

SENATE AGENDA

1:30 p.m., Friday, March 13, 2020
Arts and Humanities Building, Rm 1R40

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

1. **Minutes of the Meeting of February 14, 2020**
2. Business Arising from the Minutes
 - Western Entrepreneurship – **EXHIBIT I** (E. Morse)
3. Report of the President – **EXHIBIT II** (A. Shepard)
4. Unanimous Consent Agenda – **EXHIBIT III**
5. Reports of Committees:
 - Operations/Agenda – **EXHIBIT IV** (M. Milde)
 - University Research Board – **EXHIBIT V** (S. Prichard)
 - Academic Policy and Awards – **EXHIBIT VI** (J. Cuciurean)
 - Senate Committee on University Planning – **EXHIBIT VII** (D. Laird)
6. Report of the Academic Colleague – **EXHIBIT VIII** (E. Chamberlain)
7. Announcements and Communications
8. Discussion and Question Period
9. New Business
10. Adjournment

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

SUMMARY OF AGENDA ITEMS: March 13, 2020

APPROVAL OF MINUTES

REPORT OF THE PRESIDENT

UNANIMOUS CONSENT AGENDA

FOR ACTION

OPERATIONS/AGENDA COMMITTEE

FOR ACTION

Notice of Motion: Senate Resolution on Navitas
Senate Vacancies Filled by Appointment

FOR INFORMATION

Results of the Spring 2020 Elections for Membership on Senate
Senate Membership – Education

UNIVERSITY RESEARCH BOARD (URB)

FOR INFORMATION

URB Report (February 2020)

SENATE COMMITTEE ON ACADEMIC POLICY AND AWARDS (SCAPA)

FOR ACTION

Faculty of Arts and Humanities: Revisions to the “Dean’s Honour List and Graduation ‘With Distinction’”
Policy and the Honours Specialization in the Faculty of Arts and Humanities / HBA policies

Faculty of Engineering: Revisions to the Structure of the Biomedical Engineering Program

School of Graduate and Postdoctoral Studies:

Introduction of a Graduate Diploma (GDip) in Pathology and Laboratory Medicine

Introduction of a Collaborative Graduate Specialization in Music Cognition

Major Modification to the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music
Theory

Major Modification to the Master of Clinical Science (MCISc), Communication Sciences and
Disorders, Audiology field

Major Modification to the Master of Clinical Science (MCISc), Advanced Health Care Practice,
Manipulative Therapy field

Don Wright Faculty of Music: Renaming of the Bachelor of Musical Arts (BMusA) and Bachelor of Musical
Arts (Honours Music) programs as the Bachelor of Music and Bachelor of Music (Honours) respectively

Brescia University College: Revisions to the Honours Specialization, Specialization, and Major in Food
Management and Marketing

Huron University College: Introduction of a Minor in Chinese History

King’s University College:

Revisions to the Admission Requirements of the Honours Specialization, Major, and Minor in
French Language and Literature, and the Specialization in French Studies

Revisions to the “Letter of Permission” Policy

FOR INFORMATION

Report of the Subcommittee on Teaching Awards (SUTA)

SUPR-G Report: Cyclical Review of the Graduate Program in Master of Public Health

New Scholarships and Awards

SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

FOR INFORMATION

2020-2025 Draft Strategic Mandate Agreement

Vice-Provost's Annual Report on Faculty Recruitment and Retention February 2020

REPORT OF THE ACADEMIC COLLEAGUE

FOR INFORMATION

Report of the Academic Colleague (February 2020)

MINUTES OF THE MEETING OF SENATE

FEBRUARY 14, 2020

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

SENATORS: 65

A. Baxter	L. Ghattas	M. Milde
G. Belfry	K. Gibbons	L. Miller
L. Beres	A. Grzyb	K. Miller
A. Borchert	C. Harasym	S. Mumm
L. Bot	M. Heath	N. Nuimat
H. Boyi	L. Henderson	K. Olson
L. Briens	H. Hill	I. Paul
D. Brou	A. Holm	P. Peddle
S. Burke	A. Hrymak	S. Pitel
E. Chamberlain	D. Jeffrey	S. Prichard
A. Chant	L. Jiang	A. Rozovsky
D. Cheng	K. Kirkwood	V. Smye
M. Cleveland	J. Kitz	C. Steeves
K. Coley	G. Koehn	S. Taylor
J. Compton	M. Koschinsky	P. Thomlinson
J. Corrigan	L. Logan	G. Tigert
J. Cuciurean	C. Ma	J. Toswell
M. Davison	D. Macpherson	S. Trosow
J. Finegan	D. Mallory	G. West
R. Flemming	C. McLeod	K. Yeung
L. Frederking	L. Melnyk Gribble	B. Younker
B. Garcia	K. Mequanint	

Observers: T. Belton, R. Bgeginski, K. Campbell, R. Chelladurai, J. Ciriello, J. Doerksen, L. Gribbon, B. Jalayer, J. Kum, D. Laird, J. Massey, M. Ruddock, J. Weese.

