



## **SENATE AGENDA**

1:30 p.m., Friday, May 10, 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 April 12, 2019**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I**
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
  - Operations/Agenda – **EXHIBIT III** (J. Wilson)
  - Academic Policy and Awards – **EXHIBIT IV** (J. Hatch)
6. Report of the Academic Colleague – **EXHIBIT V** (E. Chamberlain)
7. Announcements and Communications – **EXHIBIT VI**
8. Discussion and Question Period
9. New Business
10. Adjournment

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

**SUMMARY OF AGENDA ITEMS: May 10, 2019**

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**APPROVAL OF MINUTES**

**REPORT OF THE PRESIDENT**

**UNANIMOUS CONSENT AGENDA**

FOR ACTION

**OPERATIONS/AGENDA COMMITTEE**

FOR ACTION

Revision to the Senate Nominating Committee – Membership

FOR INFORMATION

Senate Membership – General Community Member

Senate Membership – Graduate Students

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

FOR ACTION

School of Graduate and Postdoctoral Studies:

Introduction of a New Milestone (Research Communication Module) in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering

Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)

Withdrawal of the Master of Arts (MA) in American Studies

Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics

Faculty of Science, Department of Biology and Schulich School of Medicine & Dentistry, Department of

Biochemistry: Introduction of an Honors Specialization in Synthetic Biology

Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration

Brescia University College: Renaming of and Revisions to Food Management Modules

King's University College: Introduction of a Certificate in the Teaching and Practice of Writing

Policy Revisions:

Revisions to the “English Language Proficiency for Admission” Policy

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

FOR INFORMATION

Revisions to the “Structure of the Academic Year” Policy

Revised Undergraduate Sessional Dates:

Revised Undergraduate Sessional Dates for 2019-20

Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20

SUPR-U Report: Cyclical Reviews of Integrated Engineering; Software Engineering

SUPR-G Report: Cyclical Review of Surgery

Scholarships and Awards

**REPORT OF THE ACADEMIC COLLEAGUE**

FOR INFORMATION

Report on the April 2019 Meeting

**ANNOUNCEMENTS AND COMMUNICATIONS**

FOR INFORMATION

Senate Committee Election Results

Academic Administrative Appointments

Report of the Board of Governors

**DISCUSSION AND NEW BUSINESS**

FOR DISCUSSION



## **MINUTES OF THE MEETING OF SENATE**

**APRIL 12, 2019**

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

SENATORS: 70

R. Andersen	J. Hatch	W. Pearson
S. Barghi	A. Hearn	P. Peddle
S. Basu	M. Heath	T. Percival-Smith
G. Belfry	A. Holm	A. Pero
A. Bowlus	A. Hrymak	M. Perruzza
D. Brou	P. Jones	V. Radcliffe
C. Burghardt-Jesson	J. Kim	A. Ray
S. Burke	R. Konrad	M. Robinson
J. Capone	G. Kopp	J. Rylett
A. Chakma	K. Kwan	V. Schwean
E. Chamberlain	D. Laird	K. Shuey
A. Chant	A. Leguard	Z. Sinel
D. Cheng	L. Logan	W. Siqueira
K. Clark	D. Macpherson	V. Smye
R. Collins	J. Matthews	C. Steeves
J. Corrigan	M. McDayter	P. Thomlinson
J. Cuciurean	A. Meyer	G. Tigert
V. Dalal	M. Milde	S. Trosow
M. Davison	K. Miller	M. Vandebosch
I. Decoito	L. Miller	J. Wilson
J. Garland	S. Mumm	K. Yeung
R. Gamo	O. Nadler	B. Younker
L. Ghattas	M. Novello	
A. Grzyb	D. Olteanu	

Observers: C. Alencar, D. Belliveau, T. Belton, K. Campbell, R. Chelladurai, J. Doerksen, L. Gribbon, J. Massey, J. McMullin, M. Pratt, M. Rose

### **Land Acknowledgement**

L. Ghattas read the Land Acknowledgement.

S.19-57

### **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of March 15, 2019 were approved as circulated.

S.19-58

### **REPORT OF THE PRESIDENT** [Exhibit I]

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

- Distinguished University Professors named.
- Faculty Scholars named.
- Western recognizes teaching excellence.
- USC recognizes teaching excellence.

- Green and WISE award recipients recognized for sustainability efforts.
- Federal budget, announced March 19, includes investments for postsecondary education.
- Western leadership update: David Mallory named as King's Principal, effective July 1.
- Work of selection committees remains underway for the Deans of the Faculty of Engineering and the Schulich School of Medicine and Dentistry.

The President also reported on potential amendments to the Ministry of Education Act.

A Senator noted concerns that smaller universities may be negatively impacted if key performance indicators are implemented as funding measures. The President responded that limited information is available at this time, but that there are indications that the metrics will not be based upon institutional competition.

A Senator requested clarification on whether changes coming forward to the Ministries Act may include the mandatory retirement of faculty members. The President noted that there is insufficient information on the changes to comment at this time.

S.19-59 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by R. Collins, seconded by D. Laird,

That the 16 items listed in the Unanimous Consent Agenda (Exhibit II) be approved or received for information by Senate by unanimous consent.

CARRIED

The Secretary noted that the following items on the Unanimous Consent Agenda were incorrectly presented for approval. These items will be provided for information:

- Senate Membership – Faculty of Arts and Humanities
- Senate Membership – Faculty of Science
- Senate Membership – Vacancies filled by Appointments

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

S.19-60 **Senate Nominating Committee – Membership**

Additional nominations were received from the floor. An electronic vote will be conducted following the meeting. The results will be reported to Senate at the May 10, 2019 meeting.

S.19-61 **Appointment of Acting Chair of Senate (May 10, 2019)**

It was moved by M. Milde, seconded by S. Trosow,

That Senate appoint John Wilson, Vice-Chair of the Operations/Agenda Committee to serve as Acting Chair of Senate for the Senate meeting on May 10, 2019.

CARRIED

**Information Items Reported by the Operations/Agenda Committee**

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

- Senate Membership – Faculty of Arts and Humanities
- Senate Membership – Faculty of Science
- Senate Membership – Vacancies Filled by Appointment

S.19-62 **Open Access and Scholarly Communication Issues**

M. Milde, Chair, Operations/Agenda Committee reported on the Open Access and Scholarly Communication Issues, highlighting that the Committee had been advised that the Provost would be supportive of the creation of a Provost's Task Force, comprised of faculty, librarians, students, staff and administration. This working group may be tasked by the Provost to explore a broad array of issues and recommend key matters for consideration.

**REPORT OF THE SENATE NOMINATING COMMITTEE** [Exhibit IV]

S.19-63 **Operations/Agenda Committee**

The following members were elected to the Senate Operations/Agenda Committee:

A. Grzyb (FIMS) for a term to June 30, 2020, and K. Mequanint (Engg), A. Meyer (AH), A. Nelson (SS), K. Olson (AH), S. Pitel (Law), A. Rozovsky (UNDG), J. Wilson (Ivey), for a term to June 30, 2021.

S.19-64 **University Research Board**

The following members were elected to the University Research Board:

B. Baruah (SS), R. Bgeginski (Post Doc.), O. Branzei (Ivey), J. Kum (GRAD), J. Lacefield (Engg), R. Limongi (Post Doc.), L. Misener (HSci), I. Paul (AH), N. Wathen (FIMS), for a term to June 30, 2021.

S.19-65 **University Council on Animal Care**

T. Birmingham (HSci) and J. Rylett (Schulich) were elected to the University Council on Animal Care, for a term to June 30, 2021.

S.19-66 **Honorary Degrees Committee**

J. Garland (HSci), M. Jones, (AH), A. Matchen (UNDG), M. McGlynn (SS), B. A. Younker (Mus) were elected as members to the Honorary Degrees Committee, for a term to June 30, 2021.

S.19-67 **Senate Review Board Academic**

The following members were elected to the Senate Review Board Academic:

M. Atkinson (SS), I. DeCoito (Educ), R. Klassen (Engg) D. Lacasse (Law), I. Paul (AH), C. Viger (AH), J. Wilson (Ivey), for June 30, 2021, and S. Birdi (UNDG), J. Broberg (GRAD), M. Garabedian (UNDG), Y. Hassan (UNDG), V. Joe (UNDG), A. Parchizadeh (GRAD), A. Rozovsky (UNDG), P. Thomlinson (UNDG), E. Walsh (GRAD), for a term to June 30, 2020.

S.19-68 **Distinguished University Professor Selection Committee**

M. Crossan (Ivey), R. Stainton (AH) were elected to the Distinguished University Professor Selection Committee, for a term to June 30, 2021.

S.19-69 **Faculty Scholars Selection Committee**

C. Dyck (AH), J. Gilroy (Sci) were elected to the Faculty Scholars Selection Committee, for a term to June 30, 2021.

S.19-70 **Nominating Subcommittee to Elect a Senator from the General Community**

The following members were elected to the Nominating Subcommittee to Elect a Senator from the General Community:

H. Boyi (AH) for a term to June 30, 2020, and K. Miller (Admin), V. Smye (HSci.) for a term to June 30, 2021.

S.19-71 **McIntosh Gallery Committee**

L. Miller was elected as a member to the McIntosh Gallery Committee, for a term to June 30, 2021.

S.19-72 **Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty)**

E. Chamberlain (Law), J. Cuciurean (Mus), and S. Knabe (FIMS) were elected to the Selection/Review Committee for the Vice-Provost (Academic Planning, Policy & Faculty).

S.19-73 **Committee Memberships Requiring Electronic Elections**

Additional nominations were received from the floor for the following committees:

- Vice-Chair of Senate
- Nominating Committee of Senate
- Senate Committee on Academic Policy and Awards (SCAPA)
- Senate Committee on University Planning (SCUP)
- Selection/Review Committee for Dean of Social Science

An electronic vote will be conducted following the meeting. The results will be reported to Senate at the May 10, 2019 meeting.

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

S.19-74 **Change in Designation of “Honors” to “Honours”**

It was moved by J. Hatch, seconded by G. Kopp,

That effective February 2020, the designation of “Honors” be replaced by the designation of “Honours” in all occurrences at Western University, including to be used on all diplomas, and

That the “Convocation; Graduation Diplomas and Certificates” policy be revised as shown in Exhibit V, Appendix 1, and

That all previous graduates be permitted to replace their “Honors” diploma with an “Honours” diploma, upon payment of an administrative fee for the replacement diploma.

CARRIED

S.19-75 **Scheduling of a Fall Reading Week and Related Amendments to Academic Policies**

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

That effective September 1, 2019 a Fall Reading Week be introduced during the 9th full week of the Fall term, and

That the “Structure of the Academic Year” Policy be revised as shown in Exhibit V, Appendix 2, and

That the “Evaluation of Academic Performance” Policy be revised as shown in Exhibit V, Appendix 3.

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

That the motion be amended as follows:

That effective September 1, 2019 a Fall Reading Week be scheduled to begin on the 3rd Monday after Thanksgiving and end at midnight the subsequent Sunday, and

That the "Structure of the Academic Year" Policy be revised as shown in Exhibit V, Appendix 2, and

That the "Evaluation of Academic Performance" Policy be revised as shown in Exhibit V, Appendix 3.

CARRIED

J. Hatch, Chair of the *ad hoc* Subcommittee on Fall Reading Week provided an overview of the Subcommittee's Report to Senate. He noted that the *ad hoc* Subcommittee had raised concerns regarding the scheduling of the Fall Reading Week in conjunction with the Thanksgiving holiday, as the timing of the holiday changes annually, and feedback from student stakeholders indicated that the timing was too early in the term to provide relief from academic workload.

The *ad hoc* Subcommittee proposed reducing the number of teaching days from 62 to 60 days, to accommodate a Fall Reading Week to begin on the 3<sup>rd</sup> Monday after Thanksgiving. He noted that this timing would allow for three weekends to be available for the scheduling of mid-term exams.

A Senator asked whether the policy related to the required number of contact hours for undergraduate courses would be revised to reflect the reduction to a 12-week term. J. Hatch responded that this would be referred to the Senate Committee on Academic Policy and Awards for consideration.

The vote was taken on the amendment and CARRIED. The motion as amended was CARRIED.

**Faculty of Arts and Humanities, Department of Modern Languages and Literatures: Revisions to Spanish Modules**

S.19-76a Withdrawal of the Major and Minor in Spanish Language and Linguistics

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019, admissions in the Major and Minor in Spanish Language and Linguistics be discontinued, and

That students currently enrolled in these modules be allowed to graduate until August 31, 2023 upon fulfillment of the requirements, and

That effective September 1, 2023 the modules be discontinued.

CARRIED (Unanimous Consent)

S.19-76b Renaming of and Revisions to the Major and Minor in Spanish Language and Hispanic Cultures

It was moved by R. Collins, seconded by D. Laird,

That the Major in Spanish Language and Hispanic Cultures be renamed as the Major in Spanish, and that the module requirements be revised as shown in Exhibit V, Appendix 5, effective September 1, 2019, and

That the Minor in Spanish Language and Hispanic Cultures be renamed as the Minor in Spanish, and that the module requirements be revised as shown in Appendix 5, effective September 1, 2019.

CARRIED (Unanimous Consent)

**Faculty of Engineering: Department of Electrical and Computer Engineering: Withdrawal of Options**

S.19-77a **Withdrawal of the Electrical Engineering – Wireless Communication Option (C), Power Systems Engineering Option (E), and Biomedical Signals and Systems Option (G)**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019 admission to the Electrical Engineering – Wireless Communication Option (C), Power Systems Engineering Option (E), and Biomedical Signals and Systems Option (G) be discontinued, and

That students currently enrolled in the programs be allowed to graduate with these Options upon completion of all requirements by August 31, 2023, and

That effective September 1, 2023, the Options be withdrawn.

CARRIED (Unanimous Consent)

S.19-77b **Withdrawal of the Software Engineering – Health Informatics Option (E)**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019 admission to the Software Engineering – Health Informatics Option (E) be discontinued, and that the Option be withdrawn, and

That students currently enrolled in the program be allowed to graduate with this Option upon completion of all requirements by August 31, 2019.

CARRIED (Unanimous Consent)

S.19-78 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Comparative Literature**

It was moved by R. Collins, seconded by D. Laird,

That the Master of Arts (MA) in Comparative Literature be revised as shown below, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-79 **School of Graduate and Postdoctoral Studies: Revisions to the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A)**

It was moved by R. Collins, seconded by D. Laird,

That the Master of Management of Applied Science (MMASc) in Global Health Systems in Africa (GHS-A) be revised as shown in Exhibit V, Appendix 6, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-80 **School of Graduate and Postdoctoral Studies: Introduction of the New Field “Food Processing” in the Master of Engineering (MEng) in Chemical and Biochemical Engineering**

It was moved by R. Collins, seconded by D. Laird,

That the new field “Food Processing” be introduced into the Master of Engineering (MEng) in Chemical and Biochemical Engineering program effective September 1, 2019, as shown in Exhibit V, Appendix 7.

CARRIED (Unanimous Consent)

S.19-81 **Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Sociology of Population, Health and Aging**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019 admission to the Major in the Sociology of Population, Aging, and Health be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2023 upon fulfillment of the requirements, and

That effective September 1, 2023, the Major be discontinued.

CARRIED (Unanimous Consent)

S.19-82 **Brescia University College: Introduction of an Honors Specialization in Foods and Nutrition**

It was moved by R. Collins, seconded by D. Laird,

That effective September 1, 2019, an Honors Specialization in Foods and Nutrition be introduced at Brescia University College as shown in Exhibit V, Appendix 8.

CARRIED (Unanimous Consent)

S.19-83 **Revisions to the “Accommodation for Illness – Undergraduate Students” Policy**

It was moved by J. Hatch, seconded by J. Kim,

That effective September 1, 2019, the “Accommodation for Illness – Undergraduate Students” Policy be replaced with the new “Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs” Policy for a three-year trial period, as shown in Exhibit V, Appendix 9.

CARRIED

J. Doerksen, Vice Provost (Academic Programs and Students) presented the new “Accommodation for Illness – Undergraduate Students” Policy. The slides from his presentation are attached as [Appendix 1](#). He informed Senators that the development of this policy involved a lengthy consultation process.

A Senator noted concerns relating to the administration of the policy, requesting clarification on how the increased workload relating to the requests would be addressed. J. Doerksen advised that the working group had acknowledged that there may be an initial increase in requests, but that the requests would likely decrease over time.

Responding to a request for clarification on whether the validity of the accommodation requests would be reviewed and if there would be any investigations into any false reporting, J. Doerksen noted that investigations would not apply to instances of self-reporting. He further advised that the process of self-reporting would be via an online portal.

A Senator requested clarification on the criteria for the accommodation and the rationale behind the 30% threshold proposed in the policy. J. Doerksen responded that a review of similar policies at other institutions found that policies were institution-specific, and a consistent standard was not found.

S.19-84 **Introduction of a New Policy on Academic Accommodation for Students with Disabilities**

It was moved by R. Collins, seconded by D. Laird,

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 Exhibit V, Appendix 10.

CARRIED (Unanimous Consent)

S.19-85 **Revisions to the “Senior Citizens” Policy**

It was moved by R. Klassen, seconded by D. Laird,

That the “Senior Citizens” Policy be revised as shown in Exhibit V, Appendix 11, effective May 1, 2019.

CARRIED (Unanimous Consent)

S.19-86 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

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

- SUPR-U Report: Cyclical Reviews of Civil / Environmental Engineering; Mechanical Engineering
- SUPR-G Report: Cyclical Review of Classics
- New Scholarships and Awards

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

S.19-87 **2019-20 University Operating and Capital Budgets**

It was moved by L. Miller, seconded by M. Milde,

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2019-20 University Operating and Capital Budgets (Exhibit VI, Appendix 1).

CARRIED

Prior to his presentation, the Provost offered thanks to colleagues across the University for their diligence in the preparation of the budget, noting particularly the work of staff in Institutional Planning and Budgeting.

A. Hrymak, Provost & Vice-President (Academic), presented the 2019-20 University Operating and Capital Budgets (detailed in Exhibit VI, Annex 1) of \$792.2 million, which included a plan to draw \$14M from reserve funds to help make up a 2.2% drop in revenues. The slides from his presentation are attached as [Appendix 2](#). His presentation highlighted both the internal and external planning and budgetary contexts, operating revenues for 2019-20, new initiatives and priorities, tuition changes, enrolment expectations, operating expenditures, including recommendations for Faculties, and Support Units, university-wide expenditures, one-time expenditures, operating reserve forecast and an overview of the 2019-2020 capital budget.

