19	14
65	8	6	9	24	26	22	24	13	28	21	18	25	31	23	18
66	0	0	0	7	20	21	19	19	11	27	20	16	23	29	18
67	0	0	0	0	4	18	15	14	17	8	24	17	13	18	21
68	0	0	0	0	0	3	10	13	11	16	7	20	14	10	15
69	0	0	0	0	0	0	3	8	11	10	9	6	14	12	6
70	0	0	0	0	0	0	3	8	9	7	8	4	11	12	9
71	0	0	0	0	0	0	0	3	6	7	6	8	2	9	2
72	0	0	0	0	0	0	0	0	2	5	7	4	7	2	2
73	0	0	0	0	0	0	0	0	0	2	5	7	4	7	2
74	0	0	0	0	0	0	0	0	0	2	4	6	3	3	3
75	0	0	0	0	0	0	0	0	0	0	1	2	5	5	5
76	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Total	149	157	157	182	184	195	194	211	226	237	228	237	238	246	247

Source: UCASS 2004 – 2010 UWO Data 2011 – 2018

Western Faculty Recruitment and Retention February 2019 10

10



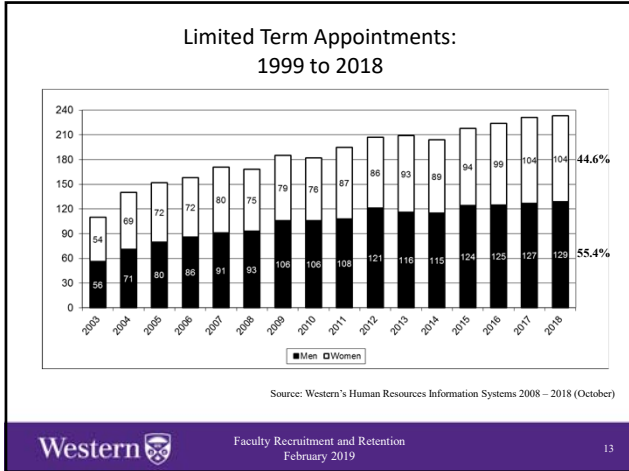
11

Limited Term Appointments

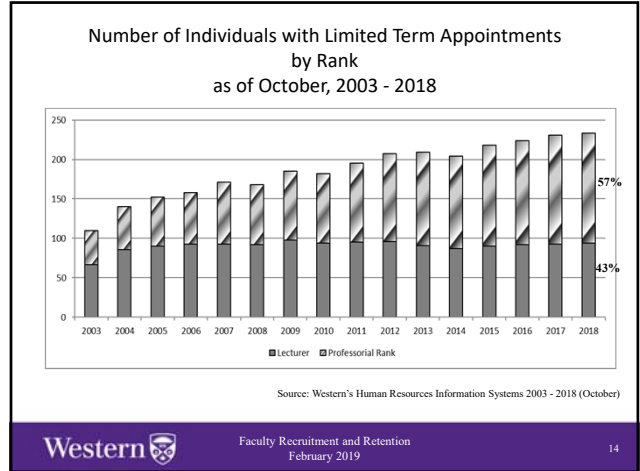
- October 1 count
- Includes fixed-term Limited Term Faculty, full-time contract faculty with no-end date and Permanent Limited Term Faculty

Western Faculty Recruitment and Retention February 2019 12

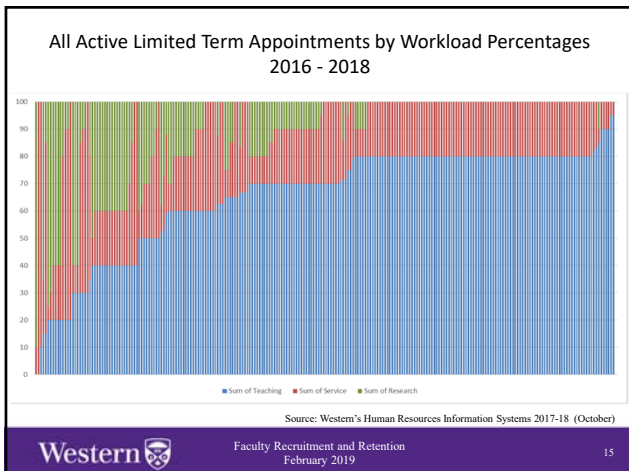
12



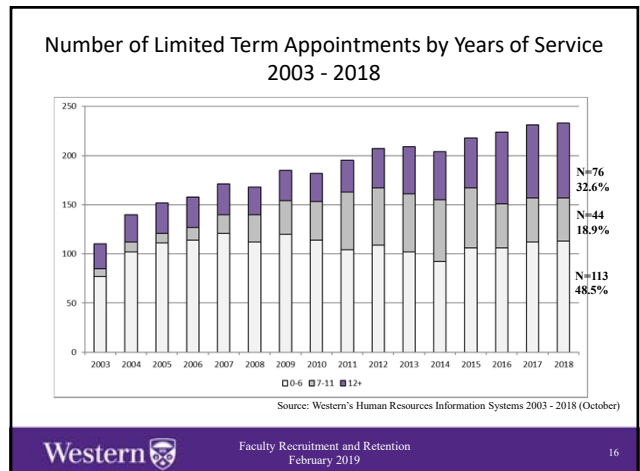
13



14



15



16

Part-Time Faculty

- Count by fiscal year
- Includes:
 - Limited Duties Appointments
 - Includes Regular, Graduate Student, Post Retirement, Extra-Load Limited Duties and Limited Duties Course Authoring
 - Excludes Limited Duties Appointments at Trois Pistoles
 - Standing Assignments
 - Post Doctoral and Graduate Student Teaching Assignments
- *Very diverse! includes professionals (dentists, nurses, accountants, teachers, lawyers,...), graduate students and retired faculty as well as individuals for whom PT teaching is a main occupation*

Faculty Recruitment and Retention
February 2019
17

17

Degree Credit Courses taught by Part-Time Faculty by Faculty and Gender: 2017-18 (Fiscal Year)

Faculty	Men	Women
Education	22	90
Social Science	72	64
Arts & Humanities	52	40
Science	45	23
Info & Media Studies	31	29
Health Sciences	34	125
Music	41	43
Medicine & Dentistry	11	13
Law	0	0
Business	41	115
Engineering	29	0

Source: Western Information Systems

Faculty Recruitment and Retention
February 2019
18

18

Number of Individuals with Part-Time Faculty Appointments by Range of Full Course Equivalent (FCE) Taught 2002-03 to 2017-18 (by Fiscal Year)

Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Faculty Recruitment and Retention
February 2019
19

19

Number of Individuals with Part-Time Faculty Appointments by Average Range of FCEs Taught by Years of Service 2017-2018

Source: Western Human Resources Information Systems
Excludes Extra Load Teaching and Course Authoring Appointments

Faculty Recruitment and Retention
February 2019
20

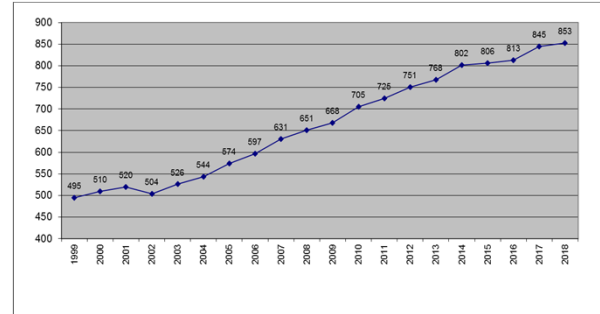
20

Clinical Full-Time Faculty

- October 1 Count
- Includes Physicians in Schulich under:
 - Continuing Clinical Appointment OR
 - Clinical Limited Term Appointment

21

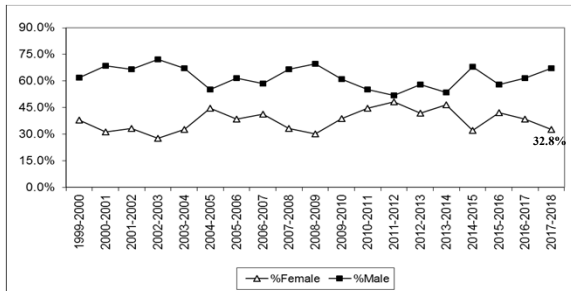
Full Time Clinical Faculty (Physicians in Schulich) at Western, 1999 – 2018



Source: Western Human Resources Information Systems

22

Percentage of New Full Time Clinical Faculty at Western by Gender: 1999-00 – 2017-18



Source: Western Human Resources Information Systems

23

Further Reference:

- This faculty recruitment and retention report can be found at: http://uwo.ca/facultyrelations/academic_planning/Recruitment_Retention_Report_2019.pdf
- A report on the distribution of teaching among FT/PT faculty can be found at: https://www.uwo.ca/facultyrelations/academic_planning/teaching-data-2018.pdf
- For additional information, the Institutional Planning and Budgeting (IPB) website contains data and facts updated annually and can be found at <https://www.ipb.uwo.ca/>

(Please note: The dates for which data are reported will influence counts. Therefore, data contained in this report and at the IPB site may differ slightly.)

24

Senate Agenda
March 15, 2019

EXHIBIT I

To: Senators
From: Amit Chakma
Date: March 8, 2019
Re: President's Report to Senate

For the March 15, 2019 meeting of Senate, I highlight the following news and developments since my last written report (dated February 8, 2019) for the meeting of Senate on February 15, 2019.

3M National Teaching Fellow named:

Congratulations to Professor and Chair of Women's Studies and Feminist Research **Wendy Pearson** who became Western's 25th faculty member to win a prestigious 3M National Teaching Fellowship when the 2019 cohort was announced last month. Established in 1986 by 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE), the national award recognizes university and college teachers who have shown local, national and international leadership in teaching excellence and have a superlative, sustained undergraduate teaching career. Wendy's teaching and research covers a range of fields, including film studies, feminist theory, cultural studies, queer theory, science fiction and Indigenous studies. On her teaching philosophy, the awards committee wrote: "Wendy Pearson's approach to social justice is personal. She starts with individuals and figures out what they need to function in the world, and she makes the changes happen that will make those individuals comfortable and capable. With patience and quiet guidance, she creates a classroom community of engaged individuals who discover how to learn and find their own place. In short, she prepares students to change the world." During her career, Wendy has developed about two dozen new courses at Western and she won the Edward G. Pleva Award for Excellence in Teaching in 2016. Among her many advocacy activities, she is co-founder of the Queer Caucus at Western, which links LGBTQ+ people and their allies from across campus to forge a strong community, and organized an annual Queer Research Day.

Universities and community partners gather to discuss response to illegal street parties:

Representatives from Western, the City of London and London Police Service attended a meeting February 15 of nine Ontario university communities focused on finding solutions to the growing problem of unsanctioned street parties. Hosted by Wilfrid Laurier University in Waterloo, the meeting included representatives and student leaders from Queen's, McMaster, Ottawa, Brock, Carleton, Waterloo and Guelph universities along with representatives from the cities of Waterloo, Kingston, Hamilton, and Guelph.

The day-long meeting focused on learning from the experiences of each university and city in an effort to find meaningful solutions to a problem that is spreading through municipalities across Ontario and beyond. "This is not only a London issue, it happens in municipalities across North America," said Orest Katolyk, Chief Municipal Law Enforcement Officer for the City of London. "We've had numerous community suggestions over the years. As a team we are looking at solutions that can be realistically operationalized with a focus on public safety." London Police Services estimates that more than 20,000 revellers crowded Broughdale Avenue and adjacent streets on Sept. 29, 2018. Similarly, Queen's University in Kingston saw a street party with approximately 25,000 in attendance, University of Ottawa saw 24,000 attend and Laurier saw 22,000 attend. Western is committed to working together with community partners to solve the problem at Broughdale, part of which will be communicating the safety risks and long-term impacts of illegal behaviours. It is a complex issue that will require efforts from all stakeholders.

Western leadership update:

On February 28, Provost Hrymak announced the appointment of **Sharon Hodgson** as the next Dean of the Ivey Business School. Currently a Corporate Director with IGM Financial Inc., Ms. Hodgson will step into her new role May 6, 2019. Her appointment follows a career of more than three decades leading change within large organizations in her varied roles with IBM, PwC and Andersen Consulting. As a senior executive with IBM Global Business Services, Sharon led several multi-billion-dollar consulting businesses around the world where she drove growth and innovation. In her most recent role as Global Consulting Leader for IBM's Artificial Intelligence, Watson™, Advanced Analytics, Internet of Things, and Big Data business, she harnessed these new technologies to introduce AI and Big Data solutions to market. Sharon's prior roles at IBM included leading the Canadian consulting business in Toronto, consulting leader for the Growth Markets Unit in Shanghai, and leader for North America's Business Analytics and Optimization unit in Philadelphia. In addition to her roles running IBM businesses, Sharon has also been the lead consulting partner for several large-scale business transformations at global companies including Nestlé, Merck, Mead Johnson and FMC Corporation. Sharon earned a Bachelor of Commerce from the University of Manitoba and an MBA from the Wharton School at the University of Pennsylvania.

Meanwhile, the work of selection committees remains underway for the Deans of the Faculty of Engineering and the Schulich School of Medicine & Dentistry.

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 Committee on Academic Policy and Awards – EXHIBIT V

1.	Faculty of Arts and Humanities: Discontinuation of the Honors Specialization and Specialization in German Language and Culture	ACTION
2.	School of Graduate and Postdoctoral Studies: Introduction of an Accelerated MBA for Business Graduates Option in the Master of Business Administration (MBA) Program	ACTION
3.	School of Graduate and Postdoctoral Studies: Discontinuation of the Master of Clinical Science (MCISc) in Driving Rehabilitation Therapy (DRT) Program	ACTION
4.	School of Graduate and Postdoctoral Studies: Revision to the Communication Sciences and Disorders (MCISc) – Audiology Program	ACTION
5.	School of Graduate and Postdoctoral Studies: Revision to the PhD in Health Information Science (HIS) Program	ACTION
6.	Faculty of Health Sciences, Arthur Labatt School of Nursing: Revisions to the Admission Requirements of the Bachelor of Nursing (BScN) Programs	ACTION
7.	Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admissions and Progression Requirements of the Internationally Trained Dentist (ITD) Program	ACTION
8.	Faculty of Science, Applied Mathematics: Revisions to the Honors Specialization in Mathematical Sciences and the Honors Specialization in Integrated Science with Mathematics Modules	ACTION
9.	Faculty of Social Science and Richard Ivey School of Business: Introduction of New Combined Degree Programs	ACTION
10.	Brescia University College: Introduction of a Certificate and a Diploma in Diversity and Families	ACTION
11.	Brescia University College: Renaming of the “Family Studies” Subject Area as “Family Studies and Human Development”	ACTION
12.	Huron University College: Introduction of a Minor in History of the Book	ACTION
13.	King’s University College: Introduction of a Certificate and a Diploma in Critical Security Studies	ACTION
14.	King’s University College: Revisions to the King’s Scholar Admission, Progression and Graduation Requirements	ACTION
15.	New Scholarships and Awards	INFORMATION
16.	Faculty of Arts and Humanities, Department of Visual Arts: Correcting the name of the Honors Specialization in Studio Art Module	INFORMATION
17.	SUPR-G Report: Cyclical Review - Huron University College, Theology Program	INFORMATION
18.	Report of the Subcommittee on Teaching Awards (SUTA) (will be distributed via email)	INFORMATION

Report of the Senate Committee on University Planning – EXHIBIT VI

19.	Peter C. Maurice Research Fellowship in Biomedical Engineering	ACTION
20.	Daryl T. Bean Professorship in Law and Women’s Studies – Revisions to Terms of Reference	ACTION

Report of the Honorary Degrees Committee – EXHIBIT VII

21. Honorary Degree Recipients – Spring 2019	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
<p>Revisions to the Senate Election Procedures: Senate Membership – Changes to the Distribution of Senate Seats in the School of Graduate and Postdoctoral Studies</p>	<p>No</p>

FOR APPROVAL

1. **Revisions to the Senate Election Procedures: Senate Membership – Changes to the Distribution of Senate Seats in the School of Graduate and Postdoctoral Studies**

Recommended: That *Section A.2.1 – Faculty* in the Senate Election Procedures be revised as shown below effective July 1, 2020 (for elections to be conducted in January/February 2020).

Senate Election Procedures:

https://www.uwo.ca/univsec/pdf/senate/election/election_procedures.pdf

A.2 Elected Representatives – Distribution of Seats

A.2.1 Faculty

Constituency	Seats
<p>School of Graduate and Postdoctoral Studies (One from each of the following disciplinary groupings: Arts & Humanities/Music; Social Science; FIMS & Business; Education; Health Sciences; Medicine & Dentistry; Engineering; Science. Two from SGPS At-Large) (One from each of the following disciplinary groupings: Law/FIMS/Music; Arts and Humanities; Education; Engineering; Health Sciences; Business; Medicine & Dentistry; Science; Social Science; SGPS At-Large)</p>	<p>10</p>
<p>Faculty of Arts & Humanities</p>	<p>5</p>
<p>Schulich School of Medicine & Dentistry (4 from Medicine; 1 from Dentistry)</p>	<p>5</p>
<p>Faculty of Science</p>	<p>5</p>
<p>Faculty of Social Science</p>	<p>5</p>
<p>Faculty of Health Sciences</p>	<p>4</p>
<p>Faculty of Information and Media Studies</p>	<p>2</p>
<p>Faculty of Education</p>	<p>2</p>
<p>Faculty of Engineering</p>	<p>2</p>
<p>Faculty of Law</p>	<p>2</p>
<p>Don Wright Faculty of Music</p>	<p>2</p>
<p>Richard Ivey School of Business</p>	<p>2</p>
<p>Each Affiliated University College</p>	<p>2</p>

Background

Section 24.(1) in the UWO Act defines that the School of Graduate and Postdoctoral Studies must have 10 members on Senate. Pursuant to Senate resolution 04-31 (February 20, 2004), the following constituencies comprised the School of Graduate and Postdoctoral Studies (SGPS):

8 members - one from each: Arts and Humanities and Music; Social Science; Information and Media Studies and Business; Education; Health Sciences; Medicine & Dentistry; Engineering; 2 members elected At-Large from the School of Graduate and Postdoctoral Studies.

SGPS conducted a comprehensive review of the changes in the graduate student population over the past 10 years (see [Appendix 1](#)). As a result of this review it is now proposed that the distribution of the 10 SGPS Senate seats be changed for membership terms starting on July 1, 2020.

Graduate Student Population Change by Faculty - Fall 2008 to Fall 2018						
Faculty	Fall 2008		Fall 2018		Change over 10 years	
	Student Registration	Proportion of Registration	Student Registration	Proportion of Registration	Student Count	% Change
Brescia University College	27	0.6%	38	0.6%	11	40.7%
Don Wright Faculty of Music	108	2.2%	149	2.2%	41	38.0%
Faculty of Arts and Humanities	401	8.2%	469	7.1%	68	17.0%
Faculty of Education	304	6.3%	1006	15.2%	702	230.9%
Faculty of Engineering	599	12.3%	798	12.0%	199	33.2%
Faculty of Health Sciences	664	13.7%	998	15.1%	334	50.3%
Faculty of Info & Media Stds	413	8.5%	371	5.6%	-42	-10.2%
Faculty of Law	13	0.3%	32	0.5%	19	146.2%
Faculty of Science	661	13.6%	784	11.8%	123	18.6%
Faculty of Social Science	539	11.1%	695	10.5%	156	28.9%
Huron University College	17	0.3%	8	0.1%	-9	-52.9%
Ivey School of Business	485	10.0%	473	7.1%	-12	-2.5%
King's University College	64	1.3%	50	0.8%	-14	-21.9%
Schulich Sch of Med & Dent	567	11.7%	752	11.4%	185	32.6%
Grand Total	4862	100.0%	6623	100.0%	1761	36.2%

Note: Fall 2008 - fulltime and part-time, degree students only

Fall 2018 - fulltime and part-time, degree and diploma students only

Interdisciplinary Programs reported with host faculties (BME - Engineering, Environment & Sustainability - Science, Neuroscience - Schulich, Theory & Criticism - Arts, Pop Music - FIMS, HIS - FIMS)

SGPS Senate Seat Review - Fall 2008 and Fall 2018 Comparison						
Senate Seat Assignment	Nbr of Senate Seats	Faculties	Fall 2008 Student Population		Fall 2018 Student Population	
			Student Registration	Proportion of Registration	Student Registration	Proportion of Registration
Don Wright Faculty of Music/ Faculty of Arts and Humanities	1	Don Wright Faculty of Music	509	10.5%	618	9.3%
		Faculty of Arts and Humanities				
Faculty of Info & Media Stds/ Ivey School of Business	1	Faculty of Info & Media Stds	898	18.5%	844	12.7%
		Ivey School of Business				
Faculty of Education	1	Faculty of Education	304	6.3%	1006	15.2%
Faculty of Engineering	1	Faculty of Engineering	599	12.3%	798	12.0%
Faculty of Health Sciences	1	Faculty of Health Sciences	664	13.7%	998	15.1%
Schulich Sch of Med & Dent	1	Schulich Sch of Med & Dent	567	11.7%	752	11.4%
Faculty of Science	1	Faculty of Science	661	13.6%	784	11.8%
Faculty of Social Science	1	Faculty of Social Science	539	11.1%	695	10.5%
No Specific Faculty Representation		Brescia University College	121	2.5%	128	1.9%
		Faculty of Law				
		Huron University College				
		King's University College				
At Large	2	N/A	N/A	N/A	N/A	N/A
Total	10	N/A	4862	100.0%	6623	100.0%

SGPS Senate Seat Change Proposal - Fall 2018				
Senate Seat Assignment	Nbr of Senate Seats	Faculties	Fall 2018 Student Population	
			Student Registration	Proportion of Registration
Don Wright Faculty of Music/ Faculty of Info & Media Stds/ Faculty of Law	1	Don Wright Faculty of Music	552	8.3%
		Faculty of Info & Media Stds		
		Faculty of Law		
Faculty of Arts and Humanities	1	Faculty of Arts and Humanities	469	7.1%
Ivey School of Business	1	Ivey School of Business	473	7.1%
Faculty of Education	1	Faculty of Education	1006	15.2%
Faculty of Engineering	1	Faculty of Engineering	798	12.0%
Faculty of Health Sciences	1	Faculty of Health Sciences	998	15.1%
Schulich Sch of Med & Dent	1	Schulich Sch of Med & Dent	752	11.4%
Faculty of Science	1	Faculty of Science	784	11.8%
Faculty of Social Science	1	Faculty of Social Science	695	10.5%
No Specific Faculty Representation		Brescia University College	96	1.4%
		Huron University College		
		King's University College		
At Large	1	N/A	N/A	N/A
Total	10	N/A	6623	100.0%

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
University Research Board	No

FOR ACTION

1. **University Research Board (URB)**

[Faculty members must be members of Senate at the time elected]

[Workload: Meets Fridays at 9:15 a.m. as required. Meetings are scheduled for the week prior to Senate.]

Senate membership composition can be found [here](#).

Composition:

Fifteen members elected by Senate as follows:

- Eleven (11) members of faculty (one from each faculty/school, excluding SGPS), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
- Two (2) graduate students
- Two (2) postdoctoral representatives

Membership terms: The terms of the elected/appointed members are two years, renewable twice.

Current Senate-Elected Members:

Terms continuing to June 30, 2019:

C. Alencar (Post Doc.), J. Burkell (FIMS), M. Capretz (Engg), I. Johnsrude (SS),
T. Orchard (Health Sci.), W. Pearson (AH), M. Robinson (Grad), E. Walsh (Grad),
J. Wilson (Ivey), Vacancy

Terms continuing to June 30, 2020:

J. Corrigan (Sci), G. Dekaban (Shulich), R. Gardiner (Educ.), J. Neyers (Law),
P. Schmidt (Music)

Required: One (1) postdoctoral fellow to complete the term of N. Kuntz.