Land Acknowledgement

C. McLeod read a Land Acknowledgement.

S.20-20

MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting of January 17, 2020 were approved as circulated.

S.20-21 **BUSINESS ARISING FROM THE MINUTES**

C. Steeves (Vice-Provost and Chief Librarian) addressed a request for information relating to the Western Libraries Annual Report 2018/19 [S.20-15] and the meetings of the Weldon User Advisory group. She indicated that she could not find a specific reason for why the committee had ceased meeting.

A Senator noted, when asked for clarification, that having been a member of the Weldon User Advisory Group, it was his impression that the Committee meetings ceased because leadership within the Committee felt there was a discrepancy between the intended terms of the Committee and the discussions that were being brought forward for action. As a previous Weldon User Advisory group member, he reiterated the importance of such a group and felt that the Committee should be reconstituted.

S.20-22 **REPORT OF THE PRESIDENT** [Exhibit I]

The report of the President, distributed with the agenda, contained: an update on the Anti-Racism Working Group, We Speak faculty and staff survey 2020, Schulich Leaders Scholarship Program, United Way campaign achievements, and an update on the progress of the selection committees on Western leadership.

M. Milde read a note on behalf of the President, advising that he was participating in an international conference in Melbourne, Australia representing Western. The trip would be an opportunity to meet with alumni and build strong ongoing relationships with university partners from around the world.

S.20-23 **UNANIMOUS CONSENT AGENDA** [Exhibit II]

It was moved by P. Peddle, seconded by E. Chamberlain,

That the 2 items listed in the Unanimous Consent Agenda (Exhibit II) be approved or received for information by Senate by unanimous consent.

CARRIED

REPORT OF THE NOMINATING COMMITTEE [Exhibit III]

S.20-24 **Operations/Agenda Committee (OAC)**

R. Kennedy (Undergraduate) was acclaimed to the Operations/Agenda Committee (OAC) for a term to June 30, 2020.

S.20-25 **Senate Review Board Academic (SRBA)**

A. Pyati (FIMS) was acclaimed to the Senate Review Board Academic (SRBA) for a term to June 30, 2020.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING [EXHIBIT IV]

S.20-26 **2020 Entrance Standards for Undergraduate First-Year Admissions**

It was moved by L. Briens, seconded by G. Tigert,

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

CARRIED

S.20-27 **Five-Year Enrolment Projections**

It was moved by V. Smye, seconded by L. Miller,

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

CARRIED

S.20-28 **Provost's Update on Planning Process**

A. Hrymak, Provost & Vice-President (Academic) provided a report to Senate outlining the budget planning process for the upcoming fiscal period. The presentation is provided as [Appendix 1](#).

A Senator requested clarification on when the budget documents would be provided to Senators. He requested that the timing of the budget presentation to Senators provide members with adequate time to review the information. A. Hrymak, Provost & Vice-President (Academic) advised that the budget documents would be provided to Senators with as much time as possible, given that there were other committees which needed to review the materials.

S.20-29 **Undergraduate International Enrolments**

A discussion document on undergraduate international enrolments as one element of Western's internationalization is provided in Exhibit IV, Appendix 4.

A. Hrymak, Provost & Vice-President (Academic) discussed the proposed plan with Senators, noting that student diversity in country of origin and program of interest were key elements in the decision to consider an international college with an articulation agreement model at Western. Concerns relating to the potential impact that the COVID-19 virus could have on potential recruitment efforts at the university level, as well as the potential benefits for future risk mitigation if the pool of candidates for international students was more diverse, are key strategic factors supporting the proposal of a future agreement with Navitas. Alternative models to expand Western's footprint internationally have been considered and weighed against the option of having an international college at Western.

Senators provided questions in advance of the meeting with respect to the discussion document on undergraduate international enrolments. A. Hrymak provided comments at the Senate meeting. The responses to the questions are provided in S.20-32.

A Senator proposed that Senate consider alternatives to the Navitas model. She noted that it was not clear how the students enrolled in the Navitas pathway model would determine which Western programs the students would enter following their preparatory year. A. Hrymak advised that at this time, the University was not entertaining alternative models.