Items discussed in the presentation to Senate included:

- Total revenues: \$778.2 million (decrease of 2.2%)
- Total expenses: \$792.2 million (increase of 0.3%)
- Endowed Chairs Matching Program (\$12M)
- Space/facilities funding (\$12M)
- Efficiency and Innovation Fund (\$10M)
- Capital spending (\$95.3M)
- Utilities and infrastructure (\$8M)
- General maintenance (\$14.3M)

A Senator requested clarification on the impact of the budget changes to the University's staff.

A. Hrymak, Provost & Vice-President (Academic), noted that over the two-year planning cycle the total full-time faculty complement will increase to 1,042 (2019) and decrease to 1,041 (2020).

R. Chelladurai (Associate VP (Planning, Budgeting & Information Technology) noted to Senate that in the current year (2018-19), there are 1,021 regular full-time staff in the Faculties – in total. The Faculty Plans project this to grow to 1,042 in 2019-20 and decline by one position to 1,041 in 2020-21.

In response to the question presented by Senator Grzyb (outlined in [Appendix 3](#)) A. Hrymak advised that Maintenance, Modernization, and Infrastructure (MMI) transfer and the FRSF Transfer to Capital is the policy of the Board of Governors and that the transfer amounts were consistent with other budget cycles. He further clarified that the transfers are intended for the maintenance of infrastructure on campus.

In response to the question presented by D. Belliveau, President of UWOFA (outlined in [Appendix 3](#)) A. Hrymak offered to host, if requested, an information session for Senators to further review and discuss the budget.

In response to the question presented by Senator Chant (outlined in [Appendix 3](#)) A. Hrymak clarified that the contributions to endowment funds have been reduced over the previous budget cycles from \$25M to \$12M. He further noted, with respect to the domestic tuition reduction impact to faculties, that the reduction in tuition revenue could be addressed with various methods. Increased enrolment could address the concern of revenue decreases, considering both international and domestic students.

Asked about whether there is the possibility of decreasing capital expenditures or endowments and using a portion of the allocated funds to off-set changes in spending on faculty or staff, A. Hrymak noted that the perceived growth in the Endowment Fund is, in part, due to philanthropic support. The contributions are intended to match the contributions provided via donors to the University.

In response to the question presented by Senator Trosow (outlined in [Appendix 3](#)) A. Hrymak noted that the funds transfers (Transfer of Operating Funds to Capital Funds for Special Initiatives – Table 8) are in place to support the long-term sustainability of the University. The transfers provide funding to future investment initiatives, such as the Endowed Chair matching, Efficiency/ Innovation Fund, long-range space plan, and one-time faculty allocations.

A. Hrymak clarified that the capital for building projects (Capital Budget Sources of Funding – Table 17) outlined in the budget have various funding sources.

A Senator requested further information relating to the April 30, 2018 Combined Financial Statements for the University (Statement 3 and Note 15) relating to the unrestricted assets noted at \$414,715M.

L. Logan, Vice-President (Operations & Finance) advised Senators that the unrestricted net assets of \$414,715M is a negative number. She clarified that the unrestricted net assets are comprised of provisions for future costs, including operating funds surplus, provisions for vacation pay, provisions for employee future benefits, and losses from University entities.

A Senator requested further details on the balances of current funds, as outlined in Table 14. L. Logan noted that the totals were reported in Table 15. She further clarified that funds transferred to capital funds are moved for use with specific projects that have been approved by the Board of Governors.

A Senator asked whether the budget could have been modelled to absorb all of the funding changes with reserve funding. A. Hrymak clarified that reserve funding would be used to address a one-time revenue short-fall but would not be used on an ongoing basis to offset the revenue decreases relating to the domestic tuition changes.

A motion to close debate was moved by D. Laird, seconded by V. Schwean.

The motion to close debate was called and CARRIED.

The question was called on the main motion and CARRIED.

**REPORT OF THE HONORARY DEGREE COMMITTEE** [Exhibit VII]

S.19-88 **Information Item Reported by the Senate Honorary Degrees Committee**

Exhibit VII, Report of the Senate Honorary Degrees Committee, contained the following item that was received for information by unanimous consent:

- Honorary Degree Recipients – Spring 2019

S.19-89 **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit VIII]

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of March 2019:

- Academic Administrative Appointments

**DISCUSSIONS AND QUESTION PERIOD**

All questions submitted were addressed earlier in the meeting.

**ADJOURNMENT**

The meeting adjourned at 4:23 p.m.

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A. Chakma  
Chair

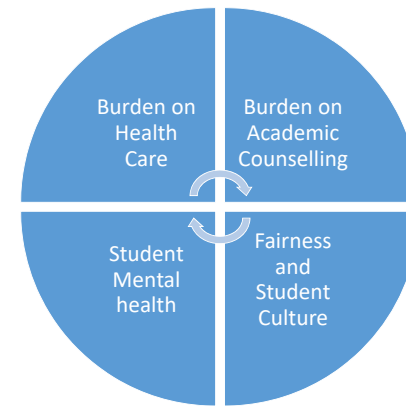
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K. Kwan  
Secretary

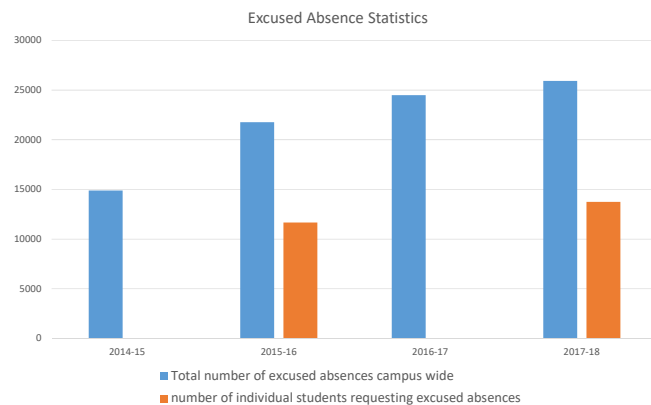
# Revised Student Absence Policy

Associate and Academic Deans Working Group:  
Joan Finegan, Jeff Hutter, Tracy Isaacs, Susan Knabe, Chris Sherrin  
With special appearances by  
Mike Bartlett and Ken Yeung

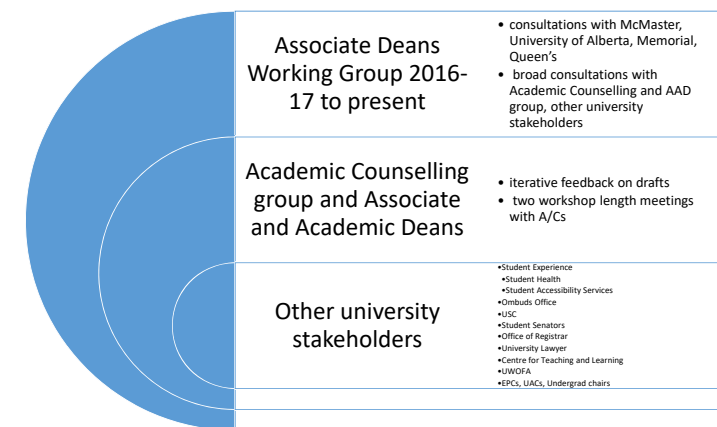
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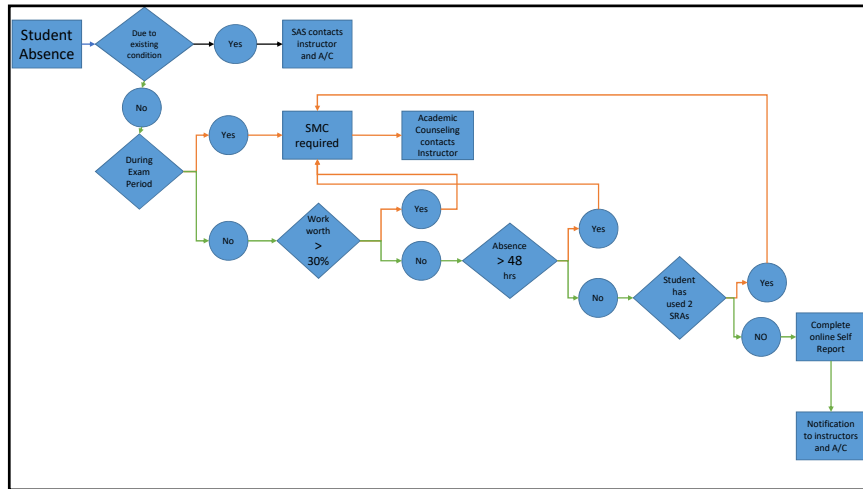
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3



4



## Budget 2019-20

Senate  
April 12, 2019

## External Context

- Provincial Government Actions to-date
  - 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 change to Grant Funding

## Impact on Western's Budget

- Domestic Tuition Roll Back
  - Revenue loss of \$43M at the end of next 2 years
  - Partially offset by Increases in Int'l Tuition
- Changes to Ancillary Fee System
  - Lower revenues for some Student Services
  - Actual impact will not be known until Fall 2019
- Changes to OSAP
  - Waiting for details from Government

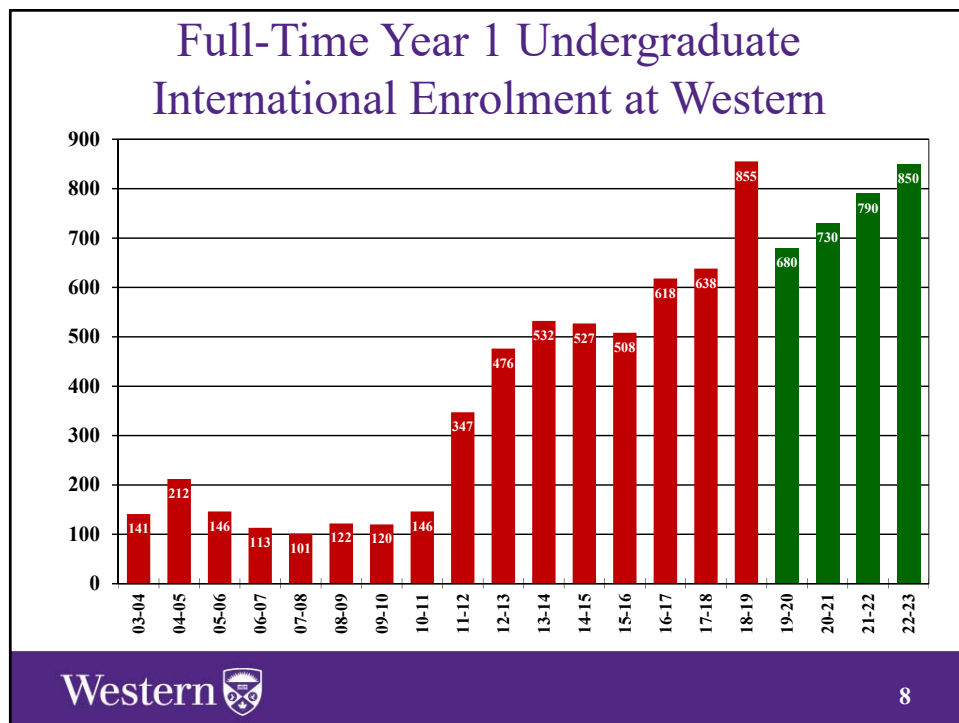
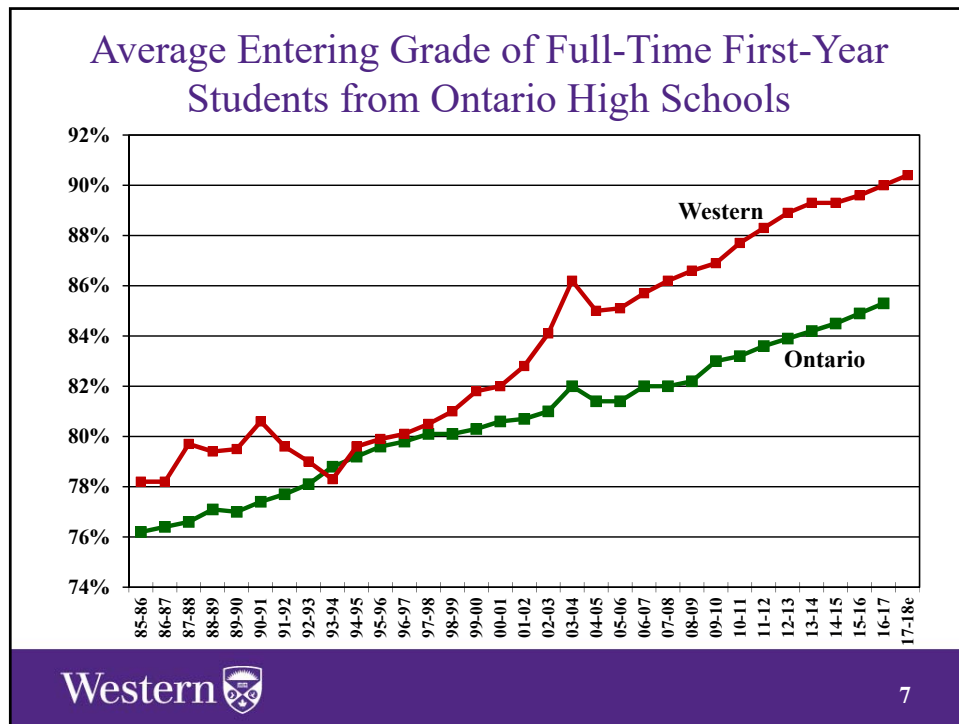
## Internal Planning Parameters

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

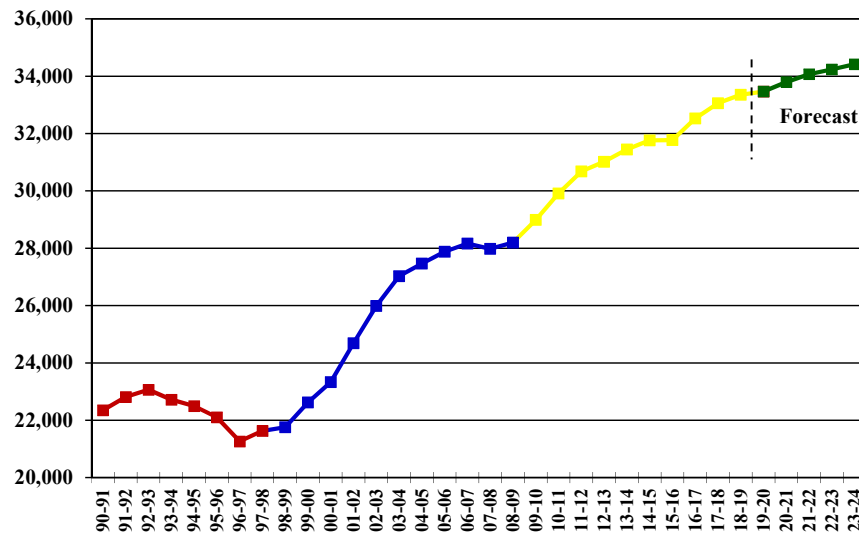
## **Enrolments: The Main Driver of Operating Revenues**

### **SUEPP-approved Enrolment Forecasts For Budget Planning Purposes – for the next 2 years**

- Undergraduate
  - First-year class of 5,250 and 5,300
  - Which includes International intake of 680 and 730
    - Based on input from Deans and academic/educational quality considerations
    - We will do our best to expand further
- Graduate
  - As per the Plans submitted by the Faculties

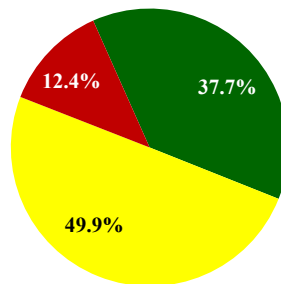


## Western: Constituent University FTE Enrolment



## The 2019-20 Operating Budget

## Projected 2019-20 Operating Revenues (Total = \$778.2M)



■ Govt Grants ■ Tuition ■ All Other

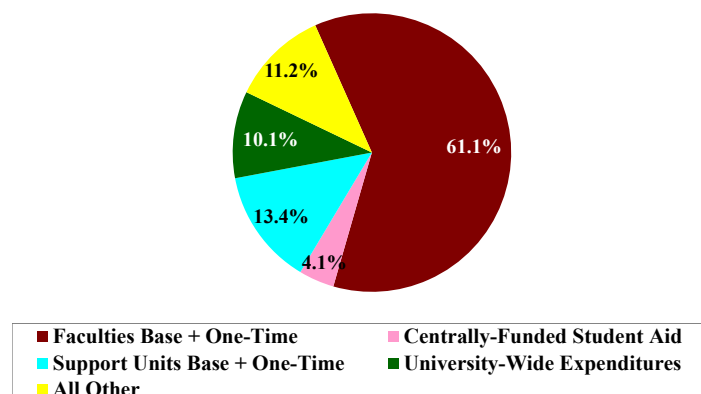
## Our Strategic Plan Priorities

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

## Investments and New Initiatives in this Budget

Investment / New Initiative	Investment	Strategic Plan Pillars
Growing Our Endowments: The Endowed Chairs Matching Program	\$12M One-Time	1, 3, 4
Long-Range Space/Capital Plan: Indigenous Spaces, Medical Facilities	\$12M One-Time	1, 2
Efficiency and Innovation Fund	\$10M One-Time	4
Strategic Expansion of Engineering: Multi-Year Self-Funding Plan	\$8M One-Time & \$950K Base	1, 2, 4
Innovation & Collaboration Hub in Imaging	\$3M One-Time	1, 2
Postdoctoral Fellowships Program (Pilot)	\$452K One-Time	1, 4
Entrepreneurship Initiatives	\$400K Base	2

## 2019-20 Operating Expenditures (Total = \$792.2M)



## Summary of the 2019-20 Operating Budget (Table 2)

- **Revenue Forecast** = \$ 778.2M  
– Decrease of 2.2%
- **Expenditure Plan** = \$ 792.2M  
– Increase of 0.3%
- **Projected In-Year Position** = \$ -14.0M
- **Projected Operating Reserve** = \$ 73.4M

## The 2019-20 Capital Budget

## Overview of the 2019-20 Capital Budget

- Supports Long-Range Space Plan (Page 35, Table 14)
- Major Projects – underway or upcoming (Category 1)
  - Modernization of Thames Hall
  - Weldon Library Modernization
  - Biomedical Research Facility: Phase 1 of Medical School Project
  - Ivey Spencer Leadership Centre Renewal / Expansion
  - Space/Facilities for Entrepreneurship Initiatives
  - University-wide Infrastructure Projects
- Preliminary Planning underway for Category 2 Projects
  - Indigenous Spaces, Medical Facilities, Parking Structures

## Overview of the 2019-20 Capital Budget

- **Total Spending of \$95.3M** (Table 15, line 10)
  - \$24.8M for New Construction (Table 18, line 11)
  - \$20.6M for Major Renovations (Table 18, line 19)
  - \$49.9M for All Other Expenditures
    - Utilities and Infrastructure
    - Modernization of Academic Facilities
    - General Maintenance and Modernization
    - Housing and Ancillary Projects

**END**

## QUESTIONS

A. Grzyb

*Faculty of Information & Media Studies*

How can the administration defend the transfer of \$18.5 million from the operating budget to the capital budget at a time when the core functions of the university are being sharply cut? This includes the Maintenance, Modernization, and Infrastructure (MMI) transfer (\$15.5 million) and the FRSF Transfer to Capital (\$3 million level) – Appendix 1, p.28.