Nominee: Roberta Bgeginski

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
Faculty of Arts and Humanities: Discontinuation of the Honors Specialization and Specialization in German Language and Culture	Yes
School of Graduate and Postdoctoral Studies:	
Introduction of an Accelerated MBA for Business Graduates Option in the Master of Business Administration (MBA) Program	Yes
Discontinuation of the Master of Clinical Science (MCISc) in Driving Rehabilitation Therapy (DRT) Program	Yes
Revision to the Communication Sciences and Disorders (MCISc) – Audiology Program	Yes
Revision to the PhD in Health Information Science (HIS) Program	Yes
Faculty of Health Sciences, Arthur Labatt School of Nursing: Revisions to the Admission Requirements of the Bachelor of Nursing (BScN) Programs	Yes
Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admissions and Progression Requirements of the Internationally Trained Dentist (ITD) Program	Yes
Faculty of Science, Applied Mathematics: Revisions to the Honors Specialization in Mathematical Sciences and the Honors Specialization in Integrated Science with Mathematics Modules	Yes
Faculty of Social Science and Richard Ivey School of Business: Introduction of New Combined Degree Programs	Yes
Brescia University College:	
Introduction of a Certificate and a Diploma in Diversity and Families	Yes
Renaming of the “Family Studies” Subject Area as “Family Studies and Human Development”	Yes
Huron University College: Introduction of a Minor in History of the Book	Yes
King’s University College:	
Introduction of a Certificate and a Diploma in Critical Security Studies	Yes
Revisions to the King’s Scholar Admission, Progression and Graduation Requirements	Yes
Policy Revisions:	
Introduction of the Policy on Admissions Fraud	No
Introduction of a New Policy on Academic Accommodation for Students with Disabilities	No
New Scholarships and Awards	Yes
Faculty of Arts and Humanities, Department of Visual Arts: Correcting the name of the Honors Specialization in Studio Art Module	Yes
SUPR-G Report: Cyclical Review - Huron University College, Theology Program	Yes
Report of the Subcommittee on Teaching Awards (SUTA) (<i>will be distributed via email</i>)	Yes

FOR APPROVAL

1. **Faculty of Arts and Humanities: Discontinuation of the Honors Specialization and Specialization in German Language and Culture**

Recommended: That effective September 1, 2019, admissions to the Honors Specialization and Specialization in German Language and Culture be discontinued, and

That students currently enrolled in the module be allowed to graduate upon fulfillment of the module requirements until August 31, 2022, and

That the modules be withdrawn effective September 1, 2022.

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20959&SelectedCalendar=Live&ArchiveID=>
<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20976&SelectedCalendar=Live&ArchiveID=>

Honors Specialization in German Language and Culture

Admissions into this module are discontinued effective September 1, 2019. Students currently enrolled in this module be allowed to graduate upon fulfillment of the requirements until September 1st, 2022.

Specialization in German Language and Culture

Admissions into this module are discontinued effective September 1, 2019. Students currently enrolled in this module be allowed to graduate upon fulfillment of the requirements until September 1st, 2022.

Background

After a full undergraduate program review, the Department has decided to discontinue the modules in which enrolment has been very low during the past three years.

2. **School of Graduate and Post-Doctoral Studies: Introduction of an Accelerated MBA for Business Graduates Option in the Master of Business Administration (MBA) Program**

Recommended: That, an Accelerated MBA for Business Graduates Option be introduced in the MBA Program effective January 1, 2020 (for March 2019 recruitment cycle), as shown in [Appendix 1](#).

Background

The objective of the Accelerated MBA for Business Graduates Option is to provide an Ivey learning opportunity for those students who would like to complete an MBA while working full-time. This new option will target students that have earned an undergraduate degree in business or commerce and have between two to seven years of full-time work experience. The program leverages the format of the Executive MBA and the curriculum from the MBA Direct.

3. **School of Graduate and Postdoctoral Studies: Discontinuation of the Master of Clinical Science (MCISc) in Driving Rehabilitation Therapy (DRT) Program**

Recommended: That effective September 1, 2019, the Master of Clinical Science (MCISc) Driving Rehabilitation Therapy (DRT) be discontinued

Background:

The MCISc DRT program was approved by Senate in 2015. Since that time, the program has attracted a very small number of applicants and only seven students were admitted. There are currently no students enrolled in the program, therefore it should be discontinued.

4. **School of Graduate and Postdoctoral Studies: Revision to the Communication Sciences and Disorders (MCISc) – Audiology Program**

Recommended: That the Graduate Program in Audiology (MCISc) be revised to make CSD 9504 – Audiology Practicum IV a mandatory course effective September 1, 2019.

Background

CSD 9504 – Audiology Practicum IV is a second-year practicum course in the two-year CSD MCISc program in the field of Audiology, and is currently optional as a fifth practicum placement. The proposed change will make this course mandatory, which is offered multiple times per year (Fall, Winter, and, as required, Summer terms) to facilitate scheduling and to optimize use of available off-campus placements.

Student and faculty feedback indicated that development of key clinical competencies requires further coverage in placement/practicum courses. These competencies include students' progression toward further autonomy in the areas of hearing aid follow-up and repair, assessment, and participation in hearing loss prevention programs. In the current program, most students receive exposure to many of these, but feedback from students indicates that all students should be provided with equal opportunity to develop these skills. The placement/practicum will provide clinical faculty supervisors the opportunity to work more closely with students and provide additional training and support.

5. **Faculty School of Graduate and Postdoctoral Studies: Revision to the PhD in Health Information Science (HIS) Program**

Recommended: That, the “Health Knowledge: Systems, Methods and Theory” field be removed from the PhD in Health Information Science (HIS) Program effective September 1, 2019.

Background

In compliance with the former OCGS requirements, a single PhD field was developed for the HIS program at the time of its introduction. Since fields are no longer required for graduate programs, it is proposed that the single field of “Health, Knowledge: Systems, Methods and Theory” be eliminated.

The PhD program in HIS is intended to be interdisciplinary in character and, as such, does not offer specific areas of concentration. Instead, the program requires that students undertake two required courses addressing the theory and context of Health Information Science, and appropriate advanced research methods. Students then select elective courses that allow them to focus on the specific aspects of HIS that they wish to pursue in depth. Overall, the curriculum has been developed to provide structure and a common set of critical and analytic skills relating to appropriate theory and research methods while at the same time offering students flexibility and a high degree of individual choice. Students are encouraged to think across disciplines, therefore it is not necessary to provide a field of study

6. **Faculty of Health Sciences, Arthur Labatt School of Nursing: Revisions to the Admission Requirements of the Bachelor of Nursing (BScN) Programs**

Recommended: That the admission requirements of the Bachelor of Nursing (BScN) programs be revised as shown in [Appendix 2](#), effective September 1, 2019.

Background

CASPer is a web-based assessment of situational-based judgement and it is used by a large number of professional schools in Canada, Australia, New Zealand and the US. It has been shown to be highly predictive of medical student performance on the Medical Council of Canada licensing exams; i.e., PHELO (Population Health, Ethical, Legal and Organizational aspects of Medicine) and C2LEO (Considerations of Legal, Ethical and Organizational Aspects of the Practice of Medicine). Lower scores on both the PHELO and the C2LEO are highly correlated with complaints to the Canadian provincial medical colleges (e.g., College of Physicians and Surgeons of Ontario). CASPer performs slightly better than the Multiple Mini-Interview (MMI) in terms of predictive validity but requires far less resources to administer locally. While GPA is predictive of student performance on academic aspects of medical school qualifying exams, CASPer is measuring

important aspects of the capacity to practice as a health care professional which are currently not evaluated in the admissions process.

The Admission Committees of the School of Nursing recommend trialing CASPer as a new screening tool beginning in the 2020 admissions cycle. The scores produced by CASPer will be monitored over the next 5 years to confirm the appropriateness of its use and assigned weighting. The weightings will be revisited and adjusted if necessary, based on the ongoing evaluation within the program, to ensure the CASPer scores are weighted appropriately.

The change in policy for evaluating pre-requisite requirements was needed as the School of Nursing has a policy that advanced standing will only be considered if courses were completed within 10 years (excluding electives). This is policy consistent with that of other Western professional Schools (e.g. Dentistry).

7. **Schulich School of Medicine & Dentistry, School of Dentistry: Revisions to the Admissions and Progression Requirements of the Internationally Trained Dentist (ITD) Program**

7.a. Revisions to the Admission Requirements of the ITD Program

Recommended: That effective September 1, 2020, the Admission Requirements for the ITD program be amended as shown in [Appendix 3](#).

7.b. Revisions to the Progression Requirements of the ITD Program

Recommended: That effective September 1, 2020, the Progression Requirements for the ITD program be amended as shown in [Appendix 4](#).

Background

Dentistry has approved a new strategic plan (2016-2026) that requires significant changes in both DDS and Internationally Trained Dentists (ITD) programs. This new education model aims to maximize the pre-clinical and clinical experiences of dental students. To fulfill this purpose, an increase in length from two years to three years will be required for the implementation of this new model in the ITD program.

While the four-year DDS program can accommodate the new strategic plan and education model, with some adjustments, it will be necessary to increase the length of the currently compacted two-year ITD program to three years in order to provide comparable didactic and clinical experiences for both programs. In addition, Dentistry is becoming a more complex discipline with new technologies and new methodologies. While students enrolled into the four-year DDS program have more exposure in these areas, the ITD students are lacking exposure as well as experience, and therefore it is key to increase the program timeframe to bring them up to the level of the DDS graduates.

8. **Faculty of Science, Applied Mathematics: Revision to the Honors Specialization in Mathematical Sciences and Honors Specialization in Integrated Science with Mathematics Modules**

Recommended: That the Honors Specialization in Mathematical Sciences and the Honors Specialization in Integrated Science with Mathematics modules be revised as shown in [Appendix 5](#), effective September 1, 2019

Background

In light of the School of Mathematical and Statistical Sciences Memorandum of Understanding (MOU), it appears fitting to update the contents and to broaden the scope of these modules. Students enrolled in the current module already have the option to take courses in Applied Mathematics, Mathematics, Financial Modelling, Actuarial Science and Statistical Sciences. By introducing these changes, students will better be able to tailor their program to their own interests from the wider array of courses available.

9. **Faculty of Social Science and Richard Ivey School of Business: Introduction of New Combined Degree Programs**

9.a. **Introduction of an Honors Specialization in Politics, Philosophy and Economics—Politics and Philosophy Concentration (PPE-P) and HBA Combined Degree Program**

Recommended: That an Honors Specialization in Politics, Philosophy and Economics - Politics and Philosophy Concentration (PPE-P) and HBA Combined Degree program be introduced effective September 1, 2019, as shown in [Appendix 6](#).

9.b. **Introduction of an Honors Specialization in Politics, Philosophy and Economics—Economics Concentration (PPE-E) and HBA Combined Degree Program**

Recommended: That an Honors Specialization in Politics, Philosophy and Economics - Politics and Economics Concentration (PPE-E) and HBA Combined Degree program be introduced effective September 1, 2019, as shown in [Appendix 6](#).

Background

The new undergraduate module in PPE-P attracts high achieving students, many of whom are also drawn to Western by its HBA program. The proposed combined degree will allow students to combine the study of Politics, Philosophy and Economics with the study of business through the HBA program.

10. **Brescia University College: Introduction of a Certificate and a Diploma in Diversity and Families**

Recommended: That a Certificate and a Diploma in Diversity and Families be introduced at Brescia University College effective September 1, 2019, as shown in [Appendix 7](#).

Background

A Diploma or Certificate in Diversity and Families will be useful for those wishing to augment their credentials and backgrounds in how aspects of diversity such as race, ethnicity, immigration status, first language, sexual identity, socioeconomic status shape and affect family composition, development, dynamics, and social context. This program is expected to be highly relevant for human services and education professionals.

11. **Brescia University College: Renaming of the “Family Studies” Subject Area as “Family Studies and Human Development”**

Recommended: That the Family Studies Subject Area be renamed as “Family Studies and Human Development” effective September 1, 2019.

REVISED CALENDAR COPY

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

The first part of the policy is unchanged.

Category A:

Social Science

Anthropology, Economics, First Nations Studies, Geography, History, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology, Women’s Studies

Interdisciplinary and Multidisciplinary

American Studies, Canadian Studies, Childhood and Social Institutions, Dance, Disability Studies, Digital Communication, Education, ~~Family Studies~~, **Family Studies and Human Development**, Global Studies, Governance, Leadership and Ethics (GLE), Health Sciences, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media, Information and Technoculture, Nursing, Politics, Philosophy and Economics (PPE), Rehabilitation Sciences, Social Justice and Peace Studies, Social Science, Transitional Justice

The rest of the policy is unchanged

Background

The Family Studies modules currently include a range of courses covering family structure and dynamics, and also human development across the lifespan. Family Studies currently is expanding its human development offerings even further. The subject area update to “Family Studies and Human Development” will more accurately communicate program content to students and their future graduate schools and employers.

12. **Huron University College: Introduction of a Minor in History of the Book**

Recommended: That a Minor in History of the Book be introduced at Huron University College, effective September 1, 2019, as shown below.

NEW CALENDAR COPY

MINOR IN HISTORY OF THE BOOK

Admission Requirements

Completion of first-year requirements, including at least 0.5 course in History and 0.5 in English and Cultural Studies, with a minimum mark of 70%.

Module:

4.0 courses.

Note that some courses have prerequisites.

2.0 courses:

English 2731F/G, 2732 F/G; History 3901F/G, 4814F/G (proposed)

1.5 courses from:

English 3333E, 4871F/G, 4060F/G; History 2615 F/G (proposed), 3410F/G, 4202F/G

0.5 courses from:

Interdisciplinary Studies 2220F/G, IDS 2230F/G; Religious Studies 2420 A/B, 2124 F/G, 2310 F/G; Media, Information and Technoculture 3100 F/G, 2000 F/G

Background

The module is based on existing research collaborations and expertise in Huron’s Departments of History and English and Cultural Studies, focused on histories of the book, material and visual culture, intellectual histories, and their relationship to the materiality of text. Students will be introduced to the field of book studies through the new core courses, and will complete innovative project-based courses that include hands-on experience with rare books, Huron’s letterpress studio, and digital technologies. The module includes a placement with a local archive, heritage site or library, ensuring that the theoretical elements of the field are integrated with community-based experience.

13. **King’s University College: Introduction of a Certificate and a Diploma in Critical Security Studies**

Recommended: That a Certificate and a Diploma in Critical Security Studies be introduced at King’s University College effective September 1, 2019, as shown in [Appendix 8](#).

Background

The Certificate and Diploma in Critical Security Studies is a unique undergraduate designation, not currently offered anywhere in Canada and will attract students who might not otherwise apply to King’s. It is intended to provide students with the theoretical and practical tools to analyze social issues associated with the mass development of new security projects, including those related to immigration and borders, digital privacy, surveillance, risk, health and population security, human security, terrorism, the environment, nationalism, the economy, and others. The Certificate and Diploma will also prepare students well for future opportunities in the areas of sociology, politics, international security, and criminology including graduate and professional academic programs that offer advanced security studies degrees or specializations.

14. **King's University College: Revisions to the King's Scholar Admission, Progression and Graduation Requirements**

Recommended: That the admission, progression and graduation requirements of the King's Scholar Program be revised effective September 1, 2019, as shown [Appendix 9](#).

Background

Changes were made to streamline the information for clarity and better understanding for the students, and to change the admission requirement from 85% to 80%.

15. **Policy Revisions: Introduction of the Policy on Admissions Fraud**

Recommended: That the Policy on Admissions Fraud be introduced as shown below effective February 1, 2019.

NEW CALENDAR COPY

ADMISSION FRAUD

If evidence of falsified information and/or omission is found in the submission of an application for admission, any documentation in support of an application, and/or an appeal for admission or readmission, Western University reserves the right to deny admission, withdraw an offer of admission, withdraw an offer of scholarship and/or cancel a student's course registration. Previous submission of falsified or fraudulent documentation may be considered in future applications made to Western University.

Background

It is recommended that a policy on admissions fraud be introduced in order to communicate the consequences of submitting fraudulent information in the application and admission process.

At the time of applying through the Ontario Universities' Application Center (OUAC), prospective students must read and acknowledge the following statement:

"I certify that the personal information and documents submitted, or to be submitted, in this application are true, complete and correct, including my declarations as to citizenship and immigration status in Canada; that my autobiographic and personal submissions are true, accurate, and authored solely and entirely by me; and that all information requested in this application has been disclosed.

By clicking "I Verify and Agree", I accept that the OUAC will submit my application to the Ontario universities of my choice, and I consent to the personal information practices as set out in the "Declaration and Notice of Collection, Use, Disclosure and Treatment of Personal Information Provided as Part of Your Ontario University Undergraduate (105) Application", which I have read and understand."

Although this statement is explicit on the OUAC application, the Admissions Office at Western along with many other institutions in Ontario and across Canada, the Ministry of Education and Canadian Border Services are seeing increasingly fraudulent activities among prospective students. The Admissions Office at Western has rescinded a number of offers, and together with Faculties has suspended current students as a result of discovering admission fraud. Currently the consequences of admissions fraud are covered under the Scholastic Offense Policy. Introducing a policy on Admission Fraud will allow the Office of Undergraduate Recruitment and Admissions to clearly communicate, what constitutes as an admissions fraud and its consequences to prospective students and current applicants and use this in printed and online admissions materials.

16. **Policy Revisions: Introduction of a New Policy on Academic Accommodation for Students with Disabilities**

Recommended: That effective May 1, 2019 the current policy on “Academic Accommodation for Students with Disabilities” and the “Faculty Handbook on the Implementation of the Policy on Academic Accommodation for Students with Disabilities” be replaced by a new policy, as shown in **Appendix 10**.

Background

In March 2016, a letter from the Ontario Human Rights Commission (OHRC) to the President advised Western that its policies should now specifically state that Western no longer require a diagnosis in order to grant an accommodation. The letter also made other recommendations, many of which were adopted into the new policy. In addition, the new policy simplifies the process for dealing with disagreements between students (and their parents, doctors, etc.) and Student Accessibility Services over the granting and implementation of an accommodation. The current policy and Faculty Handbook can be accessed here: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf and https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

FOR INFORMATION

17. **Scholarships and Awards**

SCAPA approved on behalf of the Senate the Terms of Reference for the new scholarships and awards shown in **Appendix 11**.

18. **Faculty of Arts and Humanities, Department of Visual Arts: Correcting the name of the Honors Specialization in Studio Art Module**

The undergraduate programs of the Department of Visual Arts have recently gone through a comprehensive restructuring. Courses were removed, introduced or renumbered, as well as several modules were introduced, removed or revised. See Senate approval for these changes:

https://www.uwo.ca/univsec/pdf/senate/minutes/2018/a18dec7sen_all.pdf

Due to an oversight the name of the Honors Specialization in Studio Art module was listed as Honor Specialization in Studio Arts. To correct this, the “s” was removed from the module’s name as an editorial amendment.

19. **SUPR-G Report: Cyclical Review - Huron University College, Theology Program**

The following cyclical review of a graduate program was conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Huron University College	Theology	October 25-26, 2018	Good Quality with Report in January 2021

The detailed Final Assessment Report and Implementation Plan for this review are attached as **Appendix 12**.

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

The Report of the Subcommittee on Teaching Awards (SUTA) – **Appendix 13** – will be distributed via email prior to the meeting.

**Ivey Master of Business Administration
 Major Modification to an Existing Graduate Program
 Introduction**

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

Program: MBA Program, Ivey Business School
Degree: Masters of Business Administration (MBA)

2. Description of Proposed Modification.

To introduce an accelerated option in the Masters of Business Administration program for those working full-time.

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

The objective of the Accelerated MBA for Business Graduates program is to provide an Ivey learning opportunity for those students who would like to complete an MBA while working full-time. This new option will target students that have earned an undergraduate degree in business or commerce and have between two to seven years of full-time work experience. The program leverages the format of the Executive MBA and the curriculum from the MBA Direct.

	<i>London Based</i>	<i>Toronto Based</i>
<i>Comprehensive</i>	MBA 12 Months 17.75 Credits 2-7 Years Work Experience Any University Degree Plan to transition career	Executive MBA 16 Months 15.00 Credits 7+ Years Work Experience Any University Degree No plan to transition career
<i>Accelerated</i>	MBA Direct 9 Months 11.75 Credits 2-7 Years Work Experience UWO – HBA Degree only Plan to transition career	<i>Accelerated MBA (NEW)</i> <i>12 Months</i> <i>12.00 Credits</i> 2-7 Years Work Experience Any Business Degree No Plan to transition career

3.a. Guiding Principles

1. The Accelerated MBA program will follow the existing requirements in the MBA Direct Program currently offered to students who have completed the HBA program at the Ivey Business School.
2. The Accelerated MBA program is targeted at students with undergraduate degrees in business with two to seven years' work experience.
3. Consistent with all Ivey programs, the Accelerated MBA will leverage experiential learning to develop the Ivey Leadership Essentials (bias for action, effective communication, teamwork, manage complexity, and set priorities).
4. The Accelerated MBA will be divided into three modules:

Module 1: Leadership Essentials -- the first module will provide students a review of business fundamentals and developing a deeper understanding of leadership.

Module 2: Innovation and Disruption – the second module will focus on the ever changing landscape of business; students will develop an understanding of innovation as both a threat and opportunity through their course work and the Ivey Field Project.

Module 3: Global Business – the final module will examine business in a global context; students will work through real life examples of global business through case study and personal experience during their global study trip.

5. Blended Learning – this new Accelerated MBA will leverage our new blending learning partnership and preparatory knowledge program (PKP) used in the MBA to create a new online learning experience. Forty per-cent of each course will be online where students will develop a thorough understanding of business content through asynchronous online learning. The remaining sixty per-cent will focus on the application of this knowledge through in class case method.
6. Lock Step – students will work together as a cohort in a synchronized program experience. Learning from peers is essential to the Ivey experience. Deep peer-learning can only happen when there is trust and respect among peers. This trust and respect, in turn, can only be developed through a joint collegial experience, which require a Lock Step cohort approach.

3.b. Learning Outcomes

The Accelerated MBA will leverage the learning outcomes from the current MBA Direct, but will differ in that students will not have electives to choose from. Instead students in the Accelerated MBA will be more focused on leadership, innovation, and globalization:

- Apply the fundamentals of business to address complex challenges.
- Develop a thorough understanding of leadership essentials: how to lead people, how to lead change, and how to communicate for persuasion and influence
- Apply skills for negotiations to develop better outcomes.
- Build and deploy innovation-centric and emphatic-design strategies in both corporate and startup environments.
- Apply principles of innovation to address start-up challenges.
- Apply principles of disruption to address changes to corporate strategy and implementation.
- Develop an understanding of global economics and their impact on strategic business decisions.
- Develop an understanding of globalization effects on marketing, operations, finance and strategy.
- Acquire experience of globalization through an international field learning course.

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

4.a. Current State of the Program

The current MBA is offered in three variants. The comprehensive MBA is offered in London over 12 months where students earn 17.75 credits through 11 core courses and 9 electives. The MBA Direct program offered in London over 9 months where students complete 4 core courses and 9 electives for 11.75 credits. The comprehensive Executive MBA is offered in Toronto over 16 months for senior executives working full-time.

	<i>London Based</i>	<i>Toronto Based</i>
<i>Comprehensive</i>	MBA 12 Months 17.75 Credits 2-7 Years Work Experience Any University Degree Plan to transition career	Executive MBA 16 Months 15.00 Credits 7+ Years Work Experience Any University Degree No plan to transition career
<i>Accelerated</i>	MBA Direct 9 Months 11.75 Credits 2-7 Years Work Experience UWO – HBA Degree only Plan to transition career	<i>Accelerated MBA (NEW)</i> <i>12 Months</i> <i>12.00 Credits</i> 2-7 Years Work Experience Any Business Degree No Plan to transition career

4.b. Admission Requirements

Candidates eligible for admissions into the Accelerated MBA must have an undergraduate four year degree in business or commerce from an accredited Canadian university (foreign degrees will be reviewed on an exception basis). Candidates must have received a minimum B (70%) average in their business or commerce undergraduate degree to be eligible and with a minimum of an A (80%) students can waive the GMAT requirement. In addition, students will need to have completed a minimum of two years' work experience.

Admissions will use the same process as in the MBA and MBA Direct. We will leverage the same application and interview process and utilize the existing scorecard for admissions decisions. The evaluative criteria are broadly based on intellectual capacity, proven leadership experience, and leadership character.

Admission Requirements

Students applying to the Accelerated MBA program must meet the following admission requirements:

- Two to seven years of work experience
- Minimum B average in a business undergraduate degree (A for GMAT waiver)
- Specific course work completed in: Accounting, Finance, Economics, Statistics, Marketing, Organizational Behavior, Operations, Strategy
- Application fee of \$100.