S.20-30 **Information Items Reported by the Senate Committee on University Planning**

Report of the Senate Committee on University Planning, contained the following item that was received for information by unanimous consent:

- Report on Year One Class and Entering Averages

S.20-31 **ANNOUNCEMENTS AND COMMUNICATIONS** [Exhibit V]

Exhibit V, Announcements and Communications was received for information. The report from the Board of Governors (January 23, 2020) was included in the report.

S.20-32 **DISCUSSIONS AND QUESTION PERIOD**

Q1 S. Pitel, Senator

Two questions relating to the report “Undergraduate International Enrollments” and the details (starting on page 5) about “a proposed partnership with Navitas (if there is one)” and how it would operate:

1. None of the Canadian, Australian or British universities that have partnerships with Navitas would be considered leading or elite universities within their own country or internationally. What does Western assess the impact on its national and international reputation will be if it chooses to partner with Navitas?
2. In a possible partnership with Navitas, what consideration has Western given to structuring the partnership so that the instructors are employees of Western and thus covered by the Faculty Collective Agreement or to otherwise structuring it so the instructors have the same protection and working conditions as Western instructors?

A. Hrymak, Provost & Vice-President (Academic) noted that he did not see a direct correlation between a partnership with Navitas and QS World University Rankings, and that the QS rankings for the universities partnered with Navitas were similar to Western. He acknowledged that, if students are recruited into the Navitas program that are not prepared for university studies, this may impact the university because the reputation of the university is based on graduate data. The benefit of working with Navitas would be an increased number of prospective international students considering Western as a destination institution. Navitas has an extended recruitment network, increasing Western’s exposure to a larger number of prospective candidates. This could be a positive move for Western, increasing Western’s engagement. With respect to the question relating to whether the Navitas instructors would be employees of Western and covered by the Faculty Collective Agreement, the Provost noted that the employment of Navitas instructors would require further discussion.

Q2 A. Borchert, Senator

At UBC, Vantage College plays a role that is in some respects similar to the colleges run by Navitas. But a crucial distinction is that Vantage College is not outsourced but rather is part of UBC. The work is performed by employees of UBC. Its website indicates “UBC Vantage College is the only international college of its kind at a top-tier university in Canada. The program is taught by UBC faculty, courses are full UBC courses approved by Senate. Our students are UBC students who receive an undifferentiated transcript.” What steps has Western taken to explore a similar initiative at Western?

In light of Western’s considerable success over the past decade at increasing its levels of international undergraduate students, what evidence supports Western’s position that it does not have and could not develop the internal resources to improve its own recruiting, achieving greater diversity of home countries and programs of study over the coming decade?

A. Hrymak, Provost & Vice-President (Academic) advised that UBC has their own international college but does have a much higher international student enrolment rate. Western could consider a similar model, but this approach would not address the concerns or mitigate the risks associated with the need to diversify country of origin and program of study for international student recruitment. The concern with the approach used at UBC would be the duration of time required to set up the same infrastructure at Western. The benefit of the Navitas model, is that the university would benefit from leveraging their recruitment network, while internal resources continue to focus on increasing other enrolment efforts.

A Senator requested clarification on what would happen to services such as Western English Language Centre (WELC), if the Navitas model was implemented. A. Hrymak noted that, WELC services would continue to be supported though the university and that if an international student college program was developed, WELC would remain the provider of English as a second language services on campus.

Q3 J. Toswell, Senator

In the Senate presentation in favour of renewing the University of Manitoba agreement with Navitas, Dr. Collins (the senior administrator making the presentation) states that from December 2007 to December 2015 Navitas had admitted a total of 1720 students, of whom 1610 graduated to become registered students at Manitoba, and of whom, in February 2017, 505 students had graduated with University of Manitoba degrees. This suggests very low retention and graduation rates once Navitas students join the university cohort, and for me is a major issue of quality.

Does the senior administration at Western have data that would refute this material, presented both at Senate and at Board of Governors at University of Manitoba in April 2017?

A. Hrymak, Provost & Vice-President (Academic) noted that in reviewing the cohorts outlined in the presentation from the University of Manitoba, it wasn't until the 6th cohort of international students recruited into the Navitas program, that the university had a substantial number of students who were eligible to graduate. During the review period, many of students would have been in their second, third or fourth year of university studies, impacting the resulting data referred to in the minutes.