D. Belliveau

*President, UWOFA*

The Senate Committee on University Planning (SCUP) is recommending that Senate provide advice to the Board of Governors regarding Western's 2019-20 University Operating and Capital Budget. The Budget documents were only provided to Senators on April 9, 2019, three days before the scheduled Senate meeting, insufficient time to carefully examine the documents and provide astute advice.

The ramifications of such a budget has not been contemplated since 2008-09 financial crisis at which time, members of the university community were offered opportunities to review and comment on budgetary implications through town hall meetings led by senior leadership at Western.

Earlier this week, I participated in a Leaders Forum on “our evolving teaching and learning environment” where we learned that Millennials and iGen students attending university are confident, high achieving students who also feel tremendous pressure to succeed and are grades and performance focussed; that Western believes we must offer supports to students that shift them “From Survive to Thrive”; and that students seeking support through services like SSD has risen by more than 300% since 2007 (1100 in 2007 to 3400 in 2017).

I ask all of you responsible for making these budget choices – have you done all that can be done to prioritize student learning and to safeguard a high quality educational experience by ensuring that there is no compromise to the complement of highly educated and talented instructors at Western and that student have access to all of the necessary supports to thrive at Western? That is the advice that I offer.

A. Chant

*Administrative Staff*

As part of the budget discussions at Senate tomorrow, I will be looking for answers on the following two questions:

1. As a result of the government-mandated tuition cut, the Administration has indicated units will need to cut their budgets more drastically than the normal 3% cut per annum. Cuts that affect the University's missions of teaching and research should be prioritized behind delaying planned capital expenditures and temporarily reducing contributions to the endowment. As such, what contributions does the University foresee making toward the endowment this year? How does this compare to contributions in the last two years?
2. With the prospective budget now laid out, what consequences do we expect for units in terms of reductions in class sections or changes in staffing, both faculty and administrative/technical staff? In particular, I would like to hear how this prospective budget may affect units that have previously struggled financially, such as the Faculty of Arts and Humanities.

S. Trosow

*Faculty of Information & Media Studies /Faculty of Law*

This question pertains to the transfer of operating funds to capital funds and the funding for Special Initiatives. These capital projects and special initiatives were planned before the Province announced its cuts.

Why are the plans for these various special initiatives being preserved in the proposed budget while the core functions of the university are absorbing the burdens of these 2.5% cuts?

In order to determine whether some of contributions to these plans/initiatives could be deferred for a year, some further detail in the presentation of background information would be useful to Senators and to members of the Board of Governors. On page 40/51, the report states:

"... Table 17 displays sources of funding for budgeted capital expenditures with estimates of comparative data for 2018-19, divided into six major categories: federal, provincial and municipal government grants; funds transferred from Western's operating budget; interest earned; general fundraising; borrowing; and other sources, including internal recoveries. As compared to a decade ago, the University's capital budget is more dependent on transfers from the operating budget and debt."

While Table 17, lines 7 through 25 show the transfers proposed for 2019-2020 as well as those proposed for 2018-19, some additional historical information going back a few years is needed to put this limited information in better context. On its face, it appears as if the transfers are going down (\$68.1 million to \$33.2 million) but to put this into a more meaningful context, what were these numbers going back over the last five year period?

When operating funds are transferred to a capital fund, for example the Ivey-Spencer project) are these funds returned to the operating fund at some point?

It would be helpful to understand the current balance in each of these funds before approving any further transfers. Could this information be provided as a supplement to Table 17?

It is also unclear why these initiatives need to be supported from operating funds when there are alternatives that would have a less burdensome impact on core programs in the faculties. According to the April 30, 2018 Combined Financial Statements of UWO, Unrestricted Assets totalled \$414.7 million at that time.

(Statement 3 and Note 15 of [https://www.uwo.ca/finance/forms/docs/corporate\\_accounting/2018.pdf](https://www.uwo.ca/finance/forms/docs/corporate_accounting/2018.pdf))

Why could the proposed budget not utilize some of these unrestricted assets to support these "high priority university-wide initiatives", instead of diverting funds from the current operating budgets which are sorely needed by individual faculties/units?

The broader question, which would flow from this greater detail, is whether the university is becoming too dependent on taking money from operating funds to pay for these various projects and whether these transfers could be cut in a year of particular stress on faculty operating budgets.



President & Vice-Chancellor

## REPORT OF THE PRESIDENT

To: Senators  
From: Amit Chakma  
Date: May 03, 2019  
Re: President's Report to Senate

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For the May 10, 2019 meeting of Senate, I'm pleased to highlight the following news, achievements and developments since my last written report (dated April 5) for the April 12 Senate meeting.

**Provincial Budget 2019:** On April 11, the Provincial government presented a budget which included several important changes for Ontario's PSE sector. While the overall budget for the Ministry of Training, Colleges and Universities has been decreased from \$12.1B in 2018-19 to \$11.37B in 2019-20, there was no change to the amount currently allocated for operating grants to individual institutions. The budget also announced that the next round of Strategic Mandate Agreements (SMA3) to be established between the Province and individual institutions will introduce a new performance-based funding model that will tie significant, and increasing, proportions of operating grants to performance indicators. Currently, SMA2 links only 1.4% of college and university operating grants to performance. SMA3 will tie 25% of funding in 2020-21 to performance, rising incrementally each year to 60% by 2024-25. While the specifics of this new model remain to be outlined in greater detail, the government has signaled that the number of performance indicators in SMA3 will be reduced to 10 (from the current 38 in SMA2) and they will align with the government's priorities related to skills and jobs outcomes, and to economic and community impact.

**Code of Student Conduct revised:** At its April 25 meeting, the Board of Governors approved changes to the *Code of Student Conduct* that extend its reach in an attempt to address problem behaviour at unsanctioned events that have become associated with Western and Broughdale Avenue. Previously, the code could be applied only to sanctioned university events or, in some instances, external events where students were officially representing Western. The updated Code now reads that Western may exercise jurisdiction in specific, serious off-campus instances: *"This Code applies to ... off-campus conduct... where the conduct occurs at a program, event or activity not hosted, sanctioned, sponsored, or organized by the University that because of the nature of the program, event or activity and/or the number of students involved, might reasonably be seen to have a direct or indirect association with the University."*

In determining whether or not to exercise jurisdiction over off-campus conduct, the University will consider four factors:

The seriousness of the alleged conduct;

1. The risk of harm involved;
2. Whether the victim(s) are members of the campus community; and/or
3. Whether the off-campus conduct is part of a series of actions that occurred both on and off the premises.

These changes to the code represent one of several initiatives being undertaken by Western and community partners to mitigate and ultimately eliminate problems associated with the Broughdale party. Earlier this year, Western administrators met with representatives from eight other Ontario universities also dealing with large, unsanctioned street parties, and Western's code changes were informed in part by the amendments other universities have made to their own codes of student conduct.

**Western leadership update:** We are pleased to officially welcome to Western **Sharon Hodgson**, our new Dean of the Ivey Business School, commencing May 6. Sharon's appointment was announced in February following 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, she 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, Sharon harnessed these new technologies to introduce AI and Big Data solutions to market.

On April 30, I announced that **Dr. Sarah Prichard** has been appointed as Western's Acting Vice-President (Research), on the advice of President-Elect Alan Shepard, commencing July 1. While Dr. Prichard will not stand as a candidate for the next mandate of the VPR when John Capone's term concludes June 30, she will be working hard during the interim period to promote and support research activities on campus while the search for the next VPR is led by President Shepard. Sarah brings to her new role many years of senior experience as an academic leader, researcher, research champion and administrator. She built a successful career as clinician-scientist and academic administrator at McGill University's Faculty of Medicine and McGill University Hospital Centre (MUHC). She currently serves as the Vice Chair of the board of governors of MUHC which is home to 12,000 staff, 1400 clinicians, 1700 researchers and more than 2000 residents and medical students. Over the course of her career as a prize-winning teacher, researcher and academic clinician-scientist, she rose to the rank of Professor of Medicine and Associate Dean of Medicine. More importantly to her interim role at Western, Sarah will bring a wealth of experience across multiple jurisdictions and sectors in the organizing and leadership of research on a large

scale. She will be on campus in May to meet with researchers, Deans and Associate Deans (Research) and to prepare for her official arrival in July.

Earlier this month, four senior administrative colleagues announced their plans to step down from their respective roles at Western, including: Vice-Provost & Associate Vice-President (International) **Julie McMullin**, who has been appointed Vice-President (Academic) & Provost at Mount Saint Vincent University in Halifax, starting August 1; effective May 17, Director of Finance & Administration (Research) **Patrick Callaghan** will depart Western for a new role as Assistant Vice-Chancellor, Finance & Operations at the Scripps Institution of Oceanography at the University of California, San Diego, and; Associate Vice-Presidents (Research) **Juan-Luis Suárez** and **Mark Daley** have chosen to step down from their respective administrative roles on July 1 to return to and focus on their research. On behalf of the senior administrative team and campus community, I want to express our deep gratitude to Julie, Patrick, Juan-Luis and Mark for their service and contributions to Western over the years, and wish them each the very best for continued success in their future endeavours. In the weeks ahead, I will be working closely with Provost Andy Hrymak, VPR John Capone and President-Elect Alan Shepard to ensure appropriate transition plans are developed for these important portfolios.

Meanwhile, the work of selection committees remains underway for the Deans of the Faculty of Engineering and the Schulich School of Medicine & Dentistry. As well, the work of two new leadership review/selection committees — for the Vice-Provost (Academic Planning, Policy & Faculty) and the Dean of Social Science — will also get underway later this spring.

### **UNANIMOUS CONSENT AGENDA**

#### **FOR APPROVAL**

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

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

#### **Report of the Senate Operations/Agenda Committee – EXHIBIT III**

1.	Senate Membership – General Community Member	INFORMATION
2.	Senate Membership – Graduate Students	INFORMATION

#### **Report of the Senate Committee on Academic Policy and Awards – EXHIBIT IV**

3.	School of Graduate and Postdoctoral Studies: Introduction of a New Milestone (Research Communication Module) in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering	ACTION
4.	School of Graduate and Postdoctoral Studies: Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)	ACTION
5.	School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in American Studies	ACTION
6.	Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics	ACTION
7.	Faculty of Science, Department of Biology and Schulich School of Medicine & Dentistry, Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology	ACTION
8.	Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration	ACTION
9.	Brescia University College: Renaming of and Revisions to Food Management Modules	ACTION
10.	King's University College: Introduction of a Certificate in the Teaching and Practice of Writing	ACTION
11.	Policy Revisions: Revisions to the "English Language Proficiency for Admission" Policy	ACTION
12.	Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy	ACTION
13.	Revisions to the "Structure of the Academic Year" Policy	INFORMATION
14.	Revised Undergraduate Sessional Dates: Revised Undergraduate Session Dates for 2019-20 Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20	INFORMATION
15.	SUPR-U Report: Cyclical Reviews of Integrated Engineering; Software Engineering	INFORMATION
16.	SUPR-G Report: Cyclical Review of Surgery	INFORMATION
17.	Scholarships and Awards	INFORMATION

#### **Announcement and Communications – EXHIBIT VI**

18.	Senate Committee Election Results	INFORMATION
19.	Academic Administrative Appointments	INFORMATION
20.	Report of the Board of Governors (April 25, 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**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Senate Nominating Committee – Membership</b>	No
<b>Senate Membership – General Community Member</b>	Yes
<b>Senate Membership – Graduate Students</b>	Yes

**FOR APPROVAL**

1. **Senate Nominating Committee – Membership**

**Nominating Committee of Senate**

**Composition:** Regular Members:

Seven (7) members of Senate, at least one (1) of whom is a graduate student. No more than two members from a single unit.

Alternate Members:

Three (3) members of Senate, one (1) of whom is a student.

**Current Elected Members:**

**Regular Members:** A. Borchert (AH), A. Holm (SS), A. Myers (GRAD), S. Roland (Mus), J. Toswell (AH), J. Wilson (Ivey), K. Yeung (Sci)

**Alternate Members:** L. Ghattas (UDGR), M. Heath (HSci), VACANT

**Required:** One (1) alternate Senate member.

**Nominees:** S. Taylor (Educ)

**Background:**

In the April 12, 2019 report of the Operations/Agenda Committee to Senate, D. Jeffrey (Sci) was incorrectly presented as a nominee for an Alternate member for the Nominating Committee, resulting in a vacancy requiring another nomination.

**FOR INFORMATION**

2. **Senate Membership – General Community Member**

The Nominating Subcommittee to Elect a Senate Representative from the General Community has reappointed Mr. Don Macpherson to a two-year term from July 1, 2019 to June 30, 2021.

**Background:**

Mr. Don Macpherson is currently the Superintendent of Student Achievement at the Thames Valley District School Board, with responsibilities for the Learning Support Services/Program Services portfolio including elementary and secondary school supervision and leadership. Mr. Macpherson obtained a Bachelor of Education and a Master of Education from Western, and he brings extensive experience and knowledge of the secondary school education system.

3. **Senate Membership – Graduate Students**

An *ad hoc* Nominating Committee has appointed the following graduate students to Senate for the term July 1, 2019 to June 30, 2020, in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

Mark Robert Baker (Physics and Astronomy)  
Jenna Kitz (Anatomy and Cell Biology)  
Julie Nord (Music)

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

<b>Contents</b>	<b>Consent Agenda</b>
<b>School of Graduate and Postdoctoral Studies:</b>	
Introduction of a New Milestone (Research Communication Module) in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering	Yes
Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)	Yes
Withdrawal of the Master of Arts (MA) in American Studies	Yes
<b>Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics</b>	Yes
<b>Faculty of Science, Department of Biology and Schulich School of Medicine &amp; Dentistry, Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology</b>	Yes
<b>Faculty of Social Science, DAN Department of Management &amp; Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration</b>	Yes
<b>Brescia University College: Renaming of and Revisions to Food Management Modules</b>	Yes
<b>King's University College: Introduction of a Certificate in the Teaching and Practice of Writing</b>	Yes
<b>Policy Revisions:</b>	
Revisions to the "English Language Proficiency for Admission" Policy	Yes
Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy	Yes
Revisions to the "Structure of the Academic Year" Policy	Yes
<b>Revised Undergraduate Sessional Dates:</b>	
Revised Undergraduate Sessional Dates for 2019-20	Yes
Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20	Yes
<b>SUPR-U Report: Cyclical Reviews of Integrated Engineering; Software Engineering</b>	Yes
<b>SUPR-G Report: Cyclical Review of Surgery</b>	Yes
<b>Scholarships and Awards</b>	Yes

FOR APPROVAL

1. **School of Graduate and Postdoctoral Studies: Introduction of a New Milestone (Research Communication Module) in the PhD Programs of Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering**

**Recommended:** That a new milestone (Research Communication Module) be introduced in the PhD programs of Civil and Environmental Engineering, Electrical and Computer Engineering and Mechanical and Materials Engineering, effective May 1, 2019.

**Background**

Communication skills are important for engineers, yet research shows that many engineering graduates tend to struggle and feel unprepared when it comes to communicating their research to different stakeholders. Strong communication skills are critical to graduate research students during their studies, as well as in their career (academic or non-academic). These skills assist them in the critical literature review, technical writing (e.g. comprehensive exam proposal, thesis, journal/conference papers) and oral presentations to technical and non-technical audiences.

Currently, there is no formal component in the graduate program to enhance research communications skills of graduate research students. A graduate Communications course is currently offered in the Faculty of Engineering. However, this course is designed and restricted to the course-based (non-thesis) Master of Engineering (MEng) program and its content is focused on very generalized and basic concepts of technical writing, presentation, plagiarism etc.

The Faculty of Engineering in collaboration with the Faculty of Arts and Humanities has developed a Research Communications Module for PhD graduate research students. The main objective of this module is to help students develop effective oral and written communication skills necessary for various purposes: doctorate studies (comprehensive exams, conferences, papers) and other audiences (lay audience, potential employers). The module, which will be delivered by instructors from the Faculty of Arts and Humanities, focuses on developing students' critical thinking of the research process and practicing communicating their research plan and (preliminary) results to different types of audiences. The module is comprised of 30 instructional hours divided into 12 classes (2.5 hrs each, twice a week) spread over six weeks. The Module will be offered during summer when students have no course work or TA assignments. The module will be included as a new Milestone in the PhD program and will be mandatory for all PhD students who are starting the program in May 2019 or after. The module has a Pass/Fail grade and all students are required to pass this module to meet the milestone. The proposed milestone will be optional for the students who are currently enrolled in the program.

2. **School of Graduate and Postdoctoral Studies: Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)**

**Recommended:** That the PhD in Music (Fields of Musicology, Music Theory, and Composition) be revised effective September 1, 2019, as shown below.

Current program	Proposed Change(s)
<b>Part 1: Revisions to Course Requirements in the Field of Composition</b>	
Composition 9558 (a full-year course)	Composition 9558 A/B/Y (a half course), Composition 9xxx A/B/Y (a half course)
And	And
4 half courses in composition and related subjects	4 half courses in composition and related subjects

<b>Part 2: Revision to the DRP Requirement in the Fields of Musicology, Music Theory, and Composition</b>	
<ul style="list-style-type: none"> <li>• 6 half courses the field (musicology, music theory, or composition) and related subjects</li> <li>• <b>2 Directed Research Projects (DRP)</b></li> <li>• Comprehensive Examination</li> <li>• Language Requirement (proficiency in two languages other than English, normally French and German)</li> <li>• Dissertation Proposal Defense</li> <li>• Dissertation and Oral Defense</li> </ul>	<ul style="list-style-type: none"> <li>• 6 half courses in the field (musicology, music theory, or composition) and related subjects</li> <li>• <b>Dissertation Proposal (New milestone)</b></li> <li>• Comprehensive Examination</li> <li>• Language Requirement (proficiency in two languages other than English, normally French and German)</li> <li>• Dissertation Proposal Defense</li> <li>• Dissertation and Oral Defense</li> </ul>

### **Background**

This proposal will eliminate the current requirement of two Directed Research Projects (DRP) for the PhD in Music (fields of Musicology, Music Theory, and Composition). The DRPs will be replaced by a new milestone entitled Dissertation Proposal. In order for this new milestone to function equivalently in the three fields under discussion, it is necessary to modify the course requirements in the field of Composition.