4.c. Career Opportunities

Students in the Accelerated MBA will already be employed full-time and are pursuing an MBA degree to advance their role and responsibilities in their chosen profession. Candidates are expected to seek a managerial role in any number of industries:

- Management consulting
- Financial services
- Logistics and supply management
- Non-profit
- Government
- Marketing, advertising or CPG
- Human resource management
- Real estate
- Accounting
- Technology
- Entrepreneurship

4.d. Program Term Dates and Courses

Accelerated MBA
Module 1 - Leadership Essentials (January – April 2020)
<ul style="list-style-type: none">• 9399 – Business Fundamentals (1.5)• 9411 – Managing People (0.75)• 9454 – Power and Politics (0.75)• 9412 – High Impact Presenting (0.75)• 9410 – Negotiations (0.75)
Module 2 –Innovation and Disruption (May – July)
<ul style="list-style-type: none">• 9469 – IFP (1.5)• 9470 – Big Data Analytics (0.75)• TBD – Consumer Insights Amid Disruption (0.75)• TBD – Managing Innovation (0.75)
Module 3 – Global Business (August - December)
<ul style="list-style-type: none">• 9506 – Global Environment of Business (0.75)• 9561 – International Strategic Financial Planning (0.75)• 9421 – Global Strategy (0.75)• 9464 – Global Operations Strategy (0.75)• 9444 – International Study Trip (0.75)

4.e. Current Curriculum: MBA program, MBA Direct program, Executive MBA Program

Students registered in the MBA program currently take a total of 17.75 equivalent core and elective course credits. Students registered in the MBA Direct program take a total of 11.75 equivalent core and elective credits. Students registered in the Executive MBA program take a total of 15.0 equivalent credits. The total number of full course equivalent credits will be 12.0 in the Accelerated MBA.

Students in the Accelerated MBA program will not choose any electives as all courses will be required as defined by the program.

MBA	MBA Direct	Executive MBA	Accelerated MBA
<p>Module 1 – March to June 9101 Decision Making with Analytics (1.0) 9102 Leading People and Organizations (0.5) 9103 Communicating Effectively (0.5) 9202 Accounting and Control for Managers (1.0) 9203 Managing Financial Resources (1.0) 9205 Marketing Products and Services (1.0) 9208 Macroeconomics for Business Decisions (0.5)</p> <p>Module 2 – July to August 9102 Leading People and Organizations (0.5) 9204 Managing Operations (1.0) 9206 Developing and Executing Strategies (1.0) 9210 Leveraging Information Technology (0.50)</p> <p>Module 3 - September to March 9462 GLOBE (1.0) 9469 Ivey Field Project (1.5)</p>	<p>Module 1 – July to August 9399 Business Fundamentals (Finance/Accounting, Marketing, Operations, Strategy, Quantitative Analysis) (1.5) 9208 Macroeconomics for Business Decisions (0.5) 9103 Communicating Effectively (0.5) 9469 IFP: Innovation (1.5)</p> <p>Module 2 – September to March 9 Electives (0.75 course weight) 9462 Globe (1.0)</p>	<p>Module 1 – September to January 9550 – Leading People 9554 – Management Accounting and Control 9553 – Winning Through Marketing Management 9551 – Competing with Analytics 9556 – Information Systems</p> <p>Module 2 – February to June 9557 – Managing Financial Resources 9558 - Strategic Analysis & Action 9559 – Leading Action & Change 9555 – Operations 9560 – Global Environment of Business 9564 – Discovery Expedition</p> <p>Module 3 – September to January 9562 – Global Market Planning 9561 – International Strategic Financial Planning 9560 Global Environment of</p>	<p>Module 1 – August to December 9399 Business Fundamentals (1.5) 9411 – Managing People (0.75) 9454 – Power & Politics (0.75) 9412 – High Impact Presenting (0.75) 9410 – Negotiations (0.75)</p> <p>Module 2 – January to March 9469 IFP: Innovation (1.5) 9470 – Big Data Analytics (0.75) TBD - Managing Innovation (0.75) TBD – Consumer Insights Amid Disruption (0.75)</p> <p>Module 3 – April to June 9444 Study Trip (0.75) 9506 – Global Environment of Business (0.75) 9561 – International Strategic Financial Planning (0.75) 9421 – Global Strategy (0.75) 9560 – Global Ops Strategy (0.75)</p>

Electives - 9 courses (0.75 course weight)		Business (con't from M2) 9563 – Global Strategy 9568 – Entrepreneurship 9569 – Sustainability	
Total: 17.75 credits	Total: 11.75 credits	Total: 15.0 credits	Total: 12.0 credits

4.f. Program Progression and Graduation Requirements

Progression Requirements

- Program progression and graduation requirements will be the same as for the MBA program.
- In order to progress through the Accelerated MBA program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered.

Graduation Requirements

- In order to graduate from the Accelerated MBA program, students must obtain an overall weighted average of at least 70.0% (not rounded) in each term in courses as defined by the program.
- Students must attain a grade of at least 60.0% in every course (i.e., a passing grade) in which they are registered.
- If an Ivey student is found in breach of the Ivey Student Code of Professional Conduct, in addition to any penalty that may be imposed, the student may be ineligible to receive any Ivey honors designations or Gold Medal.

4. g. Accelerated MBA Courses

Module 1: Leadership Essentials

9399 Business Fundamentals: Business Fundamentals is designed to provide students with an update on a number of the fundamentals of business including topics, Finance/Accounting, Operations, Quantitative Analysis, Marketing, and Strategy. As students who have successfully completed an undergraduate degree they already have a good understanding of the fundamentals of business. However, in many cases, the students may not have had the opportunity to put all of these fundamentals into practice. As a result, the students may need to refresh themselves with the basics of business. This is especially true for those that are looking to accelerate their career.

9411 Managing People: The course is organized around six sets of activities critical to managerial success, each involving face-to-face interaction and a high degree of interpersonal skill. Within each set of activities, specific practices that differentiate highly successful managers from average or below-average managers are provided as guidelines to behavior.

9454 Power & Politics: This course examines how power and politics work in and across organizations, focusing on how managers use power and influence effectively. Power is a topic that frequently makes people uncomfortable, but power dynamics are an important reality in all organizations, whether in financial institutions, high technology organizations, or entrepreneurial environments. We may wish to “escape” the problems of power by relying on our merits or by choosing settings where we think power is

less a problem, but all leaders who want to influence outcomes need to understand power and know how to act on that understanding.

9412 High Impact Presenting: Business success is determined by our ability not just to communicate effectively, but to present our ideas, proposals, plans and perspectives with clarity, persuasion, and credibility. Communicating with impact, and being compelling in both verbal and nonverbal ways is key for leaders. The ability to influence others is also key to develop followership. Knowing oneself, others along with contextual awareness are fundamental. The leader's ability to read, analyze and then respond appropriately to the potential follower and stakeholder, begins with a knowledge and awareness of self, requires care for the other and insight into the context. Therefore, the course also enables the participants to analyze their communication and leadership style, flex it to accomplish shared objectives and ensure it fits the circumstance/context. Encouragement, instruction and peer feedback will be vehicles to "stretch" each participant's behavioral comfort zone to new cognitive and experiential levels of success. Leaders are communicators.

9410 Negotiations: The basic premise of this course is that negotiation skills are of critical importance for a wide range of leadership challenges in organizations. Leaders must negotiate to implement change, make strategic decisions, and develop effective relationships with clients, suppliers and stakeholders. The course will include a series of negotiation exercises, in-depth class discussions and short lectures. Although we will conduct most of the negotiation exercises in class, you will need to meet with other class members outside of class to prepare for some exercises.

Module 2: Innovation and Disruption

9469 Ivey Field Project: The Ivey Field Project (IFP) presents an opportunity for students to put into action what they have learned. Each team will undertake a project of interest to them. It could be a project addressing a strategic issue at a large corporation, a business issue within a small enterprise, a not-for-profit organization, a new business, or a new venture idea of the team's own creation. In each case, students are expected to draw on the knowledge and skills gained in other courses to address an enterprise-wide opportunity.

TBD Customer Insights Amid Disruption: Every organization can benefit from a better understanding of customers. In Customer Insights Amid Disruption, students will learn the links between customers, marketing strategy, and performance, and learn all of this in the context of digital and strategic disruption. Students will identify the factors that drive customer insights, and how the dramatic changes in the global business environment due to technology disruption and empowered consumers are affecting currently accepted marketing strategy concepts and methods. The concepts and skills learned in this course will enable you to develop a coherent marketing strategy for an organization priming to disrupt, or defending from disruption. The course is aimed at helping you identify and capitalize on market opportunities through an in-depth and data-driven knowledge of the customer. The emphasis throughout is on the profitable application of marketing ideas and techniques.

TBD Managing Innovation: Companies engage in many activities intended to impact the revenue sides of their income statements. They introduce new products, services, and business models, and attempt to reach new markets and customers. When they succeed, it is often by leveraging particular expertise in creative, scientific, or technological domains. The core capability required in these activities is *innovation*. In this course, we'll examine the special challenges of managing businesses and business activities that depend on innovation. These range from design, to drug discovery, entertainment, product development, software and video game development, and beyond. These activities often unusual unique business difficulties — for example, thriving in markets where a handful of offerings capture 90% of the profits, winners are hard to predict, and the average offering is not profitable — and also exciting business advantages — for example, product differentiation that supports high profit margins that are relatively immune to swings in commodity market prices. This is a course focuses on the business models, strategies, processes, and management of growth-oriented firms and the growth-oriented efforts of mature firms.

9470 Big Data Analytics: Analytics, Big Data, Machine Learning, and Artificial Intelligence have all recently become trending business and industry buzzwords. The objective of this course is to introduce students to some of the statistical tools that constitute these buzz-words. The course builds on the pre-existing analytical/statistical framework and Excel skills and introduces students to some advanced statistics topics as well as familiarizes them to the statistical software R.

Module 3: Global Business

9560 Global Environment of Business: This course is focused primarily on what happens outside the boundaries of the firm – in the global environment of business. Although firms will be integral to our cases and discussions, in the GEOB course they play a role primarily as actors who must respond to the risks and opportunities presented by external forces such as the business cycle, exchange rates, government regulation and other forms of political intervention. In some of our cases firms also are shapers of these environments, for example through negotiations with government officials or by helping to craft the rules that govern international trade agreements. As such, GEOB is a “big picture” course— a course that has a fundamental purpose of fulfilling Ivey’s mission of graduating students with a global perspective.

9561 International Strategic Financial Planning: The international strategic financial planning course is designed to extend the concepts developed in an undergraduate degree. Specifically, we will discuss how the increasing globalization of business has impacted the set of choices facing managers as well as how globalization has increased the set of financial tools available to managers. It is important for managers to understand the additional issues (both opportunities and risks) and increase in complexity which arise for businesses either operating across borders and/or competing with firms who operate across borders. Recent events around the world have highlighted the importance of understanding the risks and benefits associated with financial and strategic decisions in both domestic as well as international markets. No firms are immune to what is happening elsewhere and firms need to recognize the associated risks and opportunities.

9464 Global Operations Strategy: Business strategy frequently treats operations rather statically—as if its capabilities were fixed and unalterable. This frequently leads management to view operations as a liability whose potential difficulties and costs are to be minimized, instead of an asset whose strengths are a source of competitive excellence to be nurtured and exploited. This is surprising; given that the operations function has almost exclusive responsibility for producing and acquiring the goods and services whose success in the marketplace ultimately determines the overall success of the enterprise.

9563 Global Strategy: This module is concerned with the opportunities and challenges that enterprises face when operating on the international stage, as opposed to operating only in their home country. Multinational enterprises (MNEs) develop strategies to exploit these opportunities, which then set the context in which business units, subsidiaries and individual leaders strategize and operate. We will explore how firms become international and then exploit their international scope. A special focus of the course will be emerging economies, in preparation for the study tours you will be undertaking later during your program.

9444 Study Trip: The purpose of this trip is to dive into the cultures, heritages, and business environments of three of the fastest growing economies of modern time. The goal is to take you outside the tour bus and give you the opportunity to interact with the ‘real Southeast Asia’. During the trip, Ivey will work hard to create a cornucopia of cultural and business experiences. The goal is to design a trip that you could not easily experience on your own. Certainly, there will be time for fun, but the intent of the trip is to push you to internationalize how you think about your future career. The economic center of the world is moving away from North America, in time, so will the educational center. This brave new world will require business professionals that are global citizens; this trip is being organized with this transition in mind.

4.i. NUMBER OF CORE AND ELECTIVE CREDITS

	MBA	MBA Direct	Executive MBA	Accelerated MBA
# Required Credits	11.0	3.5	15.0	15.0
# Elective Credits	6.75	6.75	0.0	0.0
Total Credits	17.75	11.75	15.0	12.0

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/admission/nursing.pdf

The first part of the policy is unchanged.

WESTERN-FANSHAWE COLLABORATIVE NURSING PROGRAM

Admission Requirements - For Admission, September 2020 and beyond

Enrolment in first year is limited and admission is competitive. The minimum admission average is determined each year and is dependent on the number and quality of applicants, and number of available places in the program. Meeting the minimum requirements listed does not guarantee admission.

Note: All students applying to the Western-Fanshawe Collaborative BScN program do so through the Ontario Universities' Application Centre (www.ouac.on.ca), choosing program code 'ENW' for Western and 'ENF' for Fanshawe College. Students are encouraged to apply to both Western and Fanshawe where applicable.

Note: Priority consideration shall be given, all other things being equal, first to Canadian citizens and permanent residents from Ontario, and second to Canadian citizens and permanent residents from other Canadian provinces. Special consideration may be given to a student supported by the Canadian International Development Agency or a similar agency.

1. Pre-requisite requirements:

All applicants must also have completed the following or equivalent Ontario secondary school courses with a minimum grade of 65% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:

Functions MCR3U

Functions and Applications MCF3M

Note: If an applicant does not meet the minimum Math requirement in one of the Grade 11 pre-requisites, Western will check for a minimum of 65% in one of Advanced Functions MHF4U, Calculus and Vectors MCV4U, or Math of Data Management MDM4U

Applicants may be required to submit official detailed course syllabus information to determine if courses other than the above are deemed equivalent to the prerequisite requirements.

2. CASPer requirements:

All applicants to undergraduate programs in the School of Nursing at Western will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics), a mandatory online 90-minute computer-based assessment as a component of the admission process. Applicants who do not complete the CASPer test will not be considered for admission. CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

CASPer is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful in

nursing programs and ultimately, as practicing nurses. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.

The rest of the policy is unchanged.

COMPRESSED TIME FRAME BScN PROGRAM

Admission Requirements For Admission, September 2020 and beyond

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1. Pre-requisite requirements:

All applicants must also have completed the following courses at an accredited University with a minimum grade of 60% in each of physiology, anatomy and statistics (see below):

1. 1.0 course in human physiology, or equivalent
2. 0.5 course in human anatomy
3. 0.5 course in introductory statistics

Prerequisite courses must be taken within 10 years of the year seeking admission.

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the prerequisite requirements.

2. CASPer requirements:

All applicants to undergraduate programs in the School of Nursing at Western will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics), a mandatory online 90-minute computer-based assessment as a component of the admission process. Applicants who do not complete the CASPer test will not be considered for admission. CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

CASPer is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful in nursing programs and ultimately, as practicing nurses. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.

The rest of the policy is unchanged.

REVISED CALENDAR COPY

http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=3&Command=showCategory&Keywords=Dentistry&SubHeadingID=198&SelectedCalendar=Live&ArchiveID=#SubHeading_198

and

https://www.uwo.ca/univsec/pdf/academic_policies/admission/dentistry.pdf

The first part of the policy is unchanged

The DDS Program for Internationally Trained Dentists (ITD)

Admission Requirements

Unchanged

Eligibility Requirements

To be eligible for admission to the DDS ITD Program, candidates:

- (a) Must have graduated from a minimum four-year University dental program which is not recognized by the Commission on Dental Accreditation of Canada (CDAC).
- (b) Candidates must have Permanent Resident Status or Canadian Citizenship.
- (c) Must have completed the National Dental Examining Board of Canada (NDEB) Assessment of Fundamental Knowledge (see <http://www.ndeb.ca/>) before the application deadline.
- (d) Must have taken the TOEFL/IELTS English proficiency test within the last two years. See the English Language Proficiency section below.
- (e) Must submit a completed online application form, and send in all supporting documents as indicated on the ITD Program website, including the application fee, postmarked no later than the posted deadline date.
- (f) Must have proof of name change if submitting documents in a name other than is shown on the application form.

(g) Must have taken the Canadian Dental Clinical Skills - Prior Learning Assessment (PLA) Preparatory Course a preparatory oral basic science and clinical application course offered by the Schulich School of Medicine & Dentistry Continuing Dental Education (CDE) within the last two years.

English Language Proficiency

Unchanged

Admission

Unchanged

Prior Learning Assessment (PLA)

The admission process also involves the completion of a two-day Schulich Dentistry Prior Learning Assessment (PLA). The top 100-**200** applicants, as determined by the ITD Program Committee, will be invited to this assessment. The applicants are selected based on the results of the English language test scores and the NDEB Assessment of Fundamental Knowledge results. Applicants meeting the minimum admission requirements are not guaranteed an invitation to the PLA. Interviews will be held following the PLA for the highest-ranked applicants. The purpose of the PLA is to ensure that applicants are at the same knowledge level and skill as the DDS students entering their ~~third~~-**second** year of the DDS Program. The decision of the School of Dentistry concerning admission to the DDS ITD Program is final. No appeal mechanism exists.

REVISED CALENDAR COPY

http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=4&Command=showCategory&Keywords=Dentistry&SubHeadingID=281&SelectedCalendar=Live&ArchiveID=#SubHeading_281

and

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

Progression Requirements - Dentistry

The first part of the policy (DDS Progression Requirements) is unchanged

THE DDS PROGRAM FOR INTERNATIONALLY TRAINED DENTIST (ITD)

Time Limitation for Completion of DDS ITD Program

The **three two**-year program of studies leading to the degree of Doctor of Dental Surgery (DDS) must be completed in no more than **four three** consecutive years (**forty-eight months** ~~thirty-six months~~) from date of the initial registration. A student who fails to complete the program in **four three** years must withdraw from the **Program School**.

In the event that the student fails to complete their course of study satisfactorily within the stipulated period of **four three** years, it would be only under extenuating circumstances that readmission would be granted and this only after an application for readmission had been approved by the **Dentistry Council Examinations & Progression Committee and Dentistry Council**.

Non-Credit Courses

In addition to the credit courses, students are required to attend the non-credit courses.

Progression Without Condition

To complete a year's work and be permitted to register in the succeeding year of the DDS ITD dental program, a student must:

1. satisfactorily complete the prescribed assignments for both credit and non-credit courses, and
2. obtain at least a Pass level of performance (60%) in each credit course

Notes:

- i. A course shall be defined as a discrete division of a general subject and is characterized by specific instruction and by examination specific to the said course. Where a general subject is not divided into discrete divisions it shall, for the purpose of these regulations, be considered a course.
- ii. In each course, the ratio of term grades to final examination grades is determined by the teaching staff of the department concerned.

A student who obtains an average at the Honors level (80%) in a year's work is considered to have passed that year with Honours.

Eligibility for Awards

Students in Dentistry are required to achieve a passing grade without benefit of supplemental examinations(s) in all courses of the academic year, to be eligible for Professional Awards (excluding Scholarships and Bursaries) in that year.

Conditional Progression

A student may be given permission by the **Examinations & Progression Committee and** Dentistry Council to progress or continue in the DDS ITD Program with conditions as noted below:

First Year (DDS ITD1) and School (ITD2) Years

A first year (ITD1) or second year (ITD2) student who fails either the written and/or preclinical laboratory component(s) of a course, may be granted permission to write a supplemental examination in that component in either or both components of that course, provided that the student's overall average in the written components in all courses taken that year is at least 65%.

Second and Third Year (DDS ITD2, DDS ITD3)

A second or third year DDS ITD student who fails the written component of a course, may be granted a supplemental examination in that component, provided his/her overall average in the written components of all courses taken that year is at least 65%.

If, by the end of the academic year, a student in the second and third first year or second year of the DDS ITD program has not completed all clinical cases, requirements, and other assignments prescribed in a clinical component of a course, but has an overall passing grade in those activities that have been done, the clinical Division may recommend that a grade of "Incomplete" be given. The recommendation will include:

1. the type and extent of the work to be completed;
2. the date on which it must be completed;
3. the name of the Division that will evaluate the student's work;
4. the date by which the final grade will be forwarded to the Registrar's Office.

No supplemental examinations will be permitted in any of the clinical components of the second and third year courses **Clinical Practice** 5320 and 5420. If, by the end of the academic year, a student in first or second year has a failing grade in a clinical discipline within 5320/5420, that student shall be given a grade of "Fail" in 5320/5420.

If by the end of the academic year, a student in year 2 or year 3 of the DDS ITD Program has an overall failing average in the clinical component of any course, a grade of "Fail" shall be given in that component whether or not the student has completed all of the activities prescribed.

Unsatisfactory Standing

A student shall be considered to have failed the year if the student attains:

1. less than a Pass level of performance (60%) in one or more courses or components of courses where supplemental examination(s) are not granted,
2. less than a Pass level of performance (60%) in a supplemental examination.

Readmission

A student who fails to complete the program in three four years will be required to withdraw from the DDS ITD Program and will not normally be readmitted. Readmission to the DDS ITD Program following withdrawal for unsatisfactory academic standing is subject to the following conditions:

1. A student may be permitted to repeat that year, subject to a vacancy being available in the year to be repeated.
2. Applications for readmission must be submitted in writing to the **Associate Dean, Undergraduate Dental Education** Director of Dentistry on or before August 15 of the year in which readmission is being sought.
3. A student who is granted permission to repeat a year is required to repeat all courses of that year, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

A student who voluntarily withdraws from the first year (ITD1) a specific year of instruction before the end of the Fall Term may apply to the **Associate Dean Undergraduate Dental Education** Director of Dentistry for readmission to the Director of Dentistry by April 1 next following. A student who voluntarily withdraws from the second year (ITD2) of instruction before the end of the Fall Term may apply for admission to the Director of Dentistry by July 1 next following, **subject to a vacancy being available in the year to be repeated.** In such an

event, the year from which the student withdrew would not be counted within the **forty-eight** ~~thirty-six~~ month period allowed to complete the program.

Reports

At the end of each academic year, a report will 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 **DDS** ITD Program.

Graduation Requirements

A student who successfully completes the work of the **third** ~~second~~ year of the **DDS** ITD program shall be recommended for graduation.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21071&SelectedCalendar=Live&ArchiveID=>

HONORS SPECIALIZATION IN MATHEMATICAL AND STATISTICAL SCIENCES

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including either Calculus 1000A/B, Calculus 1500A/B or the former Calculus 1100A/B, and either Calculus 1301A/B or Calculus 1501A/B plus 2.0 additional courses, with no mark in these principal courses below 60%. Students who take Calculus 1301A/B must have a mark of at least 85% in the course. Applied Mathematics 1413 may be substituted for 1.0 Calculus course requirement. Mathematics 1600A/B, or the former Linear Algebra 1600A/B or Applied Mathematics 1411A/B with a mark of at least 60%, is normally taken in year 1. If not taken in year 1, it must be taken in first term of year 2. Statistical Sciences 1023A/B is recommended.

