



SENATE AGENDA

1:30 p.m., Friday, September 20, 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 June 7, 2019**
2. Business Arising from the Minutes
3. Report of the President – **EXHIBIT I** (A. Shepard)
4. Unanimous Consent Agenda – **EXHIBIT II**
5. Reports of Committees:
 - Operations/Agenda – **EXHIBIT III** (M. Milde)
 - Nominating Committee – **EXHIBIT IV** (K. Yeung)
 - Academic Policy and Awards – **EXHIBIT V** (J. Cuciurean)
 - University Planning – **EXHIBIT VI** (D. Laird)
 - Honorary Degrees Committee – **EXHIBIT VII** (A. Shepard)
6. Report of the Academic Colleague – **EXHIBIT VIII** (E. Chamberlain)
7. Announcements and Communications – **EXHIBIT IX**
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: September 20, 2019

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Appointment of Acting Chancellor for Western's Dual Installation - October 22, 2019

FOR INFORMATION

Officers of Convocation

Order of June Convocation 2020

Notice of Motion regarding the proposal for a Senate ad hoc Committee for Honorary Degrees and Convocation

NOMINATING COMMITTEE

FOR ACTION

Senate Committee on University Planning (SCUP)

Selection/Review Committee for the Vice-President (Research)

Selection/Review Committee for Dean of the Faculty of Education

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Engineering:

Introduction of New "2 + 2" Agreements for the for the International Collaborative Degree Program in Chemical Engineering

Revisions to the "Progression Requirements – Engineering" policy

School of Graduate and Postdoctoral Studies:

Revisions to the Master of Arts in Hispanic Studies

Revisions to the PhD in Media Studies

Revisions to the Eligibility for Honours Designations in the Ivey Graduate Programs Policy

Faculty of Science:

Revision to the Admissions and Progression Requirements of the Honours Specialization in Information Systems

Withdrawal of the Minors in Computer Algebra, High Performance Computing, Applications of Computer Science, and Theoretical Computer Science

Brescia University College:

Revisions to the Honours Specialization in Nutrition and Dietetics and the HBA/Honours Specialization in Nutrition and Dietetics

Revisions to the Specialization in Foods and Nutrition

Revisions to the Minor in Foods and Nutrition

Withdrawal of the Honours Specialization in Food Science and Technology

Huron University College:

Introduction of a Major in Japanese Studies

Introduction of a New Subject Area and Major in Global Great Books

Policy Revisions:

Revisions to the "Undergraduate Student Academic Appeals" Policy

Revisions to the "Course Outlines (Syllabi) for Undergraduate Courses" policy

FOR INFORMATION

SUPR-U Report: Cyclical Reviews of Mechatronic Systems Engineering; Music; Physics and Astronomy;
First Nations Studies; Geography;
Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR ACTION

McEwen Western Integrated Science Professorship

REPORT OF THE HONORARY DEGREES COMMITTEE

FOR INFORMATION

Honorary Degree Recipients – Fall 2019

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

Academic Colleague Report on the August 2019 Meeting

ANNOUNCEMENTS AND COMMUNICATIONS

FOR INFORMATION

Election Results – Election to the Provost's Task Force on Open Access and Scholarly Communication
Academic Administrative Appointments
Report from the Board of Governors (June 27, 2019)



President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: September 13, 2019
Re: President's Report to Senate

Dear Senators,

This report summarizes noteworthy developments since I joined Western July 1 and also highlights some important matters to be aware of in the months ahead.

Getting started: It was a pleasure to welcome my first incoming class as Western's 11th president earlier this month on UC Hill. This year's first-year cohort is approximately 5,300, with a total undergraduate and graduate enrolment of approximately 33,000 on main campus. We are fortunate to attract so many great students to Western and our affiliated university colleges, and it's a privilege to have the opportunity to participate in their educations. I'm excited to embrace the challenge of that shared responsibility together with you in the days ahead.

Opening our doors: Western hosted several major conferences and events over the summer—including our 3rd annual World's Challenge Challenge, the *Times Higher Education* Teaching Excellence Summit, the International Association for College Admission Counseling, and the 7th annual *See the Line* symposium on concussion research, among others—attracting upwards of 3,000 delegates from across Canada and around the world. Congratulations and thanks to the many faculty, staff and students who contributed to the success of these events.

Looking ahead, we will be hosting a reception September 24 on campus for colleagues and external partners who are involved with the planning for Congress 2020. Scheduled for May 30-June 5, this important event will attract 8,000 or more delegates to Western and promote the wide range of research conducted across the humanities and social sciences. Western is hosting Congress for the second time, the first being a very successful event in 2005. Thanks goes to Academic Convenor **Jeff Tennant** and the many volunteers behind this major institutional initiative.

Accolades: I'm pleased to congratulate the following faculty, students and alumni who, among others, were recognized with special honours over the summer:

- Professors **Ann Chambers** (Oncology, Medical Biophysics and Pathology), **Joy MacDermid** (Physical Therapy) and **Ravi Menon** (Medical Biophysics) on being elected as fellows of the Royal Society of Canada (RSC)
- Professors **Lauren Flynn** (Chemical & Biochemical Engineering) and **Janice Forsyth** (Sociology) on being named members of the RSC's College of New Scholars, Artists and Scientists
- Professor **Neil Banerjee** (Earth Sciences) on being awarded the Canadian Fulbright Fellowship in support of his research on synchrotron technology and mining

- Students **Katie Brown** (Physics) and **Liam Israels** (Engineering) on receiving the Schulich Leaders Scholarships
- Alumni Selwyn Collaco (EMBA'15) and **Devish Gupta** (JD'12) on be named among Canada's Top 25 Immigrants in an awards program sponsored by RBC and Canadian Immigrant Magazine

Celebrating the success of our colleagues is important to building a positive campus culture. I recognize this list is not a comprehensive reflection of all the summer's special achievements and I encourage you to reach out to share your good news stories with me. Please join me in a collective effort to recognize the good work of others.

Team success: Among a long list of scholarly achievements and research advancements that captured public attention over the summer—including the opening of Western's one-of-a-kind ImPaKT imaging and pathogen containment facility—many of our colleagues were part of successful efforts to attract the support of various federal granting agencies.

On July 17, the Social Science & Humanities Research Council announced that 97 Western research projects have been awarded a total of \$8.4 million. Noteworthy among this deserving work is a large collaborative project co-directed by **Laura Stephenson** (Political Science) called the Consortium on Electoral Democracy involving a nationwide network of scholars studying political engagement, representation, public opinion, electoral behaviour and systems, electioneering and other factors that influence policy-making in Canada.

Also, on July 17, more than 20 Western researchers involved with 10 separate projects in the Schulich School of Medicine & Dentistry and the Faculty of Health Sciences were awarded more than \$8 million from the Canadian Institutes of Health Research. Their work ranges from evaluating new ways of looking at spinal cord injury to understanding how neuroimaging can improve diagnostics for Parkinson's disease.

Then, on August 12, the Canada Foundation for Innovation announced over \$1 million in infrastructure support for six projects involving Western faculty members in Psychology, Computer Science, Anatomy & Cell Biology, Chemical & Biochemical Engineering, and Mechanical & Materials Engineering.

It's great to see team success across the disciplines, particularly those involving partnerships within and beyond our institution. Congratulations to all.

Government update: On the provincial front, formal processes related the next round of Strategic Mandate Agreements (SMA3) for Ontario's postsecondary institutions are underway, with expectation that submissions will be made to the government in the first quarter of 2020.

On August 12, I met **Ross Romano**, the new Minister of Training, Colleges & Universities, who was appointed to the role as part of a spring cabinet shuffle that saw former minister **Merilee Fullerton** appointed Minister of Long-Term Care. We've also had opportunity to meet with other TCU officials including **David Piccini**, recently named parliamentary assistant to the minister. We look forward to participating in the Council of Ontario Universities Summit in Toronto later this month where we will continue our advocacy efforts on Western's behalf.

On the federal front, we are now of course looking ahead to the newly announced October 21 election. There are numerous issues that will be focal points for this campaign that are likely to keep postsecondary matters in the background. However, together with our peer institutions in the U15, we will be looking for opportunities to advocate on behalf of our sector.

Senior appointments: I want to recognize and extend my best wishes for success to the following colleagues who have assumed new leadership roles effective July 1 or more recently:

- **Sarah Prichard**, Acting Vice-President (Research)
- **Kevin Shoemaker**, Acting Associate Vice-President (Research)
- **Jacquelyn Burkell**, Acting Associate Vice-President (Research)
- **Ken Coley**, Dean, Faculty of Engineering
- **Perry Klein**, Acting Dean, Faculty of Education
- **Jim Weese**, Acting Vice-Provost & Associate Vice-President (International)
- **Mark Daley**, Special Advisor to the President (Data Strategy)

Leadership review and selection: The work of selection committees for the next Dean of the Schulich School of Medicine & Dentistry and the next Vice-Provost & Associate Vice-President (International) remain underway. Meanwhile, the work of review committees for the Vice-Provost (Academic Planning, Policy & Faculty) and the Dean of Social Science is also underway. Looking ahead, selection committees to recruit the next Vice-President (Research) and the next Dean of the Faculty of Education will soon be constituted and begin their work in the fall.

Yours sincerely,

Alan Shepard

UNANIMOUS CONSENT AGENDA

FOR APPROVAL

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

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

Report of the Operations/Agenda Committee – EXHIBIT III

1. Officers of Convocation	INFORMATION
2. Order of June Convocation 2020	INFORMATION

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

3. Faculty of Engineering: New “2 + 2” Agreements for the International Collaborative Degree Program in Chemical Engineering	ACTION
4. School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts in Hispanic Studies	ACTION
5. School of Graduate and Postdoctoral Studies: Revisions to the PhD in Media Studies	ACTION
6. Faculty of Science: Revision to the Admissions and Progression Requirements of the Honours Specialization in Information Systems	ACTION
7. Faculty of Science, Department of Computer Science: Withdrawal of the Minors in Computer Algebra, High Performance Computing, Applications of Computer Science, and Theoretical Computer Science	ACTION
8. Brescia University College: Revisions to the Honours Specialization in Nutrition and Dietetics and the HBA/Honours Specialization in Nutrition and Dietetics	ACTION
9. Brescia University College: Revisions to the Specialization in Foods and Nutrition	ACTION
10. Brescia University College: Revisions to the Minor in Foods and Nutrition	ACTION
11. Brescia University College: Withdrawal of the Honours Specialization in Food Science and Technology	ACTION
12. SUPR-U Report: Cyclical Reviews of Mechatronic Systems Engineering; Music; Physics and Astronomy; First Nations Studies; Geography	INFORMATION

Report of the Senate Committee on University Planning – EXHIBIT VI

13. McEwen Western Integrated Science Professorship	ACTION
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Report of the Honorary Degrees Committee – EXHIBIT VII

14. Honorary Degree Recipients – Fall 2019	INFORMATION
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Announcements and Communications – EXHIBIT IX

15. Election Results – Election to the Provost’s Task Force on Open Access and Scholarly Communication	INFORMATION
16. Academic Administrative Appointments	INFORMATION
17. Report of the Board of Governors (June 27, 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.

MINUTES OF THE MEETING OF SENATE

June 7, 2019

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

SENATORS: 57

S. Barghi	S. Hodgson	P. Peddle
G. Belfry	A. Hrymak	T. Percival-Smith
A. Borchert	L. Jiang	A. Pero
D. Brou	R. Kennedy	V. Radcliffe
S. Burke	K. Kirkwood	A. Ray
J. Capone	G. Kopp	G. Read
E. Chamberlain	K. Kwan	G. Rezai-Rashti
A. Chant	D. Laird	M. Robinson
K. Clark	L. Logan	C. Roulston
K. Cole	J. Matthews	J. Rylett
R. Collins	J. Michalski	V. Schwean
J. Cuciurean	M. Milde	N. Shuva
S. Datars Bere	K. Miller	D. Simmonds
I. DiCoito	L. Miller	Z. Sinel
L. Frederking	O. Nadler	V. Smye
M. Garabedian	D. Olteanu	C. Steeves
J. Garland	G. Parraga	S. Trosow
A. Grzyb	I. Paul	M. Vandenbosch
J. Hatch	W. Pearson	K. Yeung

Observers: K. Campbell, R. Chelladurai, J. Doerksen, L. Gribbon, B. Jalayer, J. Massey, J. McMullin, G. Osinski, M. Pratt, M. Ruddock

Land Acknowledgement

V. Smye read the Land Acknowledgement.

S.19-90 **MINUTES OF THE PREVIOUS MEETING**

The minutes of the meeting of April 12, 2019 were approved as circulated.

S.19-91 **REPORT OF THE PRESIDENT** [Exhibit I]

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

- The Provincial Government will establish a new performance-based funding model in the next set of Strategic Mandate Agreements (SMA3) that will tie significant proportions of operating grants to key performance indicators. The indicators will align with government priorities and to economic and community impact.

- At its April 25 meeting, the Board of Governors approved changes to the *Code of Student Conduct* to allow Western University to exercise jurisdiction in specific, serious off-campus instances.
- Western Leadership Updates: Dr. Sarah Prichard appointed as Western's Acting Vice-President (Research), Julie McMullin stepping down from Vice-Provost & Associate Vice-President (International), Patrick Callaghan stepping down from Director of Finance & Administration (Research), Juan-Luis Suárez and Mark Daley stepping down from administrative roles to focus on research.

Other items noted in the report:

- The World's Challenge Challenge: Took place at Western University from June 2nd to 7th, 2019.
- Acting Vice-President Research: the incoming Acting, Vice-President Research will be a temporary position as is the standard practice.

A Senator requested information regarding the Vice-President Research selection committee. The President noted that the search for the Vice-President Research would commence once the incoming President begins his term, which would allow the incoming President to be directly involved with the consultation process. The President further noted that proper protocol was followed in the appointment of the Acting, Vice-President Research.

S.19-92 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by J. Hatch, seconded by S. Burke,

That the items listed in the Unanimous Consent Agenda (Exhibit II), except items 9, 20, and 37, be received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE OPERATIONS/AGENDA COMMITTEE [Exhibit III]

As Vice-Chair of Senate, M. Milde expressed Senate's appreciation of the President's work during his two terms as President.

S.19-93 **Appointment of Acting Chancellor for Western's Convocation – October 23, 2019**

It was moved by G. Read, seconded by M. Milde,

That Senate approve Mr. John Thompson, Chancellor Emeritus as the Acting Chancellor at Western's Autumn Convocation scheduled for October 23, 2019.

CARRIED

S.19-94 **Revisions to the Senate Nominating Committee - Membership**

The following member was elected to the Senate Nominating Committee:

S. Taylor (Edu) for a term to June 30, 2021 (Alternate Member).

CARRIED

S.19-95 **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 – General Community Member
- Senate Membership – Graduate Students

- Senate meeting dates 2019-2020
- Candidates for Degrees and Diplomas – Spring Convocation 2019

REPORT OF THE NOMINATING COMMITTEE [Exhibit IV]

S.19-96 **University Research Board**

Mark Robert Baker (Physical and Astronomy) was acclaimed to the University Research Board (URB) for a term to June 30, 2020.

S.19-97 **Senate Review Board Academic (SRBA)**

J. Nord (Music) was acclaimed to the Senate Review Board Academic (SRBA) for a term to June 30, 2020.

S.19-98 **Selection/Review Committee for the Vice-Provost (International)**

M. Davison (Sci)(D), P. Bishop (Ed), J. Plug (AH), Y. Hassan (Undergraduate), were acclaimed to the Selection/Review Committee for the Vice-Provost (International).

S.19-99 **Provost's Task Force on Open Access and Scholarly Communication**

An additional nomination was received from the floor. An electronic vote will be conducted following the meeting. The results will be reported to Senate at the September 20, 2019.

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

S.19-100 **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**

It was moved by J. Hatch, seconded by S. Burke,

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.

CARRIED (Unanimous Consent)

S.19-101 **School of Graduate and Postdoctoral Studies: Revisions to the PhD in Music (Fields of Musicology, Music Theory, and Composition)**

It was moved by J. Hatch, seconded by S. Burke,

That the PhD in Music (Fields of Musicology, Music Theory, and Composition) be revised effective September 1, 2019, as shown in Exhibit V.

CARRIED (Unanimous Consent)

S.19-102 **School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts (MA) in American Studies**

It was moved by J. Hatch, seconded by S. Burke,

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.

CARRIED (Unanimous Consent)

S.19-103 **School of Graduate and Postdoctoral Studies: Renaming of the Master of Arts (MA) in Art History**

It was moved by J. Hatch, seconded by S. Burke,

That the Master of Arts (MA) in Art History be renamed as the Master of Arts (MA) in Art History and Curatorial Studies, effective May 1, 2019.

CARRIED (Unanimous Consent)

School of Graduate and Postdoctoral Studies: Introduction of new fields in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)

S.19-104(a) **Introduction of the Interprofessional Pain Management (IPC) field in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

It was moved by J. Hatch, seconded by T. Percival-Smith,

That effective September 1, 2019, that Master of Clinical (MCISc) in Advanced Health Care Practice (AHCP) be revised to include the new field of Inter-professional Pain Management (IPM), as shown in Exhibit V, Appendix 1.

CARRIED

A Senator noted that the program does not have a clinical component and no requirement for the individual to be a licensed clinician.

L. Miller noted that there are many degrees that would not permit a graduate to be a practitioner without board accredited examinations. The Master of Clinical Science would not be an entry to practice as a clinician, but instead focused on skills and education that is applicable within clinical settings; as a result, the degree is not marketed solely to clinical practitioners.

S.19-104(b) **Introduction of the Applied Health Sciences (AHS) field in the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP)**

It was moved by J. Hatch, seconded by S. Burke,

That effective September 1, 2019, the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP) be revised to include the new field of Applied Health Sciences (AHS), as shown in Exhibit V, Appendix 2.

CARRIED (Unanimous Consent)

S.19-105 **Schulich School of Medicine & Dentistry: Department of Epidemiology and Biostatistics: Introduction of a Minor in Epidemiology and Biostatistics**

It was moved by J. Hatch, seconded by S. Burke,

That effective September 1, 2019, a Minor in Epidemiology and Biostatistics be introduced in the Department of Epidemiology and Biostatistics, Schulich School of Medicine & Dentistry.

CARRIED (Unanimous Consent)

S.19-106 **Schulich School of Medicine & Dentistry: Revisions to the Admission Requirements of the MD Program**

It was moved by J. Hatch, seconded by S. Burke,

That the MD Program's Admissions Requirements in the Schulich School of Medicine & Dentistry be revised effective July 1, 2019 as shown in Exhibit V, Appendix 3.

CARRIED (Unanimous Consent)

S.19-107 **Schulich School of Medicine & Dentistry: Revisions to the Progression Requirements of the MD Program**

It was moved by J. Hatch, seconded by D. Olteanu,

That the MD program's Progression Requirements in the Schulich School of Medicine & Dentistry be revised as shown in Exhibit V, Appendix 4, for students entering the program in September 1, 2019 and beyond.

CARRIED

S.19-108 **Faculty of Science: Introduction of an Honors Specialization in Integrated Science with Astrophysics**

It was moved by J. Hatch, seconded by S. Burke,

That an Honors Specialization in Integrated Science with Astrophysics be introduced in the Faculty of Science as shown in Exhibit V, Appendix 5, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-109 **Faculty of Science, Department of Biology and Schulich School of Medicine & Dentistry, Department of Biochemistry: Introduction of an Honors Specialization in Synthetic Biology**

It was moved by J. Hatch, seconded by S. Burke,

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 Exhibit V, Appendix 6, subject to Quality Council approval.

CARRIED (Unanimous Consent)

Faculty of Science, Department of Earth Sciences: Reorganization of the Undergraduate Programs in Geology; Geophysics; and Environmental Geoscience

S.19-110(a) **Withdrawal of Modules in Geology; Geophysics; and Environmental Geoscience**

It was moved by J. Hatch, seconded by S. Burke,

That effective September 1, 2019 admission so the following modules be discontinued:

Honors Geology Program – For Professional Registration
Honors Geophysics Program – For Professional Registration
Honors Environmental Geoscience Program – For Professional Registration
Honors Specialization in Geology
Honors Specialization in Geophysics
Honors Specialization in Environmental Geoscience

Specialization in Geology
Specialization in Geophysics
Specialization in Environmental Geoscience, and

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

That that effective September 1, 2023, the modules be withdrawn, as shown in Exhibit V, Appendix 8.

CARRIED (Unanimous Consent)

S.19-110(b) Introduction of New Honors Specializations and Specializations in Geology; Geophysics; and Environmental Geoscience

It was moved by J. Hatch, seconded by S. Burke,

That an Honors Specialization in Geology – For Professional Registration and a Specialization in the Geology – For Professional Registration be introduced in the Faculty of Science, Department of Earth Sciences, effective September 1, 2019, as shown in Exhibit V, Appendix 9, and

That an Honors Specialization in Geophysics – For Professional Registration and a Specialization in Geophysics – For Professional Registration be introduced in the Faculty of Science, Department of Earth Sciences, effective September 1, 2019, as shown in Exhibit V, Appendix 10, and

That an Honors Specialization in Environmental Geoscience – For Professional Registration and a Specialization in Environmental Geoscience – For Professional Registration be introduced in the Faculty of Science, Department of Earth Sciences, effective September 1, 2019, as shown in Exhibit V, Appendix 11.

CARRIED (Unanimous Consent)

S.19-111 Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honors Specialization and Specialization in Public Administration

It was moved by J. Hatch, seconded by S. Burke,

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.

CARRIED (Unanimous Consent)

Faculty of Social Science, First Nations Studies Program: Renaming of the “First Nations Studies” Subject Area and Renaming of and Revisions to the Modules

S.19-112(a) Renaming of the “First Nations Studies” Subject Area as “Indigenous Studies”

It was moved by J. Hatch, seconded by S. Burke,

That the “First Nations Studies” Subject Area be renamed as “Indigenous Studies” effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-112(b) Renaming of and Revisions to the “First Nations Studies” Modules

It was moved by J. Hatch, seconded by S. Burke,

That effective September 1, 2019, the Honors Specialization, Major, and Minor in First Nations Studies be renamed as the Honors Specialization, Major, and Minor in Indigenous Studies, and That the requirements of the modules be revised as shown in Exhibit V, Appendix 12.

CARRIED (Unanimous Consent)

S.19-113 Brescia University College: Renaming of and Revisions to Food Management Modules

It was moved by J. Hatch, seconded by S. Burke,

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 Exhibit V, Appendix 13.

CARRIED (Unanimous Consent)

S.19-114 Brescia University College: Renaming of and Revisions to Family Studies Modules

It was moved by J. Hatch, seconded by S. Burke,

That the Honors Specialization (BA), Honors Specialization (BSc), Specialization (BA), Specialization (BSc), Major, and Minor in Family Studies be renamed as the Honors Specialization (BA), Honors Specialization (BSc), Specialization (BA), Specialization (BSc), Major and Minor in Family Studies and Human Development effective September 1, 2019, and

That the requirements of the modules be revised as shown in Exhibit V, Appendix 14

CARRIED (Unanimous Consent)

S.19-115 Brescia University College: Revisions to the Honors Specialization and Specialization in Family Studies – BSc (Human Ecology)

It was moved by J. Hatch, seconded by S. Burke,

That effective September 1, 2019, the Honors Specialization and Specialization in Family Studies – BSc (Human Ecology) be revised as shown in Exhibit V, Appendix 15.

CARRIED (Unanimous Consent)

S.19-116 Renewal of the Affiliation Agreement between the University of Western Ontario and Brescia University College, Huron University College, and King’s University College

It was moved by John Hatch, seconded by A. Hrymak,

That Senate approve for recommendation to the Board of Governors the Affiliation Agreement between the University of Western Ontario and Brescia University College, Huron University

College, and King's University College for a four-year term effective July 1, 2019, as shown in Exhibit V, Appendix 17.

CARRIED

Dr. A. Hrymak provided Senate with an overview of the Affiliation Agreement.

S.19-117 **Revisions to the "English Language Proficiency for Admission" Policy**

It was moved by J. Hatch, seconded by S. Burke,

That effective September 1, 2019, the "English Language Proficiency for Admission" Policy be revised as shown in Exhibit V, Appendix 18.

CARRIED (Unanimous Consent)

S.19-118 **Revisions to the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy**

It was moved by J. Hatch, seconded by S. Burke,

That the "Course Numbering Policy, Essay Courses, and Hours of Instruction" Policy be revised as shown in Exhibit V, Appendix 19, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-119 **Revisions to the "Career-Related Learning: Internships, Co-Ops, Placements, Etc." Policy**

It was moved by J. Hatch, seconded by S. Burke,

That the Career-Related Learning: Internships, Co-Ops, Placements, Etc. Policy be revised as shown in Exhibit V, Appendix 20, effective September 1, 2019.

CARRIED (Unanimous Consent)

S.19-120 **Revisions to the "Registration and Progression in Three-Year, Four-Year and Honors Programs Policy and the "Graduation Requirements" Policy**

It was moved by J. Hatch, seconded by S. Burke,

That the "Registration and Progression in Three-Year, Four-Year and Honors Programs Policy" be revised as shown in Exhibit V, Appendix 21 and the "Graduation Requirements" Policy be revised as shown in Exhibit V, Appendix 22.

CARRIED (Unanimous Consent)

S.19-121 **Information Items Reported by the Senate Committee on Academic Policy and Awards**

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

- Revisions to the "Structure of the Academic Year" Policy
- 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
- SUPR-U Report
 - Cyclical Review of Classical Studies; Computer Engineering; Electrical Engineering; Integrated Engineering; and Software Engineering
- SUPR-G Report: Cyclical Review of Surgery

- Scholarships and Awards

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

S.19-122 **Faculty of Arts and Humanities – Proposed Name Change: The Department of Modern Languages and Literatures to the Department of Languages and Cultures**

It was moved by M. Milde, seconded by A. Chant,

That effective July 1, 2019 the name of the Department of Modern Languages and Literatures within the Faculty of Arts and Humanities be changed to the Department of Languages and Cultures.

And

That pending Board approval, the Constitution of the Faculty of Arts and Humanities be amended to reflect the name change from the Department of Modern Languages and Literatures to the Department of Languages and Cultures.

CARRIED

S.19-123 **Faculty of Social Science – Proposed Name Change: “First Nations Studies” Program to “Indigenous Studies” Program**

It was moved by N. Shuva, seconded by V. Smye,

That Senate approve, and recommend to the Board, that effective July 1, 2019 the “First Nations Studies” Program within the Faculty of Social Science be changed to the “Indigenous Studies” Program.

CARRIED

S.19-124 **Lucas Family Women in Science Distinguished Scholar**

It was moved by J. Hatch, seconded by S. Burke,

That the Lucas Family Women in Science Distinguished Scholar, shown in Exhibit VI, Appendix 2, be established and appointed in the Faculty of Science.

CARRIED (Unanimous Consent)

S.19-125 **John M. Thompson Centre for Engineering Leadership and Innovation**

It was moved by J. Hatch, seconded by S. Burke,

That the Centre of Engineering Leadership and Innovation within the Faculty of Engineering be named the John M. Thompson Centre for Engineering Leadership and Innovation.

CARRIED (Unanimous Consent)

S.19-126 **Information Items Reported of the Senate Committee on University Planning**

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

- Annual Report of the Working Group on Information Security (WGIS)
- Report on Promotion and/or Tenure – Faculty 2018-2019 and LA 2008-2019

REPORT OF THE UNIVERSITY RESEARCH BOARD [Exhibit VII]

S.19-127 **Approval of the Institute for Earth and Space Exploration**

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

That Senate approve and recommend to the Board of Governors the establishment of the Institute for Earth and Space Exploration, effective July 1, 2019.

CARRIED

S.19-128 **REPORT OF THE ACADEMIC COLLEAGUE** [Exhibit VIII]

Exhibit V, Report of the Academic College, was received for information. The following items were included in the report:

- Academic Colleague Report on the April 2019 Meeting

The Academic Colleague provided Senate with details on the following items:

- Sexual Violence Survey
- Tuition Fee Framework and Ancillary Fee Guidelines
- Campus Freedom of Expression
- Program Approvals

S.19-129 **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit IX]

Exhibit IX, Announcements and Communications was received for information. The following items were included in the report:

- Senate Committee Election Results – April 2019
- Academic Administrative Appointments
- Report from the Board of Governors (April 25, 2019)

S.19-130 **DISCUSSIONS AND QUESTION PERIOD**

Senator I. Paul presented the following item for the consideration of Senate:

Given that city council has voted against pursuing funding for the north leg of BRT, what is Western's position moving forward? One consequence of the absence of a transit plan is that the city will not complete the bike lanes along Western and Sarnia. The intersection of Western Road and Sarnia is a high traffic area that remains dangerous for both cyclists and pedestrians. Is Western in discussion with the city to develop a new plan?

L. Logan (Vice-President (Operations & Finance)) noted that the discussions with the City of London involve ensuring that there is improved supportive transit for our students, staff and faculty. In the Fall the City of London will change a number of routes and add a number of express buses to ease congestion.

Senator A. Chant presented the following item for the consideration of Senate:

The President's report to Senate indicates that he announced the appointment of Dr. Sarah Pritchard as Interim Vice-President (Research) last week. This appointment and the communication thereof have raised several questions about the appointment process, communication of appointments, and transparency of governance at Western. Of particular

note, is that the announcement of Dr. Pritchard's appointment was quickly followed by the resignation of both Associate Vice-Presidents (Research), Drs. Juan-Luis Suarez and Mark Daley, effective July 1, 2019. While the President's report to Senate states that the two AVPs have resigned their administrative posts "to focus on their research", such a situation would be remarkably coincidental. Consequently, I sincerely doubt this explanation of the simultaneous resignation of two highly respected members of the University administration.

The appointment of an interim Vice-President (Research) would have been subject to approval by the Board's Senior Policy and Operations Committee (SPOC), but no mention is made in the minutes from the Board of SPOC's approval of Dr. Pritchard's appointment. This may be due to the confidential nature of discussions on personnel, but the approval itself or the report of SPOC to the Board could—and arguably should—be an item for the open meeting. Similarly, our own Senate agenda describes the Board's business as "standard items of business" despite the fact that an external appointment from the private sector to the role of interim Vice-President (Research) is anything but "standard". As a result, I am removing the Board report from the consent agenda, and I propose that Senate engage itself with investigating the many peculiarities surrounding this appointment, its communication to the University community, and the overarching governance questions it raises.

I hereby submit the following questions:

Regarding the Appointment/Selection Process:

1. Dr. John Capone's end-date as Vice-President (Research) has been known for some time. Why was his position not filled using the mandated practice of striking a selection committee to provide a nomination to the Board rather than making an interim appointment via a nomination sent by one or two individuals (i.e. the incoming and outgoing University Presidents) to the Board's Senior Policy and Operations Committee?
2. It appears to be becoming a pattern at Western to have external appointments rather than considering worthy internal candidates. The failure to consider the Associate Vice-Presidents (Research), or others at Western, for the position of interim Vice-President (Research) is another example of this. Why are such qualified, deserving, internal individuals not being considered?
3. With the entirety of the senior leadership of Research Western now set to turn over as of July 1st (along with the departure of the Director of Finance and Administration) how will the administration ensure continuity and excellence at Research Western?