Currently, the Composition program requires a full-year course in Composition in year 1 (9558), and the practice developed of using the first DRP as a course in Composition in year 2. The modification includes reweighting the year 1 Composition course to become a 0.5 course (9558 A/B/Y), and adding a new 0.5 course in Composition in year 2. The 1.0 weighting of the Composition 9558 was arbitrary, and the faculty composers support the reweighting of this course to become a 0.5 course and adding a second-year 0.5 course in Composition. This modification to the program requirements in the field of Composition will bring greater consistency to the PhD in Music requirements in the fields of Musicology, Music Theory, and Composition, and will allow the new milestone to serve the same function (preparation of a dissertation proposal) in the three fields.

Part 2 of the proposal is the elimination of the current Directed Research Projects and the introduction of a new milestone called Dissertation Proposal. Students would begin the Dissertation Proposal milestone in Term 3, and would complete the milestone with an approved draft of a dissertation proposal in Term 7 or 8. The requirement of 2 Directed Research Projects (DRPs) has been a component of the PhD in Music since its inception in the early 1990s, and was intended to help students refine their research and writing skills and to develop their dissertation proposals. As the PhD program grew and added new fields, the purpose of the DRPs within the program became opaque to many students, and connection of the DRPs with the dissertation proposal was obscured. The new milestone will help students to focus on the thoughtful development of a dissertation topic early in their program, beginning in Term 3. The approval of the draft proposal by the supervisor and second reader marks the completion of the new milestone.

### 3. **School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in American Studies**

**Recommended:** That admission to the Master of Arts (MA) in American Studies be discontinued effective September 1, 2019, and

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

That effective September 1, 2021 the Master of Arts (MA) in American Studies be discontinued.

### **Background**

The MA in American Studies is a one-year interdisciplinary program that started in 2010, but has had lower than required enrolments. Though the program is high quality, enrolments have declined substantially in recent years. At an expected sustained enrolment of 15 American Studies was always a modest-sized program. The enrolments maxed out at 13 (2012/13), with an average of about 8.7 students per year. In the current fiscal climate the Faculty of Social Science cannot justify maintaining the program.

#### **4. Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics**

**Recommended:** That an Honors Specialization in Integrated Science with Astrophysics be introduced in the Faculty of Science as shown in [Appendix 1](#), effective September 1, 2019.

### **Background**

The Integrated Science program at Western (WISc) is designed to provide select students with the diverse science education necessary to address the interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISc combines unique Integrated Science courses with traditional discipline-specific courses. In Year 2, WISc students enroll in an Integrated Science Honors Specialization module administered jointly by the Faculty of Science and individual Science departments.

In September 2016 WISc began offering eight Honors Specializations: Honors Specialization in Integrated Science with Biology, Honors Specialization in Integrated Science with Chemistry, Honors Specialization in Integrated Science with Computer Science, Honors Specialization in Integrated Science with Earth Sciences, Honors Specialization in Integrated Science with Environmental Science, Honors Specialization in Integrated Science with Genetics, Honors Specialization in Integrated Science with Mathematics, Honors Specialization in Integrated Science with Physics.

This proposal introduces a new Honors Specialization module for WISc students interested in a degree in Astrophysics. The content of the proposed module closely parallels the content of the Honors Specialization in Integrated Science with Physics, but provides an astrophysics flavour which is currently very popular with students.

#### **5. Faculty of Science, Department of Biology and Schulich School of Medicine & Dentistry, Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology**

**Recommended:** That effective September 1, 2019, an Honors Specialization in Synthetic Biology, leading to an Honors Bachelor of Science (BSc) degree, be introduced by the Faculty of Science, Department of Biology and the Schulich School of Medicine & Dentistry, Department of Biochemistry as shown in [Appendix 2](#), subject to Quality Council approval.

### **Background**

Synthetic Biology started at Western as a response to a request made by students at the 2014 Biology retreat for an open lab to do independent research: a biology makers group. Dr. Winona Gadapati purchased materials for International Genetically Engineered Machine (iGEM) projects (see [http://igem.org/Main\\_Page](http://igem.org/Main_Page)). With this toolbox, a Synthetic Biology Club was established to design and execute iGEM projects. The Synthetic Biology Club is now the Western Synthetic Biology Research Program (WSBRP; see <https://uwo-wsbr.com> for a list of projects currently underway, a radio interview with the students, and student publications). Strong student interest resulted in a petition to the Faculty of Science signed by more than 100 students for the establishment of an Honors Undergraduate Synthetic Biology program. In addition, an Interdisciplinary Development Initiative application for Synthetic Microbial Genomes @ Western was recently funded. The initiative has a number of educational goals, including financial support for the establishment of an interdisciplinary undergraduate program (Honors Specialization in Synthetic Biology).

There are many possible faculty and departmental configurations for mounting a program in Synthetic Biology. The Faculty of Science believes that Biology and Biochemistry are the most obvious departments to house an Honors Specialization in Synthetic Biology. In 2017 a task force composed of four faculty members from these departments and two students from the WSBRP developed the program learning outcomes and list of proposed modular courses.

When designing the module, the task force had in mind the importance of allowing graduates to enter either an academic post-graduate program or the biotechnology workforce. The task force felt it was important to provide not only education in the scientific underpinnings of synthetic biology, but also in business, project management, and ethics. It was also felt that, to give students practical experience, two new courses were needed that focused directly on all aspects of designing and implementing a synthetic biology proposal. Therefore, the module, at 10.5 courses, is larger than a typical Honors Specialization.

Following the setting of program learning outcomes and courses for the module, a survey was distributed electronically to students in first-year Biology or Biochemistry 2280A to assess the interest in this program. After reading the learning outcomes of the program, 56% of respondents said they were extremely (69/345) or very (123/345) interested in the module. After reading the proposed course requirements for the module, 54% said they were extremely (56/294) or very (103/294) interested. And in answering the last question "Given the previous questions, and thinking as realistically as possible, would you seriously consider selecting an Honors Specialization in Synthetic Biology as your first or second choice during intent to register?" 66% (193/291) answered Yes. This survey suggests that the program and module as designed will be successful at attracting students. The course content of the proposed third year Synthetic Biology course (Biochemistry 3392F/G) is being offered in Winter 2019 as a Biology special topics course (Biology 3222G) and, without the program to go with it, presently has an enrollment of 24 students in the first year of being offered.

From the discussions at the Canadian government's Student Work-integrated Learning Program meeting in October 2017, it would seem that there is a job market for students trained in synthetic biology, and there have been a number of recent meetings and discussion papers about synthetic biology in Canada. Over the next few years, there will be both private and public investment in synthetic biology. Thus, graduates of this Honors Specialization would be poised to take advantage of growing interest in this exciting and developing field.

The introduction of the Honors Specialization in Synthetic Biology was sent for external review. The Final Assessment Report of the external review is attached as [Appendix 3](#).

6. **Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration**

**Recommended:** That effective September 1, 2019 admission to the Honors Specialization and Specialization in Public Administration be discontinued, and

That students currently enrolled in these modules be allowed to graduate until August 31, 2023, upon fulfillment of the requirements, and

That effective September 1, 2023, the modules be withdrawn.

**REVISED CALENDAR COPY**

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21520&Keywords=public%20administration&SelectedCalendar=Live&ArchiveID=>

**HONORS SPECIALIZATION IN PUBLIC ADMINISTRATION**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the module requirements.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21531&Keywords=public%20administration&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN PUBLIC ADMINISTRATION**

Admission to this module is discontinued effective September 1, 2019. Students enrolled in the module will be allowed to graduate until August 31, 2023, upon fulfillment of the module requirements.

**Background**

The Honors Specialization and Specialization in Public Administration, developed jointly with Political Science, have low enrolment and no academic leadership.

7. **Brescia University College: Renaming of and Revisions to Food Management Modules**

- Recommended:** That effective September 1, 2019, the Honors Specialization in Food Management be renamed as the Honors Specialization in Food Management and Marketing, and
- That the Specialization in Food Management be renamed as the Specialization in Food Management and Marketing, and
- That the Major in Food Management be renamed as the Major in Food Management and Marketing, and
- That the requirements of the modules be revised as shown in [Appendix 4](#).

**Background**

The School of Foods and Nutritional Sciences has made a number of changes to its course offerings, including replacing Foods and Nutrition 1021 and Foods and Nutrition 1031E. The Food Management modules need to be updated to reflect course renumbering as well as to incorporate new relevant Food and Nutritional Sciences course offerings available to Food Management students. The addition of "Marketing" to the names of the modules better reflects the module content.

8. **King's University College: Introduction of a Certificate in the Teaching and Practice of Writing**

- Recommended:** That effective September 1, 2019, a Certificate in the Teaching and Practice of Writing be introduced at King's University College, as shown in [Appendix 5](#).

**Background**

The Certificate in the Teaching and Practice of Writing will complement King's programs in the Humanities (including Catholic Studies for Teachers), as well as in Social Work, Childhood and Social Institutions, Thanatology, Social Justice, Disability Studies, and other disciplines that are used as preparation for teaching careers and helping professions. Intended to enhance awareness of widely applicable pedagogic methods as well as of best practices in communication, the Certificate courses will also provide active and experiential learning opportunities: students will work with peers (through peer tutoring and teaching assistance placements) and with community leaders on real-life professional tasks. This program will give students exposure to research and theory, while helping them build transferable and career-related skills in communication, teaching, tutoring, and editing, thus enhancing their job-readiness.

9. **Revisions to the “English Language Proficiency for Admission” Policy**

**Recommended:** That effective September 1, 2019, the “English Language Proficiency for Admission” Policy be revised as shown in [Appendix 6](#).

**Background**

This proposal adds a set of courses offered within the Preliminary Year Program at Brescia to the English Language Programs accepted in Lieu of English Proficiency Tests. This set of academic English language courses were developed with and are offered in collaboration with CultureWorks. Together they represent English language training that is comparable to the English language training offered by CultureWorks, the successful completion of which is currently recognized by Western as providing evidence of English language proficiency in lieu of an English language test.

Through the successful completion of these courses, students are able to enhance and consolidate their academic English language skills, targeting reading, writing, grammar, listening and speaking competencies. Furthermore, throughout these courses and in direct collaboration with highly experienced academic English language instructors, students’ understanding of the Western learning culture is expanded upon to include being able to express and support personal opinions in a culturally sensitive manner.

In Writing 0005W/X, Writing 0010F/G, and Speech 0005W/X, students develop their academic reading skills and broaden their vocabulary base in order to provide a strong foundation for responding critically to advanced texts. They follow the writing process and strengthen their ability to develop and support complex ideas through prose, while also exploring and applying the fundamental rules of grammar. Further, they improve their oral communication skills through exposure to multiple academic lectures, detailed note-taking practice, and presentation design and delivery.

In Writing 0015F/G and English 0005W/X, students continue to refine their writing and researching skills through target editing and in-depth and critical analysis of outside resources. They also continue to review and apply complex concepts in grammar. In addition, students at this level engage in critical and analytical thinking through complex, academically situated readings and lecture content, and develop listening and speaking strategies through in-class discussions and presentations.

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

**Recommended:** That the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy be revised as shown in [Appendix 7](#), effective September 1, 2019.

**Background**

Currently, the “Course Numbering Policy, Essay Courses, and Hours of Instruction” Policy states the minimum number of contact hours for courses at the undergraduate level based on a 13-week term. At its meeting on April 12, Senate approved a change to the “Structure of the Academic Year” Policy to reduce each term to 12 weeks in length, comprising at least 60 “lecture days”. This proposal brings the hours of instruction for undergraduate courses in line with the newly approved 12-week term.

**FOR INFORMATION**

11. **Revisions to the “Structure of the Academic Year” Policy**

The table of dates in the “Structure of the Academic Year” Policy has been revised as shown in [Appendix 8](#) to reflect the recently approved 12-week term and scheduling of a Fall Reading week.

12. **Revised Undergraduate Sessional Dates**

12a. **Revised Undergraduate Sessional Dates for 2019-20**

The undergraduate sessional dates for 2019-20 were revised as shown in [Appendix 9](#) to reflect recent changes to the “Structure of the Academic Year” Policy and the scheduling of the Fall Reading Week.

12b. **Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20**

The sessional dates for the Richard Ivey School of Business HBA program for 2019-20 were revised as shown in [Appendix 10](#).

13. **SUPR-U Report: Cyclical Reviews of Integrated Engineering; Software Engineering**

The following cyclical reviews of undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Engineering	Integrated Engineering	November 26, 2018	Good Quality with Report in Two Years
Engineering	Software Engineering	November 26, 2018	Good Quality with Report in Two Years

The detailed Final Assessment Report and Implementation Plan for these reviews are attached as [Appendix 11](#).

14. **SUPR-G Report: Cyclical Review of Surgery**

The following cyclical review of a graduate program was conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-G recommendation
Schulich School of Medicine & Dentistry	Surgery	January 14-15, 2019	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review are attached as [Appendix 12](#).

15. **Scholarships and Awards**

SCAPA approved on behalf of the Senate the Terms of Reference for the new scholarships and awards shown in [Appendix 13](#).

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN INTEGRATED SCIENCE WITH ASTROPHYSICS**

**Admission Requirements**

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 1500A/B;  
1.0 course: Chemistry 1301A/B, Physics 1301A/B or 1501A/B.  
0.5 course: Mathematics 1600A/B\*

\*Students must complete Mathematics 1600A/B by the end of Term 1 in Year 2

**Module**

13.0 courses

2.5 courses: Integrated Science 2001F\*, 2002B\*, 3001F/G\*\*, 3002A/B\*\*, 4001A/B\*\*\*.  
0.5 course from\*: Philosophy 2320F/G (preferred), 2033A/B, 2035F/G, 2078F/G, 2370F/G.  
0.5 course: Science 3377A/B\*\*  
1.5 course: Integrated Science 4999E\*\*\*  
1.0 course: Calculus 2502A/B (preferred) or Calculus 2302A/B, Calculus 2503A/B (preferred) or Calculus 2303A/B.  
0.5 course: Applied Mathematics 2402A.  
3.5 courses: Physics 2101A/B, 2102A/B, 2110A/B, 2910F/G, 3300A/B, 3926F/G, 4351A/B  
0.5 course from: Physics 3151A/B, 3200A/B, 3400A/B.  
1.0 courses: Astronomy 2201A/B, 2801A/B  
1.0 courses from: Astronomy 3302A/B, 3303A/B, 4101A/B, 4602A/B  
0.5 courses from: any Physics and Astronomy course not yet taken numbered 4000 or above

Students must also complete Physics 2950Y, 3950Y (non-credit seminar courses).

**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

NEW CALENDAR COPY

**HONORS SPECIALIZATION IN SYNTHETIC BIOLOGY**

**Admission Requirements**

Completion of first year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, with no mark below 60% in any of these half courses, including:

1.0 course from: Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B,  
1.0 course: Chemistry 1301A/B and Chemistry 1302A/B, and  
1.0 course from: Applied Mathematics 1201A/B, Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B or Mathematics 1600A/B, Statistical Sciences 1024A/B.

A minimum mark of 60% is also required in one of the following half courses which is not included in the principal courses:

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

**Module**

10.5 courses

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

1.0 course: Biology 2290F/G, Biology 2581A/B, with a mark of at least 70% in each

0.5 course: Biology 2382A/B

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

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

0.5 course from: Chemistry 2223B or Chemistry 2283G

1.5 courses: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3392F/G

0.5 course from: Biochemistry 3380G or Biochemistry 3390B

1.0 course: Biology 3593A/B, Biology 3596A/B

0.5 course: Science 3377A/B

0.5 course from: Business Administration 2295F/G, or one of Business Administration 1220E or Business Administration 2257 (see note)

0.5 course from: Philosophy 2035F/G, Philosophy 2300F/G, Philosophy 2320F/G, Philosophy 2370F/G, Philosophy 2350F/G, Philosophy 3341F/G

0.5 course: Biology 4260A/B

0.5 course: Biochemistry 4415B

1.5 courses: Biology 4998E (Research Project = 1.5 courses)

Note: the module will be comprised of 11.0 courses if either Business 1220E or 2257 is taken. Business 1220E cannot be used towards both First Year Requirements and modular requirements.



## Proposed Bachelor of Sciences Program Honors Specialization in Synthetic Biology: Final Assessment Report

<b>Faculty / Affiliated University College</b>	Faculty of Science
<b>Degrees Offered</b>	Bachelor of Science (BSc)
<b>Modules Reviewed</b>	Honors Specialization in Synthetic Biology
<b>External Consultants</b>	Dr. Ute Kothe, Professor, Department of Chemistry & Biochemistry, University of Lethbridge Dr. Christopher Boddy, Professor, Department of Chemistry & Biomolecular Sciences, University of Ottawa
<b>Internal Reviewer</b>	Dr. Joseph Michalski, Associate Academic Dean, King's University College at Western
<b>Date of Site Visit</b>	March 8, 2019
<b>Evaluation</b>	<b>Approved to Commence</b>
<b>Approval Dates</b>	SUPR-U: April 17, 2019 SCAPA: May 1, 2019 Senate:
<b>Year of Next Review</b>	2026-27

### Executive Summary

The external reviewers conducted a desk audit of the proposed Honors Specialization BSc in Synthetic Biochemistry at Western University. The reviewers were provided with a detailed description of the proposed program, including the full *Proposal for the New Undergraduate Honors Specialization in Synthetic Biology in Faculty of Science*. In addition, the reviewers examined the curriculum vitae of the three main instructors for the program, as well as general information on the undergraduate program structure, degree outcomes, and the Institutional Quality Assurance Process at Western University.

On March 8th, 2019, the external reviewers participated in a teleconference with the following Western University team members to discuss their proposal: John Doerksen (Vice-Provost, Academic Programs), Jeffrey Hutter (Associate Dean, Science), Mark Bernards (Chair Biology), Antony Percival-Smith (Undergraduate Chair, Biology), David Edgell (Chair, Biochemistry), Derek McLachlin (Undergraduate Chair, Biochemistry), and Joseph Michalski, internal reviewer.

The consultants focused their questions on the logic and rationale of the program, which they have lauded as entirely consistent with Western's institutional goals and general mission "of creating, disseminating and applying knowledge for the benefit of society and training students whose education and leadership serves the public good." The consultants were impressed with the recently funded Interdisciplinary Development Initiative application for Synthetic Microbial Genomes @ Western and the establishment of the Synthetic Biology Club that has advocated for the development of the proposed program. Most of the detailed questions during the

teleconference then focused on the anticipated resource demands and the capacity to deliver an innovative, cutting-edge program consistent with perceived societal demands.