Module

9.0 courses:

~~0.5 course from: Applied Mathematics 2811B, Mathematics 2120A/B.~~

~~0.5 course: Applied Mathematics 2814F/G or the former Applied Mathematics 2813B.~~

~~1.0 course: Calculus 2502A/B, Calculus 2503A/B.~~

~~0.5 course: Applied Mathematics 2402A or the former Differential Equations 2402A.~~

~~0.5 course: Mathematics 2124A/B.~~

~~1.0 course: Statistical Sciences 2857A/B or the former Statistical Sciences 2657A, Statistical Sciences 2858A/B.~~

~~0.5 course from: Statistical Sciences 3657A/B or the former Statistical Sciences 3652A/B.~~

~~0.5 course from: Applied Mathematics 3811A/B or Mathematics 3124A/B.~~

~~1.0 course from: Group A: Courses Emphasizing Proofs.~~

~~Applied Mathematics 3815A/B or Applied Mathematics 4615F/G.~~

~~Mathematics 2122A/B, Mathematics 2155F/G, Mathematics 2251F/G, Mathematics 3020A/B, Mathematics 3120A/B, Mathematics 3122A/B, Mathematics 3150A/B, Mathematics 3154A/B, Mathematics 4123A/B.~~

~~Statistical Sciences 3858A/B, Statistical Sciences 4654A/B.~~

~~1.0 course from: Group B: Applications.~~

~~Actuarial Science 2553A/B, Financial Modelling 2555A/B or the former Actuarial Science 2555A/B.~~

~~Applied Mathematics 3151A/B, Applied Mathematics 3615A/B, Applied Mathematics 3813A/B, Applied Mathematics 3911F/G, Applied Mathematics 4129A/B,~~

~~Applied Mathematics 4251A, Applied Mathematics 4351A, the former Applied Mathematics 3129A/B.~~

~~Mathematics 2156A/B, Mathematics 3152A/B, Mathematics 3159A/B.~~

~~Statistical Sciences 3843A/B, Statistical Sciences 3850F/G, Statistical Sciences 3859A/B, Statistical Sciences 4846A/B.~~

~~Financial Modelling 3613A/B, Financial Modelling 3817A/B* or the former Applied Mathematics 3613A/B, the former Applied Mathematics 3817A/B, Financial Modelling 4521A/B or the former Statistical Sciences 4521F/G.~~

~~2.0 additional courses from either Group A or Group B.~~

~~* May be offered only in odd-numbered academic years.~~

Module

10.0 courses

0.5 course: Math 2120A/B or Applied Mathematics 2811B.

5.0 courses from: Applied Mathematics 2402A, 2814F/G, 3815A/B, Calculus 2502A/B, 2503A/B, Mathematics 2122A/B, 2155F/G, 3020A/B, Statistical Sciences 2857A, 2858B.

0.5 course: Applied Mathematics 3811A/B or Mathematics 3124A/B.

0.5 course in Applied Mathematics at the 2100 level or above.

0.5 course in Mathematics at the 2100 level or above.

1.5 courses in Statistical Sciences, Actuarial Science or Financial Modeling at the 2100 level or above.

1.5 courses in Actuarial Sciences, Applied Mathematics, Financial Modelling, Mathematics, or Statistical Sciences at the 3000 level or above.

Note: It is strongly recommended that Mathematics 2122A/B be completed in the year of entry into the module. Students intending to pursue graduate studies in Pure Mathematics should take the Honors Specialization in Mathematics module. Students intending to pursue graduate studies in Statistical Sciences, Actuarial Science or Financial Modeling should take Statistical Sciences 3657A/B and 3858A/B, and consult the graduate page of the Department of Statistical and Actuarial Sciences website for additional requirements pertaining to their respective fields of study.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21541&SelectedCalendar=Live&ArchiveID=>

HONORS SPECIALIZATION IN INTEGRATED SCIENCE WITH MATHEMATICS AND STATISTICAL SCIENCES

Admission Requirements

Admission into WISc is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (http://www.uwo.ca/sci/undergrad/future_students/index.html) for details about the admission selection process.

Completion of first year requirements with no failures. Students must complete the following courses with an average of at least 70%, with no individual course mark below 60%:

0.5 course: Integrated Science 1000Z;

2.0 course: Integrated Science 1001X;

0.5 course: Calculus 1000A/B or Calculus 1500A/B;

1.0 course: Chemistry 1301A/B, Physics 1301A/B or Physics 1501A/B;

0.5 course: Mathematics 1600A/B.

Module

13.0 courses

2.5 courses: Integrated Science 2001F*, Integrated Science 2002B*, Integrated Science 3001F/G**, Integrated Science 3002A/B**, Integrated Science 4001A/B***.

0.5 course from*: Philosophy 2320F/G (preferred), Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2078F/G, Philosophy 2370F/G.

0.5 course: Science 3377A/B**.

1.5 course: Integrated Science 4999E***.

~~2.5 courses: Calculus 2502A/B, Calculus 2503A/B, Mathematics 2120A/B, Mathematics 2122A/B, Mathematics 3020A/B.~~

~~2.0 additional courses in Mathematics, Actuarial Science, Applied Mathematics, Financial Modelling or Statistical Sciences at the 2100 level or above.~~

~~2.5 additional courses in Mathematics at the 3000 level or above.~~

~~1.0 additional courses in Mathematics at the 4000 level.~~

0.5 course: Mathematics 2120A/B or Applied Math 2811B

5.0 courses: Applied Math 2402A, 2814F/G, 3815A/B, Calculus 2502A/B, Calculus 2503A/B, Mathematics 2122A/B, 2155F/G, 3020A/B, Statistical Sciences 2857A, 2858B.

1.0 additional course in Actuarial Science, Financial Modeling or Statistical Sciences at the 2100 level or above.

1.5 courses at the 3000 level or above from Actuarial Sciences, Applied Mathematics, Financial Modelling, Mathematics, or Statistical Sciences.

Note:

* indicates courses taken in Second Year of Program

** indicates courses taken in Third Year of Program

*** indicates courses taken in Fourth Year of Program

Progression Requirements

First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses. For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic counsellor in the Department that administers their chosen module.

Related Information

Students who complete WSc Program will graduate with an "Honors Bachelor of Science in Integrated Science with (specific discipline)."

1. **Introduction of an Honors Specialization in Politics, Philosophy and Economics—Politics and Philosophy Concentration (PPE-P) and HBA Combined Degree Program**

NEW CALENDAR COPY:

Honors Specialization PPE-P and HBA Combined Degree Program

This combined degree is administered on behalf of the Richard Ivey School of Business and the Department of Political Science in the Faculty of Social Science.

The combined program is a five-year program leading to a BA in Honors Business Administration (HBA) and a BA Honors Specialization in Politics, Philosophy, and Economics – Politics and Philosophy Concentration (PPE-P).

In Year 1 students complete the general first year program including the first year prerequisites for admission to the Honors Specialization in Politics, Philosophy, and Economics – PPE-P. In Year 2 they register in the normal curriculum for the Honors Specialization in Politics, Philosophy, and Economics – PPE-P. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5. Admission requirements for the combined program are outlined below.

Admission Requirements to PPE-P/HBA:

To be eligible for consideration for admission to the combined program, in the first two years students must complete a minimum of 10.0 courses including Business Administration 2257. In Year 1 they must complete the admission requirements as specified in the current Academic Calendar for entry into the Honors Specialization in Politics, Philosophy, and Economics – Politics and Philosophy Concentration (PPE-P) offered by the Department of Political Science.

Admission to the Honors Specialization in Politics, Philosophy, and Economics – Politics and Philosophy Concentration (PPE-P) occurs at the end of Year 1. The requirements are: Completion of first-year requirements with no failures. Students must complete 3.0 principal courses, including Political Science 1020E, Economics 1021A/B and 1022A/B, and 1.0 Philosophy course(s) at the 1000 level, with an average of at least 75% and no mark less than 70%, plus 2.0 additional courses at the 1000 level. Students must have successfully completed one of: MCV4U, Mathematics 0110A/B, Mathematics 1225A/B, Calculus 1000A/B, or Calculus 1500A/B.

Students may be admitted to the module if they have completed the math requirement and at least 2.0 of the required 3.0 principal courses. Students must complete the remaining 1.0 principal course within 12 months after entering the module.

In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They also must gain admission to the HBA program through the regular application process. In addition, students must attain a minimum weighted average of 78% in the first year of the HBA.

Students apply for the combined degree program during the HBA 1 year, typically their third year of University. Applications to the combined program must be made in writing to the Undergraduate Program Advisor of the Department of Political Science and to the HBA Program Office by the deadlines published by the Richard Ivey School of Business. Entrance to the program may be limited.

Module/Program Information

Year 1

5.0 courses:

- 1.0 course: Political Science 1020E
- 0.5 course: Economics 1021A/B
- 0.5 course: Economics 1022A/B
- 1.0 course: Philosophy course(s) at the 1000 level
- 1.0 course: Category C (recommended)*
- 1.0 additional first-year course

Students must have successfully completed one of: MCV4U, Mathematics 0110A/B, Mathematics 1225A/B, Calculus 1000A/B, or Calculus 1500A/B.

*NOTE: It is strongly recommended that students include in their first-year course selection 1.0 course requirement from Category C in order to meet the breadth requirements of their degree.

Students may be admitted to the module if they have completed the math requirement and at least 2.0 of the required 3.0 principal courses. Students must complete the remaining 1.0 principal course within 12 months after entering the module and will have to 1) request a course overload in Year 2; or 2) complete a summer course; or 3) defer one of the 2000 level courses into Year 4.

Year 2

5.0 courses:

- 0.5 course: PPE 2200F/G
- 1.0 course: Political Science 2237E
- 1.0 course from: Philosophy 2700F/G (recommended), Philosophy 2200F/G, Philosophy 2202F/G, or Philosophy 2500F/G
- 0.5 course: Economics 2150A/B
- 0.5 course: Economics 2151A/B
- 1.0 course: Business 2257
- 0.5 course: Elective

Year 3 (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

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

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

Years 4 and 5: HBA Requirements (Requirements can be taken over Year 4 or 5, except Business Administration 4569 must be taken in Year 4).

5.5 courses:

- 0.5 course: International Perspective Requirement: Business Administration 4505A/B
- 0.5 course: Corporations and Society Perspective Requirement: at least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the

academic year or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

- 0.5 course: Managerial Accounting Requirement: Business Administration 4624A/B
- 1.0 course: Applied Project Requirement: Business Administration 4569
- 3.0 additional business elective courses

Years 4 and 5: PPE-P Requirements (Requirements can be taken over Year 4 or 5, except PPE 4100E must be taken in Year 5)

5.5 courses:

- 0.5 course: Political Science 3324F/G
- 1.0 course: PPE 4100E
- 4.0 courses from at least two of the three PPE disciplines (Philosophy, Political Science, and Economics). Political Science and Philosophy courses must be numbered 2200 and above; Economics courses should be numbered 2100-2199. At least 2.0 of these 4.0 courses must be numbered 3000 and higher.

Program Requirements

Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs.

Progression Standards

Students in the combined program must meet the progression standards of each Faculty or School. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses. They also must attain a minimum weighted average of 75% in their Honors Specialization module and meet all other progression requirements of the Honors Specialization module in which they are enrolled.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or PPE-P program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a combined degree, must complete all the degree requirements of the individual program or combined programs in order to graduate from that/those program(s).

Dean's Honor List

At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determining Dean's Honor List standing. Courses taken outside the Richard Ivey School of Business are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In Social Science, students will be considered for the Dean's Honor List in the usual way in Years 1 and 2, and at the end of Year 5, by considering all courses counting toward the PPE program that have been taken in Years 4 and 5. Students who take at least 2.0 courses counting toward the PPE program in Year 4 will be considered for the Dean's Honor List in that year on the basis of those courses.

Graduation

Upon completion of this combined program, students will receive an Honors Specialization BA in Politics, Philosophy, and Economics – Politics and Philosophy Concentration (PPE-P) and a BA in Honors Business Administration.

Graduation with Distinction

Eligibility to graduate “With Distinction” for each degree is determined by the Faculty or School.

International Exchange Programs

Students in the combined HBA/PPE-P degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Undergraduate Program Advisor in the Department of Political Science.

Fees

Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

2. Introduction of an Honors Specialization in Politics, Philosophy and Economics—Economics Concentration (PPE-E) and HBA Combined Degree Program

NEW CALENDAR COPY

Honors Specialization in Politics, Philosophy and Economics—Economics (PPE-E) and HBA Combined Degree Program

This combined degree is administered on behalf of the Richard Ivey School of Business and the Department of Economics in the Faculty of Social Science.

The combined program is a five-year program leading to a BA in Honors Business Administration (HBA) and a BA Honors Specialization in Politics, Philosophy, and Economics – Economics Concentration (PPE-E).

In Year 1 students complete the general first year program including the first year prerequisites for admission to PPE-E. In Year 2 they register in the normal curriculum for the PPE-E module. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5. Admission requirements for the combined program are outlined below.

Admission Requirements to PPE-E/HBA:

To be eligible for consideration for admission to the combined program, in the first two years students must complete a minimum of 10.0 courses including Business Administration 2257. In Year 1 they must complete the admission requirements as specified in the current Academic Calendar for entry into the Honors Specialization in Politics, Philosophy, and Economics – Economics Concentration (PPE-E) offered by the Department of Economics.

Admission to the PPE-E Honors Specialization module occurs at the end of Year 1. The requirements are: Completion of first-year requirements with no failures. Students must complete 3.0 principal courses, including Economics 1021A/B and 1022A/B, Political Science 1020E, and 1.0 Philosophy course(s) at the 1000 level, with an average of at least 75% and no mark less than 70%, plus 2.0 additional courses at the 1000 level. Students must also have successfully completed one of: Calculus 1000A/B, or Calculus 1500A/B with a mark of at least 60%.

Students may be admitted to the module if they have completed the calculus requirement and at least 2.0 of the required 3.0 principal courses. Students must complete the remaining 1.0 principal course within 12 months after entering the module.

In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They also must gain admission to the HBA program through the regular application process. In addition, students must attain a minimum weighted average of 78% in the first year of the HBA.

Students apply for the combined degree program during the HBA 1 year, typically their third year of University. Applications to the combined program must be made in writing to the Undergraduate Coordinator of the Department of Economics and to the HBA Program Office by the deadlines published by the Richard Ivey School of Business. Entrance to the program may be limited.

Module/Program Information

Year 1

5.0 courses:

- 1.0 course: Economics 1021A/B and Economics 1022A/B*
- 1.0 course: Political Science 1020E*
- 1.0 course: Philosophy course(s) at the 1000 level*
- 0.5 course: One of Calculus 1000A/B, or Calculus 1500A/B.
- 1.5 additional first-year courses

*Students may be admitted to the PPE-E module if they have completed the calculus requirement and at least 2.0 of the required 3.0 principal courses marked with an asterisk. Students must complete the remaining 1.0 principal course within 12 months after entering the module and will have to 1) request a course overload in Year 2; or 2) complete a summer course; or 3) defer one of the 2000 level courses into Year 4.

Year 2

5.0 courses:

- 0.5 course: PPE 2200F/G
- 2.0 courses: Economics 2222A/B, 2223A/B, 2260A/B, 2261A/B
- 1.0 course from the following:
 - 1.0 course: Political Science 2237E
 - 1.0 course from: Philosophy 2700F/G (recommended), 2200F/G, 2202F/G or 2500F/G
 - 1.0 course: Business Administration 2257
- 0.5 additional course

Year 3 (HBA1)

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

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

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

Years 4 and 5: HBA Requirements (Requirements can be taken over Year 4 or 5, except Business Administration 4569 must be taken in Year 4).

5.5 courses:

- 0.5 course: International Perspective Requirement: Business Administration 4505A/B

0.5 course: Corporations and Society Perspective Requirement: at least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

0.5 course: Managerial Accounting Requirement: Business Administration 4624A/B.

1.0 course: Applied Project Requirement: Business Administration 4569.

3.0 additional business elective courses.

Years 4 and 5: PPE-E Requirements (Requirements can be taken over Year 4 or 5, except PPE 4100E must be taken in Year 5).

5.5 courses:

1.0 course: PPE 4100E

The remaining 1.0 course from the following:

1.0 course: Political Science 2237E

1.0 course from: Philosophy 2700F/G (recommended), 2200F/G, 2202F/G or 2500F/G

3.5 courses numbered 2200 or higher from at least two of the three PPE disciplines (Philosophy, Political Science, and Economics). At least 2.0 of these 3.5 courses must be numbered 3000 and higher.

Note: Students must take a 0.5 course overload in each of Year 4 and Year 5.

Program Requirements

Students registered in the combined program are expected to abide by all guidelines associated with each of the individual programs.

Progression Standards

Students in the combined program must meet the progression standards of each Faculty or School. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses. They also must attain a minimum weighted average of 75% in their Honors Specialization module and meet all other progression requirements of the Honors Specialization module in which they are enrolled.

Failure to Meet Progression Standards

A student who fails to meet the combined program progression standards in any year must withdraw from the combined program. However, a student who has met the progression standards of either the HBA or PPE-E program will be allowed to proceed to the next year of that program. If the progression standards of both individual programs have been satisfied, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at a later date. A student who is required to withdraw from the combined program and wishes to pursue either of the individual programs or both programs through a combined degree, must complete all the degree requirements of the individual program or combined programs in order to graduate from that/those program(s).

Dean's Honor List

At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determining Dean's Honor List standing. Courses taken outside the Richard Ivey School of Business are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

In Social Science, students will be considered for the Dean's Honor List in the usual way in Years 1 and 2, and at the end of Year 5, by considering all courses counting toward the PPE program

that have been taken in Years 4 and 5. Students who take at least 2.0 courses counting toward the PPE program in Year 4 will be considered for the Dean's Honor List in that year on the basis of those courses.

Graduation

Upon completion of this combined program, students will receive an Honors Specialization BA in Politics, Philosophy, and Economics – Economics Concentration (PPE-E) and a BA in Honors Business Administration.

Graduation with Distinction

Eligibility to graduate “With Distinction” for each degree is determined by the Faculty or School.

International Exchange Programs

Students in the combined HBA/PPE-E degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and Undergraduate Coordinator in the Department of Economics.

Fees

Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

NEW CALENDAR COPY

Diploma in Diversity and Families

Open to all students with an undergraduate degree, the Diploma in Diversity and Families is intended to provide students with a background in how aspects of diversity such as ethnicity, immigration status, first language, sexual identity, socioeconomic status, and more impact the lives of contemporary Canadian families and the individuals within them. Family structure, development, dynamics, and social context are among the aspects of family life that will be considered.

Admission Requirements

Possession of an undergraduate degree, subject to prerequisites and general university entrance requirements. Normally, students who hold an undergraduate degree in Family Studies are ineligible to apply.

Program Requirements

To qualify for the Diploma in Diversity and Families, students must achieve an overall average of 70% in 5.0 courses:

4.0 courses from:

Family Studies 1010A/B Introduction to families in Canada

Family Studies 1015A/B Close relationships

Family Studies 2220A/B Immigrant and refugee families

Family Studies 2250A/B Family policy in Canada or Family Studies 2252A/B Comparative family policy

Family Studies 3305F/G Family needs and resources or Family Studies 3340A/B Family resilience

Family Studies 3320A/B Family practices in a global world

Family Studies 3325A/B Diversity and the Canadian family

Family Studies 3345A/B Family violence

The remaining 1.0 course may be selected from any other Family Studies 2000- level or 3000-level courses.

NEW CALENDAR COPY

Certificate in Diversity and Families

Open to students without an undergraduate degree, the Certificate in Diversity and Families aims to provide students with a background in how aspects of diversity such as ethnicity, immigration status, first language, sexual identity, socioeconomic status, and more impact the lives of contemporary Canadian families and the individuals within them. Family structure, development, dynamics, and social context are among the aspects of family life that will be considered. This Certificate in Diversity and Families can be taken concurrently with an undergraduate degree.

Admission Requirements

Enrolment in third or fourth year of an Honors Program, or a minimum modular average of 70% in a Major module. Students pursuing an undergraduate degree in Family Studies are ineligible to apply.

Applicants who already possess an undergraduate degree can apply for the Diploma in Diversity and Families.

Program Requirements

Those taking the Certificate must achieve an overall average of 70% in 3.0 courses:

Family Studies 1010A/B Introduction to families in Canada

Family Studies 1015A/B Close relationships

Family Studies 2220A/B Immigrant and refugee families

Family Studies 2250A/B Family policy in Canada or Family Studies 2252A/B Comparative family policy

Family Studies 3320A/B Family practices in a global world

Family Studies 3325A/B Diversity and the Canadian family

NEW CALENDAR COPY

Diploma in Critical Security Studies

This program is designed for students already possessing an undergraduate degree. The Diploma in Critical Security Studies is intended to provide students with the theoretical and practical tools to analyze social issues associated with the mass development of new security projects, including those related to immigration and borders, digital privacy, surveillance, risk, health and population security, human security, terrorism, the environment, nationalism, the economy, and others. All Diploma courses may be credited toward other undergraduate programs. A student who does not yet possess a university degree may apply for admission to the Certificate in Critical Security Studies. The Certificate can be taken concurrently with an undergraduate degree.

Admission Requirements

Possession of an undergraduate university degree. This is a limited enrolment program and meeting the minimum admission requirements does not guarantee admission.

Program Requirements

To qualify for the Diploma in Critical Security Studies, students must achieve an overall average of 65% in the following 5.0 courses:

2.0 courses from: Sociology 3342F/G or Political Science 3342F/G; Sociology 3387F/G or Political Science 3387F/G; Sociology 4480E or Political Science 4480E.

1.0 course from: History 2133F/G, Social Justice and Peace Studies 2302A/B, 3361F/G, 3367F/G, English 2073F/G, Psychology 2031A/B

2.0 courses from: Sociology 2200E, 2223A/B, 2239, 2256A/B, 3318F/G, 3355F/G, 3363F/G, 3371F/G, Political Science 3361F/G, 4432F/G, 4450E.

NEW CALENDAR COPY

Certificate in Critical Security Studies

The Certificate in Critical Security Studies is intended to provide students with the theoretical and practical tools to analyze social issues associated with the mass development of new security projects, including those related to immigration and borders, digital privacy, surveillance, risk, health and population security, human security, terrorism, the environment, nationalism, the economy, and others. All degree courses may be credited toward other undergraduate programs. Any undergraduate student may apply for admission, subject to prerequisites and general admission requirements.

Admission Requirements

Enrolment in third or fourth year of an Honors Program, or a minimum modular average of 70% in a Major module. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

Applicants who already possess an undergraduate degree can apply for the Diploma in Critical Security Studies.

Program Requirements

To qualify for the Certificate in Critical Security Studies, students must achieve an overall average of 65% in the following 5.0 courses:

2.0 courses from: Sociology 3342F/G or Political Science 3342F/G; Sociology 3387F/G or Political Science 3387F/G; Sociology 4480E or Political Science 4480E.

1.0 course from: History 2133F/G, Social Justice and Peace Studies 2302A/B, 3361F/G, 3367F/G, English 2073F/G, Psychology 2031A/B

2.0 courses from: Sociology 2200E, 2223A/B, 2239, 2256A/B, 3318F/G, 3355F/G, 3363F/G, 3371F/G, Political Science 3361F/G, 4432F/G, 4450E.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21571&SelectedCalendar=Live&ArchiveID=>

KING'S SCHOLAR PROGRAM

The King's Scholar program **is intended for high achieving students registered at King's who are interested in completing an Honors degree.** allows students who have demonstrated outstanding academic potential to apply to King's University College for admission to both a primary, discipline-based program of study and the King's Scholar program in a particular theme. The program **It** is based on intensive interdisciplinary study in an intimate setting in which a distinct methodology is sustained over several years' work, **in which** students **will** have a close working relationship with faculty members, and **where will complete** an annual Independent Research Project **encourages students to that** tailors their scholarly research to reflect the questions and problems provoked by the seminars and field trips. The King's Scholar program is intended primarily for high achieving students who are interested in completing a four-year Honors degree before moving on to further study or their chosen careers. King's Scholar students will enroll in a themed King's Scholar program. After completing first year, King's Scholar students will each year take one King's Scholar course in the theme area for the remaining three years of study.

After completing first year, successful King's Scholar **students applicants** will enroll in the King's Scholar program in addition to their Honors degree courses. **They will take a King's Scholar course in the theme area during each of the remaining three years of study.** **These** King's Scholar theme courses will bring students into contact with faculty members from different disciplines and will expose students to significant ideas and methodologies from **those different a range of** disciplines. **Students will be admitted to the King's Scholar program by the Academic Dean according to the Admission Requirements.**

Admission Requirements

Normally, **s**Students **may** apply for admission to the King's Scholar program **prior to entry into an Honors degree program.** Full-time students who qualify for membership in the King's Scholar program by having at least an 85% admission average are invited to apply. **at the end of their first full year of study. They are eligible if they have 5.0 completed year 1 credits, a minimum cumulative average of 80%, and no grade below 65%.** Selection will be determined by the Academic Dean on the basis of grades, admission subjects and personal accomplishments, **such as demonstrated achievements beyond the classroom and community contributions.**

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

Module/Program Information

KING'S SCHOLAR PROGRAM: THEME IN WESTERN THOUGHT AND CIVILIZATION

The King's Scholar Program in Western Thought and Civilization (WTC) adopts an integrated and interdisciplinary approach to Western thought and civilization by engaging students in critical and experiential study of the relationship of literary, artistic and intellectual expressions to the material conditions, structures and processes of historical change. Students will participate in experiential learning that engages them with musical compositions, works of art, virtual scientific experiments and extracurricular activities, including local and, where feasible, international initiatives facilitated through King's University College.