Regarding Communication and Transparency in Governance:

1. The President's report indicates that he announced Dr. Pritchard's appointment on April 30th. By what means was this communicated to the University community? As a member of Senate, I received no notification, it did not appear on the University's main page, and the only acknowledgement I can find of any announcement is an article from the Western News, <https://news.westernu.ca/2019/04/prichard-named-acting-vice-president-research/>, which was conspicuously absent from the "Inside Western" communications to the campus community.
2. Finally, for years the Senate has received reports from the Board as a specific agenda item, given as a formal report by one of the two Board representatives on Senate. In recent months, this report has been quietly slipped in as an information only item within "Announcements and Communications" without the formal approval of the Senate. I am very concerned by this change, particularly as it is occurring concurrently with the Board report being termed "standard items of business" when that is not the case. At a time where there has been renewed focus on collaborative efforts between the Board and Senate, as well as a push for recognition of the equal powers of these two governing bodies of the University, why has this change been made?

The President noted that he had addressed the question in his Report to Senate. Specifically, that President Shepard's participation in the search for the Acting, Vice-President Research would be an opportunity for the incoming President to be introduced to the Western community.

The President further acknowledged Dr. J. Capone (Vice-President Research) upon his departure. The President noted specifically the work that Dr. Capone had done with the research portfolio at Western during his tenure and wished him further success in his future endeavors.

The University Secretary noted that from 2016 through 2018, Senate was provided a report from the Board of Governors for information on the Consent Agenda.

A Senator advised Senate that a lengthy discussion at the Operations/Agenda Committee relating to the placement of the report from the Board of Governors. The Committee noted that Senate committees report to Senate, but that the Board of Governors does not report to Senate. The Operations/Agenda Committee made the decision in 2018 to move the item within the Senate agenda package where it is recognized as a courtesy report and not a requirement.

A Senator requested that Senators take a moment to acknowledge the contributions of J. McMullin (Vice-Provost, International education) and requested for colleagues to join in in wishing her well.

A Senator noted concern for the state of Research Western and stated that it will be important area for the incoming administration.

ADJOURNMENT

The meeting adjourned at 2:34 p.m.

A. Chakma
Chair

K. Kwan
Secretary

REPORT OF THE OPERATIONS AGENDA COMMITTEE

Contents	Consent Agenda
Appointment of Acting Chancellor for Western's Dual Installation - October 22, 2019	No
Officers of Convocation	Yes
Order of June Convocation 2020	Yes
Notice of Motion regarding the proposal for a Senate ad hoc Committee for Honorary Degrees and Convocation	No

FOR APPROVAL

1. **Appointment of Acting Chancellor for Western's Dual Installation - October 22, 2019**

Recommended: That Senate authorize Mr. John Thompson, Chancellor Emeritus as the Acting Chancellor at Western's Dual Installation ceremony scheduled for October 22, 2019.

Background:

From the UWO Act, sec. 37(3) and (4): In the absence of the Chancellor ... the Vice-Chancellor shall act as Chancellor at Convocation or shall appoint a member of the Faculty to act in that capacity. In the absence of both the Chancellor and Vice-Chancellor ... the Chancellor's duties shall be performed by a member of the Faculty appointed by the Senate for that purpose.

FOR INFORMATION

2. **Officers of Convocation**

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

- Angela Mandich, Director of Convocation (July 1, 2019 – June 30, 2021)
- Daniel Belliveau, Marshal (July 1, 2019 - December 31, 2019)
- Nigmendra Narain, Associate Marshall (July 1, 2019 – June 30, 2021)
- Kara Brown, Assistant Chief Usher (July 1, 2019 – June 30, 2021)
- Deborah Coward, Assistant Chief Usher (July 1, 2019 – June 30, 2021)
- Katrina McIntosh, Assistant Chief Usher (July 1, 2019 – June 30, 2021)
- Craig Reed, Assistant Chief Usher (July 1, 2019 – June 30, 2021)
- John Palmer, Esquire Bedel (July 1, 2019 – June 30, 2021)
- Debra Jared, Esquire Bedel (July 1, 2019 – June 30, 2021)
- Margaret McGlynn, Chief Public Orator (July 1, 2019 – June 30, 2021)
- Margaret Kellow, Chief Public Orator (July 1, 2019 – June 30, 2021)
- Janis Cardy, Assistant Chief Public Orator (July 1, 2019 – June 30, 2021)
- Janice Polgar, Assistant Chief Public Orator (July 1, 2019 – June 30, 2021)

3. **Order of June Convocation 2020**

See [Appendix 1](#).

4. **Notice of Motion regarding the proposal for a Senate ad hoc Committee for Honorary Degrees and Convocation**

Senate received an electronic communication dated July 2, 2019 which contained a proposal for Senate to create an ad hoc committee to consider a number of issues related to honorary degrees and convocation.

The Notice of Motion read as follows:

Motion: Senate to create an ad hoc committee to make recommendations concerning some elements of the honorary degree process, including nominations, selection, and the role of honorary doctorate recipients in convocations.

The background provided in the proposal is provided in [Appendix 2](#).

At its meeting on September 12, the Operations/Agenda Committee considered and discussed the notice of motion and determined that it could proceed to Senate for discussion. Operations/Agenda Committee also discussed that there were a number of alternative means by which the issues raised in [Appendix 2](#) could be addressed including, but not limited to, referring the matters to the current standing committees of Senate, Convocation Board and Honorary Degrees Committee and asking for these Committees to review and report back to Senate.

If referred to the standing committees of Senate, Convocation Board and Honorary Degrees Committee could consider establishing a joint committee between them or establishing a sub-committee of one of these standing committees, which would be the means whereby the issues could be considered and reviewed. Senate would then receive a report from the standing committees as to research, deliberations and options.

Order of Ceremony – Spring Convocation 2020 (#316)

SPRING 2020	10:00 A.M.	3:00 P.M
MONDAY June 8, 2020	No Ceremony	School of Graduate & Postdoctoral Studies * Engineering (GRAD) Schulich School of Medicine & Dentistry (GRAD) Faculty of Science (GRAD)
TUESDAY June 9, 2020	Faculty of Engineering (UGRD)	School of Graduate & Postdoctoral Studies * Faculty of Social Science (BA Honors, BSc Honors programs, Diplomas and Certificates)
WEDNESDAY June 10, 2020	Faculty of Social Science (4 yr BA, and BMOS Honors)	Faculty of Social Science (3 yr and BMOS)
THURSDAY June 11, 2020	School of Graduate & Postdoctoral Studies * Faculty of Education	Faculty of Science (3 and 4 yr, non-Honors)
FRIDAY June 12, 2020	Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honors and 4yr)	Faculty of Science (Honors)
MONDAY June 15, 2020	School of Graduate & Postdoctoral Studies * Faculty of Arts and Humanities Don Wright Faculty of Music	School of Graduate & Postdoctoral Studies * Brescia University College Huron University College
TUESDAY June 16, 2020	Richard Ivey School of Business	No Ceremony
WEDNESDAY June 17, 2020	School of Graduate & Postdoctoral Studies * King's University College (BMOS Honors, BMOS, Social Work, Diplomas and Certificates)	School of Graduate & Postdoctoral Studies * King's University College (BA Honors, 4 yr BA, and non-Honors)
THURSDAY June 18, 2020	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Nursing) Schulich School of Medicine & Dentistry (DDS)
FRIDAY June 19, 2020	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Health Studies - Honors, 3yr and 4yr, Dips. & Certs.) Faculty of Law	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Kinesiology)

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

Thursday, May 7, 2020: Huron Theology Convocation

Friday, May 22, 2020: Schulich School of Medicine & Dentistry (MD) (AM Ceremony)

Friday, May 22, 2020: Richard Ivey School of Business (Graduate Programs Spring) (PM Ceremony)

MJ Toswell

Subject: honorary degrees and Western's convocation

Dear colleagues:

Below and attached is a proposal for an ad hoc committee to look into Western's recent practices with respect to honorary degrees and their recipients at Convocation. This is a Senate matter since the Honorary Degrees committee and Convocation Board are both committees of Senate, and so Senate has jurisdiction in these matters. I'm submitting this proposal now in light of recent events, for consideration by the Ops/Agenda committee in September, preferably to be considered at the September meeting of Senate. Should the Ops/Agenda committee decide not to bring this motion forward to Senate, my understanding (a bit rusty as I've been off Senate for two years) is that I could bring the motion forward for debate (once I got a seconder for the motion) in the October Senate meeting.

I've been assembling an email list of current senators for the last ninety minutes or so. If I missed someone, please forward.

Here is the proposed background and motion:

Proposed motion for Senate to create an ad hoc committee to make recommendations concerning some elements of the honorary degree process, including nominations, selection, and the role of honorary doctorate recipients in convocations.

Background: On Friday 26 October 2018, in his speech to graduates at convocation, the honorary degree recipient Aubrey Dan made remarks concerning his transfer to Western as an undergraduate student in the early 1980's, which for him was based on a Playboy article indicating that women at Western were "among the best in North America." He added extemporaneously, looking out at the graduands, "and obviously they still are." Later, he apologized for people's being upset by his comments, but clearly felt that his remarks, referring as they did to the mind of a 19-year-old male and his decision-making abilities, were appropriate. On Monday 17 June 2019, the honorary degree recipient Stephan Moccio began his address to convocation with two memories of his own first week at Western as an undergraduate in the early 1990's, one a sign on the 401 highway at the entrance to London which thanked fathers for dropping off their virgin daughters at Western, and the other a chant about the women students at Delaware and their sexual preferences. When two graduands left Alumni Hall in protest, Moccio expressed his desire to learn from his failure, and later in the day issued an apology for his remarks. One of the graduands was later removed from Alumni Hall by Campus Police, as a potential security threat. Faculty and staff members in Alumni Hall, some of whom were working at both convocations, engaged in a lively debate thereafter concerning the appropriateness of these remarks, the associated issue of freedom of expression, the question of an appropriate response to provocative and sexist comments on stage when the real focus of a Convocation is the graduands, who has true freedom of expression when a white male is holding forth from the stage, and so forth.

The committee would also address a second aspect of the same problem: the number of honorary

doctorates Western is now awarding, and the practice of having each honorand address convocation with enlightening and uplifting remarks. The number of honorary doctorates awarded has been proliferating in recent years. This may reflect a genuine desire to acknowledge the accomplishments of more individuals, and could suggest a broader range of stellar figures in Canada and around the world that we might wish to honour. However, it might also be simply a result of an increase in the number of convocation ceremonies both because some faculties are running their own ceremonies, and because we have fewer facilities and more graduates, and thereby more convocations in October and June. One suggestion along these lines is that we should cut back to a firm number (or a firm range) of honorary doctorate recipients, and other convocation ceremonies could be graced by our Distinguished University Professors, Pleva teaching award winners, emerit-x professors, and other award-winners at Western. Their speeches would be of equal interest to graduates.

Here is a brief conspectus of our recent history of honorary degrees:

2019 ?? 17 in June, unknown in October, unknown other
2018 25 awarded, 16 in June, 7 in October, 1 in May, 1 in April
2015 20 awarded, 15 in June, 3 in October, 2 in May
2010 14 awarded, 10 in June, 3 in October, 1 in August
2005 14 awarded, 10 in June, 3 in October, 1 in early October
2000 11 awarded, 9 in June, 2 in October
1990 9 awarded, 7 in June, 2 in October

Proposal: That Senate establish an ad hoc committee consisting of the following members:

- a) two representatives of the Honorary Degree Committee, chosen by and from the members of that committee;
- b) three individuals from Convocation Board or the Convocation Planning Committee, chosen by and from the members of those committees;
- c) the Director of Convocation, as co-chair;
- c) a co-chair appointed by the Provost;
- d) three representatives of Senate, including a student, chosen by Senate through its usual procedures.

Proposed remit:

- to consider the number of honorary degrees granted in any given year, and any other issues as suggested by the Honorary Degree Committee (e.g. appropriateness to a given faculty, role of the host);
- to examine the instructions provided to proposed holders of honorary doctorates and consider making them more robust, and offering help, if wanted, in editing the proposed speech (from the host? from members of the Convocation Board? from a student representative of the graduating class? from the President's Office or the Secretariat?);
- to consider the terms of reference of the Honorary Degree Committee, especially the criteria for selection of recipients, and the Convocation Board and update where necessary;
- to develop guidelines to ensure that convocations reflect the equity, diversity and inclusion goals at the heart of Western's ethos;
- to consider whether Senate should require the vetting of proposed speeches, bearing in mind questions of freedom of expression as against the need to provide a safe and respectful environment in a university, and if so, again by whom?;
- to make recommendations as to other options for delivering commencement addresses or convocation speeches;
- to make such other recommendations as the committee deems appropriate based on input from the Honorary Degree Committee and the Convocation Board.

REPORT OF THE NOMINATING COMMITTEE

Contents	Consent Agenda
Senate Committee on University Planning (SCUP)	No
Selection/Review Committee for the Vice-President (Research)	No
Selection/Review Committee for Dean of the Faculty of Education	No

FOR APPROVAL

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

[Faculty members must be members of Senate at the time elected]
[Workload: Meets Fridays at 9:15a.m. as required. Meetings scheduled for the week prior to Senate]

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

Composition:

Includes twelve members elected by Senate:

- Six (6) members of faculty, who are members of Senate at the time elected, only one of whom may be a Dean
- Two (2) graduate students*
- One (1) undergraduate student Senator
- Two (2) administrative staff
- One (1) postdoctoral fellow

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

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

Current Senate-Elected Members:

Terms continuing to June 30, 2020:

G. Belfry (HS), M. Grenier (UNDG), S. Hayne Beatty (ADMN), J. Kum (GRAD), D. Laird (Schulich), K. Parham (Post Doc.), **Vacancy**

Terms continuing to June 30, 2021:

B. Andersen (Dean/SS), L. Briens (ENG), D. Brou (SS), P. Jones (Schulich), V. Sarkany (ADMN)

Required: One graduate student, who does not need to be a member of Senate, to complete the term of A. Vangeest (**GRAD**) who has resigned.

Nominees: Ryley Yost (GRAD)

2. **Selection/Review Committee for the Vice-President (Research)**

A committee to select a Vice-President (Research) shall consist of:

- (a) the President & Vice-Chancellor, who shall be Chair
- (b) a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- (c) Five (5) persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- (d) Once (1) person elected by the Board of Governors

Required: Five (5) persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.

Nominees:	<u>Emily Ansari</u>	(Music)
	<u>Matt Davison</u>	(Dean)(Sci)
	<u>Andrew Nelson</u>	(SS)
	<u>Nadine Wathen</u>	(FIMS)
	<u>Daniel Olteanu</u>	(Student)

3. **Selection/Review Committee for Dean of the Faculty of Education**

Composition:

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

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

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

Nominees:	<u>Scott MacDougall-Shackleton</u>	(SS)
	<u>Michael Milde</u>	(Dean)(AH)
	<u>Catherine Nolan</u>	(Mus)

FOR INFORMATION

Future Business of the Senate Nominating Committee

Upcoming Nominating Committee agenda items are posted on the Senate website at:

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

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

Contents	Consent Agenda
<p>Faculty of Engineering: Introduction of New “2 + 2” Agreements for the International Collaborative Degree Program in Chemical Engineering Revisions to the “Progression Requirements – Engineering” Policy</p>	<p>Yes No</p>
<p>School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts in Hispanic Studies Revisions to the PhD in Media Studies Revisions to the Eligibility for Honours Designations in the Ivey Graduate Programs Policy</p>	<p>Yes Yes No</p>
<p>Faculty of Science: Revisions to the Admission and Progression Requirements of the Honours Specialization in Information Systems Withdrawal of the Minors in Computer Algebra, High Performance Computing, Applications of Computer Science, and Theoretical Computer Science</p>	<p>Yes Yes</p>
<p>Brescia University College: Revisions to the Honours Specialization in Nutrition and Dietetics and the HBA/Honours Specialization in Nutrition and Dietetics Revisions to the Specialization in Foods and Nutrition Revisions to the Minor in Foods and Nutrition Withdrawal of the Honours Specialization in Food Science and Technology</p>	<p>Yes Yes Yes Yes</p>
<p>Huron University College: Introduction of a Major in Japanese Studies Introduction of a New Subject Area and Major in Global Great Books</p>	<p>No No</p>
<p>Policy Revisions: Revisions to the “Undergraduate Student Academic Appeals” Policy Revisions to the “Course Outlines (Syllabi) for Undergraduate Courses” Policy</p>	<p>No No</p>
<p>SUPR-U Report: Cyclical Reviews of Mechatronic Systems Engineering; Music; Physics and Astronomy; First Nations Studies; Geography</p>	<p>Yes</p>
<p>Scholarships and Awards</p>	<p>No</p>

FOR APPROVAL

1. **Faculty of Engineering: New “2 + 2” Agreements for the International Collaborative Degree Program in Chemical Engineering**

Recommended: That effective September 1, 2019, an International Collaborative Degree Program in Chemical Engineering be introduced with South China University of Technology (SCUT), Nanjing Tech University (NJTECH), and Tianjin University as shown in [Appendix 1](#).

Background

In 2011, Senate approved an International Collaborative Degree Program in Chemical Engineering with Zhejiang University (ZJU). In 2013, the program was extended to include East China University of Science and Technology (ECUST) and Zhejiang University of Technology (ZJUT) in 2013. From 2011 to present, 27 students have participated in the program. In 2017, Engineering sought additional Chinese partners to increase the student enrolment, given the gradual reduction in local registration in Chemical and Biochemical Engineering. In identifying potential partners, the Faculty of Engineering focused on Chinese Universities with higher ranking Chemical Engineering programs.

Course mapping has been completed for each of the new schools. The articulation agreements for South China University of Technology (SCUT), Nanjing Tech University (NJTECH), and Tianjin University are provided in [Appendix 2](#).

2. **Faculty of Engineering: Revisions to the “Progression Requirements – Engineering” Policy**

Recommended: That the “Progression Requirements - Engineering” policy be revised, effective September 1, 2019, as shown in [Appendix 3](#) to permit students in the Bachelor of Engineering to enroll in Minors in other disciplines.

Background

Unlike students registered in programs within Western’s modular degree structure, students registered in the Faculty of Engineering are not permitted to complete Minor modules as part of their Bachelor of Engineering degree. The Faculty of Engineering has seen a marked increase in students requesting the possibility of completing a Minor to help them differentiate themselves in the job market. Many students do not want to complete a second or concurrent degree, however, they are interested in taking, and being recognized for, courses that are additional to their Engineering degree.

As part of the BESC degree, students are required to take 1.5 credits of non-technical electives. Minors are typically 4.0 specified courses (in some cases this is in addition to the admission requirements for the Minor). Many students in the Faculty of Engineering register for all of their non-technical electives in the same discipline and feedback has been that adding an additional 2.5 credits to obtain a Minor is desirable. Because of the rigour and constrained timetable for Engineering courses during the regular academic year, most students would be taking the courses toward the Minor during the summer or during an additional term.

The modular structure at Western already exists, however, students registered in Engineering were not previously permitted to consider completing a Minor module. At the February 20, 2004 meeting of the Senate, the Faculty of Music received approval for their non-modular BMus and BMusA students to enroll in Minor Modules. Therefore, the Faculty of Engineering is requesting that their Bachelor of Engineering students be permitted to take advantage of an academic structure that currently exists at Western University.

3. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts in Hispanic Studies**

Recommended: That the Master of Arts in Hispanic Studies be revised effective September 1, 2020 as shown below.

Current program	Proposed Change(s)
2-years program (6 terms) with 2 options: <ul style="list-style-type: none"> • 3.5 graduate courses (7 half-credit courses) and a thesis; OR • 5.0 graduate courses (10 half-credit courses) 	1-year program (3 terms) with: <ul style="list-style-type: none"> • 3.0 graduate courses (6 half-credit courses) and a Major Research Paper (40-60 pages, including the bibliography, supervised by one faculty member and evaluated by one examiner as a Pass/ Fail option)

Background

This proposal seeks to change the current two-year MA program in Hispanic studies to a one-year program. Specifically, it is proposed that the current six-term option of course or thesis-based MA be revised to a three-term course-based MA with Major Research Paper. The goal of this proposal is to modify the MA program in Hispanic Studies to be more competitive with the one-year Master's programs in Comparative Literature, English Studies, French Studies, Hispanic Studies, Film Studies, and Critical Theory offered at other universities around the world.

Master's students from the program who wish to apply for admission to the four-year PhD program in Hispanic Studies would not be disadvantaged by the reduction of the MA program from six to three terms. In Research Methods, the mandatory course for MA students, the instructor will prepare students for the Major Research Paper instead of the MA Thesis, but the main topics (e.g. the formulation of valid research questions, the choice of appropriate critical methods, the effective organization of thesis chapters, the comprehensive understanding of the range of fields within the contemporary discipline of Hispanic Studies, etc.) will hardly differ from the range of topics covered in the course currently offered in the two-year program.

4. **School of Graduate and Postdoctoral Studies: Revisions to the PhD in Media Studies**

Recommended: That the PhD in Media Studies be revised effective September 1, 2019 as shown below.

Current program	Proposed Change(s)
Students are required to take three courses as part of their PhD: MS 9601: PhD Interdisciplinary Foundations of Media Theory MS 9101: Research Methods MS 9600: Advanced Theory and Methods in Media Studies Course Requirements <ul style="list-style-type: none"> • 6.0 course credits <ul style="list-style-type: none"> ○ MS 9600 Advanced Theory and Methods in Media ○ MS 9601 PhD Interdisciplinary Foundations of Media Theory ○ MS 9101 Research Methods or exemption for previous graduate-level Research Methods course ○ 3 or 4 elective courses 	Students are required to take two courses as part of their PhD: MS 9601: PhD Interdisciplinary Foundations of Media Theory MS 9101: Research Methods Course Requirements <ul style="list-style-type: none"> • 6.0 course credits <ul style="list-style-type: none"> ○ MS 9601 PhD Interdisciplinary Foundations of Media Theory ○ MS 9101 Research Methods or exemption for previous graduate-level Research Methods course ○ 4 or 5 elective courses

Background

The Media Studies Program Committee reviewed all required PhD courses and noted that the required courses significantly overlapped in terms of content. This proposal removes one of these required courses (MS 9600: Advanced Theory and Methods in Media Studies). The removal of the required course enables the Program to increase elective course offerings, which is something students have requested given the great range of projects in the field. There will be no change to the learning outcomes.

5. **School of Graduate and Postdoctoral Studies: Revisions to the Eligibility for Honours Designations in the Ivey Graduate Programs Policy**

Recommended: That effective September 1, 2019, beginning with the Winter 2019 cohort for the Ivey MSc in Management program, the Dean's Honor List be awarded only at the point of program completion, and that the Ivey MSc Gold Medal be awarded by field, as shown in [Appendix 4](#).

Background

Currently, the Dean's Honor List is awarded after Winter Term 1, Fall Term 3 and Winter Term 4 in the Ivey MSc in Management program. The proposal is to award the Dean's Honor List designation only at the completion of the program, namely, after the final term, Term 4. The change in the awarding of the Dean's Honor List at the end of the program keeps the timeline of awarding the Dean's Honor List designation consistent with other academic programs.

When the MSc in Management fields were introduced, only one Gold Medal was available because enrolment in each field was relatively low, e.g. 50 students in the International Business field and 25 students in the Business Analytics field. With the intake that started in Winter 2019, enrolments have increased significantly in the two Ivey MSc fields of International Business (70 students) and Business Analytics (50 students) and the curriculum has become specialized for each field. Our enrolment objectives are to further increase enrolments to 75 students in each field with the program starting in Winter 2020.

The Ivey MSc in Management program currently offers two fields, namely International Business and Business Analytics and a third field in Digital Management will commence in September 2020. The curriculum requirements for each Ivey MSc in Management field are specific to the field. As a result, Ivey is requesting to award a Gold Medal in each field at the conclusion of the field, i.e., one Gold Medal in the International Business field, one Gold Medal in the Business Analytics field, one Gold Medal in the Digital Management field.

The Ivey MSc in Management Gold Medals are not donor funded. Both of the Gold Medals will be provided through Ivey MSc operating funds.

6. **Faculty of Science: Revisions to the Admission and Progression Requirements of the Honours Specialization in Information Systems**

Recommended: That the Admission and Progression requirements of the Honours Specialization, in Information Systems be revised effective September 1, 2019 as shown in [Appendix 5](#).

Background

Currently, CS1027A/B prerequisite is Computer Science 1025A/B or Computer Science 1026A/B, *in each case with a mark of at least 65%*. To make it clear, the Computer Science department would like to have the same condition appear at the module admission requirement related to Computer Science 1025A/B, Computer Science 1026A/B, and Engineering Science 1036A/B.

7. **Faculty of Science, Department of Computer Science: Withdrawal of the Minors in Computer Algebra, High Performance Computing, Applications of Computer Science, and Theoretical Computer Science**

7a. Withdrawal of the Minors in Computer Algebra, High Performance Computing, and Applications of Computer Science

Recommended: That effective September 1, 2019, admission to the Minor in Computer Algebra, the Minor in Applications of Computer Science, and the Minor in High Performance Computing be discontinued, and

That the modules be withdrawn and all registration discontinued.

Background

Due to the lack of interest from students and the department's inability to offer the required courses for these modules because of the loss of several faculty members in the fields, the Department is requesting to discontinue these modules.

7b. Withdrawal of the Minor in Theoretical Computer Science

Recommended: That effective September 1, 2019, admission to the Minor in Theoretical Computer Science be discontinued, and

That students enrolled in the module prior to September 1, 2019 be permitted to continue with the understanding that they must complete the requirements prior to September 2023, and

That effective September 1, 2023, the module be withdrawn and all registration discontinued.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21116&Keywords=theoretical%20computer&SelectedCalendar=Live&ArchiveID=>

MINOR IN THEORETICAL COMPUTER SCIENCE

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 program requirements.

Background

Due to the lack of interest from students and the department's inability to offer the required courses for these modules because of the loss of several faculty members in the fields, the Department is requesting to discontinue these modules.

8. **Brescia University College: Revisions to the Honours Specialization in Nutrition and Dietetics and the HBA/Honours Specialization in Nutrition and Dietetics**

8a. Revisions to the Honours Specialization in Nutrition and Dietetics

Recommended: That the Honours Specialization in Nutrition and Dietetics at Brescia University College be revised, effective September 1, 2019, as shown in [Appendix 6](#).

8b. Revisions to the HBA/Honours Specialization in Nutrition and Dietetics

Recommended: That the HBA/Honours Specialization in Nutrition and Dietetics, offered jointly by Brescia University College and The Richard Ivey School of Business, be revised effective September 1, 2019, as shown in [Appendix 7](#).

Background

These changes are being sought due to recommendations from the last IQAP program review and DC accreditation of the Honors Specialization in Nutrition and Dietetics (2012), where reviewers recommended that Foods and Nutrition 4471A/B become mandatory for degree requirements. Similarly, PDEP (the new accreditation body for Dietetics) released updated competencies for academic program accreditation in 2013 which require students to gain foundational knowledge in population food systems and food security as well as specific academic competencies, thus the introduction of Foods and Nutrition 3355A/B. Further changes have also been proposed in preparation for the next accreditation in 2020 to better meet the competencies required of Dietitians.

In addition, as this is a professional program with a very high demand for students, Brescia aims to maintain high academic standing in the program and proposes that progression requirements be increased to ensure that all graduates are well prepared to enter into a Dietetic Practicum Program. Progression requirements have been added to the calendar copy as the proposed progression requirements are now different than most Honors Specializations, and Brescia finds that students need a constant reminder, especially transfer students.

9. **Brescia University College: Revisions to the Specialization in Foods and Nutrition**

Recommended: That the Specialization in Foods and Nutrition at Brescia University College be revised, effective September 1, 2019, as shown in [Appendix 8](#).

Background

These changes are being sought due to the changes in the Honors Specialization in Nutrition and Dietetics. Further changes have also been proposed because students who are not completing an accredited program in dietetics should not take dietetic-specific courses e.g., FN3351A/B (Clinical Nutrition) allowing for more flexibility.

10. **Brescia University College: Revisions to the Minor in Foods and Nutrition**

Recommended: That the Minor in Foods and Nutrition at Brescia University College be revised, effective September 1, 2019, as shown in [Appendix 9](#).

Background

These changes are being sought due to the changes in the other modules. Further changes have also been proposed because students who are not completing an accredited program in dietetics should not take clinical nutrition courses e.g., FN3351A/B. Also, the program has more elective courses available now and some of these have been added as options.

11. **Brescia University College: Withdrawal of the Honours Specialization in Food Science and Technology**

Recommended: That effective September 1, 2020 admission to the Honours Specialization in Food Science and Technology be discontinued, and

That students currently enrolled in the module be allowed to graduate until August 31, 2024 upon fulfillment of the requirements, and

That effective September 1, 2024, the Honours Specialization be discontinued.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20842&Keywords=food%20science&SelectedCalendar=Live&ArchiveID=>

Honours Specialization in Food Science and Technology

Admission to this module is discontinued effective September 1, 2020. Students enrolled in the module will be allowed to graduate until August 31, 2024, upon fulfillment of the module requirements.

Background

These changes are being proposed because the Honours Specialization in Food Science and Technology has not been attracting many students (i.e., current enrollment in years 2-4 is less than 5 students).

12. **Huron University College: Introduction of a Major in Japanese Studies**

Recommended: That a Major in Japanese be introduced at Huron University College effective September 1, 2019 as shown in [Appendix 10](#), pending Quality Council Approval.

Background

The Japanese Program, Department of French and Asian Studies, at Huron University College is a unique program on the study of Japanese language and culture within the Western University system. Western University offers Japanese language courses, but not as a part of a program.

The Japanese Program has healthy enrollment numbers. The language courses have more than 200 students (and more than 280 students if intersession and summer courses are included). Consistently, JPN1650F/G, the gateway course to the module, and JPN2601A/B, a cultural foundation course, both taught in English, are full early in the registration period. In fact, the majority of the courses are full during the early part of the registration period. The minor module enrollment is also healthy.

The Program is unique within Ontario and Canada in general. There are not many institutions that offer a comprehensive Japanese program; there are many that offer language courses and some that are embedded inside East Asia Studies programs.

Presently, the program does not offer a major module in Japanese; it only offers two minor modules: Japanese and Japan Studies. Students who are interested in majoring in Japanese or Japan Studies must major in East Asia Studies. While there are students who are happy with an East Asia Studies major, students have expressed a strong desire to concentrate on their studies in Japanese or Japan Studies. The proposed major program is the first step to meeting their demand.

The proposed Japanese major module distinguishes itself from the existing Japanese minor module in the following manner. It has two senior research seminar courses as the culmination of students' research projects: it distinguishes itself from the East Asia Studies in that it offers more choices for the Japan- and Japanese-related topics for the upper-level elective courses. These elective courses will allow students to do more in-depth exploration on the topics of their interests ranging from Japanese culture and society, Japanese language, and teaching of Japanese or a second language.

SUPR-U considered the introduction of the Major in Japanese Studies and requested that the program be sent for external review. The results of the external review are attached as [Appendix 11](#).

13. **Huron University College: Introduction of a New Subject Area and Major in Global Great Books**

13a. Introduction of “Global Great Books (GGB)” as a New Subject Area

Recommended: That effective September 1, 2019, “Global Great Books (GGB)” be introduced as a new subject area, and included in Category B for Breadth Requirements for Graduation, as shown in [Appendix 12](#).

13b. Introduction of a Major in Global Great Books (GGB)

Recommended: That effective September 1, 2019, a Major in Global Great Books be introduced at Huron University College as shown in [Appendix 13](#), subject to Quality Council approval.

Background

As news sources multiply and become increasingly digitized, the depth of our knowledge about the world and ourselves is becoming increasingly broad and diverse, but also potentially shallow. It is easy to lose sight of the depths of an issue or the complexities of a question when there are so many ready-made answers to choose from. A liberal arts education strives in all of its disciplines to provide both some of the missing depth as well as the skills to discern better information from worse, educating individuals so that they can see beyond the surface of what is presented and discern the issues that are truly at stake. An interdisciplinary Global Great Books (GGB) program that has as its focus some of the seminal primary texts, both ancient and modern, from around the world, will further this mission.