As the program has not yet been implemented, there were no enrolled students with whom to meet. A survey of science students (mainly from Biology or Bachelors of Medical Science modules), however, yielded 429 responses. Some two-thirds (66%) of the respondents indicated that they would be interested in the Honors Specialization in Synthetic Biology program as designed.

### **Significant Strengths of the Proposed Program**

The following program strengths are identified in both the program proposal and the External Consultants' Report:

- The external reviewers stressed the overall importance of the emergent field of synthetic biology in terms of basic and applied research that can build upon “technological advances in DNA sequencing, gene synthesis, and genome editing (that) have provided synthetic biologists with unprecedented power to manipulate biological systems.”
- The consultants championed the interdisciplinary approach, with joint ownership between the Biology and Biochemistry departments, since they view synthetic biology as an interdisciplinary field that serves as the cornerstone for current advances to human knowledge about the molecular foundations of life.
- The graduates and trainees from the program are expected to be in high demand as industry ramps up research and development with respect to renewable chemicals, precision medicine, and various facets of an increasingly green economy.
- The program should fill a niche insofar as there are relatively few comprehensive synthetic biology training programs to meet current and future demands.
- The proposed program definitively meets Western Degree-Level Outcomes (WDOs) for undergraduate programs by providing two years of foundational physical and biological science training and then in-depth synthetic biology training (spanning biochemistry and molecular biology) in the final two years.
- The consultants especially liked the newly proposed Synthetic Biology courses (Biochemistry 3392 and Biology 4998) “that explicitly include entrepreneurship and science translation in Synthetic Biology, and team-based research efforts (to) provide students with exceptional training that fulfils the communication, globalization and community engagement, critical inquiry and creative thinking, and professionalism and ethical conduct.”
- The structure of the program aligns quite well with the specified learning outcomes as proposed across the four years of the program, including most notably the capstone course sequence that requires a team-based approach and experiential learning components consistent with the modern research environment.
- The external reviewers lauded the content of the proposed program as providing optimal training that combines extensive education “in the fundamental areas of molecular life sciences with unique approaches including ethics, business and project management.”
- The proposed program offers an appropriate education training in both the theoretical and applied knowledge bases of Synthetic Biology.
- Existing faculty members constitute a strong core for implementing the program, with established experts in the field already on staff.
- The consultation with the Centre for Teaching and Learning has ensured that the proposed delivery methods will provide students with the proper scaffolding upon which to build the comprehensive knowledge of the field.

- The consultants have determined that the assessment strategies are excellent, focusing on various presentation styles, writing assessments, and especially teamwork components that are “highly appropriate in preparing the students for a collaborative work environment in Synthetic Biology.”
- The program expectedly should draw students mostly from existing modules, which should minimize the impacts upon institutional resources such as information technology and library support.
- At the same time, the program expectedly should attract even more students interested in the intersection of the biological sciences and engineering, for example, and thus may be an intellectual growth area for the university in the future.

### **Opportunities for Program Improvement and Enhancement**

While the reviewers were quite enthusiastic about all aspects of the proposed program in Synthetic Biology, they recommended nevertheless that the following be considered:

- The potential growth of the program should be monitored carefully, as the existing resources could be overwhelmed. The numbers of students in the module may need to be capped accordingly.
- The capstone courses especially should be subjected to maximum limits of 40 students, or risk suffering a substantial loss of quality in training. The reviewers are thus concerned that, if the demand grows too quickly, then the necessity of “(i)dentifying and recruiting additional exceptional quality instructors to deliver and lead these courses will be a challenge.”
- The loss of faculty via recruitment, sabbaticals, or leaves should be acknowledged as a potential threat as well, for the module would quickly be under-resourced, while ensuring the long-term stability almost certainly will require investments in additional personnel with the necessary expertise.
- While sufficient laboratory space and equipment have been identified, there may yet be demands for additional infrastructure depending upon future enrollments and the attractiveness of Synthetic Biology among students who might not have considered Western previously.

### **Summary of the Reviewers’ Key Recommendations and Department/Faculty Responses**

“For all these reasons, this review enthusiastically supports the new proposed Honors Specialization in Synthetic Biology”:

- The proposed HSP in Synthetic Biology at Western University addresses an urgent educational need and societal demands for such a critical, emerging field.
- The student survey confirms a strong student interest, while both students and faculty alike recognize the potentially revolutionary impact of the field in terms of technological developments.
- As one of the first such undergraduate programs in Canada, the program will enhance the reputation of Western as being at the forefront of knowledge-building and should attract even more diverse students in the future.
- The interdisciplinary nature of the program incorporates the synergies of two extant departments, while extending beyond to include courses that should enhance both the development of entrepreneurial and ethical skills among future graduates.
- The program strikes the proper balance among student interests, faculty competencies, existing resources, and multiple pathways for creating leading-edge research.
- If needed, the spaces available for students in the new program will be capped.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair 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 and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
Limit student enrolment in the module to ensure the highest quality of instruction is provided	<ul style="list-style-type: none"><li>-Cap student enrolment in the module to 40 students per year</li><li>-Revisit increasing the number of students in the module if demands exceed 40 students per year and if additional qualified faculty members are available to deliver capstone courses in Synthetic Biology</li></ul>

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21486&Keywords=food%20management&SelectedCalendar=Live&ArchiveID=>

**HONORS SPECIALIZATION IN FOOD MANAGEMENT AND MARKETING**

**Admission Requirements**

5.0 first-year courses:

*After first year*, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 73% on, and no grade less than 60% in, the following

3.0 principal courses:

1.0 course: Business Administration 1220E

1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B; Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.0 course **from: Foods and Nutrition 1070A/B, Foods and Nutrition 1241A/B numbered 1000-1999.**

1.0 course: **numbered 1000-1999** ~~Foods and Nutrition 1021 or Foods and Nutrition 1030E~~ **numbered 1000-1999**

1.0 course numbered 1000-1999 from: Leadership Studies, Family Studies, History, Political Science, Psychology, Sociology.

**Module**

**11.0** ~~10.5~~ senior courses

1.0 course: Business Administration 2257.

0.5 course from: MOS 2242A/B; Psychology 2850A/B or Sociology 2205A/B.

**3.0** ~~2.0~~ courses: MOS 2181A/B, MOS **2320A/B** ~~3320A/B~~, **MOS 3330A/B**, MOS 3370A/B; Foods and Nutrition **2130** ~~2132A/B~~.

**1.0** ~~course~~ from: MOS 2205F/G or Human Ecology 2266F/G; MOS 2275A/B, MOS 3250A/B, MOS ~~3330A/B~~, MOS 3350A/B.

**2.5** ~~2.0~~ courses from: MOS 3321F/G, MOS 3322F/G, **MOS 3323A/B, MOS 3325A/B**, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.

2.0 courses: **Foods and Nutrition 2266A/B**, Foods and Nutrition 3310A/B, ~~Foods and Nutrition 3320A/B~~, **Foods and Nutrition 3361A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G, Foods and Nutrition 3348A/B, Foods and Nutrition 4458A/B.**; **Psychology 2054A/B.**

1.0 courses from: **Any MOS course level 2000 or higher with appropriate prerequisite**, Leadership Studies 2233A/B; Philosophy 2074F/G; Political Science 2236E, Political Science 2246E; Psychology 2720A/B, Psychology 3721F/G; Sociology 2172A/B

1.0 course: MOS 4410A/B, MOS 4400A/B.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21492&Keywords=food%20management&SelectedCalendar=Live&ArchiveID=>

**SPECIALIZATION IN FOOD MANAGEMENT AND MARKETING**

**Admission Requirements**

5.0 first year courses:

- 1.0 course: Business Administration 1220E.
- 1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B; Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.
- 1.0 course: Foods and Nutrition **1070A/B** ~~1021~~ or, Foods and Nutrition **1241A/B** ~~1030E~~.
- 1.0 course numbered 1000-1999 from: Leadership Studies, Family Studies, History, Political Science, Psychology, Sociology.
- 1.0 course numbered 1000-1999.

MOS 1021A/B and MOS 1023A/B may be substituted for Business Administration 1220E for students transferring from other campuses.

*After first, second or third year, to enter a BMOS SPECIALIZATION students must have:*

- a) Achieved an overall average of 70% on the last 5.0 courses, and
- b) Have a cumulative average of 65%.

**Module**

**10.5** ~~10.0~~ senior courses

- 1.0 course: Business Administration 2257.
- 0.5 course from: MOS 2242A/B; Psychology 2850A/B or Sociology 2205A/B.
- 3.0** ~~2.0~~ courses: MOS 2181A/B, MOS **2320A/B** ~~3320A/B~~, **MOS 3330A/B**, MOS 3370A/B; Foods and Nutrition **2130** ~~2132A/B~~.
- 1.0 course from: MOS 2205F/G or Human Ecology 2266F/G; MOS 2275A/B, MOS 3250A/B, MOS ~~3330A/B~~, MOS ~~3350A/B~~.
- 2.5** ~~2.0~~ courses from: MOS 3321F/G, **MOS 3322F/G**, **MOS 3323A/B**, MOS 3325A/B, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.
- 2.0 courses: **Foods and Nutrition 2266A/B**, Foods and Nutrition 3310A/B, ~~Foods and Nutrition 3320A/B~~, **Foods and Nutrition 3361A/B**, **Foods and Nutrition 3380A/B**, **Foods and Nutrition 3400A/B**, **Foods and Nutrition 3450F/G**, ~~Foods and Nutrition 3348A/B~~, ~~Foods and Nutrition 4458A/B~~, **Psychology 2054A/B**
- 1.0 course(s) from: **Any MOS course level 2000 or higher with appropriate prerequisite**, Leadership Studies 2233A/B; Philosophy 2074F/G; Political Science 2236E, Political Science 2246E; Psychology 2720A/B, Psychology 3721F/G; Sociology 2172A/B, ~~Sociology 3314F/G~~, ~~the former Dimensions of Leadership 2233A/B~~.
- 0.5 course: MOS 4410A/B.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21490&Keywords=food%20manageme nt&SelectedCalendar=Live&ArchiveID=>

**MAJOR IN FOOD MANAGEMENT AND MARKETING**

**Admission Requirements**

5.0 first year courses:

*After first year*, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 70% on, and no grade less than 60% in, the following:

3.0 principal courses:

1.0 course: Business Administration 1220E

1.0 course from\*: Calculus 1000A/B, Calculus 1301A/B, Calculus 1501A/B; Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

1.0 course **Foods and Nutrition 1070A/B, Foods and Nutrition 1241A/B** ~~numbered 1000-1999.~~

1.0 course: **numbered 1000-1999** ~~Foods and Nutrition 1021 or Foods and Nutrition 1030E.~~

1.0 course numbered 1000-1999 from: Leadership Studies, Family Studies, History, Political Science, Psychology, Sociology.

MOS 1021A/B and MOS 1023A/B may be substituted for Business Administration 1220E for students transferring from other campuses.

*After second year*, students applying for a BMOS HONORS DOUBLE MAJOR must:

- a) have achieved an average of at least 70% on the last 5.0 courses,
- b) have achieved an average of 70% on the 3.0 principal courses required for the module,
- c) have obtained a minimum grade of 60% in each course required for the module,
- d) have obtained a passing grade in each elective course, and
- e) have a minimum cumulative average of 65%.

In addition to meeting MOS Admission Requirements, students must successfully complete the Admission Requirements for a Major module in a discipline other than MOS. If Admission Requirements are not met in either or both of the Majors, students will not be allowed to register in a BMOS Honors Double Major and will be required to apply to a BMOS Specialization or to another program.

**Module**

7.0 senior courses

1.0 course: Business Administration 2257.

0.5 course from: MOS 2242A/B; Psychology 2850A/B or Sociology 2205A/B.

1.5 courses: Foods and Nutrition **2130 2132A/B**, MOS **2320A/B 3320A/B**, MOS 3370A/B.

2.0 courses from: MOS 3321F/G, MOS 3322F/G, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.

1.5 courses from: **Foods and Nutrition 2266A/B**, Foods and Nutrition 3310A/B, ~~Foods and Nutrition 3320A/B, Foods and Nutrition 3348A/B, Foods and Nutrition 4458A/B.~~ **Foods and Nutrition 3361A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G; Psychology 2054A/B**

0.5 course: MOS 4410A/B.

NEW CALENDAR COPY

**Certificate in the Teaching and Practice of Writing**

The Certificate in the Teaching and Practice of Writing, restricted to students enrolled at the Affiliate Colleges, is designed to support and complement King's programs such as Social Work, Social Justice and Peace Studies, Thanatology, Catholic Studies for Teachers, Childhood and Social Institutions, and Disability Studies. It aims to provide students with theoretical frameworks and practical experiences related to rhetoric and composition, with a view to improving both their own communication skills and their ability to provide pedagogic, critical, and editorial feedback to others. The courses will include both lectures and practica. All degree courses may be credited toward other undergraduate programs. Undergraduate students from the Affiliate Colleges may apply for admission, subject to prerequisites and general admission requirements.

**Admission Requirements**

Completion of first year requirements, including Writing 1020F/G or Writing 1022F/G with a minimum grade of 65% or Writing 2101F/G with a minimum grade of 60%, or permission of the Department. This is a limited enrolment program and possession of the minimum admission requirements does not guarantee admission.

**Program Requirements**

To qualify for the Certificate in the Teaching and Practice of Writing, students must achieve an overall average of 65% in the following **3.5 courses**:

**0.5** Writing 1020F/G, 1022F/G or 2101F/G

**2.0** courses from: Writing 2260F/G, 2301F/G, 2208F/G, and 0.5 additional Writing at the 2000 level or higher.

**1.0** course from: Any Writing at the 2000 level or higher, Speech 2001, English 3998E, English 3999F/G and any 0.5 English at the 2200 level or higher. Students may substitute a maximum of 1.0 approved non-Writing essay course toward this requirement, and should contact the Writing Program Coordinator (Department of English, French and Writing) for further information and specific course approvals.

REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/admission/englishadm.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/admission/englishadm.pdf)

*The first part of the policy is unchanged*

**ENGLISH LANGUAGE PROGRAMS ACCEPTED IN LIEU OF ENGLISH PROFICIENCY TESTS**

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

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

**Level Ten – Fanshawe College EAP Program**

Successful completion of Level 10 of the Fanshawe College English for Academic Purposes Program (ESL4) with no final grade lower than an “A” (80%) may be used as proof of English language proficiency. For more information visit: <http://www.fanshawec.ca/programs-courses/international/english-second-language-esl>

**Level “D” Cultureworks ESL Program**

Successful completion of the level “D” of the English as a Second Language Program at CultureWorks may be used as proof of English language proficiency. For more information visit: <http://cultureworkstheschool.com/>

**Preliminary Year Program at Brescia University College**

Successful completion of the courses English 0005W/X, Speech 0005W/X, Writing 0005W/X, Writing 0010F/G, and Writing 0015F/G with a minimum grade of 75% in each course may be used as proof of English language proficiency. Students with a 6.0 IELTS score are required to take only Writing 0015F/G and English 0005W/X. For more information visit <http://brescia.uwo.ca/admissions/admission-requirements/preliminary-year-program/>.

*The remainder of the policy is unchanged*

REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/coursenumbering.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering.pdf)

**Course Numbering Policy, Essay Courses, and Hours of Instruction**

*The first part of the policy is unchanged*

**UNDERGRADUATE COURSE OFFERINGS**

1. Course Designations

In most cases:

- a) A full course (1.0 course) will have no suffix or will have an E suffix. A full course has a minimum of **48 52** contact hours.
- b) A half course (0.5 course) will have an A, B, F, G, Y or Z suffix. Two 0.5 courses are the equivalent of one 1.0 course, whether or not they have been taken in the same subject. A half course has a minimum of **24 26** contact hours.
- c) A quarter course (0.25 course) will have a Q, R, S, T or U suffix to indicate the term. A quarter course has a minimum of **12 13** contact hours.

Other designations have also been approved, as follows:

- d) C and D courses are offered by the Faculty of Law
- e) H and J courses are offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program
- f) K courses are offered by the Richard Ivey School of Business
- g) V courses are offered by the Faculty of Education
- h) W and X courses are accelerated full courses (often language courses) which are offered in one term only. They may not be designated as essay courses and normally will not be scheduled during high demand hours, i.e., Monday to Friday from 10:30 a.m. to 3:30 p.m.

2. Course Inactivation

- a) If a course is not offered for a period of five years, following consultation with the relevant Faculty, School or College, the Office of the Registrar will inform DAP (the Deans: Academic Programs virtual committee) that the course will be withdrawn from course offerings and removed from the calendar and master timetable.
- b) If a Special Topics course has been offered with the same topic for a period of three years, the Faculty, School or College must introduce the course as a regular course offering and include the former course as an antirequisite for the years it was offered as a Special Topics offering, e.g., "Geography 1106A/B, if taken in 2001-02, 2002-03, 2003-04."

**BLENDED COURSES**

Blended courses have both face-to-face and online instruction, as well as on-campus exams. These course offerings are clearly identified by designated section numbers in the undergraduate academic calendar and lecture timetable. In the identified blended courses, at least 30% of student learning integral to the course occurs in the online interactive learning environment. For example, in a half (0.5) course at the undergraduate level, at least 8 of the required **24 26** contact hours will occur online.

**ESSAY COURSES (Undergraduate Degrees)**

Students are encouraged to take an essay course in first year.

Only Western courses designated as essay courses may be used to fulfil this requirement.

Departments must identify essay courses, and the courses will be designated as such in the Calendar.

However, courses which are not identified as essay courses may require a significant component of course work in the form of essay writing.

The guidelines for the minimum written assignments refer to the cumulative amount of written work in a course but excludes written work in examinations.

An essay course must normally involve total written assignments (essays or other appropriate prose composition, excluding examinations) as follows:

- Full course (1000 to 1999): at least 3000 words
- Half course (1000 to 1999): at least 1500 words
- Full course (2000 and above): at least 5000 words
- Half course (2000 and above): at least 2500 words

and must be so structured that the student is required to demonstrate competence in essay writing to pass the course.

The structure of the essay course must be such that in order to pass the course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

The term "essay" is to be understood broadly to include many of the reports, reviews, summaries, critiques, and some laboratory reports that are currently assigned, as well as essays in the strictest sense. The essential point is that the assignments involve assembling information and argument and presenting it in connected prose.

Depending on the course, the language of the essay may be English, French, or any of the foreign languages, but artificial and/or machine languages do not meet this requirement.

Course-wide uniformity of designation is a practical necessity. Where a multisectioned course is identified as an essay course, all sections of that course must include the appropriate essay component.