Q4 S. Trosow, Senator

Recognizing that Western needs to step-up its recruitment efforts in order to diversify both the country of origin of international students and the range of their intended majors, my question deals with the decoupling of contracting for recruitment assistance from actual content delivery. There is a very strong and viable market for stand-alone recruitment services, and Western has the option of engaging with these services without taking the further step of engaging a contractor for actual content-delivery.

Four related questions:

- 1) Has Western given any consideration to using private recruiters to find international undergraduate students, rather than having the actual content delivery contracted out to a private third-party?
- 2) Other than Navitas, has Western considered or consulted with any other organizations or entities about increasing its international undergraduate enrollment?
- 3) If the central concern, and demonstrated need, is the increased recruitment of international students in a diversified manner, why must this function be coupled with the contracting- for course delivery?
- 4) Is there a separate and independent reason why Western needs to contract -out course delivery other than the need for recruitment assistance? Is there some deficiency or inability for existing programs to successfully deliver first year content to international students?

A. Hrymak, Provost & Vice-President (Academic) indicated that Western has not considered private recruitment firms or other organizations for a number of reasons. The specific interest in working with Navitas centered around the organization's experience with international student recruitment and preparatory support of first-year international students. Furthermore, Navitas has over a decade of experience in Canada. While, the university could partner with another organization or attempt to recreate this model independently, the benefit of working with Navitas includes a continuity of information for recruits and their families as well as the benefits of a seasoned program designed to care for the students. He noted that it was important for Senators to remember that there are two levels of oversight within this process: the first, for students to get into the international college; and, a second, to apply to Western for admittance into their second year of studies. The benefit of a program like Navitas, is that the program has been developed from years of working with international student recruits, with knowledge of the resources needed to adequately support non-native English speakers, as well as an in-depth understanding of the cultural, educational and training differences that impact the success of these students.

Q5 D. Brou and M. Cleveland, Senators

See [Appendix 2](#) for the list of questions submitted.

A. Hrymak, Provost & Vice-President (Academic) advised that there was a general awareness of other programs that are available relating to international student recruitment and support, but that the Navitas model stood out due to its global recruitment strategy, the partnership model, their student experience, and specific experience within Canada. The international college model would mirror systems that the University already has in place, namely that the tuition and grade averages would be similar to those at Western. With respect to concerns relating to financial supports for international students, he advised that the University had considered a number of models.

With respect to concerns relating to the decision-making processes, A. Hrymak advised that the processes to approve academic content would mirror those used for an articulation agreement. The Navitas agreement would be presented to Senate for academic oversight, while the financial elements would proceed to the Board of Governors for approval. The program administered by Navitas shadows first-year programs provided at Western. Core curriculum work is assigned from the faculty or program instructor, in those departments and programs that are interested in participating in the Pathways program. As the recruitment for Navitas increases, the number of pathways offered at Western could increase.

If a Navitas college is approved, Navitas would collect tuition on behalf of the admitted international student recruits and each party would provide services as outlined in the Affiliation Agreement. Navitas would use the Western brand to recruit international students into the Pathways program. The structure of flow through funding would need to be addressed. Faculties that participate in the Pathways program would also benefit from the flow through funding and from royalties.

In relation to equity, A. Hrymak indicated that the Navitas students he met during the visits, appeared to have had a positive experience in the pathway that supported their progression to university. Students can apply either to the Pathway program or directly to the University.

The Provost commented that in relation to whether there was an urgency to enter an agreement, he noted that there is an ideal window of opportunity, which means a decision should be taken as to whether to pursue the opportunity or not. If the University is to attain an international enrollment of 20%, with diversification of home country and program of choice, an international college would support attaining these goals more quickly.

A Senator requested clarification on whether there would be an impact on Western International admissions staff. Furthermore, would the staff hired for the provision of services via Navitas be employees of the University? A. Hrymak advised that, in the case of Navitas staff and faculty within Canada, they would be staff of the international college and not of Western.

Responding to concerns relating to academic autonomy within the parameters of an agreement between the University and Navitas, A. Hrymak advised Senators that the course materials provided by Navitas

instructors would be materials vetted by the participating faculties on campus. The University would evaluate the college materials, using processes similar to the current processes in place for the affiliate campuses.