GGB students will read complete works of influential texts of the global community, allowing them to better understand the context around existing institutions and as well as many of the current problems of the contemporary world. By reading these texts alongside more contemporary works that challenge their premises, students will be asked not only to understand what was originally thought and why, but also to question the validity of these positions from several distinct perspectives. The GGB major module will be a combination of core courses as well as electives chosen from existing Huron University College courses to ensure students encounter sufficient depth of education in particular global communities as well with respect to the global community as a whole. Core courses would consist of a selection of primary texts (including philosophy, literature, political and historical documents, print, television, film.) organized according to perennial or global theme.

In North America, Great Books programs have traditionally been considered conservative enclaves where a privileged elite would read a select group of primarily European texts that would deepen or reinforce their existing perception of the world. Recently, however, great books programs and courses have emerged in different areas of the world, including China, Singapore, India, Africa and the Middle East. At the same time, existing great books programs are recognizing the need to diversify their offerings, so that they are more representative of the global world. By fully integrating contemporary and historical texts from around the world and by recognizing that the greatness of a “book” is determined not by the pedigree of who has written it, but by its capacity to impart important narratives and express important ideas, the Global Great Books program will be unique in its kind around the world, providing students with an opportunity to understand the interrelatedness of the world, investigate questions of global significance, and gain a global literacy.

Huron’s GGB mission is to provide students with a global literacy of influential and thought provoking texts, providing them a foundation for thinking about some of humanity’s perennial and pressing concerns. The proposed module will bring together a range of existing courses across several programs and leverage existing faculty expertise and resources. Implementation of the module will require the creation of two courses in the second year (0.5 each), four courses in the third year (0.5 each), a capstone course (0.5), and the appointment of a module coordinator. The rest of the major module (2.5) will be drawn from existing course offerings.

Great books programs draw upon primary texts of literature, fine arts, philosophy, politics, theology, and history, seeking to understand the full scope of the ways by which human beings understand and construct meaningful lives. By reading complete works rather than excerpts, the ideas and images engaged with are shown in their original context. In this way, great books programs remove at least one

lens of bias—that of person who would choose which parts of texts are relevant. While many of the works studied are read in translation, instructors in the Global Great Books program would work to ensure that students were aware of the biases and prejudices that can affect translated works and encourage students to work with primary language tools that allow them to see the complexity of translation (such as Perseus, an on-line tool that allows students to engage with material in ancient Greek and Latin), and, when possible, to work with different translations of the same work.

Traditionally, great books programs are organized chronologically, which limits the discussion in any given course to the specific perspectives of the time period being taught. By designing courses in relation to a persistent theme or idea within human communities, the proposed Global Great Books Program will engage as wide a number of perspectives on the particular topic under consideration. The proposed course topics span themes connected to individual satisfaction (GGB 2000F/G: Human Nature and the Meaning of Life); our individual relationships (GGB 2001F/G: Friends and Lovers); those we have with our broader communities (GGB 3000F/G: Justice and Politics); as well as our relationship to the world (GGB3001F/G: Nature and Technology). Correspondingly, in GGB3002F/G: The Beautiful and Sublime and GB3003F/G: Reason and Revelation, we will explore the way that art and religion impact and transform the way we understand ourselves and others.

Huron University offers a wide range of courses that speak to the broad competencies and learning objectives of Global Great Books. Specifically, the intended Major brings together the knowledge bases and disciplinary expertise of faculty members in English, History, Political Science, Philosophy, Romance Languages, Asian Studies, and Psychology. In each of these disciplines, primary texts are studied with an eye to understanding the ideas presented therein as well as their ongoing relevance to human life.

SUPR-U considered the introduction of the Major in Global Great Books and requested that the program be sent for external review. The results of the external review are attached as [Appendix 14](#).

14. **Policy Revisions: Revisions to the “Undergraduate Student Academic Appeals” Policy**

Recommended: That effective September 1, 2019, the “Undergraduate Student Academic Appeals” Policy be revised as shown in [Appendix 15](#).

Background

The Undergraduate Academic Appeals Policy is being revised to remove appeals against a Dean’s decision under the Policy on Academic Accommodations for Students with Disabilities, as the Senate Review Board Academic (SRBA) does not have jurisdiction in these matters.

In April 2019 Senate approved a new Policy on Academic Accommodation for Students with Disabilities, as well as associated Procedures for Academic Accommodation and Procedures for Academic Accommodation Appeals. The new policy and procedures are posted here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

The Academic Accommodation Appeal Procedures outline the process by which either students or academic staff may appeal decisions made by Accessible Education (AE), or in the case of King’s University College, its Accessibility, Counselling and Student Development Office (ACSD). Under these procedures, either the student with a disability or the academic staff may appeal a decision of the director of AE or designate to the Vice-Provost or designate. Vice-Provost shall mean, in the case of undergraduate students, the Vice-Provost (Academic Programs) or designate. The appeal procedures hold that the decision of the Vice-Provost or designate shall be final, and may not be appealed under any other University policy or procedure.

The proposed amendments to the Undergraduate Student Academic Appeals Policy remove language relating to appeals under the Policy on Academic Accommodations for Students with Disabilities, as SRBA does not have jurisdiction in these matters.

The Undergraduate Academic Appeals Policy is also being revised to remove SRBA Jurisdiction and Procedures Under the Policy and Procedures for the Conduct of Research as that policy is no longer in place and has been replaced by the Academic Integrity in Research Activities policy. The proposed

amendments outline SRBA's jurisdiction as it relates to the procedures outlined in the Academic Integrity in Research Activities policy.

The Academic Integrity in Research Activities policy was introduced in September 2013 and outlines the procedures to be followed when there are allegations of research misconduct. In the case of allegations against a student, the Dean or Vice-Provost decides if the allegation will be dealt with in accordance with the procedures under the Academic Integrity in Research Activities policy or under the relevant Scholastic Discipline Policy. All matters dealt with under the Academic Integrity in Research Activities policy are referred to the Vice-President (Research). SRBA only has jurisdiction if the allegation is dealt with under a Scholastic Discipline Policy.

Additional amendments were also made to update language in the policy.

15. **Policy Revisions: Revisions to the “Course Outlines (Syllabi) for Undergraduate Courses” Policy**

Recommended: That the “Course Outlines (Syllabi) for Undergraduate Courses” policy be revised effective September 1, 2019 as shown in [Appendix 16](#).

Background

At the May 10, 2019 meeting of the Senate, revisions to the “Accommodation for Illness – Undergraduate Students” policy were approved and have impacted the Course Outlines (Syllabi) for Undergraduate Courses policy.

FOR INFORMATION

16. **SUPR-U Report: Cyclical Reviews of Mechatronic Systems Engineering; Music; Physics and Astronomy; First Nations Studies; Geography**

The following cyclical reviews of the Undergraduate programs were conducted:

Faculty/Affiliates	Program	Date of Review	SUPR-U recommendation
Faculty of Engineering	Mechatronic Systems Engineering Program	November 26, 2018	Good Quality
Faculty of Music	Faculty of Music	February 28 – March 1, 2019	Good Quality
Faculty of Science	Physics and Astronomy	March 25-26, 2019	Good Quality
Faculty of Social Science	First Nations Studies	February 14, 2019	Good Quality with Report in Two Years
Faculty of Social Science	Geography	March 14-15, 2019	Good Quality

The detailed Final Assessment Report and Implementation Plan for these reviews are attached as [Appendix 17](#).

17. **Scholarships and Awards**

SCAPA approved on behalf of the Senate the Terms of Reference for the scholarships and awards shown in [Appendix 18](#).

NEW CALENDAR COPY

Chemical Engineering International Collaborative Degree Program with South China University of Technology (for students whose home department is Chemical Engineering)

Schedule I

Requirements – Area of Concentration: 2 Years SCUT Chemical Engineering + 2 Years Western Chemical Engineering

First and Second Year: South China University of Technology courses approved for “2 + 2” program offered in China. These courses are:

First Year: 140197 Linear Algebra & Analytic Geometry; 140189 Calculus (1); 147002 Inorganic Chemistry; 147034 Inorganic Chemistry Experiment (1); 147035 Inorganic Chemistry Experiment (2); 145223 Foundations of Computer; 130139 Engineering Drawing (1); 130140 Engineering Drawing (2); 130356 Engineering Training; 141001 General Physics (1); 141002 General Physics (2); 141007 Physics Experiment (1); 141008 Physics Experiment (2); 143093 Cultivation of Thought and Morals & Fundamental of Law*; 143106 Thought of Mao Zedong and Theory of Socialism with Chinese Characteristics*; 143090 Fundamentals of Marxism Principle*

Second Year: 140190 Calculus (2); 147021 Organic Chemistry; 147016 Organic Chemistry Experiments; 147009 Analytical Chemistry; 147013 Analytical Chemistry Experiment; 147059 Physical Chemistry; 169011 Physical Chemistry Experiment; 137065 Mass Transfer and Separation Process*; 137066 Fluid Mechanics and Heat Transfer*; 137063 Experiment of Chemical Engineering Principles (1); 137094 Biochemistry; 140019 Probability & Mathematical Statistics; 137137 Chemical Engineering (course) Design; 135092 Electrical Engineering and Electronics*

Third Year (Western): CBE 3310A/B (Process Dynamics and Control); CBE 3315A/B (Reaction Engineering); CBE 3318A/B (Introduction to Chemical Process Simulation); CBE 3319A/B (Introduction to Plant Design and Safety); CBE 3323A/B (Staged Operations); CBE 3325A/B (Particulate Operations); CBE 3326A/B (Process Engineering Applications); CBE 3395A/B (Chemical Engineering Lab); Two 0.5 technical elective.

Fourth Year (Western): CBE 4497 (Chemical Process and Plant Design); CBE 4415 (Chemical Engineering Project); ES 4498F/G (Engineering Ethics, Sustainable Development and the Law); Two 0.5 technical elective

Additional Courses (Western):** BUS 1299 (Business for Engineers); Writing 2130F/G; CBE 2224 (Chemical Engineering Thermodynamics); CBE 2291A/B (Computational Methods for Engineers).

Notes: * SCUT courses equivalent to Year III or Year IV courses in the Western Chemical Engineering program.** A student may take in either third or fourth year. If the course equivalent is completed in China, the student can substitute one technical elective course for Writing 2130F/G (0.5); CBE 2224A/B (0.5) and CBE 2291A/B (0.5), or two technical electives for BUS 1229 (1.0).

Technical Electives:

Group A: CBE 4417A/B (Catalytic Processes); CBE 4418A/B (Industrial Multiphase Reactor Design); CBE 4420A/B (Computer Process Control); CBE 4432A/B (Oil Refining and Processing); CBE 4493A/B (Polymer Engineering).

Group B: CBE 4403A/B (Bio-Separation Process); CBE 4407A/B (Solid Waste Treatment); CBE 4409A/B (Wastewater Treatment); CBE 4463A/B (Water Pollution Design); GPE 4484A/B (Green Fuels and Chemicals); CBE 4485A/B (Energy and society)

Schedule II

Requirements – Area of Concentration: 2 Years SCUT Energy Chemical Engineering + 2 Years Western Chemical Engineering

First and Second Year: South China University of Technology courses approved for “2 + 2” program offered in China. These courses are:

First Year: 140197 Linear Algebra & Analytic Geometry; 140189 Calculus (1); 147001 Inorganic Chemistry; 147003 Inorganic Chemistry Experiment (1); 137099 Energy Materials; 145268 C++ Programming Foundations; 145223 Foundations of Computer; 130139 Engineering Drawing (1); 130140 Engineering Drawing (2); 130356 Engineering Training; 141001 General Physics (1); 141002 General Physics (2); 141007 Physics Experiment (1); 141008 Physics Experiment (2); 143093 Cultivation of Thought and Morals & Fundamental of Law*; 143106 Thought of Mao Zedong and Theory of Socialism with Chinese Characteristics*; 143090 Fundamentals of Marxism Principle*

Second Year: 140190 Calculus (2); 147020 Organic Chemistry; 147007 Organic Chemistry Experiments; 147009 Analytical Chemistry; 147013 Analytical Chemistry Experiment; 137060 Engineering Thermodynamics; 137103 Fluid Mechanics; 147058 Physical Chemistry; 147055 Physical Chemistry Experiment; 140019 Probability & Mathematical Statistics; 135026 Electrical Engineering and Electronics*

Third Year (Western): CBE 3310A/B (Process Dynamics and Control); CBE 3315A/B (Reaction Engineering); CBE 3318A/B (Introduction to Chemical Process Simulation); CBE 3319A/B (Introduction to Plant Design and Safety); CBE 3322A/B (Heat Transfer Operations); CBE 3323A/B (Staged Operations); CBE 3324 A/B (Mass Transfer Operations); CBE 3325A/B (Particulate Operations); CBE 3326A/B (Process Engineering Applications); CBE 3395A/B (Chemical Engineering Lab)

Fourth Year (Western): CBE 4497 (Chemical Process and Plant Design); CBE 4415 (Chemical Engineering Project); ES 4498F/G (Engineering Ethics, Sustainable Development and the Law); Three 0.5 technical elective

Additional Courses (Western):** BUS 1299 (Business for Engineers); Writing 2130F/G; CBE 2220A/B (Chemical Process Calculation); CBE 2290A/B (Fundamental of Biochemical and Environmental Engineering); CBE 2291A/B (Computational Methods for Engineers)

Notes: * SCUT courses equivalent to Year III or Year IV courses in the Western Chemical Engineering program. ** A student may take in either third or fourth year. If the course equivalent is completed in China, the student can substitute one technical elective course for Writing 2130F/G (0.5), CBE 2220 (0.5), CBE 2290 (0.5), CBE 2991A/B (0.5) or two non-technical elective courses for BUS 1229 (1.0).

Technical Electives:

Group A: CBE 4417A/B (Catalytic Processes); CBE 4418A/B (Industrial Multiphase Reactor Design); CBE 4420A/B (Computer Process Control); CBE 4432A/B (Oil Refining and Processing); CBE 4493A/B (Polymer Engineering)

Group B: CBE 4403A/B (Bio-Separation Process); CBE 4407A/B (Solid Waste Treatment); CBE 4409A/B (Wastewater Treatment); CBE 4463A/B (Water Pollution Design); GPE 4484A/B (Green Fuels and Chemicals); CBE 4485A/B (Energy and society)

NEW CALENDAR COPY

Chemical Engineering International Collaborative Degree Program with Nanjing Tech University

First Year and Second Year: Nanjing Tech University courses approved for “2+2” program and offered in China. These courses are:

First Year: Linear Algebra B; Advanced Mathematics A-1; Inorganic and Analytical Chemistry (1); Inorganic and Analytical Chemistry (2); Inorganic and Analytical Chemistry Laboratory 1 and 2; Programming Language (Visual Basic); Engineering Training; Cognition Practice; Engineering Cartography D; College Physics B-1; College Physics B-2; College Physics C; College Physics B Experiments; Humanity Science*; Critical Thinking and Reasoning*; Moral Education and Basics of Law*

Second Year: Advanced Mathematics A-2; Organic Chemistry B; Experiments in Organic Chemistry C; Physical Chemistry B-1 and Laboratory; Physical Chemistry B-2 and Laboratory; Principles of Chemical Engineering; Experimental Principles of Chemical Engineering; Chemical Engineering Thermodynamics; Introduction to Environmental Engineering; Probability Theory; Electronics and Electrical Engineering*.

Third Year (Western): CBE 3310A/B (Process Dynamics and Control); CBE 3315A/B (Reaction Engineering); CBE 3318A/B (Chemical Process Simulation); CBE 3319A/B (Introduction to Plant Design and Safety); CBE 3322A/B (Heat Transfer Operations); CBE 3323A/B (Staged Operations); CBE 3324A/B (Mass Transfer Operations); CBE 3325A/B (Particulate Operations); CBE 3326A/B (Process Engineering Applications); CBE 3395Y (Chemical Engineering Lab).

Fourth Year (Western): CBE 4497 (Chemical Process and Plant Design); CBE 4415 (Chemical Engineering Project); ES 4498F/G (Engineering Ethics, Sustainable Development and the Law); Four 0.5 technical electives.

Make-up Courses (Western):** Business Administration 1299E (Business for Engineers); CBE 2291A/B (Computational Methods for Engineers); Writing 2130 F/G (Writing).

Notes: * NJTech year I and/or Year II courses are equivalent to Year III or Year IV courses at Western Chemical Engineering. ** A student may take the course in third and/or fourth year. If one course is completed in China, the student can substitute one technical elective course for it.

Technical Electives: CBE 4417A/B (Catalytic Processes); CBE 4418A/B (Industrial Multiphase Reactor Design); CBE 4420A/B (Computer Process Control); CBE 4432A/B (Oil Refining and Processing); CBE 4407A/B (Solid Waste Treatment); CBE 4409A/B (Wastewater Treatment); CBE 4463A/B (Water Pollution Design); CBE 4493A/B (Polymer Engineering).

- Some technical electives may not be offered in a given academic year.
- Special permission from the Department is needed to take courses from Science or Engineering not listed above.
- Students may take replacement relevant courses by special permission of the department.

NEW CALENDAR COPY

Chemical Engineering International Collaborative Degree Program with Nanjing University

First and Second Year: Nanjing University courses approved for “2 + 2” program and offered in China. These courses are:

First Year: 2100004 (Calculus); 2100015 (Linear Algebra B); 2100550 (Inorganic Chemistry 2A); 2100551 (Inorganic Chemistry 2B); 2100554 (Inorganic Chemistry Laboratory 2A); 2100555 (Inorganic Chemistry Laboratory 2B); 2100101 (Physics 2A); 2100346 (Physics Laboratory A); 2070195 (Basic Mechanics of Chemical Engineering); 2160222 (Visual C++ Programming Design) or 2160219 (Visual

Basic Programming Design); 2070535 (Introduction to Chemical Engineering); 2070565 (Introduction to Process Design); 2010736 (Engineering Graphics); 2160279 (Fundamental of Computer)

Second Year: 2100005 (Calculus); 2007020 (Engineering Mathematics); 2100268 (Organic Chemistry A); 2100269 (Organic Chemistry B); 2100192 (Organic Chemistry Laboratory); 2100195 (Physical Chemistry 2A); 2100202 (Physical Chemistry Laboratory 2A); 2100196 (Physical Chemistry 2B); 2100203 (Physical Chemistry Laboratory 2B); 2070066 (Chemical Engineering Thermodynamics); 2070577 (Chemical Engineering Fluid Mechanics); 2070663 (Matlab); 2070059 (Introduction to Biochemical Engineering) or 2070433 (Biochemistry); 2100067 (Statistics)

Third Year (Western): CBE 3310A/B (Process Dynamics and Control); CBE 3315A/B (Reaction Engineering); CBE 3318A/B (Introduction to Chemical Process Simulation); CBE3319A/B (Introduction to Plant Design and Safety); CBE 3323A/B (Staged Operations); CBE 3324A/B (Mass Transfer Operations); CBE 3325A/B (Particulate Operations); CBE 3326A/B (Process Engineering Applications); CBE 3395Y (Chemical Engineering Lab); ECE 2208A/B (Electrical Measurement and Instrumentation)

Fourth Year (Western): Business Administration 1299E (Business for Engineers); CBE 4497 (Chemical Process and Plant Design); CBE 4415 (Chemical Engineering Project); ES 4498F/G (Engineering Ethics, Sustainable Development and the Law); Four 0.5 technical elective.

Make-up Course (Western)*: Writing 2130 F/G.

Notes:* A student may take in third and/or fourth year. If one course is completed in China, the student can substitute one technical elective for it.

Additional Note: ES 1021 (Properties of Materials) equivalent is not offered at TJU during the first two years. Students enrolled in IDDP-ChE program are expected to take this course or relevant technical elective course approved by the Department.

Technical Electives:

Group A: CBE 4417A/B (Catalytic Processes); CBE 4418A/B (Industrial Multiphase Reactor Design); CBE 4420A/B (Computer Process Control); CBE 4432A/B (Oil Refining and Processing); CBE 4493A/B (Polymer Engineering).

Group B: CBE 4403A/B (Bio-Separation Process); CBE 4407A/B (Solid Waste Treatment); CBE 4409A/B (Wastewater Treatment); CBE 4463A/B (Water Pollution Design); CBE 4484A/B (Green Fuels and Chemicals).

LETTER OF (DUAL DEGREE) AGREEMENT
BETWEEN
SOUTH CHINA UNIVERSITY OF TECHNOLOGY
AND
THE UNIVERSITY OF WESTERN ONTARIO

WHEREAS South China University of Technology (“SCUT”), Guangzhou, Peoples’ Republic of China and The University of Western Ontario (“Western”), London, Ontario, Canada, wish to enter into an agreement whereby qualified SCUT students registered in the Bachelor of Chemical Engineering, major in Chemical Engineering or Energy Chemical Engineering, at SCUT may be accepted into Year 3 of the **International Dual Degree Program in Chemical Engineering (IDDP-ChE)** at Western and upon successful completion of the program, qualify for degrees at both Western and SCUT, in accordance with the provisions set out herein;

THEREFORE, the Universities agree as follows:

1. THE PURPOSE OF THE AGREEMENT

The purpose of this agreement is:

- (a) to set out the requirements and procedures for admission of SCUT students to Year 3 of the International Dual Degree Program in Chemical Engineering (IDDP-ChE) at Western;
- (b) to set out the courses that will be accepted for transfer credit at Western and SCUT;
- (c) to set out the progression and graduation requirements for SCUT students enrolled at Western and;
- (d) to describe the nature of the relationship between Western and SCUT and describe the obligations of both in relation to the transfer credit and dual degree agreement.

2. ADMISSION

- (a) Western will consider for admission to Year 3 of the IDDP-ChE those applicants who have been proposed by SCUT and who satisfy the following admission criteria:
 - i. In order to be eligible to apply for admission to Western, SCUT students must have successfully completed the first and second year SCUT courses set out in Appendix A.
 - ii. SCUT students must meet Western’s admission requirements over all courses listed in Appendix A;
 - iii. SCUT students must also meet the English language proficiency as follows: Test of English as a Foreign Language (TOEFL) Internet Based Score of at least 83 with no section with a score of less than 20; or an International English Language Test Score (IELTS) of 6.5 with no section less than 6.0; or satisfactory performance at on-site interview, or equivalent as defined on the Undergraduate Admissions prospective student website: welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html, subject to final approval by the Admissions Office.
 - iv. Admission to the third year of IDDP-ChE will also be subject to further screening by Western which may include an admission interview and/or the meeting of pre-determined and published eligibility requirements.
 - v. The final decision as to who will be admitted each year is made solely by Western.
- (b) SCUT agrees that it will provide Western with official academic transcripts (both mid-term and final) of all prospective students.

3. TRANSFER CREDIT

- (a) Western agrees that it will grant transfer credit for the first and second year SCUT courses set out in Appendix A to SCUT students who are admitted to the third year of the IDDP-ChE program pursuant to this agreement.

- (b) SCUT agrees that it will grant transfer credit to SCUT students who have successfully completed the third and fourth year courses at Western set out in Appendix A.
- (c) SCUT students will receive “block credit” for the courses set out in Appendix A equivalent to the first two years of full-time study in the IDDP-ChE module. This credit is not transferrable to other Faculties or Programs at Western.
- (d) The list set out in Appendix A may be amended from time to time with the agreement in writing of both parties. SCUT must give Western reasonable notice of any anticipated changes to curriculum or course content for the courses set out in Appendix A. If Western determines that “block credit” cannot be given due to the course or curriculum changes that have been or will be instituted by either party, it may terminate this agreement. The effective date of termination shall be the earlier of six months after written notice of termination is given to SCUT, or the date upon which the changes are adopted by either of the parties.

4. PROGRESSION REQUIREMENTS

- (a) SCUT students studying at Western will be required to study on a full-time basis and are subject to all rules and regulations applicable to Western students, including academic progression requirements. The undergraduate program will normally be completed in two years of full-time study.
- (b) Once admitted to Year 3 of the IDDP-ChE, access to Western courses will be attained through modification of constraints for the courses involved (with express permission of the departments concerned). Students need to complete successfully the remaining courses in their program, maintaining a cumulative and graduating average of at least 65%. Progression and degree requirements may be revised from time to time by Western. Western will provide SCUT with written notice of any revisions.

5. DEGREES

Upon successful completion of Year 3 and Year 4 of the IDDP-ChE Program, students shall be awarded a Bachelor of Engineering Science, Chemical Engineering (International Collaboration) at Western and upon fulfilling the bachelor degree program requirements of SCUT, students shall be awarded a Bachelor of Engineering degree at SCUT.

6. INFORMATION EXCHANGE AND PROTECTION OF PERSONAL INFORMATION

- (a) SCUT and Western will designate individuals responsible for communicating anticipated changes to the program and/or courses set out in Appendix A.
- (b) SCUT and Western agree to take all reasonable measures to ensure that student personal information provided to it by the other institution is used only for the purposes for which it is provided and is protected against loss, unauthorized access, use, modification or disclosure.
- (c) SCUT and Western agree that they will not transfer personal information to a third party without the prior written consent of the individual to whom the information relates.

7. GENERAL

- (a) Western will provide opportunities for the IDDP-ChE students to take courses in the social humanity areas, such as culture, society, politics, and history of the other country.
- (b) SCUT students will pay SCUT fees to SCUT in years 1 and 2 and Western international student fees to Western in years 3 and 4.
- (c) A scholarship program equivalent to the amount of Western international student fees will be established by Western’s Faculty of Engineering to provide one scholarship for every 20 “2+2” students registered in the Western IDDP-ChE program. It is understood that Western will consider increasing the number of scholarships when condition allows in the future.
- (d) SCUT students must purchase health coverage under the University Health Insurance Plan (UHIP) while they are studying in Canada.
- (e) SCUT students who are accepted for registration under the arrangements of this Agreement at Western must demonstrate to Citizenship and Immigration Canada that they are eligible to study in Canada and that they have sufficient financial resources to complete two years of study at Western.

8. SETTLEMENT OF DISPUTES

The parties shall use their best efforts to resolve any difference or dispute arising out of the interpretation, implementation or application of the provisions of this Agreement amicably by mutual consultation or negotiation between both parties without reference to any third party or international tribunal.

9. PERIOD OF AGREEMENT

This agreement is in effect for five years from the date of signing. Discussions about the renewal of the agreement shall begin at least 12 months prior to the end date. Notwithstanding the above, the agreement may be terminated by either party with six months written notice, provided however that those students enrolled in the program at the date of such notice will be allowed to complete their degrees.

IN WITNESS WHEREOF the Universities have signed this Agreement by the hands of their authorized signing officers.

South China University of Technology

The University of Western Ontario

Prof. Qiu, Xueqing
Vice President

Dr. Andrew Hrymak
Provost and Vice President (Academic)

Dr. Yao, Hao
Director of International Office

Ms. Kathleen Kwan
University Secretary

Date

Date

APPENDIX A

To Agreement between

South China University of Technology (SCUT)

and

The University of Western Ontario (Western)

Schedule I

Requirements – Area of Concentration: 2 Years SCUT Chemical Engineering + 2 Years Western Chemical Engineering

Years I (6.5 Transfer Credits)

- 140197 Linear Algebra & Analytic Geometry;
- 140189 Calculus (1);
- 147002 Inorganic Chemistry;
- 147034 Inorganic Chemistry Experiment (1);
- 147035 Inorganic Chemistry Experiment (2);
- 145223 Foundations of Computer;
- 130139 Engineering Drawing (1);
- 130140 Engineering Drawing (2);
- 130356 Engineering Training ;
- 141001 General Physics (1)
- 141002 General Physics (2)
- 141007 Physics Experiment (1)
- 141008 Physics Experiment (2);
- 143093 Cultivation of Thought and Morals & Fundamental of Law*;
- 143106 Thought of Mao Zedong and Theory of Socialism with Chinese Characteristics*;
- 143090 Fundamentals of Marxism Principle*

Year II (5.0 Transfer Credits)

- 140190 Calculus (2);
- 147021 Organic Chemistry;
- 147016 Organic Chemistry Experiments;
- 147009 Analytical Chemistry;
- 147013 Analytical Chemistry Experiment;
- 147059 Physical Chemistry;
- 169011 Physical Chemistry Experiment;
- 137065 Mass Transfer and Separation Process*;
- 137066 Fluid Mechanics and Heat Transfer*;
- 137063 Experiment of Chemical Engineering Principles (1);
- 137094 Biochemistry;
- 140019 Probability & Mathematical Statistics;
- 137137 Chemical Engineering (course) Design;
- 135092 Electrical Engineering and Electronics*

* SCUT courses equivalent to Year III or Year IV courses in the Western Chemical Engineering program.

To graduate from the International Collaborative Degree Program in Chemical Engineering program, the following courses, **worth 11 course credits**, must be successfully completed at Western:

Normally taken in YEAR III (5.0 Credits)

- CBE 3310A/B (Process Dynamics and Control);
- CBE 3315A/B (Reaction Engineering);
- CBE 3318A/B (Introduction to Chemical Process Simulation);
- CBE 3319A/B (Introduction to Plant Design and Safety);
- CBE 3323A/B (Staged Operations);
- CBE 3325A/B (Particulate Operations);
- CBE 3326A/B (Process Engineering Applications);
- CBE 3395A/B (Chemical Engineering Lab);
- Two 0.5 technical elective.

Normally taken in YEAR IV (3.5 Credits)

- CBE 4497 (Chemical Process and Plant Design);
- CBE 4415 (Chemical Engineering Project);
- ES 4498F/G (Engineering Ethics, Sustainable Development and the Law);
- Two 0.5 technical elective.

Additional Courses (2.5 Credits):**

- BUS 1299 (Business for Engineers);
- Writing 2130F/G;
- CBE 2224 (Chemical Engineering Thermodynamics);
- CBE 2291A/B (Computational Methods for Engineers).

Notes:

** A student may take in either third or fourth year. If the course equivalent is completed in China, the student can substitute one technical elective course for Writing 2130F/G (0.5); CBE 2224A/B (0.5) and CBE 2291A/B (0.5), or two technical electives for BUS 1229 (1.0).

Technical Electives:

Group A

- CBE 4417A/B (Catalytic Processes);
- CBE 4418A/B (Industrial Multiphase Reactor Design);
- CBE 4420A/B (Computer Process Control);
- CBE 4432A/B (Oil Refining and Processing);
- CBE 4493A/B (Polymer Engineering).

Group B

- CBE 4403A/B (Bio-Separation Process);
- CBE 4407A/B (Solid Waste Treatment);
- CBE 4409A/B (Wastewater Treatment);
- CBE 4463A/B (Water Pollution Design);
- GPE 4484A/B (Green Fuels and Chemicals);
- CBE 4485A/B (Energy and society)

Schedule II

Requirements – Area of Concentration: 2 Years SCUT Energy Chemical Engineering + 2 Years Western Chemical Engineering

Years I (6.5 Transfer Credits)

- 140197 Linear Algebra & Analytic Geometry;
- 140189 Calculus (1);
- 147001 Inorganic Chemistry;
- 147003 Inorganic Chemistry Experiment (1);
- 137099 Energy Materials;
- 145268 C++ Programming Foundations;
- 145223 Foundations of Computer;
- 130139 Engineering Drawing (1);
- 130140 Engineering Drawing (2);
- 130356 Engineering Training ;
- 141001 General Physics (1);
- 141002 General Physics (2);
- 141007 Physics Experiment (1);
- 141008 Physics Experiment (2);
- 143093 Cultivation of Thought and Morals & Fundamental of Law*;
- 143106 Thought of Mao Zedong and Theory of Socialism with Chinese Characteristics*;
- 143090 Fundamentals of Marxism Principle*

Year II (4.5 Transfer Credits)

- 140190 Calculus (2);
- 147020 Organic Chemistry;
- 147007 Organic Chemistry Experiments;
- 147009 Analytical Chemistry;
- 147013 Analytical Chemistry Experiment;
- 137060 Engineering Thermodynamics;
- 137103 Fluid Mechanics;
- 147058 Physical Chemistry;
- 147055 Physical Chemistry Experiment;
- 140019 Probability & Mathematical Statistics;
- 135026 Electrical Engineering and Electronics*

* SCUT courses equivalent to Year III or Year IV courses in the Western Chemical Engineering program.