The King's Scholar program in WTC is course-based but with a strong independent research concentration. The small, intensive, seminar based classes retain Western's Scholar's

Electives focus on an individual research experience by participating in the unique pedagogy that defines the King's Scholar. The **20-student cap on small class size in** each of the King's Scholar courses **ensures that promotes** students **participate participation** in learning skills exercises and **develop development of** independent thought. **As well, the** **e**Careful preparation and submission of an Independent Research Project (IRP) is at the core of each course, **and in the final year (4901F/G/Z), this IRP (in the form of a conference paper) will be presented at a one-day conference for the public.** Drawing directly from the classic and scholastic traditions favouring rigorous analysis and dialectical reasoning, the King's Scholar program is informed by a **signature** pedagogy – *Eloquentia Perfecta* - cultivating practical types of training, including public speaking, logical argument and critical composition, and thinking in an interdisciplinary model. In this manner, students acquire essential, practical, and applied knowledge and skills to contribute to problem-solving and ethical decision-making in a globally conceived world.

Program Requirements:

2.0 courses after first year.

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

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

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

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. Students may take additional courses in the summer. With permission of the Department and the Dean, students with an appropriate background may be permitted to include senior courses in their first-year program. After first year, all courses taken by King's Scholar students must be numbered 2000 and above. (One exception may be permitted with the Dean's approval.)

Progression

Progression and Graduation Requirements

To maintain their registration in the King's Scholar program, students **are required to enroll in a minimum of must complete a minimum of** 5.0 courses over the Fall/Winter **and Summer** sessions of each year of their program and maintain a minimum sessional average of **at least** 80% with no **mark less than grade below** 65%. On any **additional** courses taken during the summer session, students must maintain a sessional average of at least 70%, with no **mark less than grade below** 65%.

Students who do not meet **the 80% sessional average these** progression requirements **may be permitted to remain will be ineligible to continue** in the King's Scholar program **these** courses on a competitive basis by applying to the Department **but may be permitted to register in King's Scholar theme courses with permission from the Program Coordinator and the Academic Dean's Office.** If admitted, such students **With the permission of the relevant Department, may count** the King's Scholar courses **may count** towards their standard discipline-based Honors Specialization and/or Major modules. **with permission of the Department.** Such students, however, will not be eligible for the King's Scholar designation.

Graduation Requirements

Completion of an Honors degree, including the **2.0** King's Scholar **program, credits** with a minimum **overall** cumulative average of 80% with no **mark less than grade below** 65%. The **diploma degree** awarded to students will record both the **status of King's Scholar and the Honors Specialization and/or Majors studied completed, and the King's Scholar designation,** as recommended by the Dean.

NEW CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities_handbook.pdf

Western University Policy on Academic Accommodation for Students with Disabilities

Policy Statement

1. Purpose of Policy

The purpose of this Policy is to ensure that students with disabilities have a reasonable opportunity to engage in academic activities at the University and to fulfill essential course and program requirements, and to ensure that all members of the University understand their rights and obligations to reach this goal.

2. Application of Policy

This Policy and the associated Procedures apply to both graduate and undergraduate students at Western and the affiliates while engaged in academic activities related to their program of study, and includes students registered in courses or programs with Western Continuing Studies.

In the case of graduate students, reference to courses and programs throughout this Policy and associated procedures shall include milestones and requirements associated with progression in graduate programs.

3. Statement of Principles

The University recognizes the inherent dignity and equality of all students and is committed to ensuring students with disabilities have the opportunity to fully participate in the academic life of the institution.

The University also recognizes that it is subject to the Ontario *Human Rights Code* and that it is required to provide reasonable academic accommodation to students with disabilities where those disabilities create limitations that interfere with the students' participation in academic activities.

Reasonable academic accommodation is a cooperative process between the University, the student and academic staff. All participants in the process must fulfil their respective obligations set out in this Policy and the associated Procedures if it is to succeed.

The University is committed to providing reasonable academic accommodations to students with disabilities, up to the point of undue hardship, to enable students to successfully meet the essential requirements of their course or program of study.

All requests for accommodation and related communications will be maintained in confidence in accordance with the University's obligations under the *Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Privacy Act* and any other applicable laws. Personal information of students will be shared only to the extent necessary to consider requests for accommodation, to arrange for reasonable academic accommodations or to process any appeals, all in accordance with this Policy and associated Procedures and all applicable law.

4. Accountability

All members of the University are required to comply with the terms of this Policy and its associated Procedures.

This Policy is administered by Student Accessibility Services.

Student Accessibility Services is responsible for reviewing this Policy in accordance with its terms.

5. Review

This Policy shall be reviewed every five (5) years from the date it comes into effect. The Policy may be reviewed prior to the five-year term where it is determined that an earlier review is necessary because of:

- (a) a change in the law respecting accommodation of students with disabilities;
- (b) a change in University practices or procedures; or
- (c) any other reason that would call into question the applicability of the Policy in its current form.

Related Procedures

[**Academic Accommodation Procedures**](#)

[**Academic Accommodation Appeal Procedures**](#)

Academic Accommodation Procedures

1. Purpose of Academic Accommodation Procedures

The purpose of the Academic Accommodation Procedures is to set out the process by which students may request reasonable academic accommodations and to establish the responsibilities of all participants in the accommodation process.

All interested persons – students, academic staff and the University – have vital roles to play in the accommodation process. The University has designated Student Accessibility Services, or SAS – to oversee the development of reasonable academic accommodations and to implement the Policy.

Accommodations developed under this Policy are to be guided by principles of respect for dignity, individualization, integration and full participation, while preserving the essential requirements of a course or program of study.

2. Definitions

Academic Accommodation is a means of adjusting the academic activities associated with a course or program of study in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program. Academic accommodations take into account the individual's limitations and what is reasonable in the context of the particular course or program and the essential requirements of the course or program. Examples of academic accommodations include, but are not limited to:

- access to alternative format textbooks or accessible versions of materials on course websites
- use of sign-language interpreters
- permission to audio record lectures
- writing exams in an alternative location or being provided extra time or rest breaks to complete an exam
- use of assistive technology when writing exams (e.g., a computer equipped with specialized software)
- use of an assistant in labs.

Essential Requirements refer to the bona fide academic requirements of a course or program of study, which cannot be altered without compromising the fundamental nature of the course or program. Essential Requirements will vary from course to course and from milestone to milestone, depending on the nature of the subject matter, the teaching methods employed and the knowledge and skills that are to be learned and/or demonstrated. While it may be an essential requirement that a student master core aspects of a course curriculum, it is less likely that the means in which a student demonstrates the mastery will be essential, unless mastery of that format (e.g. oral communication) is also a vital requirement of the program.

Academic Staff refers to the individuals who are responsible for the development of course content, for teaching the course or who deliver an element of a course, and for supervising or evaluating completion of milestones. It includes professors (including associate and assistant professors), adjunct faculty, teaching assistants, lab instructors, etc.

Disability means

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing

- impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
 - (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
 - (d) a mental disorder, or
 - (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Disabilities that fall within this Policy may be permanent or temporary. Limitations caused by disabilities may be constant or may be more sporadic in nature.

Reasonable Academic Accommodation means a form of academic accommodation that addresses the limitations experienced by a student with disabilities in a manner that allows them to meet the essential requirements of a course or program of study, without resulting in undue hardship to the University. There will often be a range of reasonable academic accommodations available, and a student might not be entitled to their preferred accommodation. Because of the differences between the academic environments, students may not be entitled to the same form of accommodation that they received at a prior time in their education history (e.g. while in high school or college).

Undue Hardship is the outer limit of the University's accommodation obligation, and may refer to activities, impacts or effects that would result in undue or excessive costs for the University (considering sources of outside funding available) or unreasonably interfere with the health and safety or other rights of other members of the University community. Undue hardship is considered individually, within the full context of a particular request for reasonable academic accommodation.

3. Responsibilities

Students with disabilities who are seeking academic accommodation have the responsibility to:

- register with and/or seek accommodation through SAS in a timely fashion;
- provide supporting medical documentation from a qualified professional;
- identify the courses that they are registered in, including any course changes that occur during the school year;
- cooperate with SAS in the identification and implementation of reasonable academic accommodations;
- accept reasonable academic accommodations identified by the SAS that meet their identified limitations;
- communicate with academic staff to the extent necessary to give effect to their academic accommodations; and
- notify the SAS immediately if there are any changes in their disability status, identified limitations or the continued appropriateness of the academic accommodations that have been implemented.

Academic staff members have the responsibility to:

- identify the essential requirements of their courses or milestones that cannot be altered without undue hardship (i.e. compromising the fundamental nature of their courses or milestones);

- cooperate with the SAS to determine reasonable academic accommodations for students with disabilities in their courses or milestones;
- cooperate with Accommodated Exams, Office of the Registrar to facilitate delivery of evaluations
- maintain confidentiality with respect to any personal information of students that is shared with the staff member to facilitate the academic accommodation;
- not seek any medical or other personal information directly from a student who has requested an academic accommodation; and
- where students request academic accommodations outside this Policy, refer the students to the SAS so that the request may be properly considered and appropriate accommodations implemented.

The SAS has the responsibility to:

- register students with disabilities who request to use its services;
- gather the necessary medical information to determine whether a student has a disability, and the nature and extent of any limitations associated with the disability;
- review the course or milestone requirements for those courses or milestones for which the student is seeking academic accommodation;
- determine a reasonable accommodation (or range of accommodations) that meets the student's limitations while respecting the essential requirements of the course, milestone or program of study;
- consult with the academic staff member responsible for the course, milestone or program of study as necessary to ensure that any recommended accommodations do not compromise the essential requirements of the course or program;
- assist students to identify any sources of funding or other supports that may help the students with their accommodation needs;
- assess any changed circumstances in a student's accommodation needs to determine whether existing academic accommodations remain reasonable and appropriate;
- recognize that accommodations for academic evaluations that are facilitated through The Office of the Registrar should be appropriate to the duties and responsibilities maintained within this unit; and
- make accommodation information available to academic deans and counsellors in students' faculties of registration.

4. Establishing Reasonable Academic Accommodations

(a) Accommodation Process

1. Students with disabilities seeking an academic accommodation are required to register with the SAS in the Student Development Centre and arrange for an initial consultation with a counsellor.

Students are encouraged to register at the earliest opportunity, and ideally before classes begin in a given academic term. The SAS will consider all requests for academic accommodation whenever they are made. However, the SAS may not be able to arrange for timely accommodations for students who register after a term has commenced.

Students must provide documentation supporting their request for accommodation. Detailed documentation requirements may be found on the website of the SAS, along with medical forms

to be completed by the student's attending health professional. Examples of required information may include, but are not limited to

- (a) the nature of the disability [a diagnosis is not generally required];
- (b) its expected duration;
- (c) any functional limitations that may interfere with the student's academic activities; and
- (d) whether any medications will cause side effects that should be taken into consideration by the SAS [specific medications will not need to be identified].

Requests for academic accommodation will not generally be processed until sufficient medical documentation is provided to SAS. SAS will consider requests for interim accommodation while awaiting receipt of medical documentation where circumstances beyond the control of the student prevent timely compliance with these requirements.

A student must register with SAS in order for Accommodated Exams Services to facilitate an accommodated evaluation for the student.

2. The SAS will review all information provided by the student to determine whether the student requires accommodation, and the range of reasonable accommodations that will meet the student's identified limitations. Where SAS determines that the information provided by the student does not support the request for academic accommodation, SAS shall inform the student in writing that it has not approved the request.
3. In determining reasonable academic accommodations for a course, SAS will consider the nature of the course or milestone and the requirements outlined in the applicable course syllabus. SAS may consult with the academic staff who will be teaching the course or will be responsible for any element within the course in order to determine whether an accommodation is reasonable. SAS may share information about the student's identified limitations, but only where such disclosure is necessary to determine the appropriateness of an accommodation being considered.
4. Academic staff who are contacted by SAS shall reply promptly to any requests for information, including requests for information about the essential requirements of a course.
5. Based on the information provided to SAS by the student and the academic staff, SAS shall recommend a reasonable accommodation that, in the opinion of SAS, addresses the student's identified restrictions and does not compromise the essential requirements of the course, milestone or program of study. The accommodation shall be communicated to the student and to the appropriate academic staff.
6. If SAS determines that there are no reasonable academic accommodations that can be provided short of undue hardship, it shall inform the student of this decision and shall provide brief reasons for its decision.
7. Students who are granted an academic accommodation shall follow any instructions provided by SAS, including making any necessary communications with Accommodated Exam Services or program staff.

(b) Reconsideration of Initial SAS Decision

8. Students may ask their SAS counsellor to reconsider their decision where the student:
 - (a) has had a request for accommodation denied,
 - (b) believes that the recommended academic accommodation does not reasonably meet their identified restrictions, or

(c) believes that they have been treated unfairly in the process of assessing their request for accommodation.

9. Academic staff who disagree with the academic accommodation recommended by the SAS counsellor may ask the counsellor to reconsider their decision, but only on the ground that the recommended accommodation compromises the essential requirements of the course or program of study.
10. The SAS counsellor shall seek to resolve any requests for reconsideration with the student and academic staff. If a satisfactory resolution cannot be reached, the student or academic staff may appeal the decision of SAS in accordance with the Appeal Procedures of this Policy.

5. Implementation of an Accommodation within a Classroom or Similar Context

11. Where an academic accommodation is granted to a student under this Policy and Procedure, SAS will communicate the accommodation to the academic staff members responsible for the student's identified courses or milestones.
12. The responsible academic staff members are required to implement the accommodation that has been granted with respect to their courses or milestones, and shall do so in a manner that is consistent with the principles underlying this Policy.
13. Where a student who has been granted an accommodation is not satisfied with the manner in which the accommodation is being implemented in a course, the student shall discuss the matter with the academic staff responsible for that course. The student and academic staff member(s) shall attempt to resolve the dispute in a manner that provides reasonable academic accommodation to the student while respecting the essential requirements of the course or milestone.
14. If the student and academic staff member(s) are not able to resolve the dispute over the implementation of the accommodation that has been granted by SAS, the matter must be referred back to the SAS counsellor who granted the original accommodation for consideration of an appropriate manner of implementing the accommodation. The SAS counsellor shall consult both the student and academic staff and shall attempt to resolve the dispute. If the dispute cannot be resolved to the satisfaction of the student and academic staff, the SAS counsellor shall determine how the accommodation is to be granted, and shall communicate this determination in writing to all interested parties.
If either the student or academic staff is not satisfied with the determination of the SAS counsellor, they may appeal the determination in accordance with the Appeal Procedures of this Policy.

Appeal Procedures

1. Purpose of Academic Accommodation Appeal Procedures

The purpose of the Appeal Procedures is to provide an expeditious process by which either students or academic staff may appeal decisions made by the SAS in respect of academic accommodations in relation to the student or the course or program of study for which the academic staff is responsible.

Throughout these Appeal Procedures, reference to Vice-Provost shall mean, in the case of undergraduate students, the Vice-Provost (Academic Programs) or designate, or, in the case of graduate students, the Vice-Provost (School of Graduate and Postdoctoral Studies) or designate.

2. Appeal of a Decision Establishing Academic Accommodations

This section applies to appeals by students or academic staff members in relation to a decision of the SAS made under Part 4 of the Academic Accommodation Procedures – i.e. the initial decision to grant or deny an accommodation request.

(a) Interim Accommodation Pending Appeal

Where the SAS has recommended an accommodation that is the subject of an appeal under this section by either the student or the academic staff, the accommodation shall be implemented on an interim basis as of the date of the final decision of the SAS counsellor made under Section 4 of the Academic Accommodation Procedures. The interim accommodation will remain in effect until the appeal process under this section is complete.

(b) Reconsideration by the SAS

Before a formal appeal can be made under this section, the affected party must request a reconsideration of the decision of the SAS counsellor by the director of SAS or designate.

Students may request a reconsideration by the director of SAS or designate if the student:

- (a) has had a request for academic accommodation denied for any reason;
- (b) believes that they have been treated unfairly during the accommodation process;
- (c) believes that the recommended accommodation does not reasonably meet their identified restrictions; or
- (d) has new information relevant to the request for academic accommodation that was not reasonably available to the SAS counsellor at the time of the original decision.

Academic staff may request a reconsideration by the director of SAS or designate only on the ground that the recommended accommodation compromises the essential requirements of the course or program of study.

Requests for reconsideration shall be made in writing, and shall identify the ground or grounds upon which the request is being made and the reasons why the student or academic staff member, as the case may be, disagrees with the recommendation of the SAS counsellor on those grounds.

Academic staff who request a reconsideration of the recommendation of the SAS counsellor shall identify the essential requirements of the course, milestone or program of study, why they are essential, and how the recommended accommodation compromises such essential requirements of the course, milestone or program.

The director of SAS or designate shall review all requests for reconsideration, including all material submitted in support of the request and all material upon which the original recommendation was based. The director of SAS or designate may consult with the academic staff or the Chair of their department or designate in order to better understand and assess the essential requirements of the course or program in question.

Where a request for reconsideration is filed, the director of SAS or designate shall provide notice to the other party involved and shall give them an opportunity to participate in the reconsideration. For example, if an academic staff member requests a reconsideration, the director of SAS or designate shall notify the student with a disability of the request and shall seek their input on it.

The director of SAS or designate shall make a decision on the request for review expeditiously, and in the ordinary course, within five (5) days (excluding Saturdays, Sundays, statutory holidays and other University closures) of receiving the request. The decision shall be communicated in writing to the student with a disability, the academic staff member and, where appropriate, the Chair of the relevant department.

(c) Appeal to the Vice-Provost

Either of the student with a disability or the academic staff may appeal the decision of the director of SAS or designate to the Vice-Provost or designate.

Students may file an appeal with the Vice-Provost or designate if the student:

- (a) has had a request for academic accommodation denied for any reason;
- (b) believes that they have been treated unfairly during the accommodation process or the reconsideration process;
- (c) believes that the recommended accommodation does not reasonably meet their identified restrictions; or
- (d) has new information relevant to the request for academic accommodation that was not reasonably available to the SAS counsellor at the time of the original decision or to the director of SAS or designate during the reconsideration process.

Academic staff may file an appeal with the Vice-Provost or designate only on the ground that the recommended accommodation compromises the essential requirements of the course or program of study.

Appeals shall be made in writing, and shall identify the ground or grounds upon which the appeal is based and the reasons why the student or academic staff member, as the case may be, disagrees with the reconsideration decision of the director of SAS or designate on those grounds.

Academic staff who appeal the reconsideration decision of the director of SAS or designate shall identify the essential requirements of the course or program of study, why they are essential, and how the recommended accommodation compromises such essential requirements of the course or program.

The Vice-Provost or designate shall review all appeals, including all material submitted in support of the appeal, all material upon which the original recommendation was based and all material considered by the director of SAS or designate during the reconsideration process.

Before determining the appeal, the Vice-Provost or Designate may consult with the Director of Equity and Human Rights Services or designate to ensure that appropriate human rights and accommodation principles are applied to the matter under appeal. The Vice-Provost or designate may consult with the academic staff, the Chair of their department or designate or Associate Dean or any other appropriate

individual in order to better understand and assess the essential requirements of the course or program in question.

Where an appeal is filed, the Vice-Provost or designate shall provide notice to the other party involved and shall give them an opportunity to respond to the grounds raised in the appeal. Any response to an appeal shall be made in writing, and shall be provided to the party who filed the appeal who shall be given an opportunity to reply in writing to the response. For example, if the student with the disability files an appeal, the Vice-Provost or designate shall notify the academic staff member responsible for the course in question, and shall provide the staff member the opportunity to provide a written response. If the staff member provides a written response, it will be shared with the student who shall have a further opportunity to reply in writing to matters raised by the staff member in the response.

The Vice-Provost or designate shall make a decision on the appeal expeditiously, and in the ordinary course, within five (5) days (excluding Saturdays, Sundays, statutory holidays and other University closures) of receiving the appeal. Where interim accommodations have been implemented pending the appeal pursuant to paragraph 2(a), the Vice-Provost or designate shall determine whether the result of the appeal requires reassessment of any grades achieved during the application of the interim accommodations and shall provide such direction as to such grades as he or she deems appropriate. The decision shall be communicated in writing to the student with a disability, the academic staff member, SAS, and, where appropriate, the Chair of the relevant department or Associate Dean.

The decision of the Vice-Provost is final, and may not be appealed under any other University policy or procedure.

3. Appeal of a Dispute regarding the Implementation of an Accommodation

This section applies to appeals by students or staff members in relation to a decision of the SAS made under Part 5 of the Academic Accommodation Procedures – i.e. the determination of the implementation of an accommodation within the context of a classroom or similar context.

Either the student or the academic staff member may appeal the determination of the SAS counsellor as to how the accommodation that has been granted is to be implemented in the course in question. Appeals shall be made directly to the Vice Provost or designate.

Students may file an appeal with the Vice-Provost or designate if the student:

- (a) believes that they have been treated unfairly during the accommodation process;
- (b) believes that the determination of how the accommodation is to be implemented does not reasonably meet their identified restrictions; or
- (c) has new information relevant to the request for academic accommodation that was not reasonably available to the SAS counsellor at the time of the determination.

Academic staff may file an appeal with the Vice-Provost or designate only on the ground that the determination of how the accommodation is to be implemented compromises the essential requirements of the course or program of study.

Where an appeal is filed under this section, the process outlined in section 2(c) of these Procedures shall apply with necessary modifications.

The decision of the Vice-Provost or designate shall be final, and may not be appealed under any other University policy or procedure.

New Scholarships and Awards

Sylvia Osborn Northern Ontario Scholarship in Computer Science (Computer Science)

Awarded annually to a full-time undergraduate student in Year 3 or 4 in Computer Science, based on academic achievement in the previous year (minimum 80% average) who is from Northern Ontario. Candidates must complete a one-page statement outlining the details regarding their Northern Ontario residency by September 30th to the Computer Science Department Office. The scholarship committee in Computer Science will select the recipient. This scholarship was established by a generous donation from Professor Sylvia L. Osborn.

Value: 1 at \$1,000

Effective Date: 2018 – 2019

Dr. Sylvia Osborn was born and raised in Timmins, Ontario, and after receiving her Bachelor's, Masters and PhD degrees, all in Computer Science, from the University of Waterloo, she began teaching in Computer Science at Western. She taught for 40 years, until her retirement. She served on the University Senate, was Acting Chair of Computer Science and taught at every level from introductory courses to advanced research topics. Dr. Osborn established this scholarship to encourage students from Northern Ontario to study Computer Science. Dr. Osborn died in 2018.

Jeffrey and Kathryn Quick Family Men's Volleyball Award (Any Undergraduate or Graduate Program)

Awarded annually to a full-time undergraduate or graduate student in any year of any degree program at Western, including the Affiliated University Colleges, who is making a significant contribution as a member of the Men's Volleyball Team. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by Jeffrey (BA '83) and Kathryn Quick and their family.

Value: 1 at \$2,500

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

Robert W. Hodder International Geoscience Field Experience Award (Earth Sciences)

Awarded to undergraduate and graduate students who are participating in the International Geoscience Field Experience course in the Department of Earth Sciences. An internal committee in the Department of Earth Sciences will allocate the available funds to students, in consultation with the Chair of Earth Sciences. At least one member of the committee must hold membership in the School of Graduate and Postdoctoral Studies. Candidates will be selected on the basis of academic achievement, a vision statement submitted as part of the application process, and demonstrated interest in field studies. Application details are available from the Department of Earth Sciences.

Value: Number and value of awards will vary, approximately \$10,000 is available annually

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

J. Peter Guthrie Conference Travel Award (Chemistry)

Awarded annually to full-time graduate students in the MSc or PhD program in Chemistry based on academic achievement (minimum 78% average). This award will enable recipients to present their work at a recognized scientific conference. The applicant's research presentation and the proposed conference must broadly be recognized as being in the field of Organic Chemistry. Preference will be given to oral abstracts and students who are advanced in their program. Applications must include a copy of the applicant's C.V., conference prospectus, draft budget of expenses, a copy of their abstract, and a letter of support from their supervisor. Applications should be submitted to the Graduate Coordinator and are due on March 31. Recipients will be selected by the Graduate Education Committee in consultation with faculty members in the Organic Division. Members of the selection committee must hold membership in

the School of Graduate and Postdoctoral Studies. A student is only eligible to hold one of these awards per each graduate degree enrolment.