Q6 A. Chant, Senator

In the fall, Western offered an incentive to staff whose combined age plus years of service was at least 85. Several staff have accepted the incentive and will retire in just over two months, on April 30, 2020. Staff play a critical role in the research and teaching missions of the University, and the Associate Vice-President (Human Resources) shared a similar sentiment on the importance of staff at the December meeting of Senate, indicating that a higher threshold to qualify for the retirement incentive was selected for staff relative to faculty (where the threshold was 75) to avoid the consequences of losing so many staff at one time. To that end, replacement of retiring staff will be essential to the success of the University. Unfortunately, I am receiving reports that approval for replacing positions and posting of job ads is progressing slowly, with some units failing to make any progress despite the looming April 30th deadline. Consequently, I have a handful of questions associated with efforts to replace staff:

1. How many staff have accepted the retirement incentive? Of these, how many are being replaced in the same capacity (e.g. continuing, full-time, etc.)?
2. Will these positions be filled before the April 30th retirement date, in order to allow for training of new staff by departing staff in order to retain the vast institutional knowledge these staff possess? Failing that, will they be filled by the April 30th deadline?
3. In the event that positions are not filled until after the retirement deadline passes, necessitating temporary coverage of newly vacant roles by existing staff, will the University commit to appropriately compensating staff who are forced to take on additional tasks to maintain smooth operations within the University?

J. O'Brien, Associate Vice-President (Human Resources) advised members that 116 staff have accepted the retirement incentive packages. Many of the vacancies will be filled, in consultation with the various campus units, in keeping with their budget plans. She noted that currently, 60 positions were in the process of being filled, with some vacancies being prior to April 2020. Some of the vacancies are sessional, and these roles would be filled in the forthcoming months.

S.20-33

NEW BUSINESS

A Senator provided the Vice-Chair of Senate with a notice of motion to be considered by the Operations/Agenda Committee at its next meeting.

The Notice of Motion read as follows:

Whereas, in response to negotiations between The University of Western Ontario and Navitas, a for-profit recruiter and educator of international students, to establish a 10-year contract for services; and

Whereas, Section 29 of the University of Western Ontario Act (the "Act") provides "The Senate is responsible for the academic policy of the University."

Senate notes that the potential partnership with Navitas involves the academic work of the University, which explicitly falls under the remit of Senate in the UWO Act; and therefore the articulation agreement/partnership/credit transfer/affiliation agreement/contract to engage in the academic work of Western must come to Senate for approval.

ADJOURNMENT

The meeting adjourned at 3:48 p.m.

A. Shepard
Chair

K. Kwan
Secretary

Planning Update and Recommendations for the Faculties

Year 2 of Two-Year Cycle

Senate
February 14, 2020

Context: External Factors

- Over 2/3rd of our Operating Revenue derives from “government controlled” sources
 - Operating Grants and Domestic Tuition Revenue
- Domestic Tuition Rolled-back 10% in 2019-20 and then held flat for 2020-21
- Awaiting Spring 2020 Provincial Budget for Grant Funding Information
 - Current Assumption: No Change

Context: Internal Parameters

- Moving to 2nd Year of Two-Year Transitional Planning Cycle
- No Changes to Parameters established last year
 - Standard 3% IBA plus Additional 2.5% Reduction in each of the two years
 - Enrolment-related Revenue Sharing
 - APF and SUPF
 - Funding for University-wide Priorities

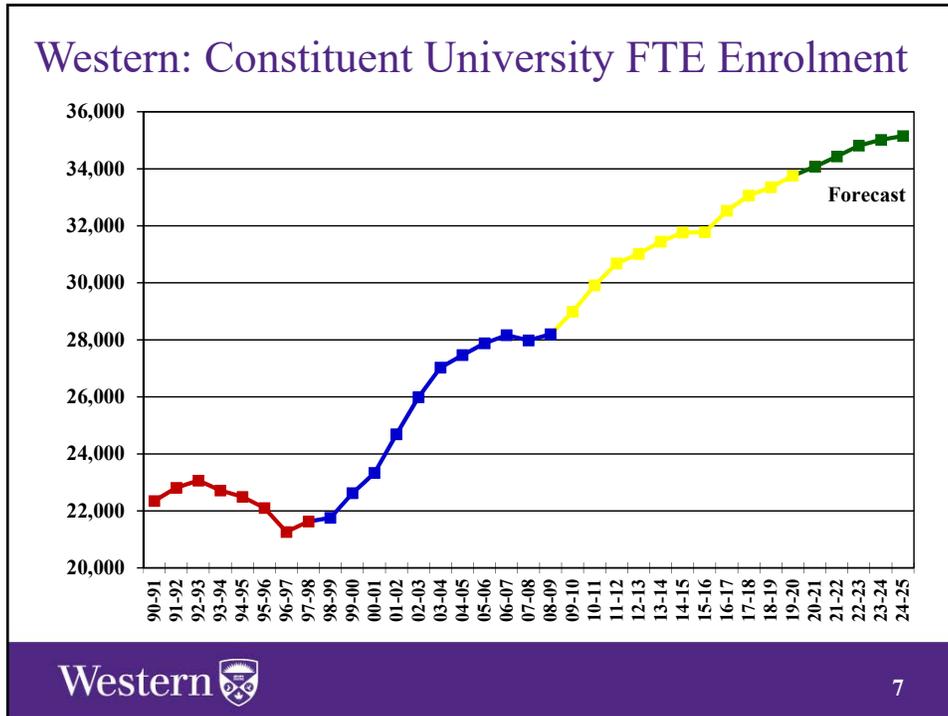
Update on 2 Major Items in 2019-20 Budget