To graduate from the International Collaborative Degree Program in Chemical Engineering program, the following courses, **worth 12 course credits**, must be successfully completed at Western:

Normally taken in YEAR III (5.0 Credits)

- CBE 3310A/B (Process Dynamics and Control);
- CBE 3315A/B (Reaction Engineering);
- CBE 3318A/B (Introduction to Chemical Process Simulation);
- CBE 3319A/B (Introduction to Plant Design and Safety);
- CBE 3322A/B (Heat Transfer Operations);
- CBE 3323A/B (Staged Operations);
- CBE 3324 A/B (Mass Transfer Operations);
- CBE 3325A/B (Particulate Operations);
- CBE 3326A/B (Process Engineering Applications);
- CBE 3395A/B (Chemical Engineering Lab).

Normally taken in YEAR IV (4.0Credits)

- CBE 4497 (Chemical Process and Plant Design);
- CBE 4415 (Chemical Engineering Project);
- ES 4498F/G (Engineering Ethics, Sustainable Development and the Law);

- Three 0.5 technical elective.

Additional Courses (3.0 Credits):**

- BUS 1299 (Business for Engineers),
- Writing 2130F/G ;
- CBE 2220A/B (Chemical Process Calculation);
- CBE 2290A/B (Fundamental of Biochemical and Environmental Engineering)
- CBE 2291A/B (Computational Methods for Engineers)

Notes:

** A student may take in either third or fourth year. If the course equivalent is completed in China, the student can substitute one technical elective course for Writing 2130F/G (0.5), CBE 2220 (0.5), CBE 2290 (0.5), CBE 2991A/B (0.5) or two non-technical elective courses for BUS 1229 (1.0).

Technical Electives:

Group A

- CBE 4417A/B (Catalytic Processes);
- CBE 4418A/B (Industrial Multiphase Reactor Design);
- CBE 4420A/B (Computer Process Control);
- CBE 4432A/B (Oil Refining and Processing);
- CBE 4493A/B (Polymer Engineering).

Group B

- CBE 4403A/B (Bio-Separation Process);
- CBE 4407A/B (Solid Waste Treatment);
- CBE 4409A/B (Wastewater Treatment);
- CBE 4463A/B (Water Pollution Design);
- GPE 4484A/B (Green Fuels and Chemicals);
- CBE 4485A/B (Energy and society).

LETTER OF (DUAL DEGREE) AGREEMENT

BETWEEN

Nanjing Tech University

AND

THE UNIVERSITY OF WESTERN ONTARIO

WHEREAS Nanjing Tech University (“NJTECH”), Nanjing, Peoples’ Republic of China and The University of Western Ontario (“Western”), London, Ontario, Canada, wish to enter into an agreement whereby qualified NJTECH students registered in the Bachelor of Chemical Engineering at NJTECH may be accepted into Year 3 of the **International Dual Degree Program in Chemical Engineering (IDDP-ChE)** at Western and upon successful completion of the program, qualify for degrees at both Western and NJTECH, in accordance with the provisions set out herein;

THEREFORE, the Universities agree as follows:

10. THE PURPOSE OF THE AGREEMENT

The purpose of this agreement is:

- (e) to set out the requirements and procedures for admission of NJTECH students to Year 3 of the International Dual Degree Program in Chemical Engineering (IDDP-ChE) at Western;
- (f) to set out the courses that will be accepted for transfer credit at Western and NJTECH;
- (g) to set out the progression and graduation requirements for NJTECH students enrolled at Western and;
- (h) to describe the nature of the relationship between Western and NJTECH and describe the obligations of both in relation to the transfer credit and dual degree agreement.

11. ADMISSION

- (c) Western will consider for admission to Year 3 of the IDDP-ChE those applicants who have been proposed by NJTECH and who satisfy the following admission criteria:
 - i. In order to be eligible to apply for admission to Western, NJTECH students must have successfully completed the first and second year NJTECH courses set out in Schedule I;
 - ii. NJTECH students must meet Western’s admission requirements over all courses listed in Schedule I;
 - iii. NJTECH students must also meet the English language proficiency as follows: Test of English as a Foreign Language (TOEFL) Internet Based Score of at least 83 with no section with a score of less than 20; or an International English Language Test Score (IELTS) of 6.5 with no section less than 6.0; or satisfactory performance at on-site interview, or equivalent as defined on the Undergraduate Admissions prospective student website: welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html, subject to final approval by the Admissions Office.
 - iv. Admission to the third year of IDDP-ChE will also be subject to further screening by Western which may include an admission interview and/or the meeting of pre-determined and published eligibility requirements.
 - v. The final decision as to who will be admitted each year is made solely by Western.
- (d) For Western students to enter into IDDP-ChE, the normal academic standards for admission to the Department of Chemical and Biochemical Engineering at Western will apply. Admission to the fourth year of IDDP-ChE at NJTECH will also be subject to a further screening by NJTECH which may also include an admission interview.
- (e) NJTECH agrees that it will provide Western with official academic transcripts (both mid-term and final) of all prospective students.
- (f) The parties acknowledge that NJTECH and Western make their own admission decisions relating to applicants at their respective institutions.

12. TRANSFER CREDIT

- (e) Western agrees that it will grant transfer credit for the first and second year NJTECH courses set out in Schedule I to NJTECH students who are admitted to the third year of the IDDP-ChE program pursuant to this agreement.
- (f) NJTECH agrees that it will grant transfer credit to NJTECH students who have successfully completed the third and fourth year courses at Western set out in Schedule I .
- (g) NJTECH students will receive “block credit” for the courses set out in Schedule I equivalent to the first two years of full-time study in the IDDP-ChE module. This credit is not transferrable to other Faculties or Programs at Western.
- (h) The list set out in Schedule I may be amended from time to time with the agreement in writing of both parties. NJTECH must give Western reasonable notice of any anticipated changes to curriculum or course content for the courses set out in Schedule I. If Western determines that “block credit” cannot be given due to the course or curriculum changes that have been or will be instituted by either party, it may terminate this agreement. The effective date of termination shall be the earlier of six months after written notice of termination is given to NJTECH, or the date upon which the changes are adopted by either of the parties.

13. PROGRESSION REQUIREMENTS

- (c) NJTECH students studying at Western will be required to study on a full-time basis and are subject to all rules and regulations applicable to Western students, including academic progression requirements. The undergraduate program will normally be completed in two years of full-time study.
- (d) Once admitted to Year 3 of the IDDP-ChE, access to Western courses will be attained through modification of constraints for the courses involved (with express permission of the departments concerned). Students need to complete successfully the remaining courses in their program, maintaining a cumulative and graduating average of at least 65%. Progression and degree requirements may be revised from time to time by Western. Western will provide NJTECH with written notice of any revisions.
- (e) Students performing unsatisfactorily in the IDDP-ChE at Western will be counselled to consider whether they wish to continue in this program or another at Western or return to NJTECH. Western will inform NJTECH about the progress of all the students.
- (f) Students who request transfer to another program at Western will have the “block credit” that they received as part of the Articulation Agreement removed from their academic record. Credit from NJTECH Year 1 and Year 2 will be assessed for individual credit on a course-by-course basis by the Admissions Office in conjunction with the faculty, as applicable, at that point in time.

14. DEGREES

Upon successful completion of Year 3 and Year 4 of the IDDP-ChE Program, students shall be awarded a Bachelor of Engineering Science, Chemical Engineering (International Collaboration), at Western and a Bachelor of Engineering degree at NJTECH.

15. INFORMATION EXCHANGE AND PROTECTION OF PERSONAL INFORMATION

- (d) NJTECH and Western will designate individuals responsible for communicating anticipated changes to the program and/or courses set out in Schedule I.
- (e) NJTECH and Western agree to take all reasonable measures to ensure that student personal information provided to it by the other institution is used only for the purposes for which it is provided and is protected against loss, unauthorized access, use, modification or disclosure.
- (f) NJTECH and Western agree that they will not transfer personal information to a third part without the prior written consent of the individual to whom the information relates.

16. GENERAL

- (f) Each year Western will arrange for appropriate numbers of Western faculty members to teach the third year Western courses to all students enrolled in the IDDP-ChE at the Zhejiang University of Technology campus, if there is sufficient number of registration. It is understood that Western Engineering will continue to pay the salaries and associated cost (including the costs of living and housing) of the Western faculty members

- (g) For those Western students who choose to continue for the fourth year at NJTECH, they will be required to take some Chinese language courses and Chinese society introduction courses and will also be expected to gain certain communication ability with NJTECH students.
- (h) Each university will provide opportunities for the IDDP-ChE students to take courses in the social humanity areas, such as culture, society, politics, and history of the other country. If taken at NJTECH, Western students may need to take those courses in Chinese.
- (i) NJTECH students will pay NJTECH fees to NJTECH in years 1 and 2 and Western international student fees to Western in years 3 and 4.
- (j) A scholarship program equivalent to the amount of Western international student fees will be established by Western's Faculty of Engineering to provide one scholarship for every 20 IDDP-CHE students registered in the Western IDDP-ChE program. It is understood that Western will consider increasing the number of scholarships if and when conditions allow in the future.
- (k) Western will ensure all Western students carry proper health insurance while they are studying in China and all NJTECH students must purchase health coverage under the University Health Insurance Plan (UHIP) while they are studying in Canada.
- (l) NJTECH students who are accepted for registration under the arrangements of this Agreement at Western must demonstrate to Citizenship and Immigration Canada that they are eligible to study in Canada and that they have sufficient financial resources to complete two years of study at Western.

17. PERIOD OF AGREEMENT

This agreement is in effect for five years from the date of signing. Discussions about the renewal of the agreement shall begin at least 12 months prior to the end date. Notwithstanding the above, the agreement may be terminated by either party with six months written notice, provided however that those students enrolled in the program at the date of such notice will be allowed to complete their degrees.

IN WITNESS WHEREOF the Universities have signed this Agreement by the hands of their authorized signing officers.

Nanjing Tech University

The University of Western Ontario

Dr. Weiqing Liu
Vice President (International and Research)

Dr. Andrew Hrymak
Provost and Vice President (Academic)

Dr. Su Jing
Director of International Affairs Office

Ms. Kathleen Kwan
University Secretary

Date

Date

APPENDIX A
To Agreement between
The University of Western Ontario (Western)
and
Nanjing Tech University (NJTECH)

Schedule I

Requirements – Area of Concentration: 2 Years NJTECH Chemical Engineering + 2 Years Western Chemical Engineering

Years I (5.0 Transfer Credits)

- Linear Algebra B (32h)
- Advanced Math A-1 (64h)
- Inorganic and Analytical Chemistry(1) 32h;
- Inorganic and Analytical Chemistry(2) 32h;
- Inorganic and Analytical Chemistry Lab -1 and 2 (16h+16h)
- Programming Language (VB) (64h)
- Engineering Training B (32h)
- Cognition Practice (48h)
- Engineering Cartography D (32h)
- College Physics B-1 (32h)
- College Physics B-2 (32h)
- College Physics C (32h)
- College Physics B Experiments (32h)

Year II (6.5 Transfer Credits)

- Advanced Math A-2 (64h)
- Organic Chemical B (64h)
- Experiments of Organic Chemistry C (32h)
- Physical Chemistry B-1 (48h) and Lab (32h)
- Physical Chemistry B-2 (32h) and Lab (32h)
- Principal of Chemical Engineering (64h)
- Experiments of Principal of Chemical Engineering (16h)
- Chemical Engineering Thermodynamics (64h)
- Introduction to Environmental Engineering (32h)
- Probability Theory (32h)

The following courses are equivalent to Year III or Year IV courses in the Western Chemical Engineering program and must be taken in Year I or Year II at NJTECH:

- Electronics in Electronical Engineering (32h);
- Humanity Science (32h);
- Critical Thinking and Reasoning (32h);
- Moral Education and Basics of Law (32h)

To graduate from the International Collaborative Degree Program in Chemical Engineering program, the following courses, **worth 11.5 course credits**, must be successfully completed at Western:

Normally taken in YEAR III (5.0 credits)

- CBE 3310A/B (Process Dynamics and Control);
- CBE 3315A/B (Reaction Engineering);
- CBE 3318A/B (Introduction to Chemical Process Simulation);
- CBE 3319A/B (Introduction to Plant Design and Safety);
- CBE 3322A/B (Heat Transfer Operations);
- CBE 3323A/B (Staged Operations);

- CBE 3324A/B (Mass Transfer Operations);
- CBE 3325A/B (Particulate Operations);
- CBE3326A/B (Process Engineering Applications);
- CBE 3395A/B (Chemical Engineering Lab);

Normally taken in YEAR IV (4.5 credits)

- CBE 4497 (Chemical Process and Plant Design);
- CBE 4415 (Chemical Engineering Project);
- ES 4498F/G (Engineering Ethics, Sustainable Development and the Law);
- Four 0.5 technical elective.

Additional Courses* (2.0 credits)

- BUS 1299E (Business for Engineers);
- CBE 2291A/B (Computational Methods for Engineers (Matlab));
- Writing 2130F/G.

Notes: * A student may take in third or fourth year. If the course equivalent is completed in China, the student can substitute one technical elective course for CBE 2291A/B (0.5) or ES 2211 F/G (0.5), or two technical electives for BUS 1299E (1.0) .

Technical Electives:

Group A

- CBE 4417A/B (Catalytic Processes);
- CBE 4418A/B (Industrial Multiphase Reactor Design);
- CBE 4420A/B (Computer Process Control);
- CBE 4432A/B (Oil Refining and Processing);
- CBE 4493A/B (Polymer Engineering).

Group B

- CBE 4403A/B (Bio-Separation Process);
- CBE 4407A/B (Solid Waste Treatment);
- CBE 4409A/B (Wastewater Treatment);
- CBE 4463A/B (Water Pollution Design);
- GPE 4484A/B (Green Fuels and Chemicals);
- CBE 4485A/B (Energy and society).

DUAL DEGREE PROGRAM AGREEMENT

BETWEEN

TIANJIN UNIVERSITY

AND

THE UNIVERSITY OF WESTERN ONTARIO

WHEREAS Tianjin University (“TJU”), Tianjin, Peoples’ Republic of China and The University of Western Ontario (“Western”), London, Ontario, Canada, wish to enter into an agreement whereby qualified TJU students registered in the Bachelor of Chemical Engineering or Bachelor of Environmental Engineering or Bachelor of Bioengineering at TJU may be accepted into Year 3 of the **International Dual Degree Program in Chemical Engineering (IDDP-ChE)** at Western and upon successful completion of the program, qualify for degrees at both Western and TJU, in accordance with the provisions set out herein;

THEREFORE, the Universities agree as follows:

18. THE PURPOSE OF THE AGREEMENT

The purpose of this agreement is:

- (i) to set out the requirements and procedures for admission of TJU students to Year 3 of the International Dual Degree Program in Chemical Engineering (IDDP-ChE) at Western;
- (j) to set out the courses that will be accepted for transfer credit at Western and TJU;
- (k) to set out the progression and graduation requirements for TJU students enrolled at Western and;
- (l) to describe the nature of the relationship between Western and TJU and describe the obligations of both in relation to the transfer credit and the awarding of an undergraduate degree from each institution upon a student’s successful completion of the IDDP-CHE Program.

19. ADMISSION

- (g) Western will consider for admission to Year 3 of the IDDP-ChE those applicants who have been proposed by TJU and who satisfy the following admission criteria:
 - i. In order to be eligible to apply for admission to Western, TJU students must have successfully completed the first and second year TJU courses set out in Appendix A.
 - ii. TJU students must meet Western’s admission requirements over TJU Year 1 and Year 2 courses in the Chemical Engineering program as set out in Appendix A; TJU students must also meet one of the following English language proficiency requirements: Test of English as a Foreign Language (TOEFL) Internet Based Score of at least 83 with no section with a score of less than 20; or an International English Language Test Score (IELTS) of 6.5 with no section less than 6.0; or satisfactory performance at on-site interview, or equivalent as defined on the Undergraduate Admissions prospective student website: welcome.uwo.ca/admissions/admission_requirements/english_language_proficiency.html, subject to final approval by the Admissions Office at Western.
 - iii. Admission to the third year of IDDP-ChE will also be subject to further screening by Western which may include an admission interview and/or the meeting of pre-determined and published eligibility requirements.
- (h) The final decision as to who will be admitted each year is made solely by Western.
- (i) TJU agrees that it will provide Western with official academic transcripts (both mid-term and final) of all prospective students.

20. TRANSFER CREDIT

- (i) Western agrees that it will grant transfer credit for the first and second year TJU courses set out in Appendix A to TJU students who are admitted to the third year of the IDDP-ChE program pursuant to this agreement.

- (j) TJU agrees that it will grant transfer credit to TJU students who have successfully completed the third and fourth year courses at Western set out in Appendix A.
- (k) TJU students will receive "block credit" for the first and second year courses set out in Appendix A equivalent to the first two years of full-time study in the IDDP-ChE module. This credit is not transferrable to other Faculties or Programs at Western.
- (l) The list set out in Appendix A may be amended from time to time in consultation with TJU. TJU must give Western reasonable notice of any anticipated changes to curriculum or course content for the first and second year courses set out in Appendix A. If Western determines that "block credit" cannot be given due to the course or curriculum changes that have been or will be instituted by either party, it may terminate this Agreement in accordance with section 11 below

21. PROGRESSION REQUIREMENTS

- (g) TJU students studying at Western will be required to study on a full-time basis and are subject to all rules and regulations applicable to Western students, including academic progression requirements. The undergraduate program will normally be completed in two years of full-time study.
- (h) Once admitted to Year 3 of the IDDP-ChE, access to Western courses will be attained through modification of constraints for the courses involved (with express permission of the departments concerned). Students need to complete successfully the remaining courses in their program, maintaining a cumulative and graduating average of at least 65%. Progression and degree requirements may be revised from time to time by Western in consultation with TJU. Western will provide TJU with written notice of any revisions.
- (i) Students performing unsatisfactorily in the IDDP-ChE at Western will be counselled to consider whether they wish to continue in this program or change to another program at Western or return to TJU. Western will inform TJU about the progress of all the students. If the students return to TJU, TJU would determine how the credits already obtained at Western may be transferred back to TJU.
- (j) Students who request transfer to another program at Western will have the "block credit" that they received as part of the Articulation Agreement removed from their academic record. Credit from TJU Year 1 and Year 2 will be assessed for individual credit on a course-by-course basis by the Admissions Office in conjunction with the faculty, as applicable, at that point in time.

22. DEGREES

Upon successful completion of Year 3 and Year 4 of the IDDP-ChE Program, students shall be awarded a Bachelor of Engineering Science (IDDP-ChE) degree at Western and a Bachelor of Engineering degree at TJU.

23. INFORMATION EXCHANGE AND PROTECTION OF PERSONAL INFORMATION

- (g) TJU and Western will designate individuals responsible for communicating anticipated changes to the program and/or courses set out in Appendix A.
- (h) TJU and Western agree to take all reasonable measures to ensure that student personal information provided to it by the other institution is used only for the purposes for which it is provided and is protected against loss, unauthorized access, use, modification or disclosure.
- (i) TJU and Western agree that they will not transfer personal information to a third part without the prior written consent of the individual to whom the information relates.

24. GENERAL

- (m) Western will provide opportunities for the IDDP-ChE students to take courses in the social humanity areas, such as culture, society, politics, and history of the other country.
- (n) TJU students will pay TJU fees to TJU in years 1 and 2 and Western international student fees to Western in years 3 and 4.
- (o) A scholarship program equivalent to the amount of Western international student fees will be established by Western's Faculty of Engineering to provide one scholarship for every 20 TJU students registered in the Western IDDP-ChE program in a given year.
- (p) TJU students must purchase health coverage under the University Health Insurance Plan (UHIP) while they are studying in Canada.

- (q) TJU students who are accepted for registration under the arrangements of this Agreement at Western must demonstrate to Citizenship and Immigration Canada that they are eligible to study in Canada and that they have sufficient financial resources to complete two years of study at Western.

25. SETTLEMENT OF DISPUTES

The parties shall use their best efforts to resolve any difference or dispute arising out of the interpretation, implementation or application of the provisions of this Agreement amicably by mutual consultation or negotiation between both parties without reference to any third party or international tribunal.

26. PERIOD OF AGREEMENT

- (a) This Agreement is in effect for five years from the date of signing. Discussions about the renewal of the agreement shall begin at least 12 months prior to the end date.
- (b) Notwithstanding the above, this Agreement may be terminated earlier in the following circumstances:
- a. by either party with six months' written notice; or
 - b. by Western pursuant to section 3(d) and the effective date of termination under this paragraph shall be the earlier of six months after written notice of termination is given to TJU or the date upon which the changes are adopted by either party.

Notwithstanding a notice of termination under paragraph (a) or (b), students enrolled in Years 3 or 4 of the program as of the date of the notice of termination shall be permitted to complete the program under the terms of this Agreement.

IN WITNESS WHEREOF the Universities have signed this Agreement by the hands of their authorized signing officers.

Tianjin University

Prof. Denghua Zhong
President

Date: _____

Prof. Wenping Hu
Vice President (International Affairs)

Date: _____

Prof. Xinbin Ma
Dean, School of Chemical Engineering and Technology

Date: _____

THE UNIVERSITY OF WESTERN ONTARIO

Dr. Andrew Hrymak
Provost and Vice President (Academic)

Date: _____

Ms. Kathleen Kwan
Secretary of Senate

Date: _____

Dr. Ken Coley
Dean, Faculty of Engineering

Date: _____

APPENDIX A
To Agreement between
The University of Western Ontario (Western)
and
Tianjin University (TJU)

Schedule I

Requirements – Area of Concentration: 2 Years TJU Chemical Engineering + 2 years Western Chemical Engineering

Year I (6.0 Transfer Credits)

- 2100004 (Calculus);
- 2100015 (Linear Algebra B);
- 2100550 (Inorganic Chemistry 2A);
- 2100551 (Inorganic Chemistry 2B);
- 2100554 (Inorganic Chemistry Laboratory 2A);
- 2100555 (Inorganic Chemistry Laboratory 2B);
- 2100101 (Physics 2A);
- 2100346 (Physics Laboratory A);
- 2070195 (Basic Mechanics of Chemical Engineering);
- 2160222 (Visual C++ Programming Design) or
- 2160219 (Visual Basic Programming Design);
- 2070535 (Introduction to Chemical Engineering);
- 2070565 (Introduction to Process Design);
- 2010736 (Engineering Graphics);
- 2160279 (Fundamental of Computer)

Year II (6.5 Transfer Credits)

- 2100005 (Calculus);
- 2007020 (Engineering Mathematics);
- 2100268 (Organic Chemistry A);
- 2100269 (Organic Chemistry B);
- 2100192 (Organic Chemistry Laboratory);
- 2100195 (Physical Chemistry 2A);
- 2100202 (Physical Chemistry Laboratory 2A);
- 2100196 (Physical Chemistry 2B);
- 2100203 (Physical Chemistry Laboratory 2B);
- 2070066 (Chemical Engineering Thermodynamics);
- 2070577 (Chemical Engineering Fluid Mechanics);
- 2070663 (Matlab);
- 2070059 (Introduction to Biochemical Engineering) or
- 2070433 (Biochemistry);
- 2100067 (Statistics)

The following courses are equivalent to Year III or Year IV courses at Western Chemical Engineering and must be taken in Year I or Year II at TJU:

- 2070573 (Chemical Engineering Heat Transfer);
- 5100055 (Cultivation of Ethics & Fundamentals of Law);
- 2210015 (Morden Histroy of China);
- 2111140 (Fundamentals of Marxism Principle)

To graduate from the International Dual Degree Program in Chemical Engineering program, the following courses, **worth 11 course credits** must be successfully completed at Western:

Normally taken in YEAR III (5 credits)

- CBE 3310A/B (Process Dynamics and Control);
- CBE 3315A/B (Reaction Engineering);
- CBE 3318A/B (Introduction to Chemical Process Simulation);
- CBE3319A/B (Introduction to Plant Design and Safety);
- CBE 3323A/B (Staged Operations);
- CBE 3324A/B (Mass Transfer Operations);
- CBE 3325A/B (Particulate Operations);
- CBE 3326A/B (Process Engineering Applications);
- CBE 3395Y (Chemical Engineering Lab);
- ECE 2208A/B (Electrical Measurement and Instrumentation)

Normally taken in YEAR IV (5.5 credits)

- Business Administration 1299E (Business for Engineers);
- CBE 4497 (Chemical Process and Plant Design);
- CBE 4415 (Chemical Engineering Project);
- ES 4498F/G (Engineering Ethics, Sustainable Development and the Law);
- Four 0.5 technical elective

Make-up Course*(0.5 credits):

- Writing 2130 F/G

Notes: * A student may take in third and/or fourth year. If one course is completed in China, the student can substitute one technical elective for it.

Additional Note: ES 1021 (Properties of Materials) equivalent is not offered at TJU during the first two years. Students enrolled in IDDP-ChE program are expected to take this course or relevant technical elective course approved by the Department.

Technical Electives:

Group A

- CBE 4417A/B (Catalytic Processes);
- CBE 4418A/B (Industrial Multiphase Reactor Design);
- CBE 4420A/B (Computer Process Control);
- CBE 4432A/B (Oil Refining and Processing);
- CBE 4493A/B (Polymer Engineering)

Group B

- CBE 4403A/B (Bio-Separation Process);
- CBE 4407A/B (Solid Waste Treatment);
- CBE 4409A/B (Wastewater Treatment);
- CBE 4463A/B (Water Pollution Design);
- CBE 4484A/B (Green Fuels and Chemicals)

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

Progression Requirements - Engineering

ENGINEERING

Academic Counselling

Each student in the Engineering program is assigned a faculty member for academic advice and planning. For students in the first year of the program, the counsellors shall be appointed by the Associate Dean – Undergraduate Studies; for students in subsequent years, the counsellor shall be the Chair (or designate) of the appropriate Department.

Residence Requirements

At least twelve full courses must be completed from those offered by The University of Western Ontario.

Enrolment Limitations in Each Program

All students registered in the first-year program must, during program planning in February, rank in order of preference their choices of program for second year.

The selection process is based on the student carrying a full course load and the year-weighted average (YWA) obtained at the end of the academic year.

Students with no failures in any of the 6.5 courses and a YWA of at least 75% will be given first priority into the program of their choice.

Students with no failures and a YWA between 60% and 74% will be given second priority and will be ranked for the program of their choice according to YWA. The program enrolment will be filled to the limit.

Students with a YWA of at least 60% and one or more failures in the courses listed above for the program of their first choice may be allowed to proceed in the program, provided there are spaces and by permission of the Dean, in consultation with the appropriate Department Chair.

The Dean, in consultation with the appropriate Department Chair, may allow students not included above to proceed in the program of their choice.

If students are not admitted to their first choice of program, they will be ranked for the other programs in the order of preference indicated.

Transfer

Transfer from one program to another can be done only in consultation with the appropriate Department Chair. Students will be informed about the program in which they are allowed to register in second year when they access their marks when academic year marks are available.

Progression Requirements

The progress of students shall be evaluated at the end of the academic year. Eligibility to progress shall be based on the performance of the student during the evaluation period as indicated by the weighted average obtained for that period.

The progression requirements for Engineering students registered in an approved concurrent/combined degree program will be based only on those courses being counted toward the BESC degree.

To be eligible for the concurrent degree, students must meet the progression requirements of each Faculty.

Progression Requirements for Part-Time Students

A part-time student will be adjudicated once the student has completed 3.0 or more courses since the last

adjudication. The weighted average will be calculated on all courses completed since the last adjudication. The progression adjudication will be effective over all the courses used in the adjudication.

BESc Degree and Minor Modules

Prior to registering for courses to be used toward a Minor, students registered in the Faculty of Engineering, BESc degree, must obtain approval from their Academic Counsellor. Not all combinations between the BESc discipline and the choice of Minor may be approved. If the courses selected toward a Minor qualify as non-technical electives, they may also be used toward the student's non-technical electives for the BESc degree.

Students registered in Combined Degree programs within the Faculty of Engineering are not eligible to add a Minor Module to their BESc degree.

Time Limit for Completion of BESc Degree

The Faculty of Engineering requires that all undergraduate students complete the program of study within ten years from the start of their first registration in Western Engineering. The time limit for completion ensures that all graduates have demonstrated sufficient knowledge of up-to-date technology, engineering concepts, and professional practice.

The rest of the policy remains unchanged

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

The first part of the policy is unchanged.

ELIGIBILITY FOR HONORS DESIGNATIONS AT THE IVEY GRADUATE PROGRAMS

If an Ivey graduate student is found in breach of the Ivey Student Code of Conduct, the student may be ineligible to receive any of the honors designations listed below.

MBA PROGRAM

Dean's Honor List

To be included on the Dean's Honor List, a student must complete a full year's course work as defined by the program and attain an average grade in the top 25% of the class, or have special recommendation from the Dean. "Dean's Honor List" will be designated on Western transcripts. The Dean's Honor List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

Graduation "With Distinction"

A student who attains an average grade in the top 10% of the class in both MBA1 and MBA2 (excluding MBA Directs) will be designated "With Distinction" on Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

Robert Johnson Gold Medal

The Robert Johnson Gold Medal will be awarded to the student with the highest combined average of MBA1 and MBA2. The student must have completed a full course load in both MBA1 and MBA2 as defined by the program. The combined average is calculated by adding the student's MBA1 and MBA2 averages and dividing by two. The Gold Medal calculation excludes non-Ivey and exchange courses.

Ivey MBA Direct Scholar

An MBA Direct student that achieves an average grade equal to the top 10% of the MBA2 class (as defined by the Ivey Scholar qualification) will be designated as Ivey MBA Direct Scholar. Ivey MBA Direct Scholars will be designated "With Distinction" on all Western transcripts and the graduation diploma. The Ivey MBA Direct Scholar calculation excludes non-Ivey and exchange courses.

MSc IN MANAGEMENT PROGRAM

MSc Ivey Dean's Honor List

The MSc Ivey Dean's Honor List designation will be awarded by **field stream and by term, for the Fall term and for the Winter term at the end of the program**. A student must complete all courses as defined by the MSc program in each term and attain grades in the top 25% of the class by **field stream** to be designated as Dean's Honor List on Western's transcripts **and designated as "With Distinction" on degree diplomas**. The **average includes only MSc grades received at Ivey and** excludes exchange and non-Ivey courses.

MSc Ivey Scholars

A student must complete all courses as defined by the MSc program and attain grades in the top 10% of the class by **field stream** to be considered as MSc Ivey Scholars. The average excludes exchange and non-Ivey courses.