Value: Number and value of awards will vary, approximately \$10,000 is available annually
Effective Date: May 2018 to April 2023 academic years inclusive

This award was established with a generous donation from the family of Professor Peter Guthrie. Professor Guthrie was a graduate of Western and served at Western as a Professor for over 40 years. Peter won many awards including E.W. Stacie Memorial Fellowship, Distinguished Research Professor UWO and FRSC. He was an avid, enthusiastic and consistent contributor at scientific conferences throughout his career and recognized the value in presenting and defending your work in front of a national or international audience of experts.

Provost's Global Opportunity Award (Any Undergraduate or Graduate Program)

Awarded annually to undergraduate or graduate students in any program who are participating in a university sanctioned international exchange or study abroad program. This includes academic exchange programs; approved study abroad programs; curriculum based international field courses, international study, or international community service; and other University led international credit or non-credit learning experiences. Students participating in this program who are registered at the constituent University may be considered (with the exception of Ivey students). Students may apply for this award in advance of being accepted into an international learning experience with receipt of the award contingent upon acceptance into the program. Students may only receive a Global Opportunities award once during their academic career at Western, and the international experience must be a minimum of one week in duration. Online applications are available on the Global Opportunities website, Western International. Transcripts are required for undergraduate students who studied elsewhere in their previous academic year. Applications are due on November 15th (for decisions in early January) and February 15th (for decisions in late March). Students will be selected based on a combination of academic achievement, as well as a statement outlining how this experience will contribute to their development as a global citizen, what they expect to learn through their international experience and how they will be an effective Ambassador for Western. This award was established by a generous gift from Dr. Andrew Hrymak, Provost and Vice-President (Academic) and his wife Katherine Hrymak.

Value: 2 at \$2,000*

**2,000 from the Donor will be matched 1:1 through the University's Global Opportunities Award Matching Program for five years.*

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

Meds Class of 2003 Dr. Jason Ashley Memorial Award (Schulich School of Medicine & Dentistry)

Awarded annually to a fourth year student graduating from the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on academic achievement and involvement in medical school extracurricular activities throughout their time at Schulich. Online Nomination Forms can be submitted by students and faculty to the Undergraduate Medical Education Office by March 31. The Progression & Awards Committee will select the recipient each year from the list of nominations. This award was established by a generous gift from the Meds Class of 2003, in memory of their classmate, Dr. Jason Ashley (MD '03).

Jason worked as a Diagnostic Radiologist at Laurentian Hospital in Sudbury, Ontario. He was described as a "shining star" and had a wonderful gift of spontaneous humour and joie de vivre that made everyone smile and relax. His brilliance, humour and his larger than life presence will never be forgotten. He could light up the room with his loud laughter and jokes - a born actor and comedian. Teaching sessions and presentations were lively and one never quite knew what to expect. He was unfailingly kind and went out of his way to help others. He was a devoted father and husband. Tragically, Jason died in 2017 at the age of 43. The hope is that this award will honour medical students who embody the same spirit as Jason did.

Value: 1 at \$1,000

Effective Date: 2018-2019 academic year



**Theology
Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Huron University College	
Degrees Offered	MA	
Approved Fields	N/A	
External Consultants	Catherine E. Clifford, Professor, Faculty of Theology, Saint Paul University, Ottawa	Gerbern S. Oegema, Professor, School of Religious Studies, McGill University
Internal Reviewer	Pam McKenzie, Associate Dean Graduate and Postdoctoral, FIMS	Patrick Hill, PhD student, Geology/Planetary Science
Date of Site Visit	25-26 October 2018	
Evaluation	Good quality with Report in January 2021	
Approval Dates	SUPR-G: January 21, 2019 SCAPA: March 6, 2019 Senate (FYI only): March 15, 2019	
Date of Next Review	Year of next cyclical review 2020-2027	

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Faculty of Theology at Huron University College. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary

Provide a narrative summary of the site visit and review documents (self-study, external consultants' report, and the unit and faculty responses to that report) highlighting the key aspects identified in each.

The review committee met with members of program faculty and administrators including the current and former Graduate Chairs and graduate faculty in the MA Program in Theology, the Dean of Theology, the Principal of Huron University College, and the Vice-Provost and Associate Vice-Provost of the School of Graduate and Postdoctoral Studies. We visited the chapel and toured the library and met with the Director of Library and Learning Services and the Teaching and Learning Librarian for Theology, and with

the Assistant to the Dean and Graduate Assistant. We met and spoke with the Assistant to the Dean and Graduate Assistant. We had a lunchtime meeting with current students representing all of the ways of completing the program, including both full- and part-time students, students with academic and professional/vocational goals, and students in the standalone MA and in the combined MA/MDiv or MA/MTS. The strengths and challenges identified in the self-study report were consistent with those we heard about and observed. The External Consultants' recommendations all concern issues of which the program is aware, and in several cases has already taken action. The Faculty and Program response agrees with the Consultants' main points.

Significant Strengths of the Program

The following program strengths are identified in both the self-study and the External Consultants' Report

- High quality of faculty with a healthy mix of established and upcoming research-active scholars in a range of research areas
- Students are very happy with the supervision they are receiving
- Demonstrated success of graduates in PhD programs or professional practice
- Program structure is appropriate to meet the learning outcomes in depth and breadth
- Clear, observable, and measurable program-level learning outcomes
- High level of commitment from the School of Graduate and Postdoctoral Studies, the Principal of Huron University College, and the Dean of Theology
- Good designated graduate student study space
- Effective library resources and highly competent and supportive librarians
- Adequate financial support for students

Opportunities for Program Improvement and Enhancement

The reviewers recommended that the following be considered

- Develop a clear Faculty and program vision and plan that aligns with Huron University College's new Academic Plan; clarify the scope of the program (Christian tradition or more broad inclusion of Abrahamic and other traditions)
- Clarify the relationship of individual courses to the program-level learning outcomes
- The course load is high for Western thesis master's programs; consider a non-thesis stream for students not considering further graduate study
- Revise the online Methodology course to a face-to-face model that provides an opportunity to interact with prospective supervisors and their research fields and methodologies
- Reconsider recruitment goals for program sustainability
- Develop a communication and recruitment strategy that highlights faculty profiles and student testimonies, increases program visibility to undergraduate students
- Consider assigning a provisional advisor at the outset
- Work toward more equitable distribution of supervisory loads
- Institute an annual progress review and report
- Evaluate the level of administrative support available to the program

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

Identify and prioritize the recommendations listed in the External Consultants' Report. Those recommendations that are approved for implementation will be included in the Implementation Plan table. The recommendations that are approved for implementation will need to be addressed by the program showing evidence of completion in the next review or in a follow-up report to SUPR-G, if required.

	Reviewer recommendation	Faculty response
1. Necessary for program success	Articulate a program vision	New academic plan in development
	Revise the methodology course	Plan underway, to be implemented September 2019
	Clarify the relationship of individual courses to the program, map course- to program-level learning outcomes	To be completed following re-visioning process
	Improve oversight of student progress	Provisional advisors assigned at program entry for 2018; implementing annual progress reporting for end of Winter term 2019
	Distribute supervisory responsibilities more equitably	Assignment of provisional advisors, involvement of a broad range of faculty in planned Methods course, both underway
2. Supplementary recommendations	Consider a non-thesis stream	Stream and course load to be considered in planned re-visioning process
	Evaluate level of administrative support	Plan for development of a marketing and communications plan; central marketing and communications support is in place. Reassessment of administrative needs following re-visioning process.
	Reconsider recruitment goals	Recruitment goals to be reconsidered and recruitment and retention strategy to be developed following program re-visioning

CONFIDENTIAL

**Report of the Subcommittee on Teaching Awards (SUTA): Western's Excellence
in Teaching Award Winners for 2018-2019**

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

The Edward G. Pleva Award for Excellence in Teaching

Daniel Belliveau, Faculty of Health Sciences, School of Health Studies

Jose Herrera, Faculty of Engineering, Department of Chemical and Biochemical Engineering

The Marilyn Robinson Award for Excellence in Teaching

Nicole Campbell, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

Charys Martin, Schulich School of Medicine & Dentistry, Department of Anatomy and Cell Biology

Tara Mantler, Faculty of Health Sciences, School of Health Studies

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

Michele Barbeau, Schulich School of Medicine & Dentistry, Department of Anatomy and Cell Biology

Western Award for Innovations in Technology-Enhanced Teaching

Richard Booth, Faculty of Health Sciences, Arthur Labatt School of Nursing

Two additional teaching awards were provided by the Office of the Vice-Provost (Academic Programs). The following members of faculty were selected to receive these awards:

The Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching

Tom Stavrakys, Angela Beye, Anita Woods, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology

The Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning

Sarah McLean, Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology and Department of Anatomy and Cell Biology

The names of the award winners were announced to the Western community on Tuesday, March 12, 2019 online by Western News.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report.

Recommendation	Proposed Action and Follow-up
Articulate a program vision	Articulation of a vision for the Faculty and its programs aligned with Huron's new vision
Revise methods course	Evaluate success of initial changes to methods course and revise as needed
Improve oversight of student progress	Evaluate success of new progress plan and revise as needed
Consider program changes in response to the new vision	Re-evaluate program structure, recruitment goals, need for administrative support in relation to renewed vision; Clarify relationship of courses to the program learning outcomes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Contents	Consent Agenda
Peter C. Maurice Research Fellowship in Biomedical Engineering	Yes
Daryl T. Bean Professorship in Law and Women’s Studies – Revisions to Terms of Reference	Yes
Report on Year One Class and Entering Averages	No

FOR APPROVAL

1. **Peter C. Maurice Research Fellowship in Biomedical Engineering**

Recommended: That Senate approve that the Peter C. Maurice Research Fellowship in Biomedical Engineering be established retroactively in the Faculty of Engineering.

Background:
See [Appendix 1](#).

2. **Daryl T. Bean Professorship in Law and Women’s Studies – Revision to Terms of Reference**

Recommended: That Senate approve that the term of the existing Daryl T. Bean Professorship in Law and Women’s Studies be revised as outlined in [Appendix 2](#).

FOR INFORMATION

3. **Report on Year One Class and Entering Averages**

See [Appendix 3](#).

FOR APPROVAL

Peter C. Maurice Research Fellowship in Biomedical Engineering

Recommended: That Senate approve that the Peter C. Maurice Research Fellowship in Biomedical Engineering be established retroactively in the Faculty of Engineering.

Donor and Funding:

Mr. Peter C. Maurice made a generous endowed gift of securities in the amount of \$346,590 to support the creation of the Fellowship.

Purpose:

Funds available will be used to support the research program of the holder of the Fellowship. The holder of the Fellowship will be an Assistant or Associate Professor with a full-time tenure-track regular or joint appointment in Engineering, and membership in the Biomedical Engineering graduate program.

Criteria:

Appointments to the Fellowship have been, and will be, conducted in accordance with the relevant policies and procedures of the University and will normally be for a two-year term with a possibility of renewal for one additional year. Ideal candidates will be pursuing research that shows promise of developing a new technology to support healthcare needs. The selection committee is to be made up of the Deans of Engineering, Schulich School of Medicine & Dentistry and Faculty of Health Sciences (or their delegates who may be Vice/Associate Deans within the Faculty).

Reporting:

The University, through the Faculty of Engineering will report to Donors regarding the activities of the Fellow.

Background:

An audit of named faculty positions conducted by Alumni Relations and Development uncovered that the Peter C. Maurice Research Fellowship in Biomedical Engineering was never submitted for official approval through the governing bodies. The original gift was received in 2014, therefore the effective date of this Fellowship is retroactive to January 1, 2014. The Fellowship has been operating successfully since its establishment and the endowment continues to support the research program of the holder of the Fellowship.

Mr. Peter C. Maurice made a generous endowed gift of securities in 2013 in the amount of \$346,590 to support the creation of the Fellowship. Since his retirement from the position of President and CEO of Canada Trust, Peter C. Maurice (BESc'60, Mechanical) has served on the board of directors of Dofasco and former Vice Chair of the London Economic Development Corporation. A 1960 graduate of Western, with a Bachelor of Engineering Science degree, Peter received the Dr. Ivan Smith Award in recognition of his significant contribution to the Western Alumni Association and to Western in 2003.

He has funded the Peter C. Maurice Research Fellowship in Biomedical Engineering and the Peter C. Maurice Engineering Studio at Western. Peter served on the Board of Foundation Western for more than 24 years. From 1989 to 1994 he was active in Western's Renaissance Campaign, which raised \$126 million, and as Chair of the Engineering Advisory Council from 1991-1993, he played an important role in shaping the future of Western's Faculty of Engineering. Maurice is a past Chairman of the Lawson Research Institute and was a director of St. Joseph's Health Centre.

Reputational Risk:

None.

FOR APPROVAL

Daryl T. Bean Professorship in Law and Women's Studies - Revisions to Terms of Reference

Recommended: That Senate approve that the term of the existing Daryl T. Bean Professorship in Law and Women's Studies be revised as outlined below.

REVISED TERMS OF REFERENCE

Donors and Funding:

Funding for the Daryl T. Bean Professorship in Law and Women's Studies was provided through a generous donation of \$250,000 from the Public Service Alliance of Canada (P.S.A.C.) to Western University, as well as contributions from the Faculty of Arts and Humanities and the Faculty of Law.

The administration of the spending of resources will be the joint responsibility of the Dean of the Faculty of Law and the Dean of the Faculty of Arts and Humanities.

Effective Date:

May 1, 2019

Purpose:

The Professorship will be held jointly in the Department of Women's Studies and Feminist Research (Faculties of Arts and Humanities and Social Science) and the Faculty of Law. The Professor will make a significant contribution to the teaching and research functions of both academic units. It is proposed that the Professor have a law degree and a doctorate in a relevant discipline with a field of expertise lying in the intersection between labour and employment law and feminist theory.

Criteria:

In appointment to the Professorship will be conducted in accordance with the relevant policies of the University. The appointment will be for a period of **five years with the possibility of a five-year renewal four years**. The position will be affiliated with the Faculty of Law and the Department of Women's Studies and Feminist Research in the Faculties of Arts and Humanities and Social Science.

Reporting:

The University, through the Faculty of Law and the Faculty of Arts and Humanities, will report annually to P.S.A.C. concerning the activities of the Professorship.

Background:

The Daryl T. Bean Professorship in Law and Women's Studies was first established as an expendable Professorship. Those terms indicated that the Professor would be appointed for five years, with the possibility of a five-year renewal. Two people have held the Professorship since its inception and both have left prior to their term ending. As a result, there is funding available for a four-year term so a change to the criteria is necessary.

Year 1 Class and Entering Averages

SCUP

March 4, 2019

Context

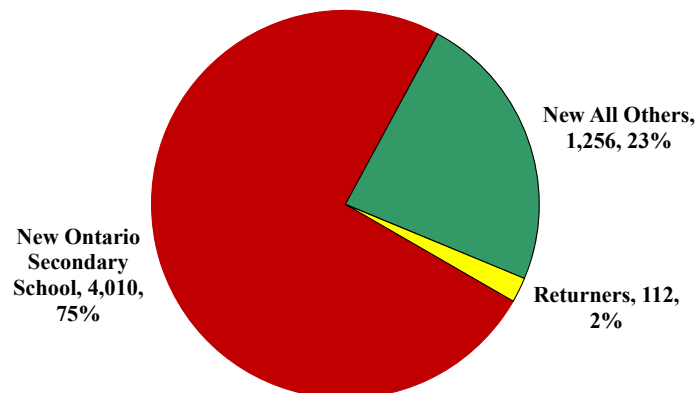
- Western continues Approach using “Standard Minimum Entrance Requirement”
 - **Fall 2018 83.5% (final = 83.5%)**
 - Fall 2017 83.5% (final = 83.5%)
 - Fall 2016 83.5% (final = 83.5%)
 - Fall 2015 83.5% (final = 83.5%)
 - Fall 2014 84.0% (final = 83.0%)
 - Fall 2013 84.0% (final = 83.0%)
 - Fall 2012 83.0% (final = 82.5%)
 - Fall 2011 83.0% (final = 82.0%)
 - Fall 2010 83.0% (final = 81.0%)
 - Fall 2009 83.0% (final = 80.0%)
 - Fall 2008 82.5% (final = 79.0%)
 - Fall 2007 82.0% (final = 78.0%)
 - Fall 2006 81.0% (final = 78.0%)
 - Fall 2005 80.5% (final = 77.0%)
 - Fall 2004 80.5% (final = 78.0%)
 - Fall 2003 83.0% (final = 78.0%)
 - Fall 2002 79.5% (final = 74.0%)
 - Fall 2001 77.0% (final = 73.0%)

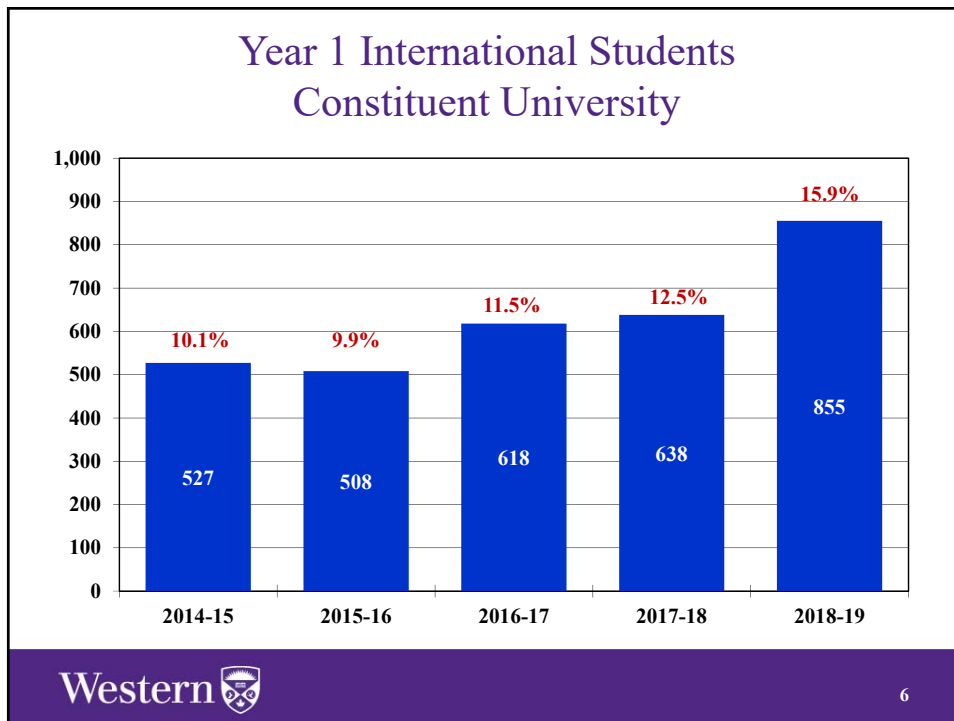
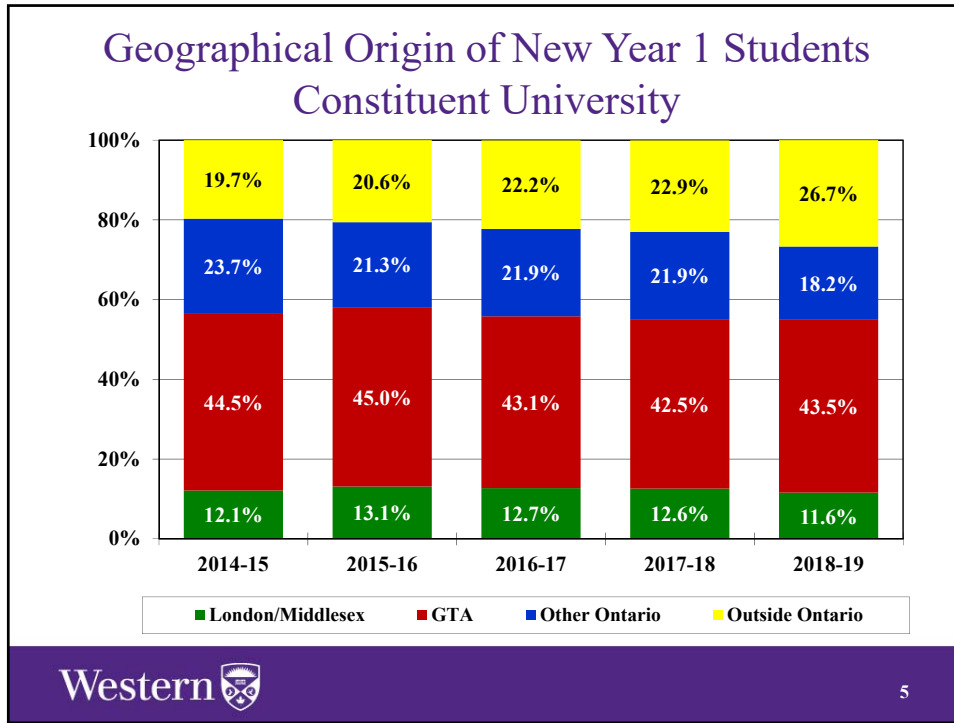
Student Profile: Applicant Type & Geographical Origin