- **Efficiency & Innovation Fund** -- \$10M one-time
 - 25 Proposals Received (totaling \$6.2M)
 - 7 Proposal met the program's parameters (\$2M)
 - Unspent funds to be used for University-wide Priorities in next multi-year cycle
 - 2 Proposals involving IT infrastructure are being funded through the IT Infrastructure Fund
- **Voluntary Retirement Programs**
 - 62 faculty and 116 staff accepted offers

Update – as of February 1, 2020

SUEPP-approved Enrolment Forecasts For Budget Planning Purposes – for 2020-21

- **Undergraduate**
 - First-year class of 5,430 – which includes 830 international students
 - Based on input from Deans and student / educational quality considerations
- **Graduate** – sum of plans submitted by the Faculties
- Enrolments for future years to be reviewed as part of next year's planning process



- ### Consideration of University Priorities in the Context of our Strategic Plan
- **Indigenous Initiatives**
 - New Budget Unit; New Facilities
 - **Entrepreneurship Initiatives**
 - Base allocation last year; New Facilities
 - **On-Line Education**
 - Awaiting Report of the Provost’s Taskforce
 - **Data Strategy**
 - PDF Strategy to support research and skills workshops underway
- Western  8

Consideration of University Priorities in the Context of our Strategic Plan

- **Undergraduate International Enrolment**
 - Exploring options for expansion . . . while ensuring diversification of source and destination
- **Enhancing Scholarship/Research Impact & Profile**
 - Vice-President (Research) collaborating with Provost and Deans
 - Continuation of IDI Program
 - Academy for Advanced Scholarship/Research

Consideration of University Priorities in the Context of our Strategic Plan

- **Long-Range Space Plan – Projects currently under consideration**
 - Medical School Facilities, including collaborative initiatives with Science
 - Academic and Community/Gathering Spaces
 - similar to UCC
 - Residence Projects
 - Parking Structures

Consideration of Other Pressures

- Employee Compensation
- Space/Facilities Costs
 - Utilities, Deferred Maintenance, Operating Costs
 - IT Infrastructure
- Increased demand for Services from our Students, Faculty, and Staff

Faculties' Budget Recommendations

Development of Faculty Recommendations

1. Enrolment-related Revenue Sharing
2. Academic Priorities Fund (APF)
Allocations – Base and One-Time
3. Small(er) Capital Projects

Revenue-sharing Mechanism

1. Must maintain overall enrolments/teaching at 2017-18 WTUs (i.e. baseline)
 - Falling below baseline will result in annual claw-back
2. If within 3% of baseline, Faculties eligible for Revenue Sharing – both domestic and international
3. Undergraduate – 40% of incremental tuition
 - Direct-entry: 30% based on enrolments; 10% based on teaching
 - 2nd-entry: full 40% based on enrolments
4. Graduate – 50% (or 60%) of incremental tuition

Revenue Sharing Allocations

	2019-20 Actual	2020-21: Fall 2019 Est.	2020-21: Feb 2020 Update	Difference
Arts & Humanities	0	0	0	0
Education	1,236,160	2,087,948	2,178,499	90,551
Engineering	79,233	1,745,138	1,755,176	10,038
Health Sciences	735,598	745,142	810,375	65,233
FIMS	421,175	347,251	454,033	106,782
Law	33,666	0	0	0
Medicine & Dentistry	0	57,176	209,358	152,182
Music	25,726	234,874	237,101	2,227
Science	1,638,091	3,166,917	3,208,824	41,907
Social Science	1,327,267	577,949	710,057	132,108
Total	\$5.50 M	\$8.96M	\$9.56M	601,028