Ivey MSc Gold Medals

To be awarded by field, tThe recipients must complete all courses as defined by the Ivey MSc program and achieve the highest average **within their field across all streams**. The average is calculated by a simple average of the student's average over all courses taken at Ivey **as defined by the Ivey MSc program and by the relevant field**. The average excludes exchange and non-Ivey courses **while also excluding non-Ivey visiting exchange students**.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21124&SelectedCalendar=Live&ArchiveID=>

HONORS SPECIALIZATION IN INFORMATION SYSTEMS

The Honors Specialization in Computer Science leads to a Computer Science degree that is accredited by the Computer Science Accreditation Council, the academic arm of the Canadian Information Processing Society. This specialization, in combination with the department's Minor in Software Engineering, leads to degree that is accredited by CSAC as a Software Engineering degree.

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 in these principal courses below 60%, including:

Computer Science 1025A/B, or Computer Science 1026A/B, or Engineering Science 1036A/B (in each case with a mark of at least 65%);

Computer Science 1027A/B or Computer Science 1037A/B (in either case with a mark of at least 65%);

1.0 course from: Applied Mathematics 1201A/B, Applied Mathematics 1413, Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Mathematics 1600A/B.

Module/Program Information

Module

9.0 courses:

6.0 courses: Computer Science 2208A/B, Computer Science 2209A/B, Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, Computer Science 3305A/B, Computer Science 3307A/B/Y, Computer Science 3319A/B, Computer Science 3331A/B*, Computer Science 3340A/B, Computer Science 3357A/B, Computer Science 4490Z.

0.5 course from: Computer Science 2214A/B, Mathematics 2155F/G or the former Mathematics 2155A/B.

0.5 course**: Writing 2101F/G, Writing 2111F/G, Writing 2125F/G, Writing 2131F/G.

0.5 course from**: Biology 2244A/B, Statistical Sciences 2141A/B, Statistical Sciences 2244A/B, Statistical Sciences 2857A/B, the former Statistical Sciences 2657A.

1.0 course from: Computer Science 4402A/B, Computer Science 4411A/B, Computer Science 4412A/B, Computer Science 4413A/B, Computer Science 4414A/B, Computer Science 4415A/B, Computer Science 4416A/B, Computer Science 4417A/B, Computer Science 4418A/B, Computer Science 4457A/B/Y, Computer Science 4471A/B, Computer Science 4473A/B, Mathematics 3159A/B.

0.5 additional course from: Mathematics 2156A/B, Computer science courses at the 3000 level or above.

* Students in this module who are registered in the combined Undergraduate Program in Business Administration (HBA) are allowed to replace Computer Science 3331A/B with 0.5 course from Computer Science 3346A/B, Computer Science 3377A/B, Computer Science 4402A/B, Computer Science 4411A/B, Computer Science 4412A/B, Computer Science 4413A/B, Computer Science 4414A/B, Computer Science 4415A/B, Computer Science 4416A/B, Computer Science 4417A/B, Computer Science 4418A/B, Computer Science 4457A/B/Y, Computer Science 4471A/B, Computer Science 4473A/B, Science 3377A/B, Mathematics 3159A/B, the former Computer Science 3325A/B, the former Computer Science 3326F/G.

** Students in this module who are registered in the combined Undergraduate Program in Business Administration (HBA) may replace the 0.5 Writing and 0.5 Statistical Sciences/Biology requirements with 1.0 additional course from Computer Science 3346A/B, Computer Science 3377A/B, Computer Science 4402A/B, Computer Science 4411A/B, Computer Science 4412A/B, Computer Science 4413A/B, Computer Science 4414A/B, Computer Science 4415A/B, Computer Science 4416A/B, Computer Science 4417A/B, Computer Science 4418A/B, Computer Science 4457A/B/Y, Computer Science 4471A/B, Computer Science 4473A/B, Science 3377A/B, Mathematics 3159A/B, the former Computer Science 3325A/B, the former Computer Science 3326F/G.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20841&Keywords=nutrition%20and%20dietetics&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN NUTRITION AND DIETETICS

The Honours Specialization in Nutrition and Dietetics is a professional program, within the Bachelor of Science Foods and Nutrition (BScFN) degree, and is offered by Brescia University College. Enrollment is through Brescia University College or the Faculty of Science.

The program is accredited by the professional association, **Partnership for Dietetic Education and Practice (PDEP)** Dietitians of Canada (DC), and prepares graduates for application to a dietetic internship/practicum **program** experience that leads to **registration** certification as a Registered Dietitian (RD) by the professional regulating body, the College of Dietitians of Ontario (CDO). **Students take courses designed to meet the accreditation requirements of DC for dietetic internship placement.** Completion of the Honors Specialization in Nutrition and Dietetics does not guarantee **admission to a dietetic practicum program** internship placement. **Enrolment in this module is limited. Meeting the minimum requirements does not guarantee that students wishing to transfer into this module will be offered enrolment.**

Graduates also may pursue post-graduate study in areas such as **Nutritional Sciences**, Health Administration, Food Science, **Food Safety, or Public Health**, and **Community Nutrition**. Students are encouraged to seek academic advising at Brescia **University College** early in the program, especially if they intend to combine the Honours Specialization with a Major or Minor in a complementary field.

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least **75%** **70%** in the following **4.0** courses with no **grade mark** below 60%:

Chemistry 1301A/B and Chemistry 1302A/B or the former Chemistry 1100A/B and the former Chemistry 1200B, the former Chemistry 1050, the former Chemistry 1020

Biology 1290B

Physiology 1021

Foods and Nutrition **1070A/B** ~~1030E~~

Foods and Nutrition 1241A/B

Business Administration 1220E

0.5 course numbered 1000-1999

Module

11.5 ~~10.5~~ courses

~~4.5~~ **8.5** courses: **Foods and Nutrition 2266F/G**, **Foods and Nutrition 2230A/B**, Foods and Nutrition 2232, ~~Foods and Nutrition 2241A/B~~, **Foods and Nutrition 2449A/B**, **Foods and Nutrition 3355A/B**, Foods and Nutrition 3342A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3348A/B, Foods and Nutrition 3351A/B, Foods and Nutrition 3361 ~~F/GA/B~~, **Foods and Nutrition 3390W/X**, **Foods and Nutrition 4429A/B**, Foods and Nutrition 4453A/B, **Foods and Nutrition 4460A/B**, **Foods and Nutrition 4471A/B**.

2.0 **0.5** courses: Human Ecology 2222 ~~A/BF/G~~, Human Ecology 2266F/G, Human Ecology 3349A/B, ~~Human Ecology 4411F/G~~.

0.5 course **from**: Chemistry 2003A/B (recommended), Chemistry 2213A/B.

1.0 course: ~~Physiology 2130~~.

0.5 course from: Biochemistry 2288A (recommended), Biochemistry 2280A.

1.5 courses from: Foods and Nutrition or Human Ecology at the 3000 or 4000-level.

0.5 course: ~~Statistical Sciences 2037A/B or Sociology 2205A/B or any other statistics course at the 2000 level or above.~~

Progression Requirements

To remain in this module students must have a modular average of at least 75% with no modular course grade below 60%, at each adjudication point.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21441&Keywords=nutrition%20and%20diet&SelectedCalendar=Live&ArchiveID=>

HBA/HONORS SPECIALIZATION IN NUTRITION AND DIETETICS

This is a Combined Program also featured at the following pages:

- [Western Main Campus - HBA Combined Programs - HBA/HONORS SPECIALIZATION IN NUTRITION AND DIETETICS](#)
- [Brescia University College - HBA Combined Programs - HONORS SPECIALIZATION IN NUTRITION AND DIETETICS/HBA](#)

The combined degree programs are administered on behalf of the Richard Ivey School of Business and the **Division School** of Food and Nutritional Sciences at Brescia University College (and the Faculty of Science).

The combined program is a five-year program leading to a BA in Honors Business Administration (HBA) and an Honors Specialization in Nutrition and Dietetics (Bachelor of Science). In Years 1 and 2, students are registered in the **Division School** of Food and Nutritional Sciences at Brescia University College (and the Faculty of Science) and follow the normal curriculum for the Honors Specialization in Nutrition and Dietetics module. In Year 3, students are registered in the HBA program. Students are registered in the combined program in Years 4 and 5. Admission requirements for the combined program are outlined below.

Admission Requirements

To be eligible for consideration for admission to the combined program, in the first two years, students must complete a minimum of 10.0 courses including Business Administration 2257. In Year 1 they must complete the admission requirements as specified in the current Academic Calendar for entry into the Honors Specialization in Nutrition and Dietetics module offered by the **Division School** of Food and Nutritional Sciences at Brescia University College (and the Faculty of Science).

In Year 2 students must enroll in the Honors Specialization in Nutrition and Dietetics and satisfy the minimum progression requirements for the second year of that Honors Specialization. In the first two years, students must attain a minimum weighted average of 78%, a minimum mark of 70% in Business Administration 2257, and no mark less than 60%. They must also gain admission to the HBA program through the regular application process. In addition, students must normally attain a minimum weighted average of 78% in the first year of the HBA.

Students apply for the combined degree program during the HBA 1 year, typically their third year of University. Applications to the combined program must be made in writing to the Senior Academic Advisor at Brescia University College and to the HBA Program Office by the deadlines published by the Richard Ivey School of Business.

Module

Year 1

5.0 courses including 3.5 required courses:

3.5 courses: **Foods and Nutrition 1070A/B, Foods and Nutrition 1241A/B**, Biology 1290B, **Business Administration 1220E**, Chemistry 1301A/B, Chemistry 1302A/B, **Physiology 1021** (or the former Chemistry 1100A/B, the former Chemistry 1200B), **Foods and Nutrition 1030E**

1.5 1.0 courses from: Humanities ~~and Social Sciences~~

Year 2

5.0 5.5 courses: Business Administration 2257, Chemistry 2003A/B (or Chemistry 2213A/B), **Biochemistry 2288A (or Biochemistry 2280A)**, Foods and Nutrition 2232, **Foods and Nutrition**

2241A/B, Foods and Nutrition 2230A/B, Foods and Nutrition 2266F/G, Foods and Nutrition 2449A/B, Human Ecology 2222F/G, Human Ecology 2266F/G, Physiology 2130-0.5 Foods and Nutrition or Human Ecology course at the 3000 or 4000-level

Year 3 (HBA1)

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

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

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

Years 4 and 5 (HBA requirements can be taken over Years 4 and 5 - except Business Administration 4569 which must be taken in Year 4)

5.5 courses:

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

0.5 course: Corporations and Society Perspectives Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

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

1.0 course: Applied Project Requirement: Business Administration 4569.

3.0 courses: Additional business electives [choice of 4000-level business courses]. These must be taken at the Ivey School of Business and cannot be substituted with other Western courses.

Years 4 and 5 (Nutrition and Dietetics)

5.5 courses:

5.0 7.0 courses: Biochemistry 2288A, Foods and Nutrition 3342A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3348A/B, Foods and Nutrition 3351A/B, **Foods and Nutrition 3355A/B**, Foods and Nutrition 3361A/B, **Foods and Nutrition 3390W/X**, **Foods and Nutrition 4429A/B**, Foods and Nutrition 4453A/B, **Foods and Nutrition 4458A/B**, **Foods and Nutrition 4460A/B**, **Foods and Nutrition 4471A/B**, Human Ecology 3349A/B, Human Ecology 4411F/G **1.0 Foods and Nutrition or Human Ecology course at the 3000 or 4000-level**

0.5 course from: Humanities or Social Science courses at the 2000 level or above

For students who entered the HBA Program in September 2016 and prior, please refer to the 2016-2017 Academic Calendar.

Program Requirements

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

Progression

Progression Standards

Students in the combined program must meet the progression standards of each Faculty or School. Students enrolled in HBA1 (Year 3) must attain a minimum weighted average of at least 78%. In Years 4 and 5, students must attain a minimum weighted average of 75% in their 4000 level HBA courses. They also must attain a minimum average of **75% 70%** in their Honors Specialization module and meet all other progression requirements of the Honors Specialization module in which they are enrolled.

Failure to Meet Progression Standards

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

Dean's Honor List

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

At Brescia University College, students will be considered for the Dean's Honor List in the usual way in Years 1 and 2, and at the end of Year 5 by considering all Foods and Nutrition courses that have been taken in Years 4 and 5. Students who take at least 2.0 Foods and Nutrition courses in Year 4 will be considered for the Dean's Honor List in that year on the basis of those courses.

Related Information

Graduation

Upon completion of this combined program, students will receive a BSc in Foods and Nutrition - Honors Specialization in Nutrition and Dietetics and a BA in Honors Business Administration.

Graduation with Distinction

Eligibility to graduate "With Distinction" for each degree is determined by each Faculty.

International Exchange Programs

Students in the combined HBA/ Nutrition and Dietetics degree program may be eligible to participate in academic exchange programs. Interested students should discuss exchange options with the HBA Program Office and **the Associate Registrar, Student Success** ~~a Senior Academic Advisor~~ at Brescia.

Fees

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

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20843&Keywords=specialization%20in%20foods%20and%20nutrition&SelectedCalendar=Live&ArchiveID=>

SPECIALIZATION IN FOODS AND NUTRITION

The Specialization in Foods and Nutrition, within the Bachelor of Science Foods and Nutrition (BScFN) degree, is offered by Brescia University College. Enrollment is through Brescia University College or the Faculty of Science.

The Specialization prepares students for possible employment in foods and nutrition areas such as careers, e.g., food service production and distribution industries, institutional population and community health services, hospitality and food industry pharmaceutical industries, education and volunteer agencies.

Graduates also may pursue advanced study in areas such as Community Development, Education, Child Care and Development, Food Science/Safety, and Food Service Management, and others.

Students are encouraged to seek academic advising at Brescia University College early in the program, especially if they intend to combine the Specialization with a Major or Minor in a complementary field.

Admission Requirements

Completion of first year requirements with no failures. Students must have a minimum average of at least 60% 68% in the following 4.0 courses:

Chemistry 1301A/B, Chemistry 1302A/B or the former Chemistry 1100A/B and the former Chemistry 1200B, the former Chemistry 1050, the former Chemistry 1020

Biology 1290B

Foods and Nutrition 1070A/B 1030E

Foods and Nutrition 1241A/B

Physiology 1021

Business Administration 1220E

0.5 course numbered 1000-1999

Module

9.0 courses

3.5 3.0 courses: **Foods and Nutrition 2266F/G**, Foods and Nutrition 2232, **Foods and Nutrition 2241A/B**, **Foods and Nutrition 2230A/B**, **Foods and Nutrition 2449A/B**, Foods and Nutrition 3342A/B, **Foods and Nutrition 3344A/B**, **Foods and Nutrition 3348A/B**, **Foods and Nutrition 3351A/B**.

1.5 0.5 course: Human Ecology 2222A/BF/G, Human Ecology 2266F/G, Human Ecology 3349A/B.

0.5 course from: Chemistry 2003A/B (recommended), Chemistry 2213A/B.

0.5 course from: Biochemistry 2288A (recommended), Biochemistry 2280A

1.0 course: **Physiology 2130**.

2.0 4.5 courses from: Foods and Nutrition or Human Ecology at the 3000 or 4000-level.

0.5 course from: **Biology 2217B**, **Biology 2485B**, **Biochemistry 2288A**, **Biochemistry 2280A**.

Progression Requirements

To remain in a the Specialization in Foods and Nutrition, students must maintain a modular average of 60% 68% or above.

REVISED CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20839&Keywords=minor%20in%20foods%20and%20nutrition&SelectedCalendar=Live&ArchiveID=>

MINOR IN FOODS AND NUTRITION

The Minor in Foods and Nutrition is offered by the **Division School** of Food and Nutritional Sciences at Brescia University College. The Minor is designed specifically for students in undergraduate programs in Health Sciences, Kinesiology, Biology and Biomedical Sciences who may pursue the Minor concurrently with their degree program. All Foods and Nutrition courses count toward the student's undergraduate program.

Admission Requirements

Completion of first-year requirements **Registration in a module** in the Health Sciences, Kinesiology, Biology or **Biomedical Medical** Sciences program with an average of 70% and no failures. Students must have an average of at least 70% in **3.0 courses** including Foods and Nutrition 1021 or 1070A/B and 1241A/B with a mark of at least 70%, and Chemistry 1301A/B and Chemistry 1302A/B, or the former Chemistry 1100A/B and the former Chemistry 1200B, the former Chemistry 1050, the former Chemistry 1020 with a mark of at least 60%. Enrolment is limited and meeting the minimum requirements does not guarantee acceptance into the module.

Module

4.0 courses

2.0 2.5 courses: **Chemistry 2003A/B (recommended) or Chemistry 2213A/B, Biochemistry 2288A or 2280A, Foods and Nutrition 2130 or 2232, Foods and Nutrition 2230A/B, Foods and Nutrition 2266F/G, Foods and Nutrition 2241A/B, Foods and Nutrition 3344A/B, Foods and Nutrition 3361A/B.**
2.0 1.5 courses from: **Foods and Nutrition 2232, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G, Foods and Nutrition 3373A/B or 3339A/B, Foods and Nutrition 3342A/B, Foods and Nutrition 3348A/B, Foods and Nutrition 3351A/B, Foods and Nutrition 3361F/G, Foods and Nutrition 3364A/B, Foods and Nutrition 3373A/B, Foods and Nutrition 3380A/B, Foods and Nutrition 4410A/B, Foods and Nutrition 4420A/B, Foods and Nutrition 4452A/B, Foods and Nutrition 4458A/B.**

Students should **be aware of pre-requisites and are advised to** meet with the Academic Counsellors for appropriate selection of courses.

NEW CALENDAR COPY

MAJOR IN JAPANESE STUDIES

Admission Requirements

Completion of first-year requirements, including JPN1650F/G, and either JPN1050 or JPN1036, with a mark of at least 70% each, or permission of the Program.

Module

6.0 courses:

3.0 courses: JPN2250 or JPN2260, JPN3350, and JPN4450

1.0 course: JPN2601A/B, JPN3650F/G

1.0 course: JPN3750F/G and JPN3751F/G

1.0 course from: JPN3360A/B, JPN3361A/B, JPN3651F/G, JPN3680F/G, JPN3690F/G, HIS3603F/G, HIS3606F/G, FILM2164A/B, FILM3340F/G, FILM3375F/G,



Proposed Major in Japanese Studies Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Huron University College
Degrees Offered	BA
Modules Reviewed	Major in Japanese Studies
External Consultants	Ikuko Komuro-Lee, Associate Professor, Department of East Asian Studies, University of Toronto Yasuyo Tomita, Assistant Professor, Department of East Asian Studies, University of Toronto
Internal Reviewer	Karen Danylchuk, Associate Dean, Undergraduate Programs, Faculty of Health Sciences
Date of Site Visit	April 9, 2019
Evaluation	Approved to Commence
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	2026-27

Executive Summary

The Japanese program, Department of French and Asian Studies, at Huron University is a unique program within the Western University system, whereby minors (but no major) in Japanese and Japan Studies are offered at Huron University, and first and second-year courses in Japanese are taught at the Constituent University through the Department of Modern Languages and Literatures. Western does not (and cannot as per the affiliation agreement) offer programs in Japanese. Due to the small class size at Huron, rigorous language training is offered, along with study abroad, internships, and research-based learning. The proposed Japanese major module is a natural extension of the existing module at Huron, offering more choices of elective and senior research courses in both the Japanese language and culture. At the present time, students who wish to major in Japanese must major in East Asia Studies, yet anecdotal evidence from the last cyclical review suggests that there are more students in the East Asia major who would rather major in Japanese than those who would like to study the whole of East Asia.

The review of the proposed new program, “Major in Japanese Studies”, occurred on April 9, 2019 and consisted of a series of meetings with the Vice-President, Academic, and Dean of Huron University; the President of Huron University; Program Assistant of French and Asian Studies (FASS), Huron University, along with the Coordinator of Teaching and Research; Huron University Director of Library and Learning Services, as well as a member of Research and Instructional Services; the Vice-Provost of Academic Programs, along with the Vice-Provost of Academic Planning, Policy, and Faculty; the Japanese teaching faculty; and a number of current students in the Japanese Minor Program.

The external consultants reported that they “reached a satisfying conclusion that the proposed major program meets all required criteria from Western’s Institutional Quality Assurance Process document.” They noted that the proposed program appears to be consistent with the mission and strategic plans of both Western University and Huron University; the program’s requirements and learning outcomes are appropriate in relation to the Western Degree Outcomes; and the degree nomenclature is appropriate. As noted by the President of Huron University, central to the academic mission of the Japanese Program are internationalization of Huron’s campus, exploration of a non-Western perspective, and enhancement of the liberal arts. Through exchange programs and other collaborative programs, the Japanese program has the potential to advance partnerships with prestigious international universities. Further, given East Asia Studies attract a plurality of female students, the introduction of a Japanese Major should help Huron address its gender imbalance (with more male than female students).

The reviewers suggested that it is rational to offer a Japanese Major due to societal demand, as well as the consistently high enrolment in the current Japanese language courses, and the fact that the proposed program is an extension of the current minor program that has demonstrated a healthy growth in recent years. They attribute the uniqueness of the program in Canada to its comprehensiveness and focus on language and research on Japanese language and culture, which ultimately prepare students to achieve a high proficiency in Japanese communication.

The consultants provided several constructive suggestions and recommendations, the majority of which were considerations for the future. Their most consistent recommendation was that more course content in both language and culture-based courses, including assignments and essays, should be required in Japanese. The majority of the reviewers’ suggestions and recommendations were supported by the Coordinator of Japanese Studies, albeit for the future. As noted by the Coordinator, the external consultants provide “valuable comments and recommendations that will help us improve the proposed major program in future.” They have the resources to implement these suggestions at the appropriate times, but believe that the first few years should be directed towards monitoring and analyzing student feedback and adjusting the original plan in order to best address the students’ wants and needs.

Significant Strengths of the Program

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

- The uniqueness of the program given there are not many institutions that offer a comprehensive Japanese program in Ontario or Canada - there are many that offer language courses, but these are embedded within East Asia Studies programs
- Strong student demand as evidenced by healthy enrollment numbers in current Japanese courses (i.e., more than 280 students including intersession and summer courses) and the foundational courses becoming full early in the registration period

- Sufficient number of faculty members (i.e., two tenure-track and two full-time sessional) who are experienced language instructors with excellent skills to teach multi-level Japanese courses
- Quality experiential learning opportunities, including community-based language learning, internships in Japan, and exchange programs at universities in Japan
- Adequate physical (e.g., classroom, library) and financial resources
- Strong librarian support to assist in course design and student interaction

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

1. The primary concern of the external reviewers was that more of the coursework, in particular, the essays in the senior courses in Japanese literature and culture, should be completed in Japanese. Further, they recommended that, in content-based language learning courses, more content should be taught in Japanese. This would provide the students with more confidence in using the language, and also more uniqueness to the program. Although the Department agrees with the consultants on the importance of developing research and writing skills in Japanese and English, it believes that offering the option to conduct research and write essays in Japanese is a more sensible approach. This option is consistent with other Western language departments, such as the Department of French, that allows the students majoring in French linguistics to write their graduate thesis in either French or English. The Department is willing to adopt the external reviewers' suggestion in the future, if it is deemed appropriate.
2. Similar to the first recommendation was that culture-related courses should offer more breadth of topic and that they should be offered in both English and Japanese. The Department has recently doubled its culture-related course offerings, taught in English, and will explore in the near future ways to further enhance these course offerings.
3. The reviewers recommended that the linguistic courses become mandatory in the future to provide the students with a deeper understanding of the Japanese language and to make the program more unique. The Department plans to make the newly DAP-approved *Introduction to Japanese Linguistics* mandatory in the future. Before making it a required course, however, the Department would like to consider student feedback and assess its effectiveness in relation to the overall goal of the program.
4. The reviewers recommended that instructors regularly rotate (e.g., every three years) their assigned courses in order to allow all instructors to understand and teach all language courses offered in the program. This rotation would not only support the faculty members' professional development, but minimize pedagogical challenges during faculty member leaves and sabbaticals. The Department agrees with the philosophical and pedagogical rationale, and will implement this practice in the near future provided there are no issues related to overload teaching, timetabling, etc.
5. The reviewers recommended more active collaboration with library resources for students' research and course design. The Department noted that this recommendation is in line with its future plan, in particular, with the research-based (essay) courses.
6. The reviewers noted the benefit of involving part-time instructors with specialized foci, such as visiting scholars from Japan. The Department is currently investigating options

in this regard, namely, involving part-time visiting instructors from its exchange partner institutions in Japan, and also from within Canada, both in and out of province.

7. The external reviewers suggested that a certain number of guaranteed spots should be reserved for students in the major to study in Japan on exchange. The Department noted that every module student who desires to go on exchange (with the exception of those who fail to qualify due to poor academic performance) can and has been accommodated. Although the situation may change with the increased number of students, priority will be given to the students in the major program.

Other Opportunities for Program Improvement and Enhancement

No additional opportunities outside of those cited above were suggested.

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 Affiliated University College Principal will be responsible for monitoring the Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Add more breadth of topic in culture-related courses and offer a variety of culture-related courses in both English and Japanese	Department to explore ways to further enhance these course offerings		
2. Make the linguistic courses mandatory	Department to consider student feedback and assess effectiveness of new linguistics course (in relation to the overall goal of the program) before making the new course, or other linguistic courses, mandatory		
3. Rotate courses amongst instructors	Department to consider workload and timetabling		
4. Increase active collaboration with Huron Library	Librarians to become more involved in course design and assistance in research-based courses		
5. Involve more part-time visiting scholars in course delivery	Department to investigate exchange-partner universities in Japan, as well as regional visiting scholars		

REVISED CALENDAR COPY

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

Breadth Requirements for First Year

The first part of the policy is unchanged

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Digital Humanities, English, Film Studies, French Studies, **Global Great Books (GGB)**, Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, Speech, Studio Art, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, Western Thought and Civilization, Women's Studies, World Literatures and Cultures, Writing.

The rest of the policy is unchanged

NEW CALENDAR COPY

MAJOR IN GLOBAL GREAT BOOKS

Admission Requirements

Completion of First Year with an average of 60%.

Module

6.0 Courses:

3.0 courses: GGB 2000F/G (Human Nature and the Meaning of Life); GGB 2001F/G (Friends and Lovers); GGB 3000F/G (Justice); GGB 3001F/G (Nature and Technology); GGB 3002F/G (The Beautiful and Sublime); GGB 3003F/G (Reason and Revelation)

0.5 course from: HIST 2809F/G (Histories of the Book: An Introduction); HIST 3812F/G (Seminar in Histories of the Book)

2.0 courses from a list of available courses (second year and higher) approved by the coordinator and updated annually. Students may only take 1.0 courses from a single other discipline.

0.5 course GGB 4000F/G (Capstone)



Proposed Major in Global Great Books Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Huron University College
Degrees Offered	BA
Modules Reviewed	Major in Global Great Books
External Consultants	Leah Bradshaw, Professor, Political Science, Brock University Neil Robertson, Director, Foundation Year Program, University of King's College
Internal Reviewer	Dr. Laretta Frederking, Vice-Principal and Academic Dean, Brescia University College
Date of Site Visit	April 18, 2019
Evaluation	Approved to Commence
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	2026-27

Executive Summary

The site visit for the Proposal for a new undergraduate major in Global Great Books took place on April 18, 2019 and consisted of meetings with the Vice-Provost of Academic Programs, Academic Dean, Chair (via telephone) and other administrative support staff. The visit also included sessions with faculty, and a campus tour including a visit of the library to understand the campus context.

The external consultants' report supports the introduction of this major and recognizes the intellectual relevance of a program to read texts in a critically engaged context, to "not only understand what was originally thought and why, but also to question the validity of these positions from several distinct perspectives". They did not identify any critical issues to raise concerns about the quality of the academic program or its relevance in terms of the mission of Huron as well as Western.

The reviewers recognized that the program fits within the template of "great books" programs that are offered across Canada and the United States. What is unique and commendable is that Huron's program distinctively breaks from the western culture focus of most existing programs. The reviewers commended its interdisciplinary perspectives and the willingness of

those involved in the program to expand students' exposure to unique voices through guest lectures and invited contributors.

The Global Great Books program aligns with Western University's mission, values, and strategic priorities as well as broadening the robust liberal arts education that is offered at Huron. It contributes to Western's goals "providing students with interdisciplinarity, critical inquiry and creative thinking, an awareness of the limits of knowledge, and adaptation to resilience and lifelong learning". Through the study of whole texts, both ancient and modern, and from around the world, students and faculty embrace these learning outcomes with a global perspective and through intentional interdisciplinary connections.

Significant Strengths of the Program

1. The Global Great Books Program breaks from other programs with the explicitly global perspective.
2. The Global Great Books Program also shifts away from a chronological approach to embrace themes that allow for unique flexibility and pedagogical focus on cultural self-understanding and expression
3. The Global Great Books program incorporates two new core courses that have experiential learning components built into the curriculum – GBB 3000F/G: Justice; and GGB3001: Technology.
4. The reviewers celebrated Huron's rich support in the Library Services Personnel and the enthusiastic support and commitment articulated by the staff for this program.
5. Huron has increased enrolment in the Humanities by 83% and this new major serves their intellectual interests as well as Huron's expanding numbers.

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

1. Ensure 'coverage' requirements to maintain the global reach (western and non-western) of the courses and also temporal content (both ancient and modern) and interdisciplinary commitment.

The department seemed to concur that the program needs to consider these types of commitments and to assess the particular themes to ensure that the program meets its goals.

2. Assess the student enrolment and identify a second tenure track appointment in order to expand the number of courses taught by core full-time faculty.

The administrative leadership commits to staff the program commensurate with quality expectations and through the appointment of faculty to other programs, thereby continuing the interdisciplinary focus. As noted by the Academic Dean, a second tenure-stream position may be appropriate and will be considered in the long-term.

Other Opportunities for Program Improvement and Enhancement

- No additional considerations noted.

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 Affiliated University College Principal will be responsible for monitoring the Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Ensure alignment of faculty resources with student enrolment	Review faculty appointments and monitor student enrolment once enrolment restrictions are lifted		

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf

Undergraduate Student Academic Appeals

UNDERGRADUATE STUDENT ACADEMIC APPEALS

The University Senate has delegated to Deans the right to waive any academic regulation. The Deans' rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA). SRBA is the final body to which students may appeal certain rulings of Deans in academic matters, and its decisions are final.

REQUESTS TO INSTRUCTOR, DEPARTMENT CHAIR, AND FACULTY DEAN

~~(The notes below have been updated to reflect current titles on August 2008)~~

Note: Throughout this document, reference to "Dean" is to be interpreted "Dean or his/her designate **or equivalent**" and reference to "Department Chair" is to be interpreted "Department Chair or his/her designate **or equivalent**."

Requests for relief for undergraduate students ordinarily proceed in this order:

- a) Course instructor (informal consultation)*
- b) Department Chair (submission of written request)
- c) Faculty Dean (submission of written request)

* A request for relief relating to a specific course (e.g., with respect to a mark, grade, appropriateness of assignments or examinations, or grading practices) must be initiated with the appropriate course instructor. Requests for relief on other matters should be initiated in the office having immediate jurisdiction for the particular requirement or regulation in question. Students in doubt as to the appropriate level at which to initiate such requests should consult their Dean. Scholastic offences will be handled in accordance with the Policy on Scholastic Discipline.

Notes:

1. ~~In the **BMOS (or BACS) Program**, "Department Chair" shall be interpreted as "Program Director" (in the Faculty of Social Science) or "Program Coordinator" (at Huron University College).~~
2. ~~In the **Faculty of Health Sciences**, "Department Chair" shall be interpreted as "School/Program Director."~~
3. ~~In the case of courses offered by the **Program in Writing, Rhetoric and Professional Communication**, in the **Faculty of Arts and Humanities**, including certificate-credit and diploma-credit courses, "Department Chair" shall be interpreted as "Program Director."~~
4. Normally, a request for relief in a **Certificate-credit or Diploma-credit course** will proceed as set out above. Except as otherwise noted, in cases where a certificate-credit or diploma-credit course is offered by a Faculty with department structure, but is not offered by a particular department, a request for relief will proceed directly from the instructor to the Dean of the Faculty.