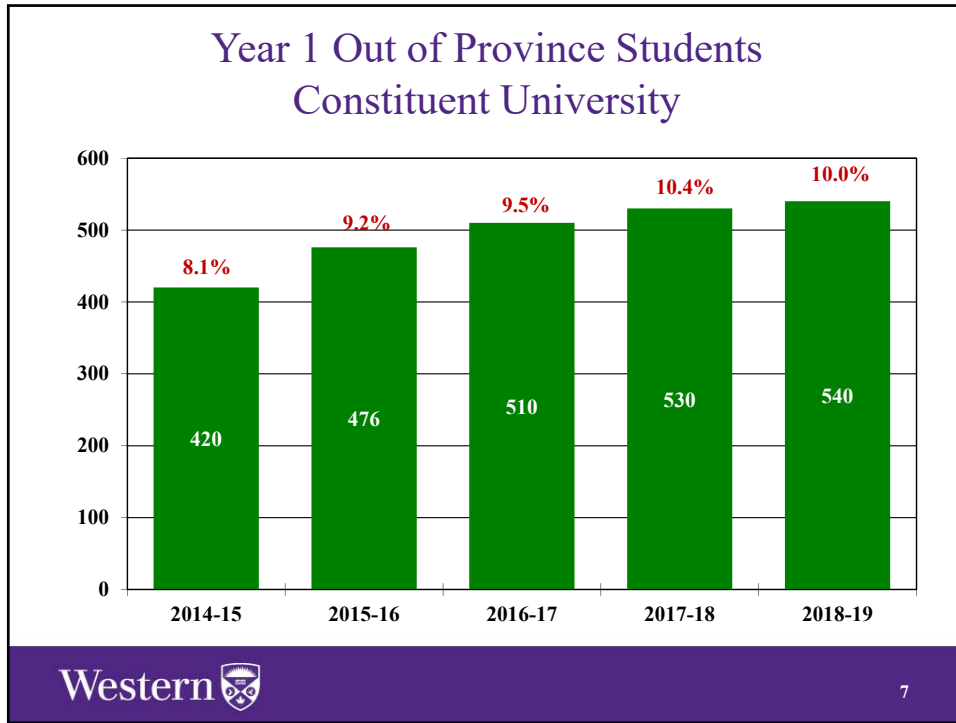
Constituent University

2018-19 Year 1 Students by Applicant Type Constituent University


Total Year 1 = 5,378

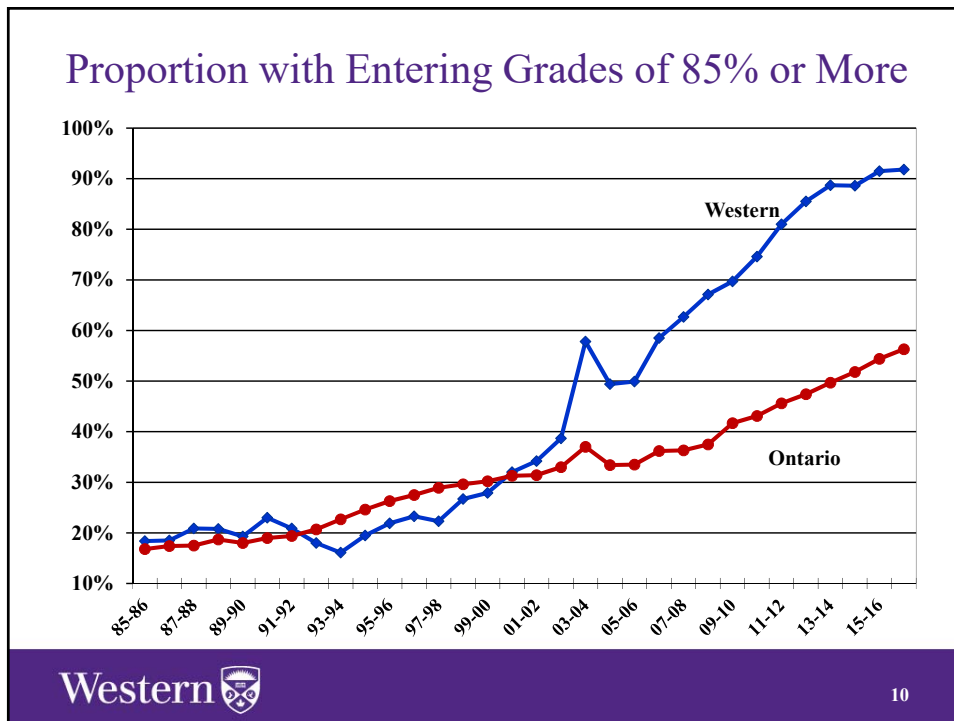
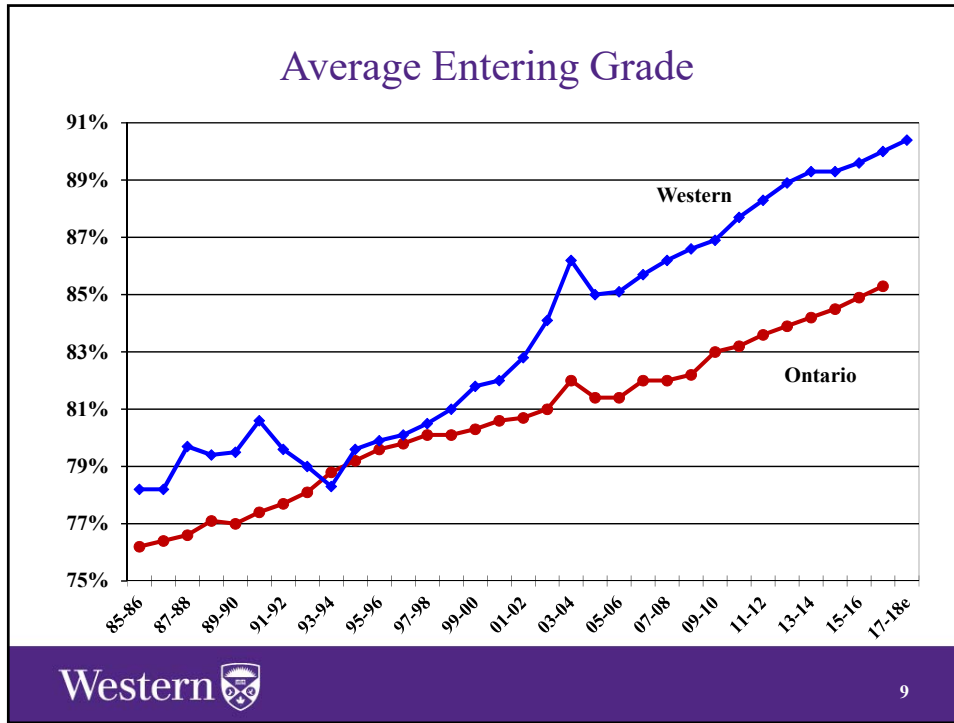


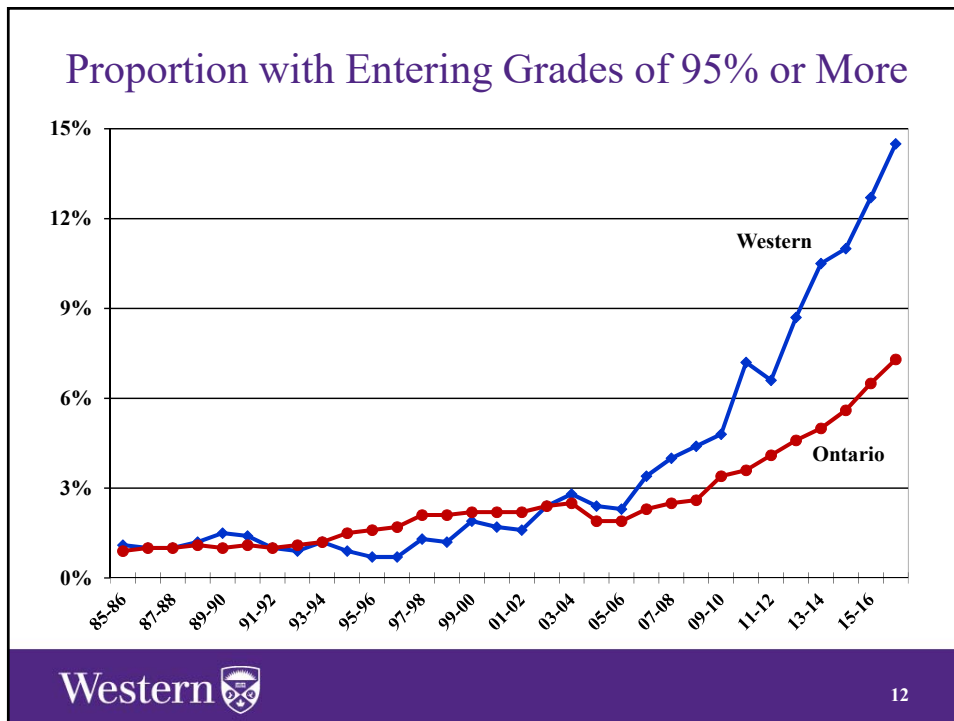
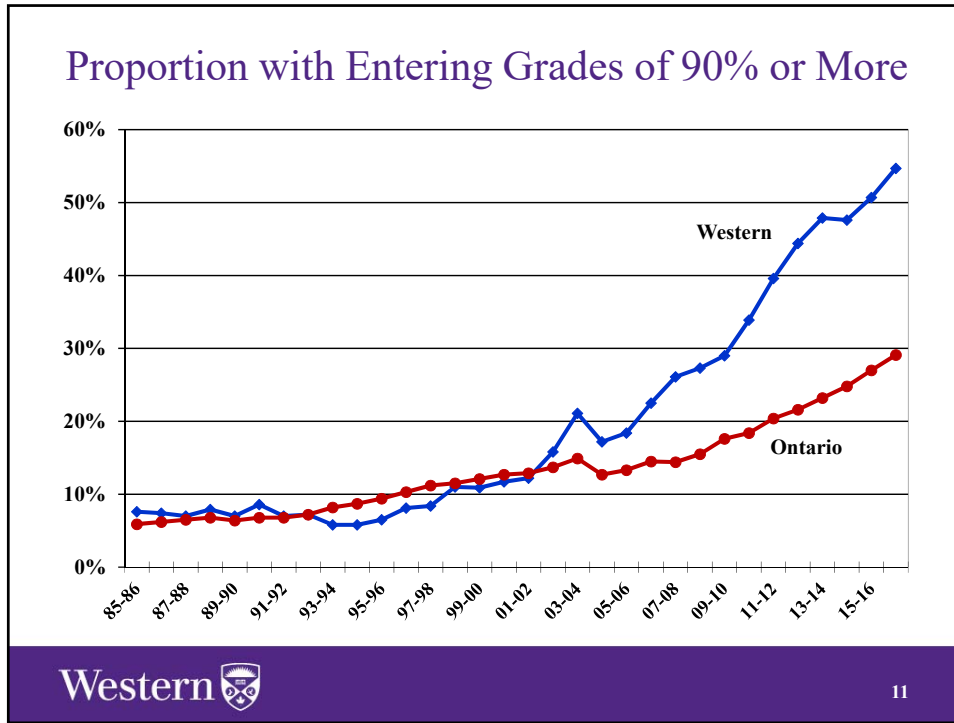


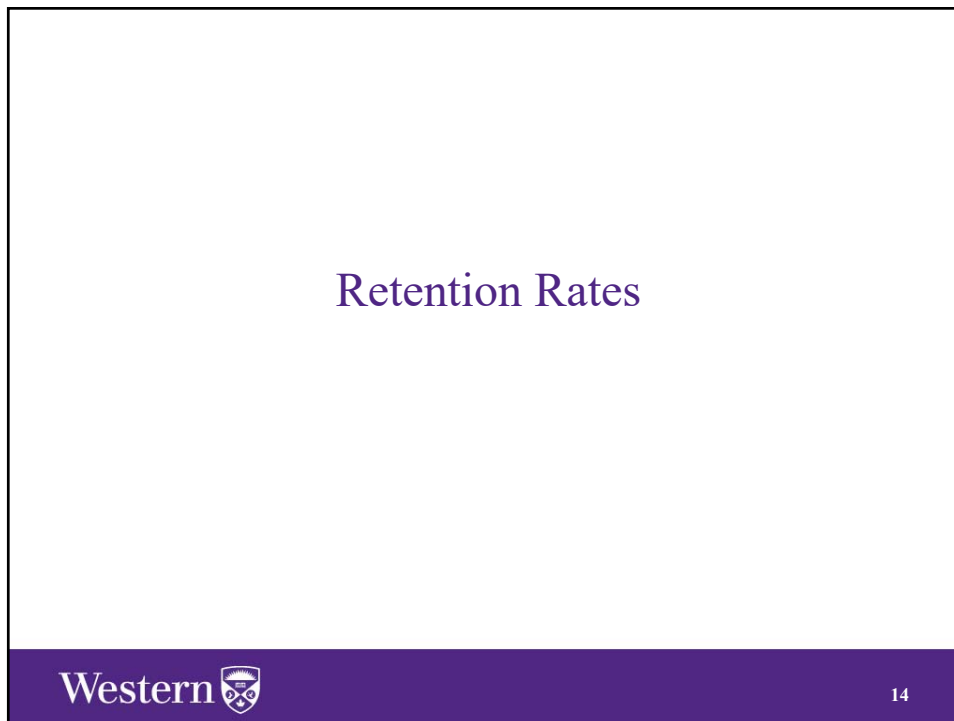
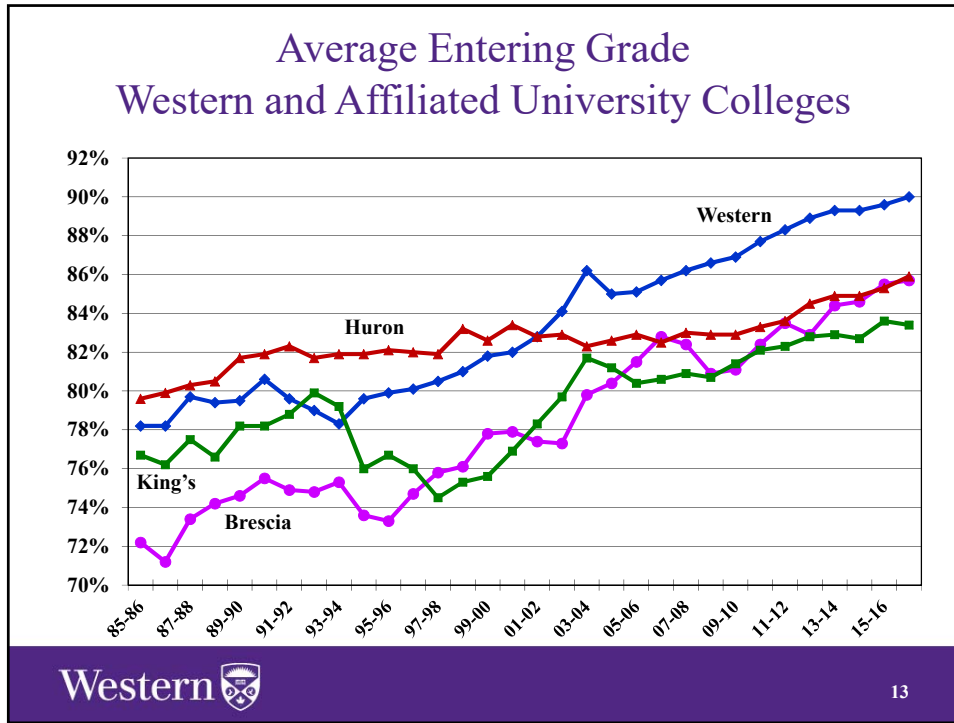


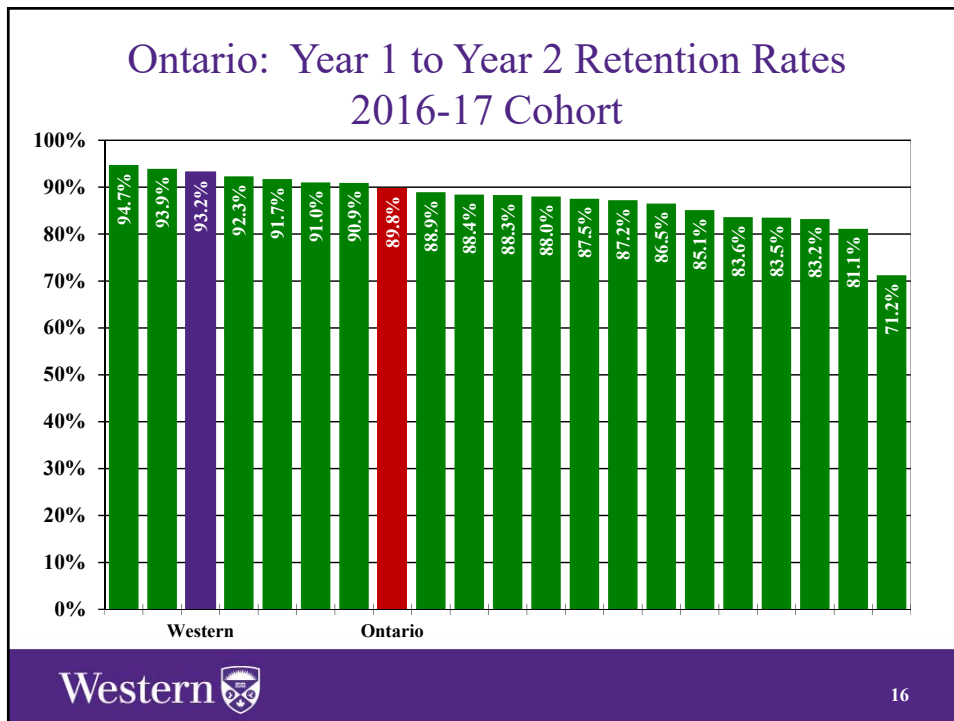
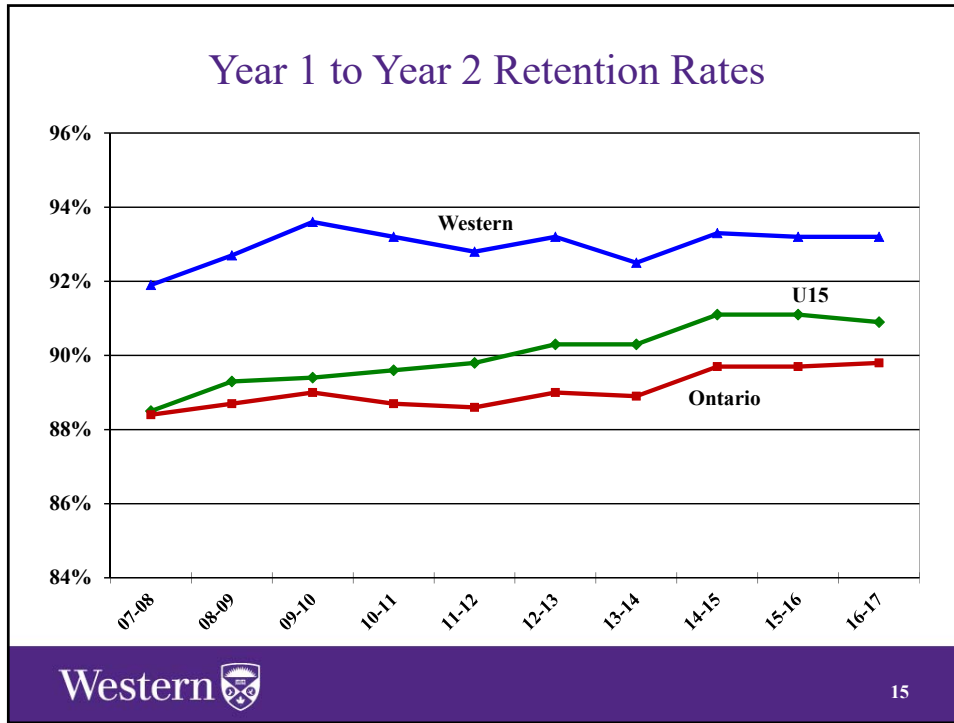
Entering Grades of New Ontario Secondary School Students

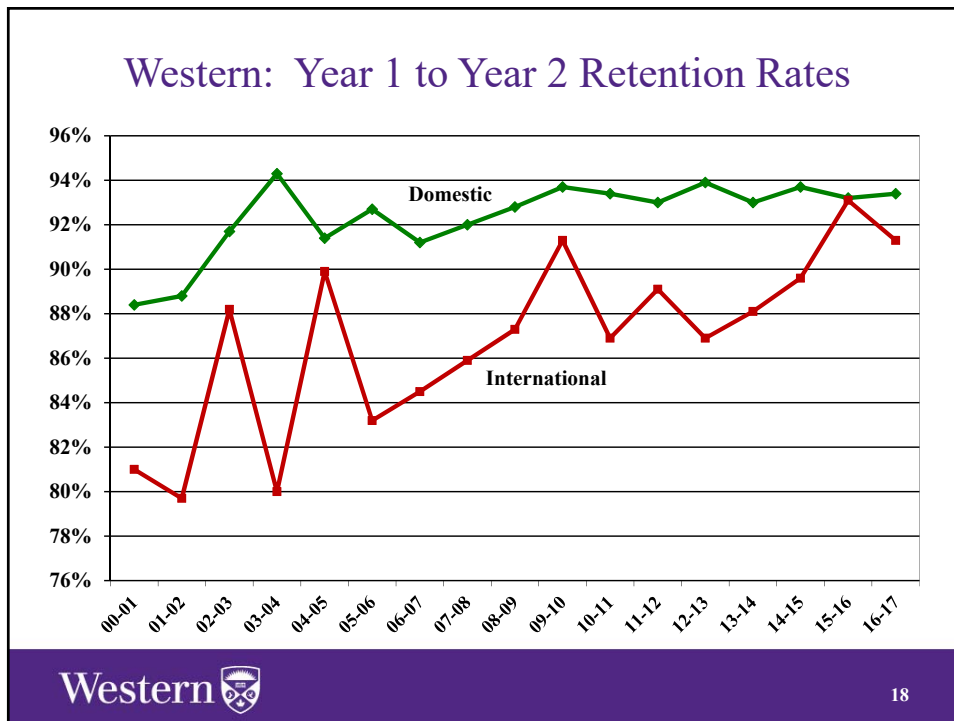
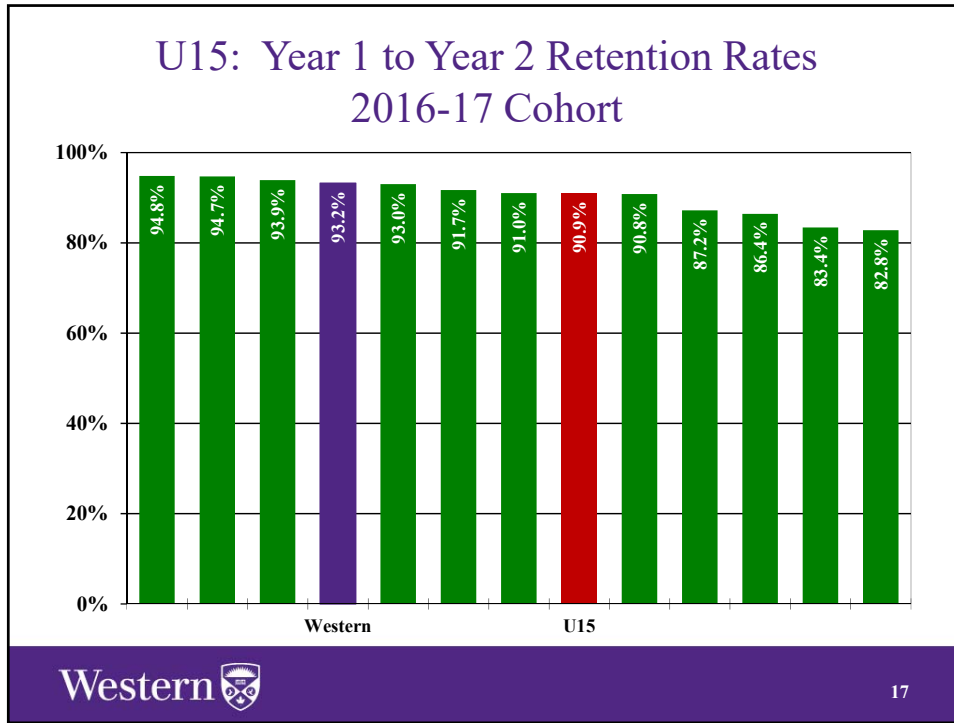
Western  8