Context for Provost's APF and Capital Recommendations for the Faculties

- Recommendations based on consideration of:
 - Faculty's overall resource situation relative to enrolments/teaching
 - Undergraduate and graduate program expansion or development of new programs
 - Projected Revenue Sharing Allocations
 - Resources relative to similar programs/Faculties
 - Cost Structure Variations among disciplines/Faculties
 - Relationship between resources, enrolments, and faculty/staff complements
 - Scholarship/research activities and new initiatives – including interdisciplinary or cross-Faculty initiatives

Summary of APF and Capital Allocations for the Faculties – over the 2 Years

- APF Base Allocations
 - \$1.1M in Round 1; \$750K in Round 2
- APF One-Time Allocations
 - \$1.2M in Round 1; \$1.1M in Round 2
- Capital Funding Support
 - \$2.6M in Round 1; \$1.5M in Round 2

Next Steps

- Feb 7th: Budget Letters delivered to Faculties
- March 16th: Faculties submit Final Plans
- April 30th: Provost's Response

- Mid-to-Late February – develop Support Unit Recommendations
- March – develop Full University Budget
- April – Budget at SCUP, Senate, P&F, and Board of Governors (on April 23rd)

End

QUESTIONS FOR SENATE

D. Brou and M. Cleveland, Senators

We have received many questions and heard many concerns about Navitas. Below, we provide a (lengthy) list of questions received from colleagues. We have attempted to organize them according to what we see as the main concerns. Admittedly, many of these questions may not have defined answers yet, but they represent at a minimum the information that our colleagues would like to have in order to make an informed decision.

ACADEMIC MISSION

Issue: Though many of the questions focus on the details, we would like to emphasize that a major concern was more fundamentally about whether Western should even be considering the possibility of developing a relationship with any private-sector provider.

Specific Questions:

- Why would we want to be part of a system that contributes to the privatization of higher education?
- Don't we have a duty as a public non-profit institution to stave off such efforts and prioritize affordability, access and equity for all in the system?

DECISION-MAKING PROCESS

Issue: It is not clear what process will be followed in making the decision to contract with Navitas. Faculty want to know how and when they will be able to advocate for their position on this important issue.

Specific Questions:

- What is the procedure for making this decision?
- Who makes the final decision?
- Who will be consulted? How?
- There are numerous mentions to Western approved 1st year pathways. And there is a brief mention that these will be determined through consultation with Deans and Units. How exactly will this determination take place? Will it be at the faculty or department level? How will units be given the voice and authority to either say no or to advocate for yes?

PROCESS IF NAVITAS HIRED

Issue: In order to make an informed decision on this important issue, faculty members want more detail on the terms of the deal. In particular, there is concern about the pressures the contract will exert on Western decision-makers (either de jure or de facto).

Specific Questions:

- How much is the estimated royalty that Western will get per student from Navitas?
- What is the oversight mechanism to ensure that incremental revenues flow into Units?
- How much incremental revenue is projected?
- Is it possible to negotiate a shorter contract? Are there any benefits to Western of making such a long commitment?
 - If Navitas already has the infrastructure in 70 countries, surely they would not need 10 years to prove themselves. A long contract offers all the benefits to Navitas and none to Western.

Western enjoys its ability to be flexible - why is this different?

- What is the commitment Western would make to ensure Navitas students enter into 2nd year programs and also graduate?
 - For instance, the agreement requires that the graduation rate be similar to non-Navitas international students. Does this put pressure on Western to graduate these students? Also, students from Navitas are required to have a 70% average to transfer into second year. Does this pressure Navitas to inflate grades? How will this be monitored? Who will do it?

EQUITY

Issue: The terms under which Navitas employees are hired are not well understood. Faculty members are concerned about perpetuating an underclass of precarious jobs, as well as a different class of undergraduate student.

Specific Questions:

- What are the terms of the employment contracts that Navitas will use to hire instructors?
 - Why are these individuals referred to as instructors? Surely if they are teaching first-year university level courses they would need to be considered faculty members? How do wages and working conditions and employment stability compare with current faculty at Western? Does anyone have an opinion on whether less favourable conditions would impact quality standards? Are we comfortable with creating an additional lower tier to the teaching faculty when the University already faces major challenges with equity across the full-time and part-time faculty?
 - The report suggests that people currently teaching at Western may be hired by Navitas but outside of the bargaining unit. The report also indicates that Western will 'vet' the instructors hired by Navitas. This sounds very much like a sub-contracting arrangement designed to side-step an existing collective agreement. Western has oversight over courses and the hiring process, but they are not the legal employer and allow a for-profit company to contract out the work for less. This is a direct affront to the efforts being made at this campus to achieve fairness and equity across all of the teaching faculty. Is it a prime example of what American economist David Weil has termed the fissured workplace and has called out as a serious issue in the modern economy. Have any of these issues been considered?
 - What kind of access will Navitas faculty have to any self-governance or collegial governance processes at Navitas? Will they have any access to the collegial governance system at Western as Western will be their workplace and decisions made by this body will impact their working conditions?
- Are we creating a dangerous double standard with this model? Regular international students are taking courses in first year in large classes that Navitas students can take in classes of 40. And given this report, the courses could be the same and even taught by the same faculty member. This seems to be an equity issue.