The alternative of separate courses with different course numbers, differing only in the essay course component (or lack of it), remains. This is consistent with existing regulations but requires "new course" approval through the Dean's Office by means of the Deans: Academic Programs (DAP) committee.

## **HOURS OF INSTRUCTION FOR UNDERGRADUATE COURSES**

The following course prescriptions are established:

- A full (1.0) course at the undergraduate level shall require a minimum of **forty-eight (48)** ~~fifty-two (52)~~ contact hours.
- A half (0.5) course at the undergraduate level shall require a minimum of **twenty-four (24)** ~~twenty-six (26)~~ contact hours.
- A course with a weight of 0.375, offered by the Faculty of Education, shall require a minimum of twenty (20) contact hours.
- A quarter (0.25) course at the undergraduate level shall require a minimum of **twelve (12)** ~~thirteen (13)~~ contact hours.

## **HOURS OF INSTRUCTION - 1000-1999 COURSES**

The hours of instruction for courses at the 1000-1999 level in the Faculties of Arts and Humanities and Social Science shall not exceed three class hours per week, or a combination of class and laboratory hours not to exceed four hours per week in total.

*The remainder of the policy is unchanged*

# Structure of the Academic Year

## HOURS OF INSTRUCTION

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

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

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

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

Notes:

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

## GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

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

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

- Classes in the first term will begin on the Thursday following Labour Day.
- Classes in the second term will begin on the first Monday following January 2. Second term classes will begin no earlier than twelve days following the last day of the mid-year examination period.
- The last day of registration for either the Fall or Winter term will be seven days from and including the start date of the session (excluding weekends).
- Each term will be twelve weeks in length, comprising at least 60 "lecture days."
- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days results in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

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

3. Scheduling Spring and Fall Reading Week

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at midnight on the subsequent Sunday.
- A Fall Reading Week will be scheduled to begin on the 3<sup>rd</sup> Monday after Thanksgiving and end at midnight on the subsequent Sunday.
- a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
- b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
- c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g. travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

4. Scheduling Convocation Ceremonies

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

## REMEMBRANCE DAY POLICY

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

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

	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Labour Day	Sept. 2	Sept. 1	Sept. 7	Sept. 5	Sept. 4
Registration	Sept. 3 – 4	Sept. 2 – 3	Sept. 8 – 9	N/A	N/A
Rosh Hashanah	Thurs, Sept. 5	Sept. 25	Sept. 14	Oct. 3	Sept. 21
First Term	<b>Mon</b> , Sept. 9 - Dec. 6 (62 days)	Sept. 4 - Dec. 3 (64 days)	Sept. 10- Dec. 9 (64 days)	Sept. 8 – Dec. 7 (62 days)	Sept. 7–Dec. 8 (62 days)
Thanksgiving Monday	Oct. 14	Oct. 13	Oct. 12	Oct. 10	Oct. 9
Fall Study Break/Fall Reading Week	Oct. 31 – Nov. 1	Oct. 30 – 31	Oct. 29 - 30	Oct. 27 – 28	Oct. 10 – 13
October Convocation	Oct. 31– Nov. 1	Oct. 23-24	Oct. 22-23	Oct. 27 - 28	Oct. 25 – 27
December Study Days	Dec. 7	Dec. 4-5	Dec. 10	Dec. 8 – 9	Dec. 9
Exams	Dec. 8 - 19 (12 days)	Dec. 6-17 (12 days)	Dec. 11-22 (12 days)	Dec. 10 – 21 (12 days)	Dec. 10 – 21 (12 days)
Holiday	Dec. 20-Jan. 5 ( 17 days)	Dec. 18-Jan. 4 (18 days)	Dec. 23 - Jan. 3 (12 days)	Dec. 22 – Jan 4 (15 days)	Dec. 22 – Jan. 7 (17 days)
Second Term	Jan. 6-Apr. 8 (62 days)	Jan. 5-Apr. 8 (62 days)	Jan. 4 - Apr. 6 (62 days)	<b>Thur</b> . Jan. 5 – Apr. 7 (62 days)	Jan. 8. – Apr 11 (62 days)
Family Day	Feb. 17	Feb. 16	Feb. 15	Feb. 20	Feb. 19
Reading Week	Feb. 17-21	Feb. 16-20	Feb. 15-19	Feb. 20 - 24	Feb. 19 – 23
In Absentia Convocation*	Feb. 28	Feb. 27	Feb. 26	Feb. 24	Feb. 23
Good Friday	Apr. 18	Apr. 3	Mar. 25	Apr. 14	Mar. 30
Easter Sunday	Apr. 20	Apr. 5	Mar. 27	Apr. 16	Apr. 1
Passover	Apr. 15	**	Apr. 23 - 24	Apr. 11 – 12	**
Study Days	Apr. 9-10	Apr. 9-10	Apr. 7-8	Apr. 8	Apr. 12 – 13
Exams	Apr. 11-30 (17 days)	Apr. 11-30 (20 days)	Apr. 9-30 (20 days)	Apr. 9 – 30 (18 days)	Apr. 14 – 30 (17 days)
June Convocation***	June 10 – 13 and 16 - 18	June 9 – 12 and 15 - 17	June 14 – 17 and 20 - 22	June 13 – 16 and 19 - 21	June 12 – 15 and 18 - 20

	2018-2019	2019-2020	2020-2021
Labour Day	Sept. 3	Sept. 2	Sept. 7
Rosh Hashanah	Sept. 10	Sept. 30	Sept. 19
First Term	Sept. 6 – Dec. 7 (62 days)	<del>Sept. 5-Dec. 6</del> (62 days) <b>Sept. 5 - Dec. 5</b> (60 days)	<del>Sept. 8 (Tues) -</del> <del>Dec. 9</del> (62 days) <b>Sept. 9 (Wed) -</b> <b>Dec. 9</b> (60 days)
Thanksgiving Monday	Oct. 8	Oct. 14	Oct. 12
Fall Study Break/Fall Reading Week	Oct. 9-12	<del>Oct. 15-18</del> <b>Nov. 4-10</b>	<del>Oct. 13-16</del> <b>Nov. 2-8</b>
October Convocation	Oct. 24-26	Oct. 23-25	Oct. 21-23
December Study Days	Dec. 8-9	<del>Dec. 7-8</del> <b>Dec. 6-7</b>	Dec. 10
Exams	Dec. 10-21 (12 days)	<del>Dec. 9-20</del> <b>Dec. 8-19</b> (12 days)	Dec. 11-22 (12 days)
Holiday	Dec. 22 – Jan. 6 (16 days)	Dec. 21 - Jan. 5 (16 days)	Dec. 23 - Jan. 3 (12 days)
Second Term	Jan. 7 – Apr. 9 (62 days)	<del>Jan. 6-Apr. 8</del> (63 days) <b>Jan. 6 - Apr. 3</b> (60 days)	<del>Jan. 4 – Apr. 7</del> (62 days) <b>Jan. 4 – Apr. 5</b> (60 days)
Family Day	Feb. 18	Feb. 17	Feb. 15
Reading Week	Feb. 18-22	<del>Feb. 17-21</del> <b>Feb. 15-23</b>	<del>Feb. 15-19</del> <b>Feb. 13-21</b>
In Absentia Convocation*	Feb. 22	Feb. 28	Feb. 26
Good Friday	Apr. 19	Apr. 10	Apr. 2
Easter Sunday	Apr. 21	Apr. 12	Apr. 4
Passover	Apr. 20	Apr. 9-10	**
Study Days	Apr. 10	<del>Apr. 9-10</del> <b>Apr. 4-5</b>	<del>Apr. 8-9</del> <b>Apr. 6-7</b>
Exams	Apr. 11-30 (17 days)	<del>Apr. 11-30</del> (19 days) <b>Apr. 6-26</b> (18 days)	<del>Apr. 10-30</del> (21 days) <b>Apr. 8-24</b> (17 days)
June Convocation***	June 10-14 and June 17-21	June 8-12 and 15-19	June 14-18 and 21-25

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

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

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

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

## **GUIDELINES FOR THE ORGANIZATION OF THE ACADEMIC YEAR: DENTISTRY**

Dentistry has adopted a two-term curriculum with an examination week(s) at the end of each term as follows:

- For I, II and III year, a fall term shall comprise 14 weeks of classes plus a one week examination period\* and a winter term would comprise 16 weeks of classes plus a three week examination period.
- For IV year, a fall term shall comprise 15 weeks of classes and a winter term would comprise 16 weeks of classes with final examinations interspersed in weeks 9 and 10 of that term.

The fall term, including the examination week, shall not extend beyond December 22 in any year.

The winter term shall begin on the Monday of the first full week in January.

No lectures, seminars, laboratory or clinical sessions shall be scheduled for Years I, II and III during the examination week(s).

Term tests which are not mid-terms are to be scheduled at times normally assigned to a course for lectures, seminars and/or laboratories but not within two weeks of the examination week(s).

A conference or study week shall be scheduled to coincide with the Reading Week of the Faculty of Medicine.

\* During this examination period, only mid-term and/or final written and/or practical examinations will be held.

## **GUIDELINES FOR THE STRUCTURE OF SPRING/SUMMER SESSIONS**

1. The Spring/Summer Session shall be comprised of three periods:
  - Twelve-week period - May to August (Summer Evening and Spring/Summer Distance Studies)
  - Six-week period - May to June (Intersession)
  - Six-week period - July to August (Summer Day)
2. The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.
3. Scheduling of classes will be within the hours of 8:00 a.m. to 9:40 p.m. for the May/June period and 8:00 a.m. to 3:40 p.m. for the July/August period, and between the hours of 5:30 p.m. and 10:30 p.m. for the May to August period. No classes will be held on statutory holidays.
4. A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will begin:
  - for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
  - for Intersession, on the Monday following the first day of Summer Evening
  - for Summer Day, on the first Monday in July after Canada Day.

A second-term half (0.5) course for Summer Evening and Spring/Summer Distance Studies will begin six weeks after the start of the Summer Evening and Spring/Summer Distance Studies Session.

5. There will be two study days for Summer Evening, Summer Day and Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.
6. Examinations for Summer Evening, Intersession and Summer Day will be held over two days and for Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

## **TROIS-PISTOLES SESSIONAL DATES**

As a guideline, the Trois-Pistoles Intersession and Summer Day session start dates will coincide with the start dates of Intersession and Summer Day on main campus. Each session will run for five weeks with both the add and drop deadlines set as the third day of the session. The sessions will begin on Mondays in order to ensure weekend arrivals of students and to facilitate orientation in Trois-Pistoles. For the most up to date Sessional Dates please visit the Trois-Pistoles website:

[http://frenchimmersion.uwo.ca/courses/five\\_week.html](http://frenchimmersion.uwo.ca/courses/five_week.html)

**The University of Western Ontario**  
Undergraduate Sessional Dates, Western Application & Graduation Dates  
2019

These dates are derived from University approved guidelines and academic policies.

\* Note: Any of the following deadlines that occur on a Saturday or Sunday or Statutory holiday will be extended to the next working day.

+ Administrative dates. Subject to change.

*The preceding dates are unchanged*

September	2	Labour Day.
September	5	Fall/Winter Term classes begin.
September	8	Deadline for applications for graduation: Autumn Convocation.
September	9	First day of first-term, first-quarter ('Q') courses. (Kinesiology).
September	13	Last day of registration. Last day to add a first-term first quarter ('Q') course (Kinesiology). Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
*September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	20	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
*October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.
+October	1	Deadline for admission applications: Medicine for 2020.
October	14	Thanksgiving Holiday.
*October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.
<del>October</del>	<del>15-18</del>	<del>Fall Reading Week</del>
<b>October</b>	<b>22</b>	<b>First day of first-term second quarter ('R') courses (Kinesiology).</b>

October	23-25	Autumn Convocation.
<b>October</b>	<b>28</b>	<b>Last day to add a first-term second quarter ('R') course (Kinesiology).</b>
October	28	First day of first-term second quarter ('R') courses (Kinesiology).
November	1	Deadline for admission applications: Law for 2019.
		<del>Last day to add a first-term second quarter ('R') course (Kinesiology).</del>
*November	1	Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.
		Deadline for official transcripts for courses taken on Letters of Permission during the academic year 2018-19 and the Spring/Summer Terms of 2019.
<b>November</b>	<b>4-10</b>	<b>Fall Reading Week</b>
November	<b>8</b> <b>11</b>	Last day to drop a first-term second quarter ('R') course without academic Penalty (Kinesiology)
*November	12	Last day to drop a first-term half course or a first-term full course (2019-20 Fall/Winter Term) without academic penalty.
*November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
December	1	Deadline for admission applications: Dentistry for 2020.
+December	1	Deadline for admission applications, transcripts, and supporting documentation: Education for 2020. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario).
December	<b>6</b> <b>5</b>	Fall/Winter Term classes end.
December	<b>7-8</b> <b>6-7</b>	Study Days.
December	<b>9-20</b> <b>8-19</b>	Mid-year examination period.

**The University of Western Ontario**  
Undergraduate Sessional Dates, Western Application & Graduation Dates  
2020

These dates are derived from University approved guidelines and academic policies.

**Note:**

- \* Any of the following deadlines that occur on a Saturday, Sunday or Statutory holiday will be extended to the next working day.
- \*\* The following dates diverge from prescribed guidelines as stated in academic policy in order to accommodate Western hosting the [Congress of the Humanities and Social Sciences](#).
- + Administrative dates. Subject to change.

January	6	Classes resume.
January	10	Last day to add a second-term first quarter ('S') course (Kinesiology).
January	14	Last day to add a second-term half course or a second-term full course.
January	17	Last day to drop a second-term first quarter ('S') course without academic penalty (Kinesiology).
*January	22	Deadline for applications for graduation: In Absentia February Convocation.
January	31	Deadline for admission applications: Business Administration.
*January	31	Deadline to apply for relief against a final grade in a first-term course.
February	15	Deadline for admission applications: Compressed Time Frame BScN Program. Deadline for admission applications: Collaborative Nursing Program.
<b>February</b>	<b>15-23</b>	<b>Spring Reading Week.</b>
February	17	Family Day.
<del>February</del>	<del>18-21</del>	<del>Spring Reading Week.</del>
February	24	First day of second-term second quarter ('T') course (Kinesiology).

February	28	Last day to add a second-term second quarter ('T') course (Kinesiology).  In Absentia February Convocation.
March	1	Deadline for admission applications for Spring/Summer Distance Studies, Summer Evening and Intersession courses from students applying for the first time. All supporting documentation must be submitted within seven days of this date.  Deadline for admission applications from CEGEP applicants. Early Consideration admission application deadline for full-time first year studies for the Fall/Winter 2020-21 term.
+March	1	Deadline for admission applications: Social Work (King's University College).
March	6	Last day to drop a second-term second quarter ('T') course without academic penalty (Kinesiology).
*March	7	Last day to drop a second-term half course, or a second-term full course without academic penalty.
April	8 3	Fall/Winter Term classes end.
April	9-10 4-5	Study Days.
<b>April</b>	<b>6-26</b>	<b>Final Exam Period.</b>
<b>April</b>	<b>9-10</b>	<b>Passover.</b>
April	10	Good Friday.
<del>April</del>	<del>11-30</del>	<del>Final examination period.</del>
April	12	Easter Sunday.
April	30	Deadline for applications for graduation: Spring Convocation.

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*The Summer dates are unchanged.*

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September	7	Labour Day.
<del>September</del>	<del>8</del>	<del>Fall/Winter Term classes begin.</del>
September	8	Deadline for applications for graduation: Autumn Convocation.

<b>September</b>	<b>9</b>	<b>Fall/Winter Term classes begin.</b>
September	14	First day of first-term, first-quarter ('Q') courses. (Kinesiology).
*September	15	Deadline to apply for relief against a final grade in a Summer Day course.
September	<del>16</del>	Last day of registration.
	<b>17</b>	Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.
September	18	Last day to add a first-term first quarter ('Q') course
September	25	Last day to drop a first-term first quarter ('Q') course without academic penalty (Kinesiology).
*October	1	Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation.
+October	1	Deadline for admission applications: Medicine for 2021.
October	12	Thanksgiving Holiday.
<b>October</b>	<b><del>13-16</del></b>	<b>Fall Reading Week</b>
*October	15	Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course.
October	21- 23	Autumn Convocation.
<b>October</b>	<b>27</b>	<b>First day of first-term second quarter ('R') courses (Kinesiology).</b>
November	1	Deadline for admission applications: Law for 2021.
*November	1	Last day that students registered in 'W' accelerated language courses may transfer to the equivalent full-year course with the permission of their Faculty.  Deadline for official transcripts for courses taken on Letters of Permission during the academic year 2019-20 and the Spring/Summer Terms of 2020.
<b>November</b>	<b>2-8</b>	<b>Fall Reading Week</b>
<b>November</b>	<b>2</b>	<b>First day of first-term second quarter ('R') courses (Kinesiology).</b>

November	<del>6</del> 9	Last day to add a first-term second quarter ('R') course (Kinesiology).
*November	12	Last day to drop a first-term half course or a first-term full course (2020-21 Fall/Winter Term) without academic penalty.
November	<del>13</del> 16	Last day to drop a first-term second quarter ('R') course without academic Penalty (Kinesiology)
*November	30	Last day to drop a full course and full-year half course [on campus day and evening and Distance Studies] without academic penalty.
December	1	Deadline for admission applications: Dentistry for 2021.
+December	1	Deadline for admission applications, transcripts, and supporting documentation: Education for 2021. (If December 1st falls on a weekend or holiday, then the deadline date will be decided by the Association of Education Registrar's of Ontario).
December	9	Fall/Winter Term classes end.
December	10	Study Day.
December	11-22	Mid-year examination period.