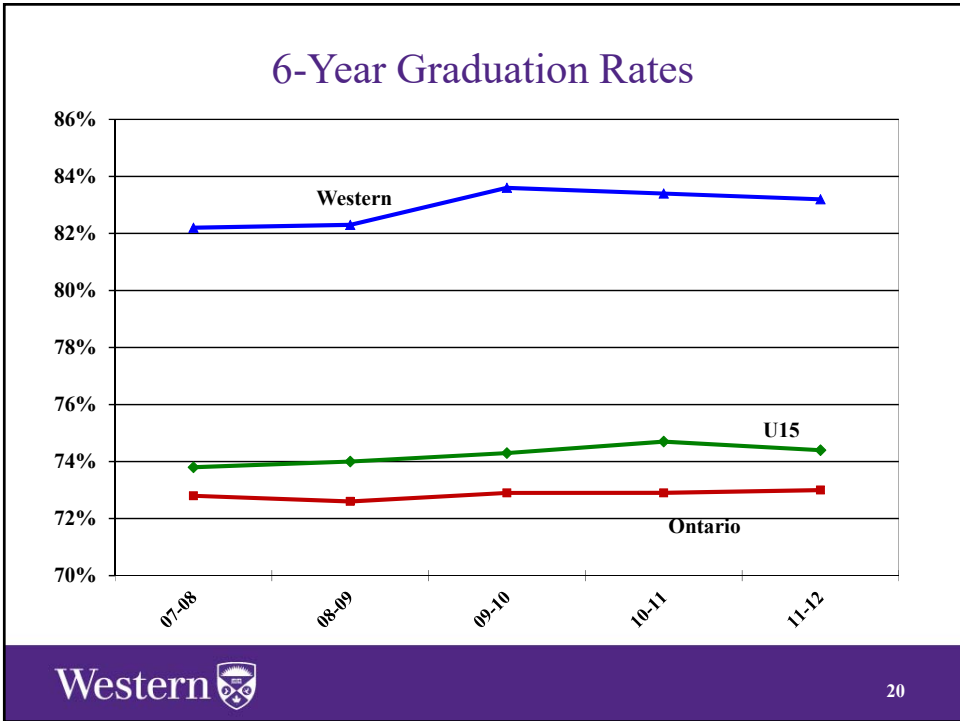


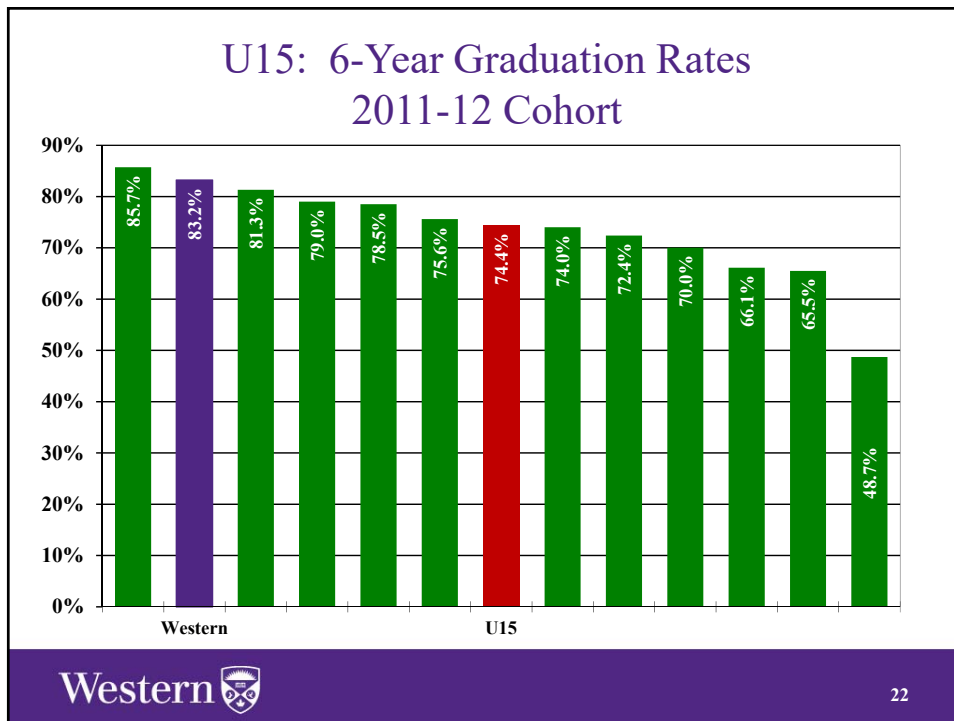
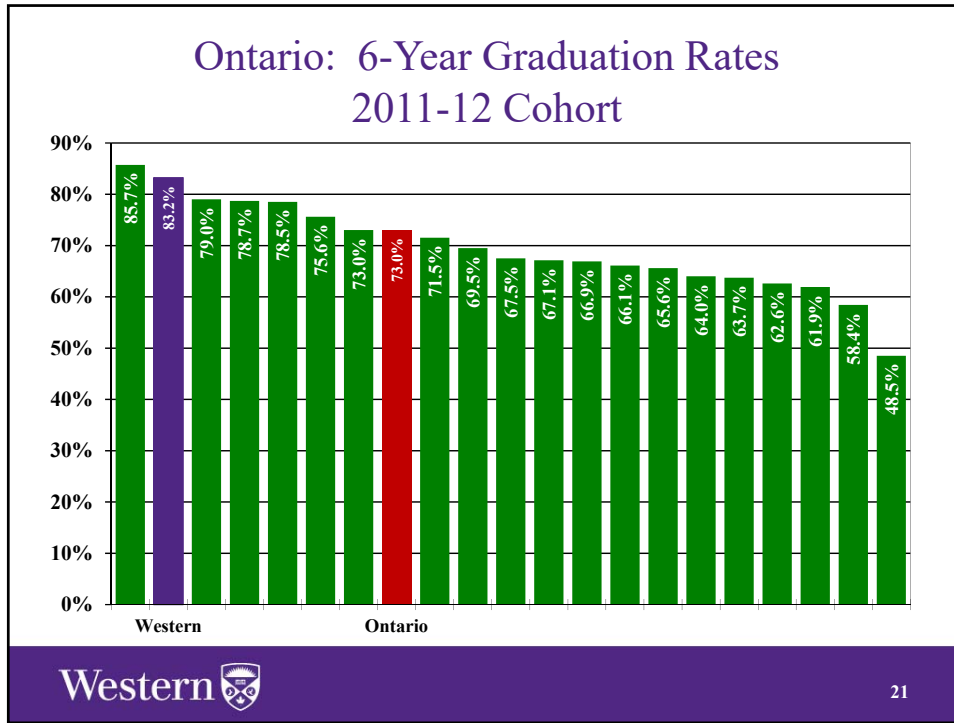


Graduation Rates



19

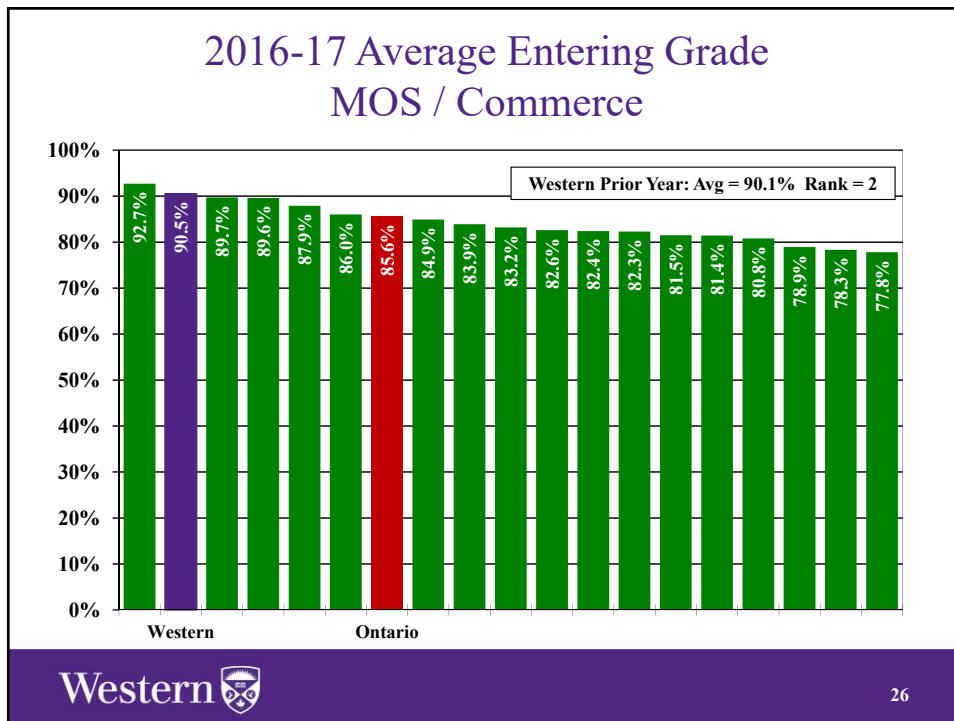
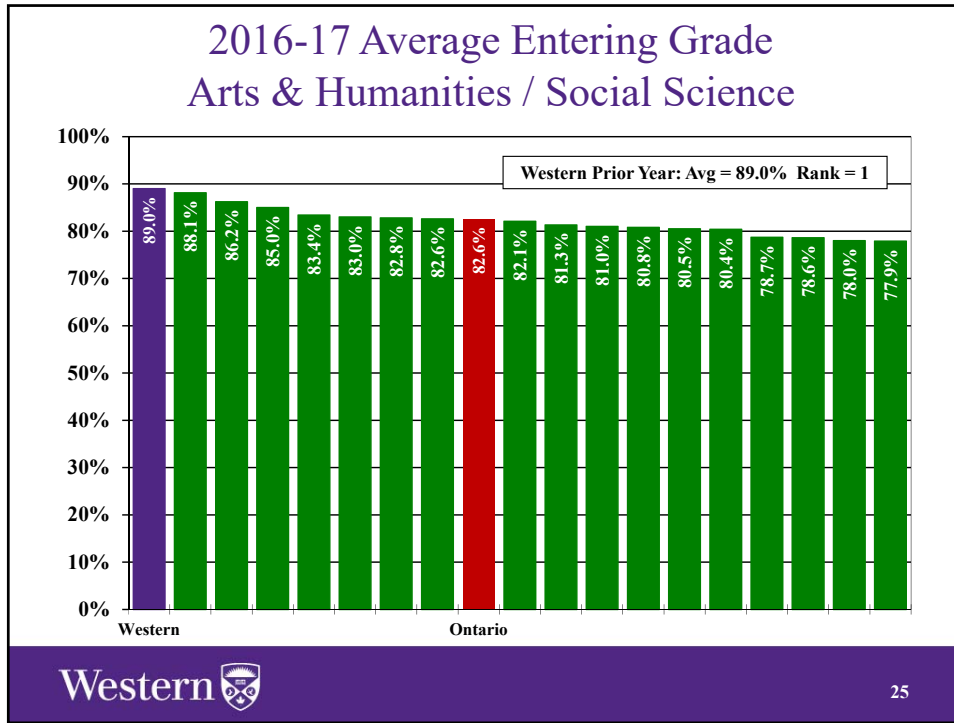


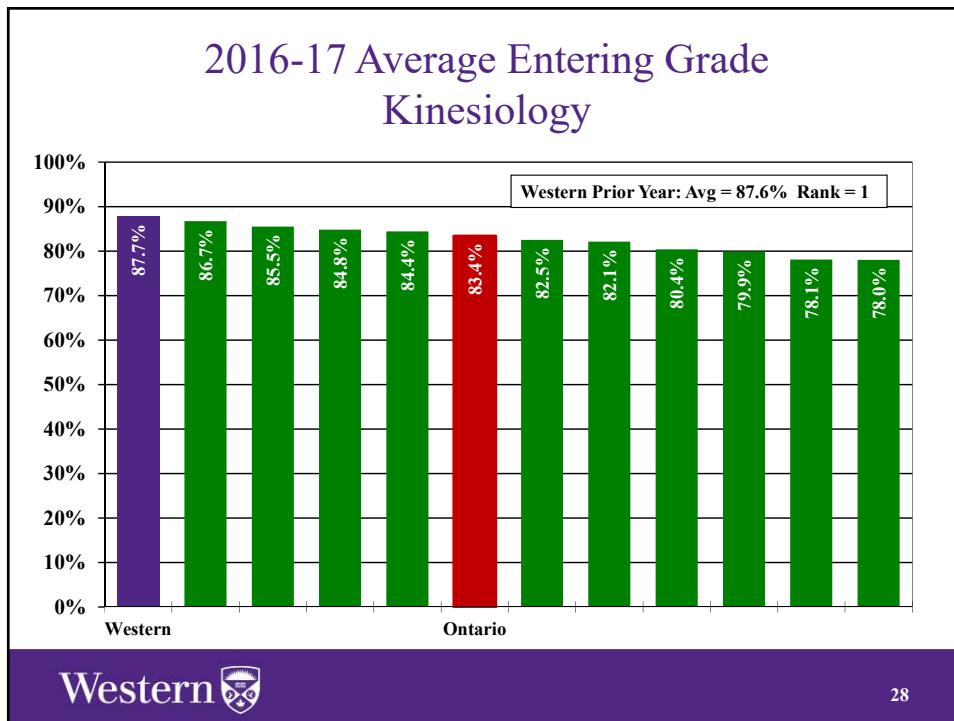
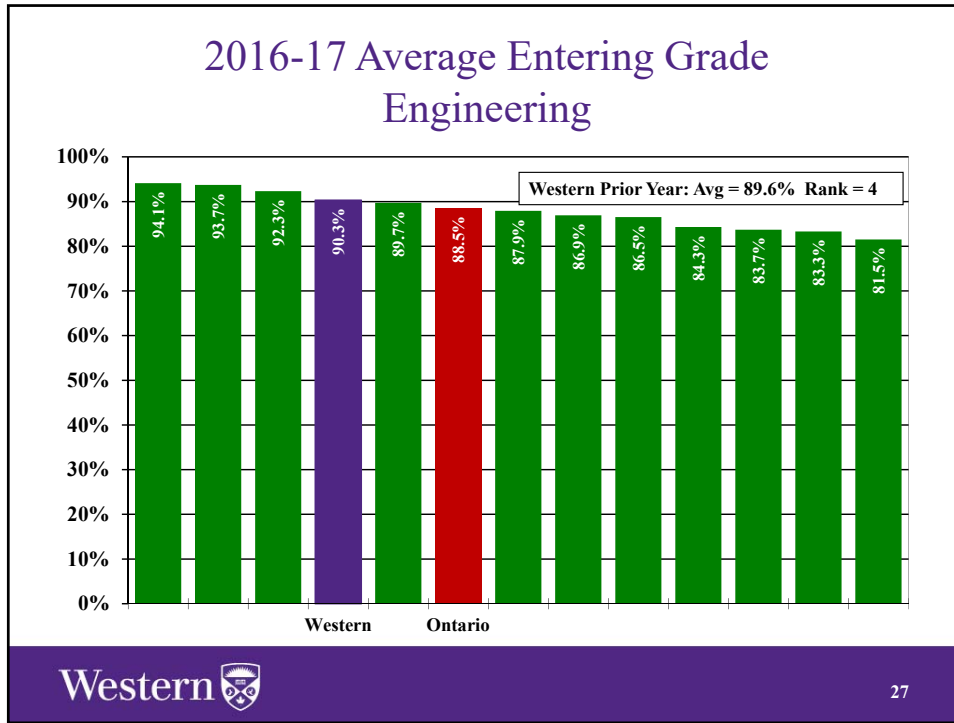


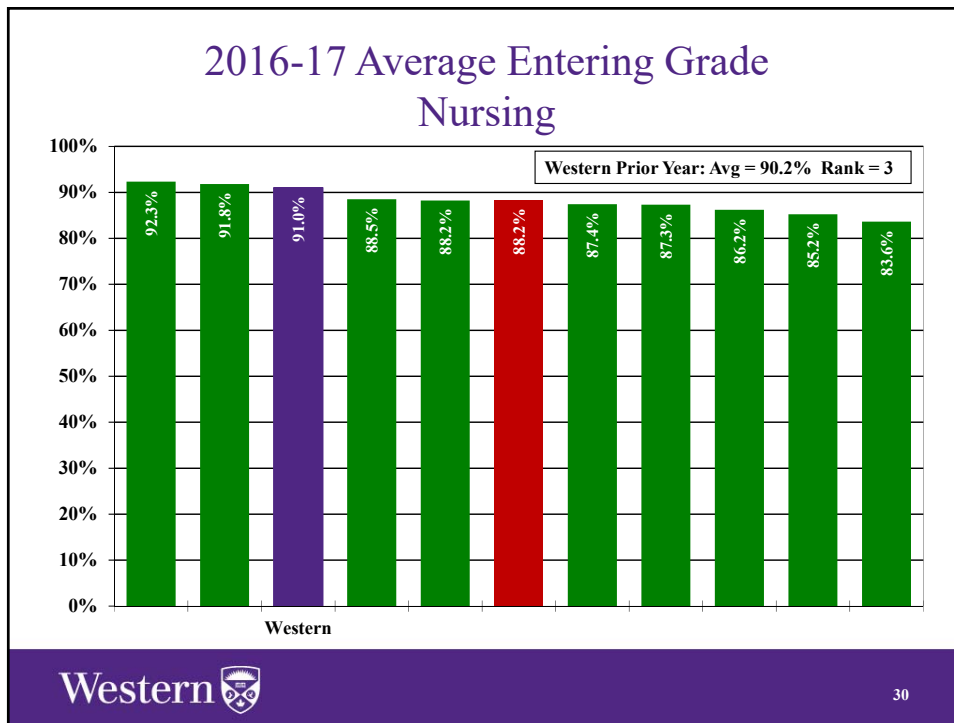
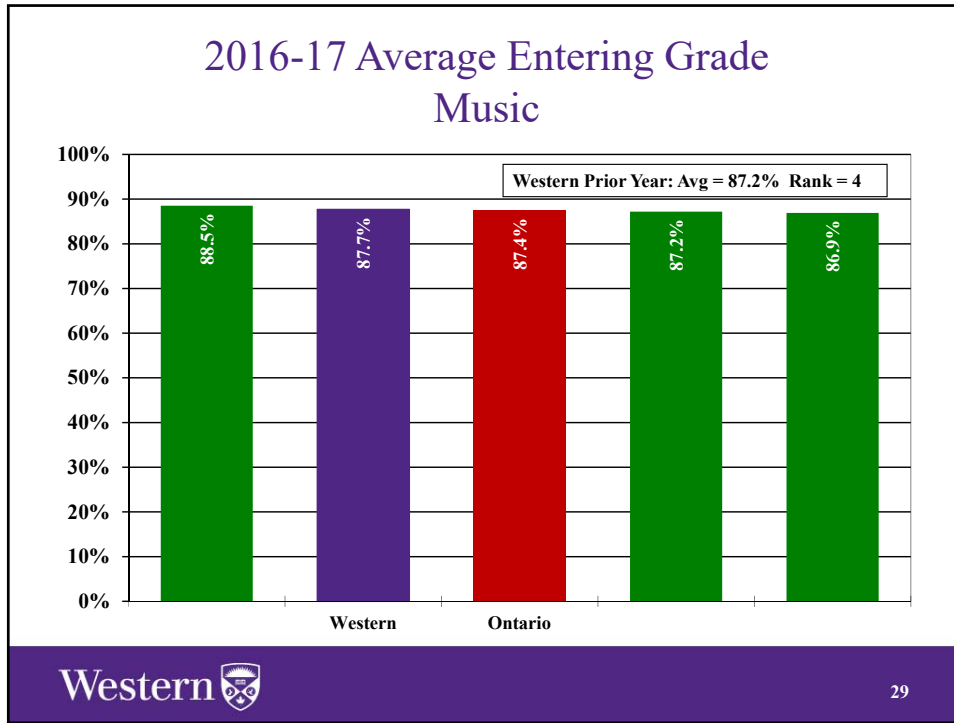
Entering Grades of New Ontario Secondary School Students by University & Program 2016-17

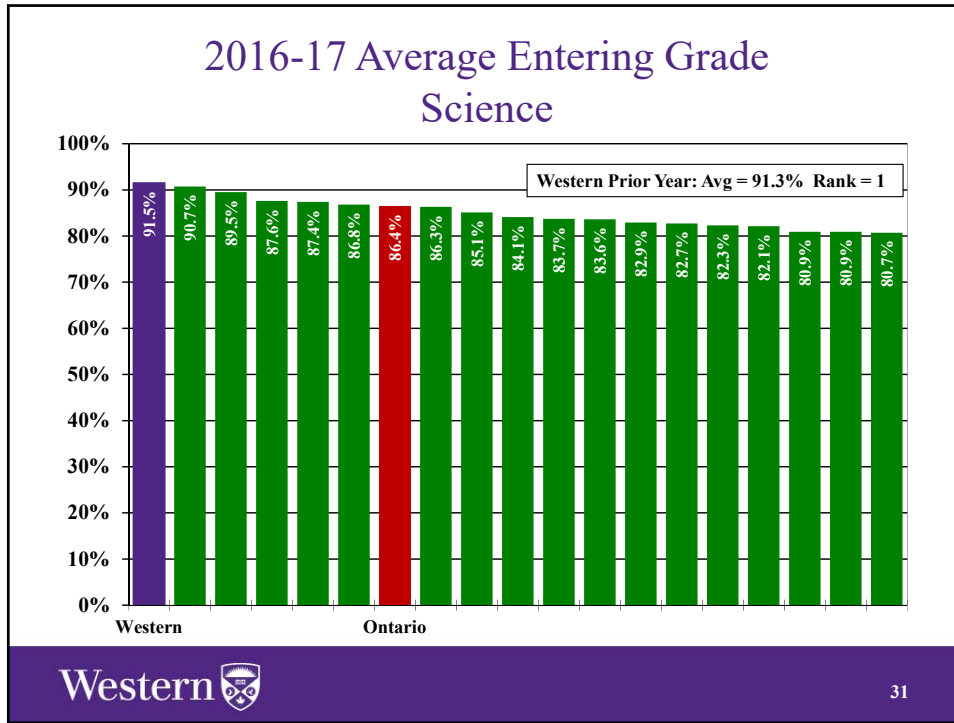
2016-17 Average Entering Grade All Programs











REPORT OF THE HONORARY DEGREES COMMITTEE

Contents	Consent Agenda
Honorary Degree Recipients – Spring 2019	Yes

FOR INFORMATION

1. **Honorary Degree Recipients – Spring 2019**

The Honorary Degree recipients who will be honored at the June 2019 convocation ceremonies are listed in **Appendix 1**.

Honorary Degree Recipients (Spring Convocation 2019)

Date & Time		Honorary Degree Recipient
Friday, May 17	Schulich School of Medicine & Dentistry (MD)	Victor Dzau, D.Sc.
Friday, June 7	Richard Ivey School of Business - Graduate Programs	David McKay, LL.D.

Date & Time		Honorary Degree Recipient
Monday, June 10 (10:00 a.m.)	No Ceremony	
Monday, June 10 (3:00 p.m.)	School of Graduate & Postdoctoral Studies * Faculty of Education	Maggie MacDonnell, LL.D.
Tuesday, June 11 (10:00 a.m.)	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates)	M. Peter McPherson, LL.D.
Tuesday, June 11 (3:00 p.m.)	Faculty of Science (3 and 4 yr. non-Honors)	Thomas Bouchard, D.Sc.
Wednesday, June 12 (10:00 a.m.)	Faculty of Social Science (3 yr. and BMOS)	Madam Justice Karakatsanis, LL.D.
Wednesday, June 12 (3:00 p.m.)	Faculty of Social Science (4 yr. BA, and BMOS Honors)	Sandra Rotman, LL.D.
Thursday, June 13 (10:00 a.m.)	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr)	Tebello Nyokong, D.Sc.
Thursday, June 13 (3:00 p.m.)	Faculty of Science (Honors)	Donald Gerson, D.Sc.
Friday, June 14 (10:00 a.m.)	School of Graduate & Postdoctoral Studies * Engineering (GRAD) Schulich School of Medicine & Dentistry (GRAD) Faculty of Science (GRAD)	Robert McEwen, LL.D.
Friday, June 14 (3:00 p.m.)	Faculty of Engineering (UGRD)	Stephen Poloz, LL.D.

Date & Time		Honorary Degree Recipient
Monday, June 17 (10:00 a.m.)	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music	Stephan Moccio, D.Mus.
Monday, June 17 (3:00 p.m.)	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College	Sherry Shannon-Vanstone, LL.D.
Tuesday, June 18 (10:00 a.m.)	Richard Ivey School of Business	Donald Lang, LL.D.
Tuesday, June 18 (3:00 p.m.)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Kinesiology)	Jerome Dempsey, D.Sc.
Wednesday, June 19 (10:00 a.m.)	No Ceremony	
Wednesday, June 19 (3:00 p.m.)	School of Graduate & Postdoctoral Studies * King's University College	Linda Hasenfratz, LL.D.
Thursday, June 20 (10:00 a.m.)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Schulich School of Medicine & Dentistry (DDS)	Bonnie Adamson, LL.D.
Thursday, June 20 (3:00 p.m.)	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies	Carol Hopkins, LL.D.
Friday, June 21 (10:00 a.m.)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Health Studies - Honors, 3yr and 4yr, Dips. & Certs.) Faculty of Law	Ronald Schlegel, LL.D.
Friday, June 21 (3:00 p.m.)	No Ceremony	

REPORT TO SENATE OF THE ACADEMIC COLLEAGUE, COUNCIL OF ONTARIO UNIVERSITIES

Contents	Consent Agenda
Academic Colleague Report on the February 2019 Meeting	No

FOR INFORMATION

Erika Chamberlain, the Academic College appointed to Senate submitted the following report to Senate with respect to the COU Academic Colleagues meeting on February 13, 2019 held in Toronto.

The following agenda items may be of particular interest to Senators:

Freedom of Expression:

HEQCO has prepared a report for government regarding the campus free expression policies. It provides only an overview, and does not analyze whether each institution has included the mandated principles. HEQCO has expressed a willingness to work with the COU as it develops its template for annual reporting on the policies (to be used starting in fall 2019).

Provincial Funding Cuts announced in January:

This was the main topic of discussion at the meeting. Mike Snowdon, COU Senior Policy Analyst, provided an overview of the cuts (10% cut to all domestic tuition, changes to OSAP, and the “Student Choice Initiative” regarding ancillary fees). Snowdon noted that the tuition cuts bring together the various elements of the PC government’s main supporters: populists, fiscal conservatives, and social conservatives.

With respect to student fees, Snowdon stressed that universities will be under pressure to have appropriate “opt out” systems in place for the fall, which will require an investment in technological and human resources. There is also uncertainty about how universities will deal with the “free rider” problem, and deal with the potential reductions in services to students.

Colleagues shared how their respective institutions were planning to deal with the cuts; some are in stronger positions than others. For example, the northern universities are awaiting news of provincial assistance to help cope with the cuts.

In terms of advocacy, the COU continues to emphasize the efficiencies that have already been achieved in the sector, due to years of underfunding. The COU will also try to work with third-party advocates, such as industry, communities, OUSA, and OCUFA, to demonstrate the value that universities bring to the province. This is part of a larger initiative at the COU to develop a better communications and advocacy strategy (noting that the present government seems mistrustful of universities, themselves).