In a course offered by **Continuing Studies at Western**, "Department Chair" shall be interpreted as "Director of Continuing Studies at Western" and "Faculty Dean" shall be interpreted as "Dean of the partnering Faculty."

5. ~~In the **Department of Women's Studies and Feminist Research**, "Faculty Dean" shall be interpreted as "Dean of the Faculty of Arts and Humanities."~~

6. In the **School of Social Work, King's University College**, "Department Chair" shall be interpreted as "School Director."

Requests for Relief

A student may request that a grade on a particular piece of work, or a final standing in a course or program, be changed; OR a student may request an exemption from a Senate academic regulation. The subject of a request for relief can range from waiver of progression requirements, to accuracy of grades on examinations or assignments, to appropriateness of sanctions imposed for scholastic offences. Such a request can include questions of fairness or appropriateness of general grading practices, and can be launched regardless of whether a record of the student's work exists.

Examples of relief that can be considered by a Dean:

1. **wW**Waiver of a Senate regulation or requirement.
2. **aA**Allowing the opportunity for reexamination or reassessment.
3. **eD**irecting the adjustment of a grade on a particular piece of work following the report of an independent assessor. [It is possible that a grade may be lowered as a result of reassessment.]
4. **eD**irecting the adjustment of grades in the case of a request for relief against general marking or grading practices. [This form of relief does not extend to the reevaluation of the work submitted.]
5. **sS**etting aside or adjusting a ruling at a previous level that a scholastic offence occurred, or adjusting the severity of a sanction imposed for a scholastic offence.

Not all types of relief are suitable for any given request. For example, in the absence of an adequate permanent record of the student's work, the only form of relief that might be appropriate would be allowing the opportunity for reassessment.

Grounds

The grounds for a request for relief may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the appellant's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Ignorance of Senate regulations and policies, and particular program requirements and policies, as set out in the **University Academic** Calendar, does not constitute grounds for a request for relief.

Deadlines for Requests for Relief

Marks: A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the department within three weeks from the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by the following dates:

January Marks:	January 31
April/May Marks:	June 30
Intersession:	July 31
May/June Dentistry Marks:	July 31
Summer Evening:	August 31

Summer Day:	September 15
Spring/Summer Distance Studies Courses:	October 15

A request for relief against a decision of the Chair must be made to the Dean in writing not later than three weeks after the Chair's decision is issued. All relevant information and documentation must be provided to the Dean with the request for relief.

Program eligibility and progression: A request for relief against a decision concerning program eligibility must be made to the Chair of the department in writing by June 30. A request against a decision of the Chair must be made to the Dean in writing within three weeks of the Chair's decision being issued. Students requesting a Dean's Waiver of Progression Requirements must do so in writing to the Dean of their Faculty by June 30 (if required to withdraw at the end of April), or within 30 days of the **grades becoming available through their Student Center as posted by the Office of the Registrar** ~~posting of grades on the UWO Web site by the Office of the Registrar~~ (if required to withdraw following any other session).

Other requests for relief: Requests for relief regarding Scholastic Offences and other matters not related to the normal completion of a course during a regular academic session (including requests for relief against grades in a Special Examination, satisfaction of "Incomplete" requirements, etc.), must be made in writing within three weeks of the date of a decision being issued.

Notes:

1. In the **Medical Program**, a request for relief against a mark must be initiated with the instructor within four weeks of the mark being approved by the appropriate administrative committee. All other requests for relief must be made within four weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within four weeks of the date of the decision at the prior level.
2. In the **Faculty of Law**, a request for relief against a final grade in a course must be submitted to the Dean by March 1 for First Term Marks; by April 1 for January Term Marks; and, by June 30 for Spring Term Marks. All other applicable deadlines are as set out above.
3. In the **Richard Ivey School of Business**, a request for relief against a mark must be initiated with the instructor within six weeks of the mark being issued. All other requests for relief must be made within six weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within six weeks of the date of the decision at the prior level.
4. The deadline for an appeal to SRBA remains at six weeks after a decision has been issued by a student's Dean. ~~(Under the Policy on Academic Accommodations for Students with Disabilities, a student must apply to SRBA within two weeks of the Dean's decision.)~~

Procedure

It is incumbent on the student to initiate each step at the earliest opportunity, and on the University officer concerned to act upon that request as expeditiously as possible. In the case of a request for relief relating to a specific course, a resolution of the problem should first be attempted through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor, or if the instructor fails to act, or cannot or will not be physically available within a reasonable time period, a written request for relief may be submitted directly to the department Chair or to the Dean in faculties without departmental structure.

Following a request for relief by an undergraduate student to a department Chair, the student, if not satisfied with the decision of the Chair, may then submit a written request to the Dean of the Faculty in

which the course or program was taken. In the case of requests for relief relating to: (a) the grade on a piece of work or final standing in a course or a regulation relating to a specific course, the relevant Dean will be the Dean of the Faculty offering that course; and, (b) enrolment in a specific program, the relevant Dean will be the Dean of the Faculty offering that program.

A written request need not be lengthy, but should indicate clearly the detailed reasons for the request and the relief requested. All relevant supporting documentation must be attached.

In the case of a scholastic offence, the procedures for a request for relief are set out in the Policy on Scholastic Discipline.

A student may appeal the decision of a Dean to the Senate Review Board Academic only if the decision falls within the jurisdiction of SRBA as set out below under **APPEALS TO SRBA**. A Dean's decision which is appealed to SRBA remains in full force and effect unless overturned or modified by SRBA.

APPEALS TO SRBA

Jurisdiction

In addition to jurisdiction conferred upon SRBA by any other Senate regulation or policy, SRBA has jurisdiction to hear appeals from certain academic decisions of Deans, other than those relating to admission and advanced standing, provided that the appellant has followed the procedures set out above for requesting relief at the earlier levels, and provided that SRBA otherwise has jurisdiction to consider the appeal as set out below.

1. For **scholastic offence appeals**, a student has the right to an oral hearing before SRBA if the appeal is against a finding that the student's conduct amounted to a "scholastic offence" and/or for relief against the penalty imposed by the Dean as a result of a "scholastic offence."
2. For **other appeals**, a student may apply for an oral hearing before SRBA in the following circumstances:
 - a. the student alleges that there has been a failure to follow, or to properly apply, a Senate regulation; or
 - b. the Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College; or
 - c. the appeal is against general marking or grading practices; ~~or~~
 - d. ~~the appeal is against a Dean's decision made with respect to the Policy on Academic Accommodations for Students with Disabilities.~~

A panel of SRBA, upon considering only the written application of the student (see **Application for Hearing**, below), may in its discretion order that an oral hearing be scheduled, or deny the appeal. In making its decision, SRBA will consider the grounds and evidence provided in the Application for Hearing. In the case of 2.a, the student must set out in the Details of the Appeal both the Senate regulation and the alleged error, as well as explain how this error affected the student's academic performance.

3. In exceptional circumstances, SRBA may agree to an oral hearing of an appeal against a Dean's decision that does not fall within item 1 or 2 above, if a student alleges in the Application for Hearing that there was a failure to observe a procedural requirement at the decanal level, or bias at the decanal level. Such allegations must be supported by evidence. A detailed description of the evidence supporting the allegation (including any supporting documentation) must be presented, in writing, as part of the Application for Hearing. SRBA will request a written response from the Dean before making a decision. The student will be provided with a copy of the Dean's response and will be given the opportunity to reply to it in writing. If SRBA is satisfied on the basis of the written

documentation that there was a failure to observe a procedural requirement at the decanal level, it may instruct the Dean to reconsider the matter. If the SRBA panel agrees to an oral hearing of an appeal alleging a failure to observe a procedural requirement at the decanal level or bias at the decanal level, the standard onus requirements set out below will apply.

Note: A denial of transfer into a Faculty, School, Affiliated University College or program, following a requirement to withdraw from another Faculty, School, Affiliated University College or program at the University, may not be appealed to SRBA. The denial of transfer is an admission decision and, therefore, is outside SRBA's jurisdiction.

If a party wishes to challenge the jurisdiction of SRBA to hear a particular matter, the party must give written notice with reasons to the Chair of SRBA prior to the date of the hearing. The Chair, upon receipt of such notice, or in any other circumstances where it appears to the Chair that there is a question as to whether the SRBA has jurisdiction to hear a matter, may in his/her discretion convene a panel to consider such written arguments as it deems appropriate and decide the issue of jurisdiction. The decision of any such panel shall be binding on any subsequent panel hearing the merits of the appeal.

Onus

1. The onus is on the student to satisfy SRBA that the ruling of the Dean was unreasonable or unsupportable on the evidence before the Dean; or, with respect to a sanction imposed for a "scholastic offence," that the penalty was unreasonable.
2. Notwithstanding #1 above, in cases where a Dean made a finding that a student's conduct amounted to a "scholastic offence," and where the student denies either that the acts were committed or that the acts amounted to a "scholastic offence," the onus is on the Dean to satisfy SRBA that the student committed the alleged acts and that the acts amounted to a "scholastic offence."
3. The onus requirements set out in #1 and #2, for an appeal against a finding that a student's conduct amounted to a "scholastic offence" or against the sanction imposed for a scholastic offence, apply mutatis mutandis to an appeal against a finding that there has been a breach of other University policies, such as the Policy and Procedures for the Conduct of Research, or an appeal against the sanction imposed for such breach.
4. ~~Where an appeal falls under the Policy on Academic Accommodations for Students with Disabilities, the onus is on the Faculty to persuade SRBA that the suggested accommodation or accommodations would compromise the academic integrity of the course or program in light of the essential requirements of that course or program.~~

Evidence

SRBA will consider only that evidence that was before the Dean whose decision is being appealed. Evidence that was not before the Dean will not be considered unless SRBA determines that it is relevant, significant and could not have been available at an earlier stage through reasonable efforts. If additional documentary evidence is submitted, it must be accompanied by a written explanation as to why the evidence is relevant and significant and why it was not previously available. Similarly, if either party intends to call a witness whose evidence was not before the Dean, the party must file with the University Secretariat prior to the hearing a written explanation as to why such evidence is relevant and significant and why it was not previously available.

Copies of all documentation that the parties intend to present at the hearing, together with a copy of the appellant's official transcript of academic record (obtained by the University Secretariat from the Office of the Registrar), will be distributed to both parties (appellant and Dean) and to the members of SRBA serving on the hearing panel, by the University Secretariat prior to the date of the hearing.

Relief

In granting an appeal, SRBA will grant such relief as it deems appropriate.

Application for Hearing

Appeals to the SRBA must be made on an Application for Hearing which must be filed with the University Secretariat within six weeks* of the date of the Dean's decision. Exceptions to the six-week time limit for filing an appeal with the SRBA are at the discretion of the Chair of SRBA upon written application by the student.

An Application for Hearing will not be accepted by the University Secretariat unless the application is complete. A complete application will include the following: details of the appeal, including a description of the matter under appeal and the reasons for challenging the Dean's decision; the requested relief; a copy of the Dean's decision; a copy of the student's letter to the Dean requesting relief, if applicable; and, all relevant supporting documentation. Applications for a hearing by the SRBA and further details on hearing procedures may be obtained from the University Secretariat, Room 4101, Stevenson Hall.

A request from a party to postpone a scheduled hearing, or to delay scheduling a hearing after an Application has been filed, will be at the discretion of the Chair of SRBA, and will be granted only in exceptional circumstances. Such postponement or delay shall not exceed six months. The parties then will be contacted to arrange a hearing date. (If the appellant cannot be contacted to arrange a hearing date, he/she will be notified of the hearing date by registered mail at the address set out in the Application.) SRBA will proceed in the absence of one or more parties if it is satisfied that the parties were notified of the hearing date.

If, following receipt of an Application for Hearing, the University Secretariat is unable to contact the appellant within a reasonable time to schedule a hearing, the appellant will be notified by registered mail at the address on the Application for Hearing of the deadline (six months from the date the Application for Hearing was filed) by which he/she must contact the University Secretariat to arrange a hearing. If the appellant has not contacted the University Secretariat by the specified deadline, the Application and documentation will be returned to the appellant and may not be resubmitted.

The Application for Hearing can be printed from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/SRBA_Application.pdf

*** Under the Policy on Academic Accommodation for Students with Disabilities, an appeal to the SRBA must be filed within two weeks of the date of the Dean's decision.**

Further Appeals

SRBA is the final level of academic appeal in the University; its decisions in substantive matters, and decisions as to jurisdiction and whether it will hear an appeal, are final. The Chair of Senate (i.e., the President & Vice-Chancellor) will entertain appeals against decisions of SRBA only when a party alleges a serious procedural error by SRBA. An appeal to the Chair of Senate must be filed in writing within two weeks of the date of the Notice of Decision of SRBA. After inviting written arguments from the parties, the Chair of Senate may order that the matter be re-heard by SRBA if the Chair of Senate is satisfied that, as a result of a serious procedural error by SRBA, the parties did not have an opportunity to present their case in accordance with the **Procedure at Hearings** (below) and it could not be said that the parties had been accorded a fair hearing.

Decisions which are appealed to the Chair of Senate remain in full force and effect until the appeal is disposed of by the Chair of Senate.

Procedure at Hearings

SRBA will review its jurisdiction to hear the appeal in closed session prior to the commencement of the hearing.

Note: If a party disputes the jurisdiction of SRBA to hear the appeal, the Chair must receive written notice and reasons prior to the date of the hearing. See **Jurisdiction** above.

A. ORDER OF PROCEEDINGS

1. Introduction of SRBA members and review of documentation.
2. Opening Statement by appellant (brief description of the grounds for the appeal and the relief requested).
3. Presentation of evidence by appellant.
4. Cross-examination of appellant by Faculty representative, followed by questions from SRBA members.
5. Re-examination of appellant, if desired, on any new matters brought out in cross-examination. (The procedure in 3, 4 and 5 is followed for the appellant and witnesses. The order of presentation is at the appellant's discretion.)
6. Opening statement by Faculty representative.
7. Presentation of evidence by Faculty representative.
8. Cross-examination of Faculty representative by appellant, followed by questions from SRBA members.
9. Re-examination of Faculty representative, if desired, on any new matters brought out in cross-examination. (The procedure in 7, 8 and 9 is followed for the Faculty representative and witnesses. The order of presentation is at the Faculty's discretion.)
10. Reply evidence by appellant, if desired, on any new matters raised by the Faculty.
11. Cross-examination of reply witness, followed by questions from SRBA members.
12. Summary remarks by Faculty representative.
13. Summary remarks by appellant.

B. ORDER OF PROCEEDINGS - Scholastic Offence Appeals*

Where the appeal concerns allegations of a scholastic offence which are contested by the appellant, the order of proceedings shall be:

1. Introduction of SRBA members and review of documentation.
2. Opening statement by Faculty representative.
3. Presentation of evidence by Faculty representative.
4. Cross-examination of Faculty representative by appellant, followed by questions from SRBA members.
5. Re-examination of Faculty representative, if desired, on any new matters brought out in cross-examination. (The procedure in 3, 4 and 5 is followed for the Faculty representative and witnesses. The order of presentation is at the Faculty's discretion.)
6. Opening Statement by appellant.
7. Presentation of evidence by appellant.
8. Cross-examination of appellant by Faculty representative, followed by questions from SRBA members.
9. Re-examination of appellant, if desired, on any new matters brought out in cross-examination. (The procedure in 7, 8 and 9 is followed for the appellant and witnesses. The order of presentation is at the appellant's discretion.)
10. Reply evidence by Faculty, if desired, on any new matters raised by the appellant.
11. Cross-examination of reply witness, followed by questions from SRBA members.
12. Summary remarks by appellant.
13. Summary remarks by Faculty representative.

- * Where the student does not contest the allegations of a scholastic offence, but appeals against the sanction(s) imposed, the order of proceedings will be those set out in section "A" above.

Scholastic offences are set out in Senate policy (see Scholastic Discipline in the "Academic Rights and Responsibilities" section of the Calendar). The Faculty is required, in cases of this type, to present its case first, in order to ensure that SRBA has a full understanding of the nature and extent of the allegations against the student prior to the student presenting his or her case.

~~Where an appeal falls under the Policy on Academic Accommodations for Students with Disabilities, the onus is on the Faculty to show why the suggested accommodation would compromise the academic integrity of the course; thus, the order of proceedings will be that set out in section "B" above.~~

~~Where the appeal concerns allegations of a breach of other University policies, such as the Policy and Procedures for the Conduct of Research, which are contested by the appellant, the order of proceedings will be that set out in section "B" above. Where the student does not contest the allegations of a breach, but appeals against the sanction(s) imposed, the order of proceedings will be that set out in section "A" above.~~

C. ADJOURNMENTS

An adjournment of the hearing may be ordered by the Chair when necessary. Convenience to the parties and to the members of SRBA will be considered by the Chair in ordering an adjournment or setting a date for resumption of the hearing, but the paramount consideration will be the provision of a fair hearing. In successive sessions, the original SRBA members must constitute a quorum.

D. EXPEDIENCE

An effort should be made to limit the presentation of non-contentious facts and arguments to the SRBA. Time will be saved if the parties are able to agree in advance on as many as possible of the facts relevant to the case. The appellant is encouraged to contact the Dean in this regard prior to the hearing to determine what facts can be agreed upon.

E. RETENTION OF LEGAL COUNSEL

In matters of academic appeal, the right to be represented by legal counsel will be accorded only at the level of SRBA. The Senate Review Board Academic also reserves the right to retain counsel.

F. WITNESSES

The parties may call witnesses to support their case. Witnesses will be invited into the hearing room when called upon to give evidence. (See also the section on Evidence above.)

G. COSTS

The parties must bear all their own legal expenses, if any. SRBA will not order the Faculty to pay all or part of the appellant's costs, nor will it order the appellant to pay all or part of the Faculty's costs.

H. PREVIOUS DECISIONS

Each appeal is decided on its merits. A decision of SRBA does not set a precedent.

I. NOTICE OF DECISION

At the conclusion of the hearing, SRBA will deliberate in closed session for the purpose of arriving at a decision. The Notice of Decision will be sent to the parties as soon as possible after a decision is made. A brief written statement of reasons will follow within a reasonable time.

J. OFFICIAL RECORD OF THE APPEAL

The official record of the appeal hearing will consist of all documentation submitted by the parties, the Notice of Decision, and the statement of reasons of SRBA. This record will be retained by the University Secretariat for at least one year following the hearing.

SRBA JURISDICTION UNDER MAPP POLICY 7.0 – ACADEMIC INTEGRITY IN RESEARCH ACTIVITIES

For appeals under MAPP Policy 7.0 – Academic Integrity in Research Activities, SRBA regulations are as follows:

- (a) **Jurisdiction:** In matters pertaining to the Academic Integrity in Research Activities, SRBA has jurisdiction to hear appeals of decanal rulings regarding allegations made against student respondents when the Dean has decided the allegation will be dealt with under a Scholastic Discipline Policy.
- (b) **Confidentiality:** Any proceedings pertaining to the Academic Integrity in Research Activities shall be confidential unless one of the parties to the proceedings requests that the proceeding be open to the public. If such a request is made, the proceeding shall be open to the public unless there are compelling reasons that the proceeding remain closed for reasons of public safety, privacy of personal information, confidential third party information, or undue prejudice to the proceeding, some other proceeding or a party or member of the public.
- (c) **Procedure:** Any proceedings pertaining to the Academic Integrity in Research Activities under the jurisdiction of SRBA shall proceed in accordance with this Undergraduate Student Academic Appeals policy.

SRBA JURISDICTION AND PROCEDURES UNDER THE POLICY AND PROCEDURES FOR THE CONDUCT OF RESEARCH

For appeals under the Policy and Procedures for the Conduct of Research, SRBA regulations are as follows:

- (a) **Jurisdiction:** In matters pertaining to the Policy and Procedures for the Conduct of Research, SRBA has jurisdiction to hear appeals of decanal rulings regarding formal complaints of breach of this policy made against student respondents.
- (b) **Quorum:** The SRBA quorum for hearing an appeal from a decanal ruling in a Policy and Procedures for the Conduct of Research matter is four. Of those four, three members, including the chair, will be voting members; one member, the University Secretary (or designate), will be a non-voting *ex officio* member. The three voting members will be selected in accordance with the usual SRBA procedures. No more than two of the three voting members shall be a graduate or undergraduate student.
- (c) **Representation:** In an SRBA appeal hearing based on grounds under the Policy and Procedures for the Conduct of Research, the appellant to SRBA is entitled to representation at the appellant's expense and, without restricting the foregoing, the appellant is entitled to seek representation by the University Ombudsperson, as may be appropriate.

- (d) ~~Confidentiality: Any proceedings in relation to a formal complaint under the Policy and Procedures for the Conduct of Research shall be confidential unless one of the parties to the proceeding requests that the proceeding be open to the public. If such a request is made, the proceeding shall be open to the public unless there are compelling reasons that the proceeding remain closed for reasons of public safety, privacy of personal information, or undue prejudice to the proceeding, some other proceeding, or a party or member of the public.~~
- (e) ~~Onus: The onus requirements set out for an appeal against a finding that a student's conduct amounts to a "scholastic offence" or against the sanction imposed for a scholastic offence (page 3 of the Information Sheet, #1 and #2 under Onus), apply mutatis mutandis to an appeal against a finding that there has been a breach of other University policies such as the Policy and Procedures for the Conduct of Research, or an appeal against the sanction imposed for such breach.~~
- (f) ~~Penalties: Upon conviction of a breach of the Policy and Procedures for the Conduct of Research, a student will be subject to any penalty that the SRBA deems appropriate, in light of all the circumstances of the case. Penalties may range from an absolute discharge up to and including suspension or expulsion from the University in the most serious cases.~~

Related Policies and Notes:

The link to the Ombudsperson's website is
<http://www.uwo.ca/ombuds/>

Scholastic Discipline – Undergraduate Students:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

SRBA Appeal Application form:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/SRBA_Application.pdf

Academic Accommodations for Students with Disabilities
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Academic Integrity in Research Activities:
http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp70.pdf

REVISED CALENDAR COPY

https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf

COURSE OUTLINES (SYLLABI) FOR UNDERGRADUATE COURSES

No later than the first day of class in the term a course is given, Faculties, Departments, Schools or Programs (hereafter called "Academic Units") must post on the appropriate Web site a course outline for each course offered. With the exception of courses taught by Distance Studies (WebCT), this outline also must be available electronically and/or in hard copy form at the first meeting of the course.

In order to allow students to make informed decisions on their course selection and the scheduling of their studies, each course outline must include the following information or direct students to an appropriate course Web site where these details are available:

1. Course Information

This includes the course name and number, and the location and days and hours that the course is scheduled (including lecture, laboratory and tutorial hours).

A) Prerequisite checking - the student's responsibility

If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student's responsibility for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained:

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

2. Instructor Information

Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

3. Course Syllabus

A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

4. Course Materials

A description of the materials that are required (or recommended) for the course, including text books, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

5. Methods of Evaluation

A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments, is required. When exact dates cannot be supplied, a tentative schedule must be issued, with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

Any course-specific conditions that are required to pass the course must be outlined. Conditions might include (i) minimum attendance at lectures, tutorials or laboratories, (ii) minimum overall grade on laboratory, tutorial or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam, to name a few.

A clear indication of how non-illness absences from midterms, tutorials, laboratory experiments, or late essays or assignments, will be dealt with must be provided. The course outline must direct

the student to the **Policy on Academic Consideration for Student Absences – Undergraduate Students First Entry Programs** ~~Policy on Accommodation for Illness~~
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf
(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). In addition, as indicated in the policy, instructors must state how they will be dealing with accommodation for illness of work worth less than 10% of the total course grade, and whether or not documentation for such accommodation will be required. If documentation is required for either illness or non-illness academic accommodation, then such documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the dean of the faculty concerned.

6. **Additional Statements**

This portion of the policy remains unchanged

COURSE OUTLINES FOR GRADUATE COURSES

This portion of the policy remains unchanged

GUIDELINES FOR INSTRUCTORS ON THE USE OF PERSONAL RESPONSE SYSTEMS (“CLICKERS”)

This portion of the policy remains unchanged

GUIDELINES FOR STUDENTS ON THE USE OF PERSONAL RESPONSE SYSTEMS (“CLICKERS”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Related Policies and Notes:

Note: With reference to the Methods of Evaluation Section (page 1, item 5) the following is a suggestion as to what could be used to refer students to the **Policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs** ~~policy on Accommodation for Illness~~:

For the Policy on **Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs** ~~Accommodation for Illness~~ and a downloadable SMC see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

[downloadable Student Medical Certificate (SMC):

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Students seeking academic accommodation on illness grounds for any missed tests, exams, participation components and/or assignments worth **more than 30% 10% or more** of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

The instructor must then provide a statement, indicating what procedure he/she intends to follow with regards to elements worth **30% or less than 10% (bearing in mind that medical documentation can only be received by the student's home Faculty/Academic Counselling).**
http://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf



Mechatronic Systems Engineering Program Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Engineering
Degrees Offered	B.E.Sc.
Modules Reviewed	Mechatronic Systems Engineering
External Consultants	Dr. Ridha Ben Mrad, Professor, Department of Mechanical and Industrial Engineering, University of Toronto Dr. Alejandro Ramirez-Serrano, Professor, Department of Mechanical and Manufacturing Engineering, University of Calgary
Internal Reviewer	Christopher Sherrin Associate Professor and Associate Dean (Academic) Faculty of Law
Date of Site Visit	November 26, 2018
Evaluation	Good Quality
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	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 program in Mechatronic Systems Engineering (MSE) delivered by jointly by the Departments of Mechanical and Electrical Engineering. This report considers the following documents: the Program's self-study, the external consultants' report and the responses from the Program 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/School/Faculty and SUPR-U.

Executive Summary

The MSE Program is a relatively new program at the Faculty of Engineering, initiated in 2012/13. While housed administratively in the Electrical Engineering Department, the teaching load is shared between Mechanical and Electrical Engineering. It has experienced significant growth, from an original cap of 25 students per year to a current cap of 75.

The current IQAP review was done concurrently with a Canadian Engineering Accreditation Board review. The IQAP Reviewers were provided with a variety of documents, including a lengthy self-study brief. On the date of the review, the Reviewers met with the University's Vice-Provost (Academic Programs), faculty members, the Faculty Dean and Associate Dean (Undergraduate Studies), the Program Director, second-, third- and fourth-year students, administrative staff, technical staff, and departmental leadership from Electrical Engineering and Mechanical Engineering. They also toured the relevant Faculty facilities and the associated library.

The overall view of the Reviewers was that the MSE Program "is an excellent program that is run by a dedicated and highly competent staff (both faculty members and technical staff)." The student body is also excellent and appreciative of the commitment of both faculty and staff to the Program. The "curriculum is based upon a solid core of knowledge and supports the entire learning experience for students." The Program "continues to have a strong focus on quality and excellence," "reflects contemporary trends in the discipline and engages students in an intensive experience with mechanical and electrical systems, self-learning, engineering and critical analysis, research, and writing and oral communication." The primary concerns of the Reviewers related to the stresses placed on the Program due to the significant enrolment growth that has not been accompanied by an increase in administrative, technical and faculty personnel. There are also limitations in the size and availability of laboratories and other facilities.

Significant Strengths of the Program

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

- Modern, well-equipped and highly relevant facilities
- Excellent technical staff with outstanding knowledge and commendable commitment
- Valuable experiential learning opportunities, including internships and opportunities to study abroad
- Courses are taught by experts in the relevant fields, providing a strong educational experience for students
- Students are acquiring the desired Program learning outcomes
- Students report satisfaction with the intellectual rigor of the Program and believe it is preparing them well for future careers or advanced studies
- Great camaraderie amongst students

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

1. The Reviewers wrote that “there is a concern from not just students but also from the administrative, technical and academic staff about the support provided by the university to the program.” The Program has grown significantly with little visible increase in academic, technical and administrative staff. While everyone is doing everything possible to ensure quality is maintained, and the Program is delivered adequately and very efficiently, there is little if any room for improvements or expansion. A larger number of faculty is needed. The Reviewers highly recommend that Western reviews the administrative, technical and faculty staffing needs in the Program “to ensure that it does sufficiently address the current (and potentially growing) needs of the Mechatronics program as well as maintain a well-balanced workload among the people that provide support to each of the elements of such program.” The Program largely agreed, noting that “only a handful of faculty members are qualified to teach many of the core MSE courses,” “technical staff regularly work overtime to prepare labs and support student work,” and “due to inadequate administrative support, it remains a significant challenge to manage the demands of running the program.” The Program wants additional faculty members, extra technical staff, and a full-time administrative assistant. The Faculty stated that the issue is well-understood by former and current Deans.
2. The Reviewers opined that the facilities used by MSE students, while modern and well-run, “are limited in size for a program of 75 students per cohort.” Lab design space is largely targeted for classroom instruction and students have somewhat limited space to work on projects that fall outside of an official classroom. Lab space lacks “large open testing areas where the students could test their designs and prototypes on an on-going basis” and “there is no extra space for [students] to work on their capstone design projects which tend to be more focused on paper-work (e.g., assignments, presentations, talks, etc.) that on an actual experiential learning opportunity.” The Program acknowledged that space limitations have been an ongoing challenge for students working on extended projects and that the times students can work in the lab are limited. However, additional space has recently been made available for students working on capstone design projects and a permanent dedicated space is expected to be in place prior to the start of the 2019-2020 academic year. MSE students also have access to extensive prototyping space and equipment not specifically designated for the MSE Program. Large open spaces can be created in the MSE undergraduate lab, albeit not on an ongoing basis. The Program is working towards providing evening and weekend access to key laboratory facilities throughout the term.

Other Opportunities for Program Improvement and Enhancement

- The Reviewers recommended the addition of required annual safety courses to remind students of best practices in labs and for use of equipment. The Faculty is now considering a series of online safety modules to augment the currently available training programs.
- The Reviewers suggested that Western provide support for students to participate in international competitions where students work on real world mechatronics challenges. The Program responded that it “does provide support to a wide variety of student teams that participate in international competitions.”
- The Reviewers offered that a more formal mentoring program could be beneficial. The Program will consider this.

- The Reviewers observed that the Program’s emphasis on biomedical-related technologies and design projects may limit the options for learning in other areas, including some related to very large sectors of the economy. They suggested that the Program expand the options available so that graduating students will be able to more easily integrate into diverse sectors of the economy. The Program commented that, each year, “students are presented with an extensive list of potential project topics suggested by faculty members.” While biomedically-oriented projects have proven popular, “the majority of project topics in a given year are from different areas.”
- The Reviewers recommended enhanced collaboration between faculty members from Mechanical and Electrical Engineering who participate in the MSE Program in proposing integrated design projects.
- The Reviewers noted that students expressed a desire for greater instruction in the tools currently being used in industry. While recognizing that the pace at which the world changes precludes training in all tools, the Reviewers suggested that MSE students could receive more information about how the fundamental skills learned at university enable them to address any problems in industry. The Program commented that, while students “may not know how to use a particular tool, they have the background to learn how to use it quickly and effectively.”
- The Reviewers recommended “that any changes in TA support are done carefully in order to ensure that any negative impact on the course delivery and student experience is negligible and/or there is a better resource allocation of the TA hour to ensure improved course delivery.” The Program believes it can continue to deliver high quality labs and experiential learning components even with the recent reduction in TA hours, although additional hours would be required were the Program to grow.