**Revised Sessional Dates for the Richard Ivey School of Business HBA Program for 2019-20**

<b>2019</b>	
August 26,27,28	HBA Pre-Ivey Program (Optional but recommended)
August 29	HBA1 Transfer Orientation Program
August 30	HBA1 Begins (Mandatory)
September 3-13	Add/Drop (A/B, Q,R,S,T (Ivey Term 5, 6, 7 and 8) courses)
September 3-6	HBA2 IFP Classes (MANDATORY)
September 9	HBA2 Elective Classes Begin
September 20	Last Day to drop Q (Ivey Term 5) course without penalty
October 10	Q (Ivey Term 5) Courses End
October 14	Thanksgiving (no classes)
October 15 – 19	HBA2 Exam Period (including Saturday)
October 21-22	IFP Workshop Days (Mandatory)
October 23 – October 29	Add/Drop (B, R,S,T (Ivey Term 6, 7 and 8) courses)
October 23	R (Ivey Term 6) Courses Begin
October 29, October 30 & Nov 1	IFP Client Meetings (Evenings and November 1 <sup>st</sup> all day)
November 4-8	Fall Break Week
November 12	Last Day to drop A (Ivey half course) without penalty
November 12	Last Day to drop R (Ivey quarter T6) course without penalty
November 13-15	HBA2 IFP Work Days (Mandatory)
November 22	HBA2 IFP NVP Presentations (Mandatory)
December 5	HBA2 Classes End
December 4	HBA1 Classes End
December 4, 5 and 6	IFP Client Meetings (Evenings and December 6 All day)
December 7-13	HBA2 Exam Period (including Saturday)
December 6-13	HBA1 Exam Period (including Saturday)
<b>2020</b>	
January 6	HBA1 Classes Resume
January 6	HBA2 Classes Resume
January 6-10	Add/Drop (B, S,T (Ivey Term 7 and 8) courses)
January 17	Last Day to drop S (Ivey Term 7) course without penalty
February 6	S (Ivey Term 7) courses End
February 9-14	HBA2 Exam Week (including Saturday)
February 17-21	Spring Break Week
February 24	T (Ivey Term 8) Courses Begin
February 24-28	Add/Drop (T (Ivey Term 8) courses)
March 6	Last Day to drop T (Ivey Term 8) course without penalty
March 6	Last day to drop B (Ivey half ) course without penalty
March 26	HBA2 Classes End
March 28 – April 3	HBA2 Exams
April 3	HBA1 Classes End
April 6-9	HBA1 Exams



## Integrated Engineering Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Engineering
<b>Degrees Offered</b>	BESc
<b>Modules Reviewed</b>	Integrated Engineering
<b>External Consultants</b>	Prof. Vishwanath Baba Don Pether Chair in Engineering and Management McMaster University  Prof. Anders Nygren Associate Dean, Academic and Planning Schulich School of Engineering University of Calgary
<b>Internal Reviewer</b>	Mary Weil Faculty Director, HBA Program Ivey Business School
<b>Date of Site Visit</b>	November 26, 2018
<b>Evaluation</b>	<b>Good Quality with Report in Two Years</b>
<b>Approval Dates</b>	SUPR-U: April 17, 2019 SCAPA: May 1, 2019 Senate (FYI only): May 10, 2019
<b>Year of Next Review</b>	2026-27

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 the undergraduate modules delivered by the Department of Integrated Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and 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-U, SCAPA, 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 undergraduate cyclical review process that is made public, all other documents are confidential to the Program, Faculty and SUPR-U.

### **Executive Summary**

The site visit took place on November 26, 2018, the same day as site visits for all Engineering programs and coinciding with the Canadian Engineering Accreditation Board (CEAB) site visit.

During the one-day visit, the team of reviewers met with the following individuals and groups:

- Vice-Provost (Academic Programs)
- Acting & Former Directors
- Dean & Associate Dean of Engineering
- Director of Centre of Engineering Leadership & Innovation
- Undergraduate Services Team
- Faculty members
- Librarians
- Students

The external reviewers noted the recent redesign of the IE program from one focusing on multi-disciplinary engineering "to one focusing on engineering applied to business and innovation is aligned with current trends, as well as with Western's priorities." They added that this focus on business and innovation appears to resonate with students in the program, as shown by the number that chose to participate in the Ivey and Engineering combined degree program.

The report discusses the innovative curriculum components including four Engineering Innovation courses "which provide a clear innovation "spine" through the upper years of the program," but note that the sense of the program is less strongly articulated in second year. Adding to that, while the report notes that student satisfaction in general is high, it also says that a stronger sense of community would benefit IE students as it does in all engineering programs, and that sense of belonging is especially important in smaller programs such as this one.

### **Significant Strengths of the Program**

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

- Opportunities for experiential learning
- A clear focus on entrepreneurship through the redesign of the program to focus on business and innovation
- A high level of participation in the business and engineering combined degree program with Ivey
- Innovative components of the curriculum, specifically the four Engineering Innovation courses in third and fourth years as well as the final year capstone course which integrates the knowledge and skills acquired throughout the engineering program through a full-year design project
- The recent opening of the Chakma Engineering Building which has benefitted the faculty, adding modern teaching and other space to the engineering facilities
- Extensive study spaces in the library both for collaborative work and quiet study space

- Alignment of the program with Western's strategic priorities and values

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

The reviewers made six recommendations and the Department responded positively to them:

1. Appoint a dedicated program director for the IE program
  - The Department fully agrees with this recommendation, noting an active search is ongoing for a dedicated Program Director.
2. Consider mechanisms for adding a multi-disciplinary team design experience to the IE curriculum.
  - The Department noted that the Faculty Undergraduate Committee has been discussing the capstone design experience in each of its nine programs with a view to creating a multi-disciplinary experience for students. That new structure that will permit students from other disciplines to partake in the IE capstone course, thereby creating truly multi-disciplinary teams.
3. Establish a formal and regular feedback mechanism for student input in the IE curriculum.
  - The Department responded that this used to happen through regular meetings with second-, third- and fourth-year students. This will be reinstated immediately.
4. Establish a sustainable target for the number of IE students, and ensure that recruitment activities are sufficient to achieve the target.
  - The Department agrees that a target of 25-30 new students entering IE in Year 2 is an appropriate target.
5. Encourage the creation of a student club or society for the IE program.
  - The Department agrees that this is a good suggestion; beginning in the 2019-2020 school year, the idea will be proposed to the incoming second-, third- and fourth-year classes with the goal of creating a self-organized Undergraduate Club/Society for Integrated Engineering students similar to those that exist in other programs.
6. Create a second-year design and innovation course to provide context to the IE curriculum for new students.
  - The Department said the goal of providing IE context to second-year students is wholly appropriate. The addition of a new course, however, would require the removal of another course to make room. The Department said it is not clear how this would be accomplished, but that this would be a subject for consideration by the IE Curriculum committee.

### **Other Opportunities for Program Improvement and Enhancement**

Within the discussion about ensuring there is a sustainable number of students, the reviewers also noted that active recruitment of female students would serve the diversity mission of Western. They suggest that this may require targeted recruitment activities to raise awareness of the program among first-year students especially among females, with an eye to filling the program with first-choice students.

## 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 and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Ensure appropriate academic leadership is provided to the program	An active search is ongoing for a dedicated Program Director.
2. Consider adding a multi-disciplinary team design experience to the IE curriculum	This has been under discussion and a new structure will now permit students from other disciplines to partake in the IE capstone course, thereby creating truly multi-disciplinary teams.
3. Establish a formal and regular feedback mechanism for student input in the IE curriculum.	Regular meetings with the Director/Acting Director and second-, third- and fourth-year students will be reinstated
4. Establish a sustainable target for the number of IE students, and ensure that recruitment activities are sufficient to achieve the target.	Appropriate outreach to first year students. Ensuring clear placement at events such as Fall Preview Day with IE in the room with other programs.  The Department agrees that a target of 25-30 new students entering IE in Year 2 is an appropriate target.
5. Encourage the creation of a student club or society for the IE program.	Work with incoming second-, third- and fourth-year students toward creating a self-organized Undergraduate Club/Society for Integrated Engineering students.



## Software Engineering Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Faculty of Engineering
<b>Degrees Offered</b>	Bachelor of Engineering Science (BESc) in Software Engineering
<b>Modules Reviewed</b>	Software Engineering
<b>External Reviewers</b>	Patrick Lam, Associate Professor, Associate Director of Software Engineering, University of Waterloo  Stéphane S. Somé, Associate Professor SEG Co-op Coordinator School of Electrical Engineering and Computer Science, University of Ottawa
<b>Internal Reviewer</b>	Joan Finegan, Associate Dean Faculty of Social Science
<b>Date of Site Visit</b>	November 26, 2018
<b>Evaluation</b>	<b>Good Quality with Report in Two Years</b>
<b>Approval Dates</b>	SUPR-U: April 17, 2019 SCAPA: May 1, 2019 Senate (FYI only): May 10, 2019
<b>Year of Next Review</b>	2026-27

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 the undergraduate Software Engineering module delivered by the Department of Electrical and Computer Engineering. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department and 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-U, SCAPA, 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 undergraduate cyclical review process that is made public, all other documents are confidential to the Program, Faculty and SUPR-U.

### **Executive Summary**

The Software Engineering program is one of the undergraduate engineering programs offered by the Department of Electrical and Computer Engineering. The program has been continuously accredited by the Canadian Engineering Accreditation Board (CEAB) since 2001. The most recent ICAP review was done at the same time as the CEAB review. The Reviewers were provided with the self-study which included: course descriptions, class sizes, module information, teaching evaluations, percentage of courses taught by full-time faculty, library resources, and the vita of faculty members

On the day of the review, reviewers met with the Vice Provost (Academic Programs), the Department Chair, the Associate Dean, and the Acting Dean of Engineering. Groups meetings were held separately with faculty members, students, administrative staff and technical staff. Overall, the reviewers' impression of the program was positive, and they were particularly impressed by the students.

They felt the curriculum satisfied the requirements for software engineering programs as expressed in the IEEE/ACM Curriculum Guidelines for Undergraduate Degree Programs in Software Engineering. The program has adopted the CEAB graduate attributes model in the current round of accreditation. The 12 graduate attributes of the CEAB map appropriately to the seven Western Degree Outcomes. Indeed, the reviewers believe that amongst the four strategic priorities of Western, software engineering excelled in experiential learning particularly because of its project-focused curriculum and opportunities for internships and co-op. Another area that stood out was academic counselling. Students were effusive in their praise for their counsellors.

### **Significant Strengths of the Program**

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

- Strong program that meets CEAB accreditation
- A very strong experiential learning component. (For example, the third-year project is organized with the active collaboration of an industrial partner. Students are asked to develop a solution to a real-world problem submitted by the partner.)
- Helpful and supportive academic counsellors
- Excellent well-trained professors with established research records. Teaching excellence has been recognized by teaching awards.
- The virtual computer lab and IT resources
- Excellent, newly-built physical environment

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

1. Enrolment in software engineering is exploding. The reviewers expressed concerns about long-term viability of the program at current staffing levels. They suggested either hiring additional faculty or implementing smaller enrolment caps. Since the program is popular, enrolment caps are likely to be met with opposition. Thus, hiring one or two additional faculty was seen as the preferred solution. The Department concurs, and in the short-term, has asked for permission in 2019-2020 budget submission to hire one Limited-Term Faculty Member in the Software Engineering Area for three years. The Department hopes to hire eventually a regular faculty member.
2. Computer Science and Software Engineering share common interests, and although a previous IQAP report suggested there be more collaboration between the two groups, there is still room for improvement. At the time of the review, prerequisites and registration barriers made it difficult for Software Engineering students to take required computer science technical electives. The Department is aware of these problems and has introduced proposals to facilitate registration in courses and to allow cross flow so that computer science students can take software engineering courses. To facilitate collaboration, the reviewers recommended that a person from Computer Science be on their curriculum committee. The Department prefers regular meetings with the Computer Science Chair and Undergraduate Chair.
3. The reviewers were impressed by the students' enthusiasm for the program and their insights. Currently, the undergraduate committee includes a student representative in a non-voting role. However, the reviewers recommended that the Department publicize the role of the student on the curriculum committee and ensure regular input from students.
4. The reviewers felt that curriculum modernization efforts emphasizing agile processes should accelerate. "The current state-of-the-art in software development process employs the so-called "agile development model," which is iterative. Previously, software engineering academic curricula tended to teach the "waterfall model", which involved sequentially carrying out discrete steps in the development process; it was originally intended as a straw man and was never viable. Program faculty are aiming to teach the agile model, but the students perceive still too much waterfall-style content, especially in the context of the software requirements course. Specifically, faculty asserted that the design courses employ iterations, but the students do not agree. We believe that the development processes taught and applied in the design projects are still waterfall-type and oriented towards the production of exhaustive quantities of documentation. We strongly recommend that the faculty introduce newer iterative, incremental, customer-centered processes." The Department has examined the three project based-design courses to try to reduce the perception of the waterfall model.
5. Another suggestion to improve the curriculum was to add another course on algorithms. Currently there is one standard course (SE 2205) offered in second year. Given that algorithms is a fundamental computer-science topic and other programs include two courses, the reviewers suggested that the curriculum committee consider adding a second course on design and analysis of algorithms. The Department endorsed this recommendation.

### **Other Opportunities for Program Improvement and Enhancement**

1. Alumni serve important roles. Their success is a measure of the quality of the program. Moreover, they are a valuable resource for students. Though there are good reasons to establish relationships with alumni, it has been difficult to do so. Faculty believe that contact with alumni must go through the Department of Alumni Relations & Development. It was recommended that they be given more ownership of relationships with alumni.
2. Career Services plays a vital role in helping students get internships and co-ops. Yet students felt that they did not get enough help and reported long wait times to meet with career counsellors. Thus, the reviewers recommended that additional resources be made available to the Career Services office. That said, the Department reports that to address the growth in students looking for placements, an Employer Relationship Specialist has been hired to work with software students and the companies that hire them. They plan to hire a second Career Services Office- Student Specialist. The department's records show that on average a student can have an appointment in a week.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, 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 and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up
1. Ensure alignment of faculty resources with student enrolment	-consider an additional faculty appointment or implement a cap on student enrolment
2. Establish stronger ties with computer science	-include a member from computer science in undergraduate meetings -establish regular meetings
3. Solicit feedback from students	-ensure students know that they have representation on undergrad committee -consider whether they should be voting members
4. Emphasize 'agile process' in curriculum	-examine curriculum and course outlines with the view to modernizing it
5. Introduce a second course on algorithms	-prepare course outline and DAP to introduce new course



## Surgery Final Assessment Report & Implementation Plan

<b>Faculty / Affiliated University College</b>	Department of Surgery, Schulich School of Medicine & Dentistry	
<b>Degrees Offered</b>	Master of Science	
<b>Approved Fields</b>	None	
<b>External Consultants</b>	Dr. Markku Nousiainen, Associate Professor, University of Toronto	Dr. Fred Berry, Associate Professor, University of Alberta
<b>Internal Reviewer</b>	Dr. Kamran Siddiqui, Professor (SUPR-G member)	Anna Kornmuller (Graduate Student)
<b>Date of Site Visit</b>	January 14-15, 2019	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: April 15, 2019 SCAPA: May 1, 2019 Senate (FYI only): May 10, 2019	
<b>Date of Next Review</b>	Year of next cyclical review 2025/2026	

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 Schulich School of Medicine and Dentistry. This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and 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 in 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

The graduate program in Surgery offers a Master of Science degree. The program is going through its first cyclic review. MSc in Surgery is a 12-month program that requires the completion of 2.5 course credits (two full-courses and one half-course) and a thesis. The graduate program is tailored for physicians and most of the students enrolled in the program are residents or fellows in the Department of Surgery.

The graduate program is regarded as a strong program based on the quality of the faculty, supporting resources and student progress. A major strength of the program is its uniqueness. The learning outcomes are clearly articulated and program's requirements properly address the Graduate Degree Level Expectations. The program is well-structured and the earlier engagement of students (prior to the beginning of the program) maximizes the effective utilization of their time during graduate studies to ensure successful completion while they are still engaged in clinical activities. The program is highly regarded by both the faculty members and graduate students. Students have acknowledged that the program content has prepared them well for careers as clinician-researchers. The program has been recognized as an excellent model to train clinicians in basic scientific research and can be adapted in other clinical departments in the Schulich School of Medicine. The only weakness related to the program has been identified as the lack of visibility or exposure of the program beyond the Department of Surgery.

### Significant Strengths of the Program

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

- Uniqueness of the program
- Strong faculty complement and their engagement
- Program's admission requirements ensure high quality of students in the program
- Program is well-structured with well-defined milestones and early engagement of students to allow timely completion (12-month program that includes a thesis)
- Excellent research productivity of the program
- Excellent support from the Graduate office (Grad Chair and administrative staff)

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

	Reviewers' Recommendation	Program/Faculty Response
1. Recommendations requiring implementation	The description of course Surgery 9100 should be further defined to explain its 1.0 weighting	The course outline for Surgery 9100 will be revised to provide further clarification on the course structure and content, prior to the beginning of the next student cohort in Sept. 2019
	Increase participation in Faculty and University-wide scientific programs to raise the profile of program	Encourage students to attend and participate in, 1. Department of Surgery Research Day 2. London Health Research Day

		3. Western's 3MT competition
	Develop standardized procedures and duties to lessen some of the administrative roles performed by the Graduate Chair	Develop standard role descriptions for examination chairs, supervisory committee members and evaluators for colloquium presentations.
	Leverage all resources available to promote this graduate program	1. Update the MSc in Surgery program brochure. 2. Continue to send individual emails about the MSc in Surgery program to incoming Fellows and current residents and fellows in the Department. 3. Present information on the MSc in Surgery to all incoming surgical residents.
2. Supplementary recommendations for program improvement	Encourage students to apply for scholarships well in advance of their application to the Graduate program	Advertise to all incoming students and potential students about the scholarship opportunities available by direct email correspondence, and by the department newsletter and website.
	Consider and plan for potential expansion, whether this occurs in the form of increased enrollment or the development of a PhD degree	Prepare for potential future program growth by continuing to build collaborations with basic scientists across Western. This recommendation will also be considered and discussed when our program undertakes a strategic planning process.

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean's Annual Planning Document.

Recommendation	Proposed Action and Follow-up
1. The description of course Surgery 9100 should be further defined to explain its 1.0 weighting	The course outline for Surgery 9100 will be revised to provide further clarification on the course structure and content
2. Increase participation in Faculty and University-wide scientific programs to raise the profile of program	Encourage students to attend and participate in, 1. Department of Surgery Research Day 2. London Health Research Day 3. Western's 3MT competition
3. Develop standardized procedures and duties to lessen some of the administrative roles performed by the Graduate Chair	Develop standard role descriptions for examination chairs, supervisor committee members and evaluators for colloquium presentations.
4. Leverage all resources available to promote this graduate program	1. Update the MSc in Surgery program brochure. 2. Continue to send individual emails about the MSc in Surgery program to incoming Fellows and current residents and fellows in the Department. 3. Present information on the MSc in Surgery to all incoming surgical residents.
5. Encourage students to apply for scholarships well in advance of their application to the Graduate program	Advertise to all incoming students and potential students about the scholarship opportunities available by direct email correspondence, and by the department newsletter and website.