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	Responsibility	Timeline
1. Review administrative, technical and faculty staffing needs	Program Director to discuss with Department Chairs, Deans and Provost		
2. Expand lab space and/or availability as appropriate for enrolment	Program Director to monitor opening of permanent dedicated lab space and pursue expanded weekend and evening access		



Faculty of Music Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Don Wright Faculty of Music
Degrees Offered	Bachelor of Music Bachelor of Musical Arts Bachelor of Arts
Modules Reviewed	<p>Bachelor of Music with Honors in Composition Bachelor of Music with Honors in Music Education Bachelor of Music with Honors in Music History Bachelor of Music with Honors in Music Theory Bachelor of Music with Honors in Performance (Orchestral Instrument) Bachelor of Music with Honors in Performance (Piano) Bachelor of Music with Honors in Performance (Voice)</p> <p>Bachelor of Musical Arts Bachelor of Musical Arts (Honors Music)</p> <p>Bachelor of Arts - Honors Specialization in Music Bachelor of Arts - Major in Music Bachelor of Arts - Major in Popular Music Studies Bachelor of Arts - Specialization in Music Administrative Studies</p> <p><u>Combined Degrees:</u> Bachelor of Musical Arts (Honors Music) and Honors Business Administration (HBA) Bachelor of Arts Honors Specialization in Music and Honors Business Administration (HBA) Bachelor of Arts Major in Music and Honors Business Administration (HBA) Bachelor of Musical Arts Degree and Music Industry Arts (MIA) Diploma (under the program title Music Recording Arts (MRA))</p>
External Consultants	<p>Dr. Janet Barrett, Marilyn Pflederer Zimmerman Endowed Scholar in Music Education, School of Music, University of Illinois at Urbana-Champaign Dr. Glen Carruthers, Dean, Faculty of Music, Wilfrid Laurier University Dr. Ryan McClelland, Associate Dean, Academic and Student Affairs, Faculty of Music, University of Toronto</p>
Internal Reviewer	Joan Finegan, Associate Dean Faculty of Social Science

Date of Site Visit	February 28 – March 1, 2019
Evaluation	Good Quality
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	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 Don Wright Faculty of Music. This report considers the following documents: the program’s self-study, the external consultants’ report and the responses from the Program 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

Reviewers were provided with the faculty’s self-study, Western’s Institutional Quality Assurance Process, Faculty CV’s and both Western’s and OCAVs degree outcomes ahead of the two-day IQAP review site visit. Reviewers met with senior administration (VP Academic Programs, & VP Academic Planning, Policy & Faculty), Department Chairs¹ (both separately and together), faculty members from each department, as well as with students from various programs. The Dean led a tour of the facilities and then together with the Associate Dean, engaged the reviewers in a discussion of the programs. The Associate Chief University Librarian and the Librarian for Music provided an overview of the resources available for music students. Meetings were also held with the Administrative Staff.

The program has undergone significant change in recent years, including a move to a 20 credit module from 22. This curricular reform was a challenging venture, and though not everyone is equally enthusiastic about the changes, overall the faculty believes that the curriculum changes

¹ The programs are situated within three departments: Music, Research and Composition; Music Education, and Music Performance Studies.

have improved the programs. The reviewers recognize and applaud the changes but did want to encourage departments to continue discussions about program-level outcomes. Because the changes were so recent, the Dean notes that it is difficult to determine the efficacy of them. Consequently, students expressed concerns about issues that had been addressed in the recent curriculum reform. For example, students felt the theory courses were not coordinated with general integrated music courses. Yet, within the new curriculum, such coordination now exists. When looking at the reduction in courses, the reviewers cautioned about insuring that material be removed rather than the same amount of material being crammed into fewer courses. Faculty were aware of this problem and noted that it will take several iterations of the new core curriculum to perfect the modules.

Significant Strengths of the Program

The Reviewers believed that overall the music program at Western was strong. They write: “The high regard in which Western’s music programs are held regionally, nationally and internationally is clearly justified. The commitment of faculty, staff, students and administration to program quality is much in evidence ... the Committee’s overall impression was of a robust and thriving Faculty of Music that is well positioned to continue in its role as a leader in higher education music”. The strengths include:

- An engaged student body who is committed to the Faculty of Music
- Committed Staff and Faculty, including dedicated part-time instructors
- New facilities, including state-of-the-art performance studios
- Many experiential learning opportunities (though there is concern that some students may over-extend themselves and that these opportunities could be integrated more into extant courses.)
- Excellent library resources

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

1. The reviewers recommended a required course be developed for all performance majors that brings performance majors together and is open as an elective to students in other departments. (This should be done in such a way that the students’ workload is not increased.) The Music Performance Studies Department has already begun planning such a course that is team taught and integrates program learning outcomes.
2. The reviewers recommended that Music develop a plan to indigenize curriculum. Towards this end, the Dean is working on a comprehensive plan to incorporate indigenizing practices into the Faculty. In January 2020, a new World Music course will be implemented that includes an indigenous module. The fact that this course is “core” signals that indigeneity is central to a BMus degree at Western. Several courses already address indigenous issues (e.g., Cultural Practice in Music and Elementary Music Education) with plans underway to indigenize other courses. Outreach has been undertaken by a faculty member in Music Performance Studio who has visited a number of indigenous communities.

3. As of July 1 2019, there will be no Assistant Professors in the Faculty of Music. While the faculty shortage has short-term implications for delivery of courses, it will have significant long-term implications for leadership renewal. The reviewers felt that the lack of faculty hires was particularly critical in Choral Music, where two choral directors have retired and not been replaced. Thus, they recommended that a full-time appointment in Choral Music be made. While there is not uniform enthusiasm across the three departments for this appointment, all recognize the need. The Department Chairs point out that faculty renewal across all departments is desirable to avoid a potential looming leadership crisis.
4. The reviewers felt that all the facilities were generally excellent (new building, practice rooms, a new small performance hall, library resources). However, the students noted that the recording studio needed to be upgraded, a recommendation the reviewers endorsed. That said, a new 20-terminal music technology laboratory opened in Talbot College in September 2018 and popular instruments, microphones and amps were purchased with an APF grant in 2015. The Chairs noted that it is important still to have a budget to upgrade equipment related to the popular music studies module.
5. Music students suffer from a host of difficulties some of which are common to most students (time management, workload issues, adapting to life away from home) and some particularly relevant to students in music (performance pressures). While resources are available centrally, the reviewers recommended that health and wellness be integrated throughout the program, particularly in first year. The Faculty have already developed one such course -- the new Music Teaching and Learning course. It involves a "sound lab" which provides multiple modules examining music and well-being. While the reviewers recommended implementation at the course level, it is important to keep in mind that Western is implementing the Student Mental Health Strategic Plan which could provide co-curricular opportunities for wellness education. Other ways to enhance well-being include introducing a series of workshops on the topic, and ensuring that the popular workshop on the Alexander Technique continue.

Other Opportunities for Program Improvement and Enhancement

In addition to the recommendations, the reviewer identified these considerations which could enhance or enrich the program:

- Currently Music does not have a diversity, equity and inclusion plan and the reviewers recommended developing one. That said, there have been some positive moves toward increasing curricular diversity and inclusivity, (e.g., elements of world music have been incorporated into the core history and theory curriculum). The Faculty plans to collaborate with Equity and Human Right's Services to offer training around diversity and equity.
- Explore the possibility of more dual degree programs.
- Integrate experiential learning into the curriculum, and ensure a progression of cumulative experiential learning opportunities. In this way, students can develop an experiential learning portfolio.
- Integrate students in the popular music stream with other students and programs
- Ensure that courses that appeal to the wider university audience (e.g., jazz history, music & film) be offered

- Consider whether the first-year Teaching and Learning course should be mandatory for all since “almost all music students will teach in one capacity or another in the course of their career”

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	Responsibility	Timeline
1. Create a required course for performance majors	Develop such a course		
2. Develop an indigenous plan for the faculty			
3. Ensure appropriate faculty resources for choral music instruction			
4. Ensure adequate recording equipment	-equipment has been upgraded but important to ensure budget to maintain facility		
5. Integrate musicians’ health and wellness into curriculum	-examine course curriculum and other alternatives to ensure that students’ wellbeing is protected		



Department of Physics and Astronomy Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Science
Degrees Offered	Bachelor of Science (BSc)
Modules Reviewed	Honors Specialization, Specialization and Major in Physics; Honors Specialization, Specialization and Major in Astrophysics; Honors Specialization, Specialization and Major in Medical Physics; Honors Specialization in Integrated Science with Physics
External Consultants	Dr. Sharon Morsink, Associate Professor, Department of Physics, University of Alberta Dr. Joanne O'Meara, Professor, Associate Chair (undergraduate), Department of Physics, University of Guelph
Internal Reviewer	Dr. Joseph Michalski, Associate Academic Dean, King's University College at Western
Date of Site Visit	March 25-26, 2019
Evaluation	Good Quality
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	2026-27

Executive Summary

The external reviewers, Dr. Sharon Morsink and Dr. Joanne O'Meara, conducted a two-day site visit on March 25-26, 2019 to examine the undergraduate programs in the Department of Physics and Astronomy. The team met individually the first morning with the Vice-Provost (Academic Programs), the Department Chair, the current and former Undergraduate Chair, and two faculty representatives from the Western Integrated Science Program. The team then had lunch with several undergraduate students before a series of 30-minute, afternoon meetings with the following groups: 1) second-year instructors; 2) upper-year instructors; 3) first-year instructors; 4) the administrative staff; 5) Associate Librarian and Associate Chief Librarian; and 6) the Associate Academic Dean, Faculty of Science. The second day, March 26, involved a meeting with the Vice-Provost (Academic Planning, Policy & Faculty), coffee with several Teaching Assistants, and a joint meeting with the Undergraduate Chair of Medical Biophysics and faculty members. The reviewers then met with technical staff members before adjourning for a private lunch. The site visit concluded after a guided tour of the building, teaching facilities, and labs, followed by one more meeting with the current and former Undergraduate Chair.

The Department offers three main programs—Physics, Astrophysics, and Medical Physics—and a fourth HSP involving Integrated Science with Physics. The reviewers and the Department’s self-study both emphasize that the Department of Physics and Astronomy at Western is a close-knit community with a clear commitment to providing a quality experience for undergraduates. The faculty supervisors and general engagement with students continue to be core features that ensure analytic success and the necessary background preparation for graduate studies or scientific-industrial-medical positions in physics-related disciplines. As the external reviewers have commented in general, “The programs are well-resourced, addressing the current state of the discipline and meeting the identified learning outcomes... The physical resources supporting the undergraduate programs are enviable, (including) the newly renovated building (offering) a lovely and energetic space.”

The Honors Specialization in Integrated Science with Physics has been described as “an excellent program that appears to be introducing many highly motivated students into the physics department (and) should certainly continue to be supported.” In addition, in view of the many seminar courses available at the 2000- and 3000-levels with fewer requirements than the specialization module, the Department and the Faculty of Science in general should aim to expand the double-major combinations to the mutual benefit of the undergraduate students and the science programs in general.

The quality of the teaching has been rated quite high overall, including for the first-year physics courses that involve a much more diverse group who must take a required physics course. The students report an extremely high level of satisfaction as a whole, with the vast majority of alumni in particular suggesting that they would recommend the Western program to future students. The high faculty-student ratio helps to explain the positive impacts via personalized attention, but at the same time presents some “risks” in terms of continuing to mount such a broad range of upper-year courses with relatively low enrollments.

The more acute concerns identified include the available funding to hire Graduate Teaching Assistants, which can compromise to a degree the undergraduate experience. The reviewers have noted too that some additional clarification and streamlining of second-year courses would help address lingering concerns and confusion that some of the undergraduate students expressed. Yet from a more holistic perspective, the reviewers have concluded that “the curriculum addresses the current state of the discipline, with several unique features that speak to the department’s commitment to offering an innovative, quality undergraduate experience... The program’s learning outcomes are met through appropriate and effective modes of delivery, with a significant reliance on the lab courses, the undergraduate seminar courses, and the thesis project course in meeting these 10 program-specific outcomes. Continued support, investment, and development in these courses is critical to the continued success of the program in meeting these outcomes.”

Significant Strengths of the Program

The following program strengths have been identified in both the self-study and the External Consultants’ Report:

First, a consensus emerged with respect to the program's innovative instruction, as well as direct experience in working with faculty supervisors. These include a range of high-impact learning opportunities, such as MakerSpace, support for PhUnC, study abroad opportunities, group projects in senior-level courses, and the student-organized Physics Undergraduate Conference. As the reviewers noted, "Students and faculty spoke positively about these opportunities and experiences (that are) enabled by the high faculty-student ratios in this academic unit." Indeed, the recent graduates overwhelmingly (95%) "would recommend Western to a friend," confirming an extremely high level of course and program satisfaction.

A second related strength involves the program's focus on analytic and experimental background preparation for graduate school or research-industry-field work opportunities. Each student in the program has an opportunity during their undergraduate studies to work on one or more major research programs, including the approximately 30 students from Western (and other universities) working with faculty over the summer months. In addition, the weekly Fusion Pizza journal club with graduate students and faculty affords opportunities to learn more about research presentations, while faculty members provide mentoring in scientific literacy and presentation skills. The Department has two strategic projects designated to increase undergraduate enrollment in upper-year courses to a minimum of 22 students each (Freedom22) and to increase the matriculation of Canadian Graduate students (CanGRAD).

A third strength clearly involves an intentional sense of developing a community and inclusion, especially among the growing proportion of female students. The fact that many of the faculty are women contributes to the overall gender balance. The reviewers and faculty alike have lauded the enhanced physical space and building renovations that allow for much greater daily, meaningful interaction. The department further maintains an active social media presence via Facebook, Twitter, and LinkedIn, as well as inviting alumni to speak in seminars and at March Break Open House. The Department offers additional participatory incentives through the First Year Physics Summer Prize Internship and the Elizabeth Lair Prize Lecture, while introducing faculty mentoring of the PASA executive to enhance the quality and consistency of their events.

Yet another strength consists of the fact that the scholarship and research activities of the undergraduate students continue to be well-supported, through the faculty, the infrastructure and lab spaces, and library services. The framework for support and the more general efforts to socialize students into the professional ranks commences through what the reviewers describe as a "fantastic feature": the set of required non-credit undergraduate seminar courses (PHYSICS 2950Y, 3950Y, and 4950Y). Additionally, the small class sizes and experiential learning opportunities offer tremendous hands-on opportunities for the students and provide a robust and healthy learning environment for the students in the program.

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

The reviewers summarized and prioritized five main recommendations, which prompted further responses from the Department. Their comments and the departmental responses follow accordingly.

External Consultants' Five Main Recommendations

1. A holistic approach to integrating computing/programming/software skills throughout the program;
2. A clear examination of the second-year curriculum and the role it plays in learning outcomes, recruitment, and retention;
3. An intentional effort to provide guidance, networking, and internship opportunities for students interested in the private sector upon graduation;
4. A continued commitment to exploring innovative methods such as MakerSpace, undergraduate seminars, PhUnC support, and peer helping programs to provide experiential and community-service based learning opportunities; and
5. A careful examination of enrolment data to determine if there are underlying issues that need to be addressed.

Departmental Responses to Five Main Recommendations

1. The Department agrees strongly with the recommendation, noting those courses where such computing skills exist and acknowledging areas where more could be added. In addition to selected courses, the Department has been developing an Active Learning Space to support technology-based, collaborative learning *and* will be introducing Math Methods courses in the program's second year that will have a computing component.
2. The Department has suggested that the recommendation originates from concerns expressed by students that some of the 2000-level courses "appeared to lack focus" and there seemed to be "some redundancy." The student frustrations (not necessarily the evaluators' main concerns) almost certainly reflect the fact that so much core material must be covered in preparation for advanced study in upper-year courses. The Department plans to review current practices in an effort to identify efficiencies and streamline some of their offerings.
3. While the evaluators have noted that the seminar courses help "provide professional development, communication skills, and many skills that are transferable to both academia and jobs outside of academia," the Department acknowledges too that the seminars could provide even more preparation for private-sector careers by inviting more non-academic alumni to speak about their experiences and by increasing the networking and internship opportunities.
4. The Department remains fully "committed to increasing the experiential learning component of our modules." For example, the PhUNC had a Job Fair with representatives from local industry in attendance to provide networking opportunities, while the Science Internship Program aims to increase the spaces available for experiential learning and internship placements.
5. The Department has studied the data more systematically since 2015, with a special eye toward female enrollment and the impact of Western's Integrated Science (WISc) program, where elite students study Integrated Science with a particular subdiscipline. Yet enrollment statistics do not count WISc students as enrolled in the Physics-Astronomy Honors Specialization module, which has resulted in a degree of underreporting of students enrolled. In fact, the evidence points to recent enrollment increases if one uses a more comprehensive measure, from 45 in 2015 to 64 in 2018. The

gender balance has increased too, with roughly one-third female students across the seminars. Finally, the Department services upwards of 2,000 students in undergraduate programs in Engineering, Medical Sciences, and the Faculty of Science in general.

Other Opportunities for Program Improvement and Enhancement

In considering the range of program offerings and resources, the reviewers have recommended an amended model with four main streams to help “level the playing field” for students entering the program with different preparatory backgrounds (e.g., high school physics or calculus, or the lack thereof):

1. Physics 1028/1029 - either Life Sciences or Biological Sciences - anyone who does not have Grade 12 physics.
2. Physics 1301/1302 - either Life Sciences or Biological Sciences - anyone who does have Grade 12 physics.
3. Physics 1401/1402 - Engineering - prerequisites of both Grade 12 Calculus and Grade 12 Physics
4. Physics 1501/1502 - enriched - prerequisites of both Grade 12 Calculus and Grade 12 Physics

The approach allows for greater divergence in content and delivery to match the interests and motivations of the various target audiences, which should enhance further the retention of students and their long-term success. Indeed, the enrollment figures appear to indicate a five-year decline in students, although the exact numbers can be disputed if one were to examine different methods of counting students enrolled in the program and cognate programs. Yet the reviewers highlight certain structure- and curriculum-specific recommendation as well, including:

- Capitalize on the growing interest in double majors
- A new course in the 2nd year for the Medical Physics streams
- Explore possibilities for rejuvenating the Materials Science streams in collaboration with Engineering
- Consider alternate models for service courses offered to other disciplines in first year to better serve the different levels of background preparation and interests
- Reexamine the role of the second-year core with respect to learning outcomes, recruitment, and retention
- Offer more senior-level courses to broaden students’ physics knowledge, likely on an every-other-year basis to ensure sufficient enrolment
- A careful examination of enrolment data to determine if there are underlying issues that need to be addressed

Finally, the reviewers noted several objective-specific recommendations, including:

- Direct connections between MakerSpace and the curriculum at the 3rd and 4th years
- Require all Honours Specializations to complete PHYSICS 4999E
- Continued promotion of the internships program
- Investigation into the effect of student feedback in decision-making processes

- Enhanced connections between in-course students and alumni
- Continued support for students in pursuing research opportunities abroad
- Consideration of the J-TUPP recommendations for concrete steps to address career preparedness

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	Responsibility	Timeline
Enhance high-impact learning opportunities	<ul style="list-style-type: none"> • Establish connections between MakerSpace and the curriculum at the 3rd and 4th years • Explore other experiential learning opportunities such as 4000-level thesis courses and internship 		
Restructure selected curriculum features	<ul style="list-style-type: none"> • Encourage growth of double majors • Rejuvenate materials science stream in collaboration with engineering 		
Review first year course offerings	<ul style="list-style-type: none"> • Reevaluate alternate models for first-year students with varied backgrounds 		
Review senior-level course offerings	<ul style="list-style-type: none"> • Reexamine role of second-year core with respect to learning outcomes, recruitment and retention 		
Enhance career preparedness and	<ul style="list-style-type: none"> • Ensure more chances for alumni to meet 		

enhance connections with alumni	and interact with students in programs <ul style="list-style-type: none">• Continue to develop “soft skills”• Offer more internship and/or study abroad options		
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First Nations Studies Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	B.A.
Modules Reviewed	Honors Specialization in First Nations Studies; Major in First Nations Studies
External Consultants	Chris Andersen, Dean, Faculty of Native Studies, University of Alberta; Jeff Orr, Dean, Faculty of Education, St. Francis Xavier University
Internal Reviewer	Kathy Hibbert, Associate Dean, Teacher Education, Faculty of Education, Western University
Date of Site Visit	February 14, 2019
Evaluation	Good Quality with Report in Two Years
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	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 First Nations Studies Program. This report considers the following documents: the program’s self-study, the external consultants’ report and the responses from the Faculty of Social Science. 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 reviewers conducted a site visit for one full day on February 14, 2019. After a thorough review of the self-study provided by Janice Forsyth, Director of FNS, the reviewers consulted with all First Nations Studies faculty, two students, a former staff member, and the Dean and Associate Dean of Undergrad Studies for the Faculty of Social Science. The self-study highlighted both the enthusiasm of faculty, staff and students for the work they were doing, and the challenges that they faced in such a small, somewhat dispersed program that relies on resources from other programs (e.g., Anthropology). The self-study called for an injection of resources, and noted that the program would benefit from an elevation to full department status. It was recommended that the program be renamed to 'Indigenous Studies'. The reviewers submitted fifteen recommendations.

The program and Faculty responses to the recommendations are largely in agreement, though tempered by concerns that they could not be achieved until and unless additional faculty were hired as expected. Both the program and Faculty responses committed to working toward the goals outlined in the recommendations, recognizing that some of the goals are aspirational. It is important to note that a number of the reviewers' recommendations go beyond the purview of the cyclical review process, and these will be referred to the Special Advisor to the Provost on Indigenous Matters. They are included in this Final Assessment Report for completeness. The implementation plan focuses on recommendations having to do with the learning environment and outcomes for students, which are the purview of the cyclical review process.

Significant Strengths of the Program

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

- The enthusiasm of the faculty and staff in such a small program, to work hard to provide differentiated and individualized learning was evident in the self-study and in conversations with faculty and students;
- Indigenous faculty and staff who bring cultural and Indigenous research expertise and pedagogies.

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

Many of the recommendations centred on the need to build capacity in the First Nation Studies program based on three "institutional reasons": (1) The role that a Department can play in supporting the recruitment and retention of Indigenous faculty, staff and students, as part of Western's overall commitment to Reconciliation and that of the Faculty of Social Science; (2) The central place an First Nations Studies department can play in realizing the University's mission as an intellectual leader in advancing Indigenous knowledges, worldviews and ontologies in collaboration with Indigenous communities; and (3) The importance of Departmental status for allowing strategic organizational maneuvering for building the role of the University as a leader in Indigenous-settler Reconciliation.

1) *Reconciliation through investment in Indigenous people*: The reviewers note that one of the main elements that make Indigenous studies units distinctive is a fully functioning department. It is perhaps most distinguishable by the large proportion of Indigenous students within its ranks of majors. In turn, often the majority of registrants in IS courses are Indigenous students, which not only provides mutual support for them but raises the level of debate within the classrooms in productively complex ways. Creating and sustaining an investment in attracting and supporting Indigenous students and staff requires IS departments to be staffed with sufficient human resources.

2) *Valuing Indigenous Studies Knowledges, Worldviews and Ontologies*: The reviewers note that Universities are organized around epistemological perspectives and pillars, and departments house and lead significant disciplinary knowledge. In an Indigenous studies context in particular, any discussions of Indigenous studies as a discipline must acknowledge and theorize their central importance, because lacking an institutional “presence” inhibits their ability to carry out their disciplinary vision and mission. Simply put, like all disciplines, programs such as Women’s Studies and Indigenous Studies are emerging disciplines in their own right and as such are worthy of Departmental status. The commitment to invest in such programs by elevating them to departmental status sends an important message about the high value priority placed upon the knowledge that such disciplines hold and lead. Toward that end, departmental status offers vital positioning for Indigenous studies to create intellectual “elbow room” for themselves on campus;

3) *Organizing Departments to lead strategic directions*: The reviewers state that departmental status enables academic programs to be more autonomous and strategic in planning and building their human resources. Enrollment helps drive resource allocation. Making FNS a department simplifies its ability to grow its resources and intellectual signature because its course growth is then no longer as dependent on the good will of other departments in lending faculty, cross-listing of these department’s courses, and the limitations associated with key courses being taught by part-time faculty. When FNS becomes a Department it can invest more strategically in the offering of courses and the hiring of faculty that build important research and program themes that allow it to contribute more energetically to the wider Reconciliation goals of the University.

While in principle the program and Faculty support the reviewers’ recommendations regarding departmental status, their support is tempered by a recognition that additional growth must first occur. Progress on the recommendations related to the learning environment—the purview of the IQAP cyclical review process—can proceed without changing the administrative structure from a program with a Director to a Department with a Chair. The Dean notes in his response that he has “...committed to hiring more full-time tenure-track faculty members” for the program and hopes “to bring the contingent of people in First Nations Studies up to five.” The Dean indicated that a search undertaken in the current year for additional faculty was unsuccessful. It was pointed out that like institutions across Canada, it is a struggle to attract and hire tenure-track faculty with the requisite background and qualifications. This challenge speaks to the reviewer’s goal of ensuring that the space that they are being hired into offers a sufficient cultural and intellectual ‘home’ to attract new scholars.

Reviewers’ Recommendations

The reviewers provided the following recommendations.

1. That the First Nations Studies Program be reorganized and re-named as the Department of Indigenous Studies.

2. The new Department of Indigenous Studies should engage an outside facilitator who has expertise in both strategic academic planning and Indigenous academic programming to co-develop a comprehensive academic plan alongside other Indigenous partners.
3. It is recommended that Western develop a strategic plan that invests substantially in one Indigenous language program (that the FNS program will possess a major role in the positioning of) through attention to succession and mentoring so that Western will be seen as the “go to” lead institution for re-vitalization of this language.
4. It is recommended that, in addition to its attention to more typical forms of university assessment, that the FNS program seek, when possible, to include an array of partners – including, importantly, Indigenous partners – in discussions about the diversity of knowledge forms that they might deem beneficial.
5. It is recommended that the FNS program engage in intensive professional development facilitated by Indigenous studies scholars and other Indigenous knowledge holders who can assist them in identifying key approaches to teaching that benefit Indigenous organizations & communities and assist them in considering how these might be positioned as transformative experiences across the program.
6. It is recommended that the FNS program consider re-orienting the time focus of its chair towards at least one third of time commitment to engaging with Indigenous community partners and inter-university/polytechnic relations, or hire a part-time administrative liaison person accompanied by some minimum time commitment to this by the chair.
7. It is recommended that, in addition to its commitment to building a plan for investment in Indigenous language succession, that the FNS program, after developing its strategic academic plan, resource the program with at least one additional Indigenous language professor, one expert who would emphasize local Indigenous research and two additional faculty members in areas to be determined on the basis of the outcomes of the academic planning and visioning exercise. These positions ought to be housed in the FNS program rather than be part-time or borrowed instructors from other Departments.
8. It is recommended that, after completing its strategic academic plan, which is expected to involve Indigenous studies scholars and local community partners and include a special attention to local Indigenous languages, the FNS program should consider a plan for modernizing its on-line engagement approaches and its digital archival language pedagogy approach to strengthen this community and inter-institutional commitment.
9. It is recommended that the current FNS resource room become more accessible to Indigenous students and other students pursuing academic programming in Indigenous Studies, by making it a more socially inviting “lounge-type” space for study, small group learning and social gathering.
10. It is recommended that normal class size indicators that typically drive planning in departmental growth models be suspended in recognition of the historic institutional under-investment in Indigenous studies programming and the overall need to appropriately invest in this fragile and complex program in ways that provide certainty, trust and confidence for its faculty, staff, students and Indigenous partners.
11. It is recommended that the FNS program establish an ongoing relationship with local Indigenous partners that ensures opportunities to a) provide external advice to the program about its research interests; b) that FNS course areas and program themes are, where possible and relevant, considered in discussion with Indigenous partners and that these have opportunities to suggest program issues that are of concern to them; and c) that, when possible and relevant, local Indigenous partners have opportunities to suggest ways that the FNS program might better support their students to achieve aspirations that advance their social and economic development and decolonization.
12. It is recommended that 100% of core course offerings be staffed by permanent faculty who are housed in the new IS Department.

13. It is recommended that a key part of the strategic academic plan of the department that is introduced in recommendation 2 be related to a vision-setting exercise that identifies a process to understand how local and global Indigenous studies epistemologies and worldviews can be nested alongside contemporary issues affecting and driving the development of local Indigenous organizations & communities. This should then lead to a process through which a series of research-based courses are developed that support a plan for capacity building of Indigenous and non-Indigenous student researchers who will be the students accessing FNS programming.

14. It is recommended that the University prioritize the investment in several key entrance awards to attract Indigenous studies students directly to study in FNS and that it establish an ongoing mechanism for identifying and tracking the success of its graduates in careers that are considered important for Indigenous social and academic development.

15. It is recommended that, given Western's aspirations to respond effectively and meaningfully to the TRC, that the Dean of Social Science, and the Chair of the FNS program work with the Provost to advance a plan that assists the new President in cultivating a respectful and ongoing relationship between senior administration and local Indigenous communities.

Other Opportunities for Program Improvement and Enhancement

In addition to the recommendations, the review process may have identified other considerations to enhance or enrich the program.

- No additional considerations were identified.

Implementation Plan

The Implementation Plan provides a summary of the recommendations within the purview of the cyclical review process that require action and/or follow-up. The 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	Responsibility	Timeline
1. That First Nations Studies be renamed Indigenous Studies	Proposal to Senate		
2. That the program develop a comprehensive academic plan that clarifies learning outcomes and modular requirements. The plan will align faculty resources with curricular goals.	Undertake curricular planning, including appropriate consultation		
3. That the program develop a plan that incorporates an Indigenous language in the program	Identify a key Indigenous language and develop strategy to include in program		
4. That the FNS program engage with Indigenous community partners and inter-university/polytechnic relations	Develop a strategy for community outreach		
5. That the current FNS resource room become more accessible to Indigenous students and other students pursuing academic programming in Indigenous Studies	Allocation of space		



Geography Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	BSc; BA;
Modules Reviewed	<u>BA</u> : HSP: Geography, Geographic Information Science (GIS), Urban Development, Geography and Commercial Aviation; Specialization: Geography, Geography and Commercial Aviation; Major: Environment and Health, Geography, GIS, Physical Geography <u>BSc</u> : HSP: Geography, GIS <u>Dual Degree with Ivey</u> : HSP: Geography, Urban Development
External Consultants	Dr. Eric Crighton, University of Ottawa, Ottawa, Ontario Dr. Paul Treitz, Queen's University, Kingston, Ontario
Internal Reviewer	Susan Knabe, Associate Dean, Undergraduate, FIMS, UWO
Date of Site Visit	March 14 &15, 2019
Evaluation	Good Quality
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	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 Geography. 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 IQAP review for undergraduate programs in geography took place on March 14th and 15th. The reviewers met with the following: the Vice Provost, Academic Programs; the Vice Provost Academic Planning, Policy & Faculty; the Associate Dean (Academic) of Social Science; Chair and Undergraduate Chair of the department; geography faculty members grouped thematically: a) Urban Development and Combined degrees; b) BSc and Physical Geography major; c) GIS; BA HSP, Geography major, Environment and Health major; current geography CRC holder; undergraduate students; Geography administrative and technical staff; and a Teaching and Learning Librarian from Western Libraries. As well, the reviewers had a tour of the different laboratory (wet/dry, computer) facilities in SSC which service the undergraduate programs in geography.

The reviewers were impressed with the unit's commitment to undergraduate geography education, and particularly the emphasis on both interdisciplinary and experiential learning that the department fosters across the different modules through a range of different learning opportunities and assessments. In particular, the department's commitment to Indigenous scholarship and pedagogy was identified as an important contribution to both the field and the university. The Program Level Learning Outcomes map well on to the Western Degree Outcomes and are consistent with other geography programs in the province. Overall the programs are generally well supported in terms of excellent faculty and staff, with the reviewers singling out the cluster of health geographers and the recent growth in GIS faculty. They also noted, however, that there were some areas, such as physical geography, where administrative faculty responsibilities have further depleted the unit's ability to provide instruction in this area, and others, such as urban development, which are highly subscribed and, as a result, ripe for additional resources. In terms of staff support, the reviewers noted that the technical staff resources and labs available to service undergraduate learning are exemplary for a program of this size.

In terms of the improving the viability of the program, the reviewers indicated that while program registrations had declined since the previous report, this trend reflected a similar sector-wide decline. The reviewers identified the challenge of "marketing" geography to students, given that few if any jobs identify geography and suggested renaming (possibly using a focus on "environment") as a way to increase program enrolment, something that the department is already actively considering. The reviewers also identified the complexity of the different program offerings (both in terms of pathways through the program and apparent redundancies, such as the 4 extant 1st year courses) as potential barriers to students entering a geography module. At the same time, registrants in undergraduate geography courses remained robust over this period and provided a pool of students who entered geography program modules after second year, something which the department already capitalizes upon. To facilitate timely completion for folks who discover the modules late (and for those in the Urban Development module, which involves 15 courses) the reviewers suggested offering access to core courses during the summer.

Significant Strengths of the Program

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

- “impressive” commitment to undergraduate experiential learning opportunities and real world assessments: including GIS applications for local agencies, mock Energy Board Hearings, field schools, internships,
- commitment to interdisciplinary approaches through exposure to a diverse range of faculty expertise (including Indigenous studies, GIS science, urban planning, public health, freshwater ecology, physical geography)
- high quality faculty, both in terms of research and teaching
- commitment to Indigenous scholarship and pedagogy
- growth in GIS program through faculty hires, infrastructure development, and curricular innovation
- the robust cluster of health geographers available to support the innovative Environment and Health module
- distinctive module in Urban Development
- 95% of students surveyed agreed that the department provided a supportive and engaging learning environment
- “extraordinary” level of technical staff support for undergraduate students and learning, particularly in the area of physical geography and GIS
- new physical and GIS facilities
- exemplary staff involved in program advising
- excellent library resources and support (including GIS support)

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

Resource Recommendations

- additional faculty resources in the areas of physical geography and urban development
- decrease reliance on Social Science Student Donation for physical geography lab materials

Curriculum Recommendations

- rationalize first year course offerings to avoid overlap and better reflect program streams; consider removing Geography 1100
- streamline program structure to reduce confusion for students and administrative burden
- address issues with timely completion for Urban Development (eg. offer additional core courses to accommodate Urban Development and students admitted to a geography module after the beginning of second year)
- actively integrate data analysis and communication learning objectives and assessment activities into curriculum
- differentiate GIS offerings (spatial analysis and quantitative methods courses) to ensure appropriate progression
- make field courses mandatory (need to develop Ontario based field course option to require this)

Other Recommendations

- consider foregrounding department emphasis on environment, either through a name change and/or development of an additional module

Other Opportunities for Program Improvement and Enhancement

In addition to the recommendations, the review process may have identified other considerations to enhance or enrich the program. List any such considerations:

- work with the Faculty of Science to ensure physical geography BSc courses are able to count as science credit for all students

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	Responsibility	Timeline
1. Ensure appropriate faculty resources for Physical Geography offerings or align curriculum with current resources	GIS/Physical Geography position has already been identified by the Department and Faculty		
2. Ensure appropriate resources for Physical Geography labs	Dean has agreed to support lab materials if SSSD monies are no longer forthcoming		
3. Rationalize first year offerings	Department discussing offering Geography 1100 only on-line in future; other courses have been reviewed and are aligned with recommendations		
4. Streamline program structure, remove inactive courses	Department to review overall efficiency and focus of modules, as well as removal of inactive courses		

5. Address issues with timely completion for Urban Development Module	Promotional event to provide information about module requirements; focus communicating requirements to students entering Western University and first year students		
6. Differentiate GIS offerings to ensure progression	Align course titles/descriptions to reflect curriculum adjustment (currently at DAP stage)		
7. Mandatory field course	Revisit reasons for moving field courses to optional		

New Scholarships and Awards

T.J. Laskowsky Class of 2001 Entrance Award in Law (Law)

Awarded annually to a full-time student entering Year 1 in the Faculty of Law, based on demonstrated financial need and community service. Candidates' involvement in their community will be documented on their admission application. Online financial assistance applications are available through Student Center and must be submitted by July 1. The Faculty of Law will select the recipient after the Registrar's Office assesses the financial need. This award was established by the Law Class of 2001, family and friends, in memory of T.J. Laskowsky (LLB'01).

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

T.J. Laskowsky graduated from Western's Law Class of 2001 and returned to his hometown in Oshawa where he worked at his father's law firm, Laskowsky & Laskowsky. T.J.'s light hearted personality and happy, social, and stress-free approach to life made him a friend to all. Sadly, T.J. died in 2015 at the age of 42.

Caterina Ligori Engineering Award (Engineering)

Awarded annually to a full-time undergraduate female student in Year 2 or higher, in the Faculty of Engineering, who has achieved a minimum 75% overall average in the previous year and has shown exemplary support and encouragement to others through participation in extracurricular activities and/or mentorship. Applications must be completed online by September 30th through the Engineering Undergraduate Services website (<http://www.eng.uwo.ca/undergraduate>) outlining how they have demonstrated their support and encouragement of others in the spirit of the life values that Caterina lived by. Preference will be given to a female student whose parents immigrated to Canada. The Undergraduate Awards Committee in the Faculty of Engineering will select the recipient. This award was established with a generous gift from Angelo (BESc '78) Ligori and his wife Rosella, in memory of his mother, Caterina Ligori.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

Caterina Ligori was born in Italy in 1933 and immigrated to Canada with her husband and children in 1966. Caterina raised her four children following the values of Integrity, Honesty, Respect, Commitment and Openness to change. With only a Grade 3 formal education, Caterina used these life values to empower all of her children to graduate with a university degree. This award hopes to recognize the positive impact a loving and supportive person can make in the lives of those they touch.

Meds Class of 1977 Bursary (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time student in Year 1 or 2 of the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry, based on demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipient. This bursary was established through generous donations from the Meds Class of 1977 Alumni Members.

Value: 1 at \$1,500

Effective Date: 2019-2020 academic year

Brian Reid Graduate Scholarship (Medical Biophysics)

Awarded annually to a full-time graduate student in a Masters or Doctoral program in Medical Biophysics at the Schulich School of Medicine & Dentistry, based on academic achievement and research merit. Preference will be given to a student studying imaging at Robarts Research Institute. Selection will be made by the Graduate Awards Committee in the Department of Medical Biophysics, with at least one representative of the committee holding membership in the School of Graduate and Postdoctoral Studies. This scholarship was established by Dr. David Jaffray (PhD '94, Medical Biophysics) and Mrs. Stasia

Jaffray (BSc '88 Communicative Disorders, MCISc '90) in memory of David's friend and classmate, Brian Keith Reid.

Value: 1 at \$1,900
Effective Date: May 2019

Brian Reid was an aspiring doctoral candidate in Medical Biophysics. He was completely engrossed in his studies and research in imaging at the Robarts Research Institute at The University of Western Ontario when he died tragically in 1991 at the age of 26.

Eric K. Gillespie Professional Corporation Writing Scholarship (Law)

Awarded annually to a full-time student in Year 2 or 3 in the Faculty of Law, based on demonstrated excellence in writing and legal research in the area of environmental, sustainability and/or natural resources law. A paper written for a law school course, a seminar or an individual research paper, including a paper accepted for publication by a legal journal, will be considered. The recipient will be selected by the Scholarship and Awards committee in the Faculty of Law. This scholarship was established by a generous gift from Mr. Eric Gillespie (LLB'94) and colleagues, with the Eric K. Gillespie Professional Corporation.

Value: 1 at \$1,500
Effective Date: 2018-2019 to 2022-2023 academic years inclusive

Brian Foster HBA '75 Award (Ivey Business School)

Awarded annually to a full-time HBA 1 student at the Ivey Business School, based on academic achievement, community leadership and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility and the HBA Scholarship Committee will make the final selection of the recipient. This award was established with a generous gift from Brian Foster, HBA '75.

Value: 1 at \$5,000 continuing
Effective Date: 2019-2020 to 2023-2024 academic years. Final recipient will be selected in 2022-2023.

Stephanie Just Resident Award in Clinical Neurological Sciences (Schulich School of Medicine & Dentistry, Clinical Neurological Sciences)

Awarded annually to a postgraduate trainee in a residency program in Clinical Neurological Sciences (CNS), with preference given to a resident whose research involves a Quality Improvement Project. Candidates must submit a one-page statement to the Departmental Office of CNS outlining the details of their project by March 31st. A committee in the Department of CNS will select the recipient. This award was established by a generous gift from the Just Family in memory of Stephanie Just.

Value: 1 at \$3,000
Effective Date: 2019-2020 to 2021-2022 academic years inclusive

Stephanie Michelle Just was a little girl with kindness and a smile for everyone she met. She was born with Familial Dysautonomia (Riley-Day Syndrome) and passed away at the age of 7. Stephe and her family valued kind and humanistic medical care. Her legacy continues to brighten every tomorrow.

London Western Excellence in Track & Field Scholarship (Any Undergraduate Program, Athletic Award)

Awarded annually to full-time students entering any degree program at Western, including the Affiliated University Colleges. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and will be making a contribution as a member of the London Western Track & Field Club. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. The Western Athletic Financial Awards Committee will select the recipient. This committee will base its decision on its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and

team/campus leadership (weighted as 60% and 20% respectively). This scholarship was established by the London Western Track & Field Club.

Value: Number and Value of Awards will vary (up to \$5,000 available each year)
Effective Date: 2019-2020 to 2023-2024 academic years inclusive

The London Western Track & Field (LWTF) Club and Western Mustangs Track and Field have a long-standing history that dates back to 1970, when then head coach, Bob Vigars, started the club as a place for varsity athletes to train during the university off season. LWTF has since become a full-service track & field club for all ages and abilities. In an effort to keep local talent in London for their university career, LWTF has created a scholarship to help off-set post-secondary expenses for an individual choosing to attend Western and participate on the varsity track & field team.

Western Waterpolo Award (Any Undergraduate Program, Athletic Award)

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making significant contributions as members of the Mustang Waterpolo team. Candidates who are intercollegiate student athletes must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80%, and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select the recipients based on its evaluation of academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). This award was established by an anonymous donor.

Value: 1 at \$4,500 or 4 at \$1,000 Number and value will vary – A maximum of \$4,500 will be awarded to each student, with a total \$10,000 available each year for six years
Effective Date: 2019-2020 to 2024-2025 academic years inclusive

Morneau Shepell Continuing Career Scholarship in Financial Modelling (Statistical and Actuarial Sciences)

Awarded to an undergraduate student in second year Honours Specialization Financial Modelling or Double Major that includes Financial Modelling, who has achieved high academic standing (minimum 75%), has demonstrated leadership abilities, and is committed to participating in two, four-month work experiences with the defined contribution pension consulting team at Morneau Shepell following second year and third year. Candidates must be Canadian citizens or permanent residents eligible for employment in Canada. The work term generally will be in Toronto, Ontario; however, opportunities may be available in other Morneau Shepell Offices across Canada, including Montreal or Vancouver, depending on availability. Recipients will be paid at standard rates for the student consulting pool within Morneau Shepell's organization for the work term, exclusive of the scholarship. A one-page statement must be submitted by September 30th to the Department of Statistical and Actuarial Sciences describing the candidate's leadership abilities, interest in a career in financial modelling or consulting, and commitment to summer employment with Morneau Shepell. Selection will be made by the Scholarship committee within the Department of Statistical and Actuarial Sciences. Recipients will be notified of selection by October 31. The recipient will continue to receive the scholarship in third year, provided they maintain a 75% average on a full course load. Participation in the work term is not required to retain the scholarship. Only one student will hold this scholarship during any year. This scholarship was established with a generous donation from Morneau Shepell.

Value: 1 at \$3,000, continuing for two years for a total of \$6,000 per recipient
Effective Date: 2019-2020 to 2022-2023 academic years (with the last recipient selected in the 2021-2022 academic year)

Dr. Gord Vail Resident Award in Emergency Medicine (Emergency Medicine)

Awarded annually to a student completing their residency in Emergency Medicine at the Schulich School of Medicine & Dentistry–Windsor campus. The resident will have demonstrated a proficiency and dedication to the field of emergency medicine with an ability to integrate into the emergency medicine team by providing superb medical care to their patients, as well as a devotion to the advancement of emergency medicine in the Windsor community. Preference will be given to residents who have also demonstrated a dedication to athletics and leadership during their training. Nominations from other residents/faculty must be submitted to the Office of the Dean, Schulich School of Medicine & Dentistry–Windsor Campus, by March 31. Final selection will be made by a committee coordinated by the Dean, Windsor Campus. This award was established in Dr. Gord Vail's honour by his family and friends, and the men and women of the Windsor Emergency Services Community.

Value: 1 at \$2,000

Effective Date: 2019-2020 academic year

Dr. Vail was a skilled and valued colleague and loyal true friend. He served as Medical Director of the Emergency Department, and Chief of Staff of Hotel Dieu Grace Hospital in Windsor, Ontario. He was an avid hockey player being active on the Ontario Medical Association teams, and the Windsor Emergency Services Hockey League. He provided 18 years of service, dedication and leadership to the Windsor community. He demonstrated a tireless work ethic and a devotion to excellent care to his patients and the entire team in emergency medicine. Dr. Vail died in 2019 at the age of 49. His service and life will always be remembered.

Reise Family Foundation Wrestling Award (Any Undergraduate or Graduate Program, Athletic Award)

Awarded annually to full-time undergraduate and graduate students in any year of any degree program at Western including the Affiliated University Colleges who are making a contribution as members of the Men's or Women's Wrestling Team, who also have demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30th. Candidates must be in compliance with current OUA and CIS regulations. As per OUA and CIS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. The Western Athletic Financial Awards Committee will select recipients after the Office of the Registrar has assessed for financial need. The committee will base its evaluation of academic performance/potential (20%) and the written recommendation from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20% respectively). These awards were established by the Reise Family Foundation.

Value: Number and value will vary with \$5,000 available annually

Effective Date: 2019-2020 to 2021-2022 academic years inclusive

David Magee Scholarship in Visual Arts (Visual Arts)

Awarded annually to an undergraduate or graduate student in the Department of Visual Arts, based on academic achievement, and submission of a visual art project proposal. Candidates must submit their CV, as well as a proposal outlining their Practicum art project, including medium, a synopsis of their vision, what they are trying to communicate to the audience and how they visualize audience engagement to the Departmental Office of Visual Arts by September 30th. A committee within Visual Arts will select the recipient. This scholarship was established by a generous gift from Rosemary Slood (BEd '96) in honour of her husband, David Magee (BEd '96).

Value: 1 at \$1,500

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

David Magee received his Visual Arts education at Humber College, the Nova Scotia College of Art and Design, York University and The University of Western Ontario. While in Toronto, he worked on television commercials and movie sets with IATSE. He was an accomplished artist whose paintings were shown nationally and internationally. He taught at The University of Western Ontario, Wilfrid Laurier University, Fanshawe College, John Paul II and Galt House. David died in 2002 at the age of 50.

Askunessippi (Antler River) Scholarship (FIMS)

Awarded annually to a graduate student entering the Masters of Library and Information Science program, based on academic achievement. Preference will be given to an Indigenous student (First Nations, Métis or Inuit). The recipient will be selected in accordance with the FIMS Awards and Scholarships Policy. This scholarship was established with a generous gift from an alumnus of the MLIS Class of 1992.

Value: 1 at \$1,000

Effective Date: May 2019

Askunessippi means Antler River, which is the name of the Thames River in the Anishnaabe language. The name comes from a time when a very influential and highly regarded leader of the community lived at the mouth of the river at Lake St. Clair or the Lake of the Swirling Eddies. The area held a prominent place for Treaties and gatherings. The descendants of the great leader now live on Walpole Island.

Revisions to Western's Admission Scholarship Program

	<u>Current</u>	<u>Effective for 2020-20201 Academic Year</u>
<u>Western Admission Scholarship</u>		<p>Awarded to entering, full-time first-year domestic or international students based on a final admission average from 90.0% to 91.9%. Students in receipt of a National Scholarship or a Schulich Leader Scholarship are not eligible.</p> <p>Value: \$1,500 each in first year plus \$1,000 for optional study abroad experience</p>
<u>Western Scholarship of Distinction</u>	<p>One-year admissions scholarships awarded to entering first-year students based on academic averages from 88.0% to 89.9%.</p> <p>Value: \$1,000 each</p>	<p>Awarded to entering, full-time first-year domestic or international students based on a minimum final admission average of 92%. Students in receipt of a National Scholarship or a Schulich Leader Scholarship are not eligible.</p> <p>Value: \$2,500 each in first year plus \$1,000 for optional study abroad experience</p>

<p><u>Western Scholarship of Excellence</u></p>	<p>One year admission scholarships awarded to entering first year students based on minimum academic average of 90.0% to 94.9%. These scholarships are available to International students.</p> <p>Value: \$2,000 each for 1 year</p>	<p>250 admission scholarships recognizing outstanding academic achievement are available to entering, full-time first-year domestic or international students applying for admission directly from secondary school (or equivalent), based on the top admission averages. Students in receipt of a National Scholarship, a Schulich Leader Scholarship are not eligible. This cannot be combined with another Western admission scholarship.</p> <p>Value: 250 at \$6,000 in first year plus \$2,000 for optional study abroad experience</p>
<p><u>Four Year Continuing Admission Scholarship</u></p>	<p>An unlimited number of Continuing Scholarships will be available for students with entering averages of 95.0% or higher. The value of the award will be \$2,500 per year for four years. (In order to retain the award, students must maintain a yearly average of 80%. These Scholarships are available to International Students.</p> <p>Value: unlimited at \$10,000 (\$2,500 annually for four years)</p>	<p>Discontinued effective 2020-2021 academic year</p>

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Contents	Consent Agenda
McEwen Western Integrated Science Professorship	Yes

FOR APPROVAL

1. **McEwen Western Integrated Science Professorship**

Recommended: That Senate approve that the McEwen Western Integrated Science Professorship be established and appointed within the Faculty of Science.

Background:

See [Appendix 1](#).

FOR APPROVAL

McEwen Western Integrated Science Professorship

Donor and Funding:

This new professorship is funded through a non-endowed gift of \$300,000 from Robert McEwen (BA'73, Economics). The Professorship will be funded for a period of five years at \$60,000 annually.

Effective Date:

October 1, 2019

Purpose

The McEwen Western Integrated Science Professorship will be held by the Director of the Western Integrated Science Program.

Appointments to the Professorship will be conducted in accordance with Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf and will be for a period of five years.

Should the holder of the Professorship be unable to complete their five-year term, a new appointment will be made for the duration of time for which available funding is still available.

Criteria

The WISc program is a resource intensive program which provides for a great deal of student-faculty interaction. The WISc students are challenged to push their intellectual and personal boundaries so as to help them to maximize their positive impact on the world by seeking scientific and personal contributions to some of the most crucial problems the world faces. The McEwen Western Integrated Science Professorship will be responsible for shaping the program. The Professorship will provide resources to establish a dedicated teaching and leadership position in WISc to ensure that Western is attracting prominent individuals to lead the program. The creation of the McEwen Western Integrated Science Professorship will allow its holder to devote more of their time to enhancing and growing the WISc Program.

Allowable Expenses

Expenses may include, but are not limited to, salary and benefits of the holder and/or teaching or administrative release for the holder of the position.

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

Reporting:

The University, through the Faculty of Science will report twice a year (February and July) to the Donor regarding the activities of the holder of the Professorship for a period of five years. Additionally, Western representatives will personally visit with the Donor at least once per year.

Background

Mr. Rob McEwen is the chairman and chief owner of McEwen Mining Inc. He is also the founder and former chairman and CEO of Goldcorp Inc., one of the world's largest gold producers. Robert was inducted into the Canadian Mining Hall of Fame in 2017. Robert is a passionate innovator and marketer and serves on the board of trustees for XPRIZE Foundation.

In June 2019, Mr. McEwen received an honorary degree from Western.

Reputational Risk

Low

REPORT OF THE HONORARY DEGREES COMMITTEE

Contents	Consent Agenda
Honorary Degree Recipients – Fall 2019	Yes

FOR INFORMATION

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

The honorary degree recipients who will be honored at the October 2019 Convocation ceremonies are listed in **Appendix 1**.

Honorary Degree Recipients (Fall Convocation 2019)

Date & Time	Ceremony	Honorary Degree Recipient
<p>WEDNESDAY OCTOBER 23, 2019 10:00 A.M.</p>	<p>School of Graduate and Postdoctoral Studies * King's University College (All Degrees) Faculty of Health Sciences (Undergraduate Degrees) Faculty of Law (All Degrees) Don Wright Faculty of Music (All Degrees) Faculty of Science (Undergraduate Degrees) Schulich School of Medicine & Dentistry and Faculty of Science (Undergraduate Degrees)</p>	<p>Tessa Virtue, LL.D. Scott Moir, LL.D.</p>
<p>WEDNESDAY OCTOBER 23, 2019 3:00 P.M.</p>	<p>School of Graduate and Postdoctoral Studies * Faculty of Science (Graduate Degrees) Faculty of Social Science (Graduate Degrees) Schulich School of Medicine & Dentistry (Graduate Degrees)</p>	<p>Mina Bissell, D.Sc.</p>
<p>THURSDAY OCTOBER 24, 2019 10:00 A.M.</p>	<p>School of Graduate and Postdoctoral Studies * Faculty of Education (All Degrees) Faculty of Engineering (All Degrees)</p>	<p>Donald Gerson, D.Sc.</p>
<p>THURSDAY OCTOBER 24, 2019 3:00 P.M.</p>	<p>School of Graduate and Postdoctoral Studies * Faculty of Arts and Humanities (Graduate Degrees) Health Sciences (Graduate Degrees) Faculty of Information and Media Studies (All Degrees)</p>	<p>Tibor Max Eisen, LL.D.</p>
<p>FRIDAY OCTOBER 25, 2019 10:00 A.M.</p>	<p>School of Graduate and Postdoctoral Studies * Brescia University College (All Degrees) Huron University College (All Degrees) Richard Ivey School of Business (All Degrees)</p>	<p>Tim Hockey, LL.D.</p>
<p>FRIDAY OCTOBER 25, 2019 3:00 P.M.</p>	<p>Faculty of Arts and Humanities (Undergraduate Degrees) Faculty of Social Science (Undergraduate Degrees)</p>	<p>Anita Gaffney, LL.D.</p>

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

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

FOR INFORMATION

The COU Academic Colleagues met on August 21-22 in Toronto.

The following items may be of interest to Senators:

Labour Relations Issues

Schedule 38 of the province's spring budget bill adds a new section to the *MTCU Act* to allow the Minister "to make regulations governing the reduction, limitation and alteration of compensation due to certain individuals."

The intent is to allow government to address employees who are simultaneously drawing full-time salary and pension payments, commonly referred as double dipping. It does not appear that a large number of employees in the sector are doing this. The government has not yet made changes based on this regulation. Implementation of the regulation could pose some risks for the sector: breach of collective agreements, *Charter* challenges, union grievances, increased risks of labour disruption, human rights and equity issues, and brain drain of talent to other jurisdictions.

On June 5, Minister Bethlenfalvy (President of the Treasury Board) introduced Bill 124, *an Act to implement moderation measures in respect of compensation in Ontario's public service*. The Act proposes to cap wage increases in Ontario's civil service and the Broader Public Sector (BPS), including colleges, universities and hospitals. The compensation cap is an average of one per cent for all employees under the collective agreement for each 12-month period. As an exception, an employee's salary may increase according to the terms of the collective agreement for recognition of the employees' length of time in employment, performance assessment, and/or successful completion of a program or course of professional technical education.

If passed, the provisions would apply for a period of three years upon the expiry of existing collective agreements. Any collective agreement concluded after June 5 is expected to be consistent with Bill 124. If not, it is the Minister's prerogative to force the parties to go back to the table and negotiate. The government has posted a technical briefing with additional details (<https://files.ontario.ca/tech-briefing-protecting-sustainable-english.pdf>).

Bill 124 does not apply to executives covered under the *Broader Public Executive Compensation Act*, who are under a legislated wage freeze.

Nursing Programs

MTCU has started a review of the collaborative (university-college) delivery of nursing education. This delivery model is generally considered good for students, and both colleges and universities have invested heavily in these programs. A few colleges would like to deliver stand-alone nursing degrees. In the past—this is the third review in about ten years—the government has decided to retain the current model. COU participated in the consultation meetings and developed a written submission.

Intellectual Property: MTCU has struck an Expert Panel on Intellectual Property with the task of delivering an action plan for a provincial intellectual property framework and maximizing commercialization opportunities specifically related to the postsecondary sector. In preparation for an announcement from MTCU, COU has convened an IP Working Group with the mandate to develop a sector-wide IP advocacy strategy.

ANNOUNCEMENTS AND COMMUNICATIONS

Contents	Consent Agenda
Election Results – Election to the Provost’s Task Force on Open Access and Scholarly Communication	Yes
Academic Administrative Appointments	Yes
Report from the Board of Governors (June 27, 2019)	Yes

FOR INFORMATION

1. **Election Results – Election to the Provost’s Task Force on Open Access and Scholarly Communication**

Elections for the Provost’s Task Force on Open Access and Scholarly Communication were held on June 12-13 via online balloting. The following individuals were elected to the Task Force: Mark Daley (Science), Katrina Pollock (Education) and Samuel Trosow (FIMS). The SimplyVoting election results are attached as **Appendix 1**.

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 July 2019:

Name	Department/School	Faculty	Admin Post	Effective Date	End Date
Rob Klassen	Business	Ivey Business	Associate Dean (extension)	July 1-2019	December 31-2019
Ken Yeung	Chemistry	Science	Acting Chair	July 1-2019	June 30-2020
Kristina Sendova	Statistical and Actuarial Science	Science	Chair	July 1-2019	June 30-2024
Gregory Dekaban	Microbiology and Immunology	Schulich	Acting Chair	July 1-2019	June 30-2020
Andrew Botterell	Law	Law	Associate Dean (Research and Graduate Studies)	July 1-2019	June 30-2022
Wolfgang Lehmann	Sociology	Social Science	Acting Chair	July 1-2019	June 30-2020
Catherine Nolan	Music	Music	Associate Dean (Graduate Studies)	July 1-2019	June 30-2021
Emily Abrams Ansari		Music	Assistant Dean (Research)	July 1-2019	June 30-2022

Janis Cardy		Health Sciences	Acting Associate Dean – Research	July 1-2019	June 30-2020
Kevin Shoemaker			Acting Associate Vice-President – Research	July 1-2019	June 30-2020
Margaret McGlynn			Acting Associate Vice-Provost (SGPS)	September 1-2019	April 30-2020
Stephan Vachon	Centre for Environment & Sustainability	Science	Acting Director	July 1-2019	June 30-2020
Gregory Gloor	Biochemistry	Schulich	Chair	July 1-2019	June 30-2024
Andrew Nelson	Anthropology	Social Science	Chair	July 1-2020	June 30-2025
Jisuo Kin		Science	Associate Dean – Graduate and Post-Doctoral Studies	July 1-2019	June 30-2022
Perry Klein	Education	Education	Acting Dean	July 1-2019	September 30-2019
George Kim		Schulich	Assistant Dean, Rural & Regional Community Engagement	July 1-2019	June 30-2024

3. **Report from the Board of Governors (June 27, 2019)**

The Board of Governors met on June 27, 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/r19jun27bg_FULL.pdf

The reports and proposals received were standard items of business.



5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

September 12, 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,

A handwritten signature in black ink that reads "Brian Lack".

Brian Lack
President
Simply Voting Inc.

Results - Provost's Task Force on Open Access and Scholarly Communication (June 2019)

Start: 2019-06-12 08:00:00 Canada/Eastern

End: 2019-06-13 20:00:00 Canada/Eastern

Turnout: 47 (49.0%) of 96 electors voted in this ballot.

Provost's Task Force on Open Access and Scholarly Communication

Option	Votes
Katrina Pollock (Education)	33 (28.7%)
Mark Daley (Science)	32 (27.8%)
Samuel Trosow (FIMS)	30 (26.1%)
Philip Jones (Schulich)	20 (17.4%)

VOTER SUMMARY

Total	47
Abstain	0 (0.0%)



SUMMARY OF AGENDA ITEMS – JUNE 27, 2019

Adoption of Agenda	ACTION
Report of the President	INFORMATION
Unanimous Consent Agenda – Appendix I	ACTION
Minutes of the Meeting of April 25, 2019 – Open Session	ACTION

Report of the Property & Finance Committee – Appendix II

Revisions to MAPP Policies MAPP 1.25 – Lease of University Facilities for Long-Term Use MAPP 1.10 – Election Posters and Signs MAPP 1.50 – Signage MAPP 1.36 – Roof Access Policy	ACTION
MAPP 2.12 Acquisition of Investment Services – Revisions to Policy	ACTION
MAPP X.XX – Major Strategic Opportunities Fund Policy	ACTION
MAPP 2.26 Statement of Investment Objectives, Policies and Governance	ACTION
New Tuition Fee Proposal for 2019-20 Medicine (MD) Program	ACTION
Revised Tuition Fee Recommendations for 2019-20 Part-Time JD Program	ACTION
Scholarships, Awards, Prizes	INFORMATION
Lucas Family Women in Science Distinguished Scholar	INFORMATION
Ancillary Financial Report	INFORMATION
Quarterly Ratio-Report on Non-Endowed Funds	INFORMATION
Quarterly Report – 2018-10 Operating Budget Update as at April 30, 2019	INFORMATION

Report of the Governance and By-Laws Committee – Appendix III

Statement on Equity, Diversity and Inclusion	ACTION
Revisions to By-Law No. 1 and the Principles of Engagement for Members of the Board of Governors, and approval of the new Process for Dealing with a Breach of the Principles of Engagement for Members of the Board of Governors	ACTION

Senior Policy & Operations Committee – Appendix IV

Membership of the University Discipline Appeals Committee	INFORMATION
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Report of the Audit Committee – Appendix V

2018 Annual Report: Campus Community Policy Service	INFORMATION
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Fund Raising and Donor Relations – Appendix VI

Fund Raising Activity Quarterly Report to April 30, 2019	INFORMATION
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Items Referred by Senate – Appendix VII

Renewal of the Affiliation Agreement between the University of Western Ontario and Brescia University College, Huron University College, and King's University College	ACTION
Approval of the Institute for Earth and Space Exploration	ACTION
John M. Thompson Centre for Engineering Leadership and Innovation	ACTION
Faculty of Arts and Humanities – Proposed Name Change: “Department of Modern Languages and Literatures” to “Department of Languages and Cultures”	ACTION
Faculty of Social Science – Proposed Name Change: “First Nations Studies” Program to “Indigenous Studies” Program	ACTION
Annual Report of the Working Group on Information Security (WGIS) 2018	INFORMATION
Report on Promotion and/or Tenure – Faculty of 2018-2019 and LA 2008-2019	INFORMATION
Report of the Academic Colleague	INFORMATION
Academic Administrative Appointments	INFORMATION
Questions from Members	