### Other Opportunities for Program Improvement and Enhancement

- none

### **New Scholarships and Awards**

#### **Dr. Argyrios Margaritis Memorial Scholarship (Engineering)**

Awarded annually to an undergraduate student graduating from the Department of Chemical & Biochemical Engineering at Western, with a minimum 80% average, who has applied for a graduate Chemical & Biochemical engineering program at Western. An online application must be completed through the Engineering Undergraduate Services website (<http://www.eng.uwo.ca/undergraduate>) and submitted by April 30th. The recipient will be selected by the Undergraduate Scholarship and Awards committee in the Faculty of Engineering. This scholarship was made possible by the family, friends and colleagues of Dr. Argyrios Margaritis, (PhD. P.Eng., FCIC, Order Hon. PEO, FEC, and FCAE).

Value: 1 at \$1,000

Effective Date: 2018-2019 academic year

*Dr. Argyrios "Gerry" Margaritis was born and raised in Greece. As a teenager, he immigrated to Canada to pursue his dreams. He attended the University of Waterloo and in 1966 received his Bachelor of Science degree in Chemical Engineering. He received his Master of Science in Chemical Engineering in 1968 and his PhD in Biochemical Engineering in 1975, both from the University of California at Berkeley. He began his career as a Chemical and Biochemical Engineer at The University of Western Ontario, where he spent over forty years immersed in what he loved the most – teaching and research. He had a wide range of interests and areas of focus in his research, including biopolymer nanoparticles for drug delivery, biomedical engineering, bioenvironmental engineering, biofuels (ethanol, butanol and hydrogen gas), and fermentation. As a Professor, Argyrios was respected by his students as a caring mentor and a dedicated researcher. Dr. Margaritis died in 2019.*

#### **Shaun Finnie LLB '89 Bursary (Law)**

Awarded annually to a full-time undergraduate student in any year of the Faculty of Law, based on demonstrated financial need. Online financial assistance applications are available through the Office of the Registrar's website and must be completed by October 31st. The Office of the Registrar will select the recipient. This bursary is made possible by a generous gift from Shaun (LLB '89) and Selme Finnie.

Value: 1 at \$5,000

Effective Date: 2019-2020 to 2023-2024 academic years (with review of award value in final year)

#### **Geoffrey Marshall Cross Country Award (Any Undergraduate or Graduate Program, Athletic Award - Cross Country)**

Awarded 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 Cross Country Team, with preference given to someone who is also on the Track and Field 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 with a generous gift from Mr. Geoffrey Marshall (BA '94).

Value: 1 at \$2,000

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

#### **Professor Antonio M. Marti Scholarship (Modern Languages and Literatures)**

Awarded annually to a Faculty of Arts and Humanities undergraduate student completing fourth year in any Modern Languages and Literatures program, based on academic performance (minimum 80% average). The scholarship committee in the Department of Modern Languages and Literatures will select the recipient. This scholarship was established with a generous gift from the Estate of Mrs. Hanna Marti (MLS '79, MA '69 Spanish), in honour of her husband, Professor Antonio M. Marti.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

*Hanna was born in Europe and met Antonio, while studying in Spain. They immigrated to Ontario, where she studied at Western University and began working in the School of Library and Information Science as a specialist in rare books. Antonio taught in the Department of Modern Languages and Literature at Western for over three decades, published widely, and served in a variety of senior administrative positions, including Assistant Vice President Academic and Chair of the Department of Modern Languages. Hanna will be remembered as an exceptionally talented linguist who was totally at home in Finnish, Swedish, Spanish and English. Hanna Martí died in 2018, predeceased by Antonio in 2007.*

Dr. Douglas Drummond Award in Medicine (Schulich School of Medicine & Dentistry)

Awarded to a full-time undergraduate student entering first year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. Preference will be given to a student from a rural area. The Office of the Registrar will select the recipient. This award was established with a generous gift from Dr. Douglas C. Drummond (MD '75, BA '71).

Value: 1 at \$2,000

Effective Date: 2019-2020 to 2023-2024 academic years inclusive

George W. VanOstrand Music Award (Music)

Awarded annually to a full-time undergraduate student in any year of a Bachelor of Music or Bachelor of Musical Arts program in the Don Wright Faculty of Music who demonstrates strong musical performance ability on a brass, percussion or woodwind instrument and has achieved a minimum 70% average in the prior year. Preference will be given to a woodwind student. The Scholarship/Awards Committee in the Faculty of Music will select the recipient each fall. This award was established with a generous gift from Ms. Jan Devereux, in memory of her husband Dr. George VanOstrand.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

*Dr. George VanOstrand received his Doctor of Musical Arts degree from Eastman School of Music in Rochester, N.Y. After coming to Canada, he taught saxophone performance and music education at Western University for over twenty-eight years (from 1969-1997). He was a loving husband, father and grandfather with varied interests in wood-fired pottery, tennis and golf. Dr. VanOstrand died in 2018 at the age of 86.*

Maxena Hollingsworth Award in Music (Music)

Awarded annually to a full-time student entering first year of any undergraduate program in the Don Wright Faculty of Music, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. The Scholarship and Awards committee in the Don Wright Faculty of Music will select the recipient after the Registrar's Office assesses financial need. This award was established with a generous gift from the Estate of George Donald Hollingsworth in honour of his wife, Maxena Jean Hollingsworth.

Value: 1 at \$2,000

Effective Date: 2019-2020 academic year

*Having met as high school sweethearts, 'Jean' and 'Don' were married for 66 years. Jean was a graduate of Alma College in St. Thomas. Together, they ran Don Hollingsworth Men's Wear in Watford for many years. Jean was a gifted musician and singer. Don served as Captain of the Watford Fire Department and President of the Watford Rotary Club. Don passed away in 2018 at the age of 90 and was predeceased by Jean in 2014 at the age of 87.*

Dr. Elmer Butt Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to full-time undergraduate students in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. The Office of the Registrar will select the recipients. This award was established with a generous gift from the Estate of Dr. Elmer Butt (MD '43).

Value: 3 at \$6,500

Effective Date: 2019-2020 academic year

*Dr. Butt worked as a Diagnostic Radiologist in Windsor, Ontario. In 1971, he started the Windsor Association of Riding for the Handicapped, after observing horses being used for therapy with physically challenged children in England. This Association was a first in Canada. In 1995, the name was officially changed to the Windsor-Essex Riding Association (WETRA). Over the years, thousands of children and adults with cerebral palsy, spina bifida, head injuries, post stroke and learning disabilities have enjoyed the physical and psychological benefits of equine assisted therapies. Dr. Butt died in 2001 at the age of 83.*

Dr. Saulius Kizis Medical Bursary (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time undergraduate student in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by October 31st. The Office of the Registrar will select the recipient. This bursary was established with a generous gift from the Estate of Dr. Saulius Kizis (MD '71).

Value: 1 at \$1,600

Effective Date: 2019-2020 academic year

*Dr. Saulius Kizis worked in Family Medicine in Windsor, Ontario for many years, serving many generations of the same family. He was known to make house calls and signed his emails with "Hugs and Kizis". He was loved by his family and patients. Dr. Kizis died in 2018 at the age of 72.*

Dr. Eleanor Deinum Medical Award (Schulich School of Medicine & Dentistry)

Awarded annually to full-time undergraduate students in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry, based on academic achievement and demonstrated financial need. Online financial assistance applications are available through Student Center and must be completed by September 30th. The Office of the Registrar will select the recipients. This award was established with a generous gift from the Estate of Dr. Eleanor Jeanne Deinum (MD '55).

Value: 5 at \$6,600

Effective Date: 2019-2020 academic year

*After graduating from Medicine in 1955, Dr. Eleanor Jeanne Deinum, known as "Jeanne" interned at Victoria Hospital in London. She completed her psychiatric training at the University of Toronto and was the first woman in Canada to earn her Fellowship in Psychiatry from the Royal College of Physicians and Surgeons of Canada. She joined the staff at the London Psychiatric Hospital in 1956 and served as Medical Director from 1978 to 1983. She was also a Clinical Associate Professor in the Department of Psychiatry at Western. Dr. Deinum enjoyed theatre and opera and travelled extensively. She died in 2017 at the age of 84.*

Professor Donald H. Thain MBA Award (Ivey Business School)

Awarded annually to a full-time student entering the Master of Business Administration Program at the Ivey Business School, based on academic achievement and demonstrated community leadership. Final selection of the recipient will be made by the MBA Scholarship Review Committee with at least one member of the selection committee holding membership in the School of Graduate and Postdoctoral studies. Recipients will be notified at the time of acceptance into the program. This award was established by Ralph M. Barford (LLD '87) through The Ralph M. Barford Foundation.

Value: 1 at \$40,000

Effective Date: May 2019

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

<b>Contents</b>	<b>Consent Agenda</b>
<b>Academic Colleague Report on the April 2019 Meeting</b>	No

**FOR INFORMATION**

The COU Academic Colleagues and full Council held a meeting on 3-4 April at Queen's University. The following items may be of interest to Senators.

**Sexual Violence Survey**

The government released data from the Student Voices on Sexual Violence survey in March. Universities and colleges were provided a summary of the results (including aggregate and institution-specific results to some questions) but have not received more detailed data (e.g. information about whether incidents happened on or off campus, perpetrator information, etc.). The information is currently with the Privacy Commissioner for a decision on whether it can be released.

The government also announced a number of immediate actions for post-secondary institutions, including:

- Requirement to report annually to Boards on measures related to the experiences of and supports for students who have experienced sexual violence;
- Increasing the Women's Campus Safety Grant to \$6M (shared across all colleges and universities – 44 campuses in total);
- Requirement for universities to have a task force devoted to the issue, including student representatives;
- Requirement for all institutions to review their sexual violence policies by September 2019.

**Tuition Fee Framework and Ancillary Fee Guidelines**

Universities have now received guidance on what will be considered "compulsory" fees. These include: athletics and recreation, career services, student buildings, health and counselling, academic supports, student ID cards, student achievement and records, financial aid offices, campus safety programs, and transit passes if established prior to January 2019. All other fees will be subject to the Student Choice Initiative (opt-out).

**Campus Freedom of Expression**

The COU has asked HEQCO for consultation regarding the reporting that will be required in fall 2019.

**Program Approvals**

MTCU approvals for new academic programs have been delayed for a year or more. This means that programs that have received Quality Council approval are still awaiting the MTCU decision as to whether they will be funded.

**ANNOUNCEMENTS AND COMMUNICATIONS**

<b>Contents</b>	<b>Consent Agenda</b>
<b>Senate Committee Election Results – April 2019</b>	Yes
<b>Academic Administrative Appointments</b>	Yes
<b>Report from the Board of Governors (April 25, 2019)</b>	Yes

**FOR INFORMATION**

1. **Senate Committee Election Results – April 2019**

The results of the elections held for membership on various Senate Committees are as follows. The results certified by Simply Voting are attached as **Appendix 1**.

a. **Vice-Chair of Senate**

**Required:** One member of Senate

**Nominee Elected:** Michael Milde (AH)

b. **Nominating Committee**

**Required:** Four regular Senate members, including one graduate student. One alternate student Senator.

**Nominees Elected:** Amanda Myers (Graduate Student) *acclaimed*  
Jane Toswell (AH)  
John Wilson (Ivey)  
Sophie Roland (Music)

L. Ghattas (UDGR) – alternate

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

**Required:** Eight members:

One graduate student  
One undergraduate student  
Six members (at least three of whom are members of Senate at the time of appointment; one of whom shall be a faculty member from Science; one of whom shall be from the School of Graduate and Postdoctoral Studies; and one from Arts & Humanities to complete the term of J. Hatch)

**Nominees Elected:** Wesam AbdElhamid Mohamed (Graduate Student) *acclaimed*  
Erin Anderson (Undergraduate Student)  
Matthew Heath (SGPS) – Senator *acclaimed*  
John Cuciurean (Music) – Senator *acclaimed*  
Angela Borchert (AH) – Senator, one-year term *acclaimed*  
Mark Workentin (Sci) *acclaimed*  
Beth MacDougall-Shackleton (SGPS)  
Miriam Capretz (Engg)

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

**Required:** Ten members:  
Two graduate students  
One undergraduate student  
One postdoctoral fellow  
One administrative staff  
Five members of faculty, one of whom to complete the term of A. Bowlus

**Nominees Elected:** Jina Kum (Graduate Student) *acclaimed*  
Ari Vangeest (Graduate Student) *acclaimed*  
Matthew Grenier (Undergraduate Student) *acclaimed*  
Kate Parham (Postdoctoral Fellow) *acclaimed*  
Valerie Sarkany (Administrative Staff)  
Bob Andersen (SS)  
Philip Jones (Schulich)  
Lauren Briens (Engg)  
Daniel Brou (SS)  
Glen Belfy (HSci)

e. **Selection/Review Committee for the Dean of Social Science**

**Required:** Three faculty or staff, from outside the Faculty concerned and only one of whom may be a Dean

**Nominees Elected:** Angie Mandich (HSci)  
Matt Davison (Sci) (Dean)  
Alison Hearn (FIMS)

2. **Academic Administrative Appointments**

Faculty Relations advised of the following academic administrative post(s) approved on behalf of the Board of Governors during the month of March 2019:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Denise Connelly		Health Sciences	Associate Dean (Grad, Post Doc)	2019-07-01	2022-06-30
Carolyn McLeod	Philosophy	Arts and Humanities	Department Chair	2019-07-01	2022-06-30
Tracy Isaacs		Arts and Humanities	Associate Dean (Academic Affairs)	2020-09-01	2022-06-30
Candace Gibson		Schulich	Acting Vice Dean (Basic Medical Science)	2019-07-01	2019-12-31
Hesham El Naggar	Civil & Environmental	Engineering	Department Chair	2019-07-01	2020-06-30
Jackie Sadi	Physical Therapy	Health Sciences	School Director	2019-07-01	2020-06-30

3. **Report from the Board of Governors (April 25, 2019)**

The Board of Governors met on April 25, 2019. **Appendix 2** contains a full list of items received for approval or information from the Board's standing committees and from Senate. Documentation for these items can be found at:

[https://www.uwo.ca/univsec/pdf/board/minutes/2019/a19apr25bg%20\\_ALL.pdf](https://www.uwo.ca/univsec/pdf/board/minutes/2019/a19apr25bg%20_ALL.pdf)

The reports and proposals received were standard items of business.

April 22, 2019

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack  
President  
Simply Voting Inc.

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## Results - 2019/20 Senate Committee Elections (April 17-18)

**Start:** 2019-04-17 08:00:00 Canada/Eastern

**End:** 2019-04-18 20:00:00 Canada/Eastern

**Turnout:** 71 (70.3%) of 101 electors voted in this ballot.

### Vice-Chair of Senate

Option	Votes
Michael Milde (AH)	37 (52.1%)
Amanda Grzyb (FIMS)	34 (47.9%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	0 (0.0%)

## Nominating Committee

Option	Votes
Jane Toswell (AH)	48 (26.1%)
John Wilson (Ivey)	38 (20.7%)
Sophie Roland (Music)	34 (18.5%)
James Compton (FIMS)	33 (17.9%)
Marlys Koschinsky (Schulich)	31 (16.8%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	4 (5.6%)

## Senate Committee on Academic Policy and Awards (SCAPA) - Undergraduate Student

Option	Votes
Erin Anderson	39 (67.2%)
Charles Ma	19 (32.8%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	13 (18.3%)

## Senate Committee on Academic Policy and Awards (SCAPA) - Faculty

Option	Votes
Beth MacDougall-Shackleton (SGPS)	48 (42.1%)
Miriam Capretz (Engg)	41 (36.0%)
Robert Klassen (Ivey)	25 (21.9%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	7 (9.9%)

## Senate Committee on University Planning (SCUP) - Staff

Option	Votes
Valerie Sarkany (Office of the Registrar)	36 (50.7%)
Arzie Chant (Biology)	35 (49.3%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	0 (0.0%)

## Senate Committee on University Planning (SCUP) - Faculty

Option	Votes
Bob Andersen (SS)(Dean)	51 (18.9%)
Phillip Jones (Schulich)	48 (17.8%)
Lauren Briens (Engg)	47 (17.4%)
Daniel Brou (SS)	45 (16.7%)
Glen Belfry (HS)	45 (16.7%)
Sam Trosow (FIMS)	34 (12.6%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	4 (5.6%)

## Selection/Review Committee for Dean of Social Science

Option	Votes
Angie Mandich (HS)	51 (28.8%)
Matt Davison (Sci) (Dean)	47 (26.6%)
Alison Hearn (FIMS)	40 (22.6%)
John Wilson (Ivey)	39 (22.0%)

### VOTER SUMMARY

<b>Total</b>	71
<b>Abstain</b>	1 (1.4%)



**SUMMARY OF AGENDA ITEMS – APRIL 25, 2019 - OPEN SESSION**

Adoption of Agenda	ACTION
Report of the President	INFORMATION
Unanimous Consent Agenda	ACTION
Minutes of the Meeting of January 24, 2019 – Open Session	ACTION

**Report of the Property & Finance Committee**

Budgets and Fees <ul style="list-style-type: none"> <li>• 2019-20 University Operating and Capital Budgets and Tuition Fees</li> <li>• Student Fee-Funded Units and Academic Supports</li> <li>• Student Organization Fees 2019-2020</li> </ul>	ACTION
Annual Report and Recommendations of the Student Services Committee	ACTION
Revisions to MAPP 1.16: Smoking, Vaping & Tobacco Use	ACTION
New MAPP PolicyXX: Use of Cannabis, Alcohol, and Other Substances	ACTION
Scholarships, Awards, Prizes	INFORMATION
Peter C. Maurice Research Fellowship in Biomedical Engineering	INFORMATION
Daryl T. Bean Professorship in Law and Women's Studies	INFORMATION
Report of the Investment Committee	INFORMATION
Quarterly Ratio Report – Non-Endowed Funds	INFORMATION
Credit Rating Review: February 13, 2019	INFORMATION
2018-19 Operating Budget Update as of January 31, 2019 (Quarterly Report)	INFORMATION

**Senior Policy & Operations Committee**

Code of Student Conduct Revisions	ACTION
Committee Appointment	INFORMATION

**Fund Raising and Donor Relations**

Western Athletics Coaching Matching Fund	ACTION
Fund Raising Activity Quarterly Report to January 31, 2019	INFORMATION

**Items Referred by Senate**

Renewal of the Articulation Agreement between Western University, King's University College, Huron University College and Fanshawe College Regarding the Transfer of Credit for Students in the Business-Accounting Diploma Program	ACTION
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2019-20 University Operating and Capital Budgets	INFORMATION
2019 Entrance Standards for Undergraduate First-Year Admissions	INFORMATION
Five-Year Enrolment Projections	INFORMATION
Report on Year One Class and Entering Averages	INFORMATION
Report of the Academic Colleague	INFORMATION
Academic Administrative Appointments	INFORMATION
Teaching Award Recipients 2018-19	INFORMATION
Spring Convocations 2019 – Honorary Degree Recipients	INFORMATION
Questions from Members	