NEED/URGENCY FOR THIS DECISION

Issue: Given that Western has dramatically increased its enrolment of international students over the past few years (Table in Appendix 3 page 2) and the attainment of 16% enrolment in 2018-19, it is not clear that the University needs outside help with this issue.

Specific Questions:

- What is Western's target proportion of international students? Has this number changed recently?
- If Western plans to increase international enrollment, is there a desired rate at which we want to achieve this?
 - The report seems to indicate that a decision was made to hold at 12% for this past academic year due to concerns from Departments and Faculties - particularly MOS. Does this not signal a reason to continue to be prudent and cautious in further growth in this area? And given that we did reach 16% in 2018-19 - isn't this our target goal? Later in the report this creeps to 20% - what is the end game here?
- What are Western's targets for diversification of source country and target program?
- How does Navitas propose to help Western to get international students into different programs?
- Why is there such a concern to enter into a partner agreement with an International College to increase these numbers?
- The report indicates that lack of diversity of the home country is an issue and that it will be far too expensive for Western to be able to recruit more broadly. What is the evidence for this claim?
 - The write-up on page 4 of Appendix 3 under the Looking Forward heading give very little evidence and detail for the claims that Western could not address its internationalization goals in house. Have attempts even been made? If yes and they failed, what is the evidence for that? If no, surely it makes more sense to spend some time expanding those efforts rather than creating a whole new system of international student education at this university.
 - The report states that Western cannot duplicate the infrastructure that Navitas has in the short to medium term. Is our urgency for increasing international enrolments so great that we cannot engage in long term planning on this front so as to utilize and build our in-house capabilities? What does short and medium term mean in actual duration? What is the evidence that we could not achieve our goals without Navitas? Given that many departments and faculties are struggling with the current levels of international students, is the rush prudent?
- How many other 'clients' does Navitas have?
 - It sounds like an impressive figure to say that Navitas has 4500 recruitment agents in 70 countries. What percentage of their time will be devoted to Western specifically? If they are so successful, surely they have other clients. Do you have any evidence of how Navitas agents operate in these countries and whether they meet Western's standards?
- How successful has Navitas been at providing these services in the Canadian context?
 - The report notes that Navitas operates in two other universities in Canada. Do you have any evidence about how that experience has gone? Who have you consulted with and what have you learned? Do you have any sense of how many universities in Canada have been approached by Navitas and turned them down? Have you consulted with these universities to understand why they made these decisions?

OPERATIONAL AND INVESTMENT IMPLICATIONS

Issue: Going ahead with Navitas will have important implications for infrastructure and workload. More information on these is desirable.

Specific Questions:

- What will be the additional infrastructure requirements?
- Who will be expected to pay for these? Western or Navitas?

- In the SUEPP report (Appendix 1) point 5 says that we should continue to monitor the size of the first year class so as not to reach a level that cannot be accommodated within the current physical infrastructure. How does the plan for an International College jive with that statement? The physical resources already seem quite strained on campus.
- How will Western accommodate overall enrolment growth in terms of physical resources and staff and faculty resources?
- What will be the implications for the workload of current faculty and staff at Western?
 - Western will have academic oversight for course content and student assessment. What does this mean exactly? Who will be doing what, when and how? Is there any concern that asking faculty and staff to be involved in this new work would contravene existing collective agreements and workload documents?

OTHER

- The report states that Navitas will recruit students in line with our quality and diversification requirements and objectives. What is the evidence that they will do this?
- What evidence contributed to the preliminary assessment that Navitas is committed to student centered service oriented delivery? Are they also committed to affordable education and equitable access to higher education?
- Why wouldn't the students recruited by Navitas just apply to Western for their 1st year?

Western

Entrepreneurship



Take flight.

Eric Morse,
Special Advisor to the President & Director of
Entrepreneurship

A Proud Tradition

Western is not new to entrepreneurship.

Since 1878, Western has been erasing notions that the missions of universities run counter to the ambitions of entrepreneurs by marrying the unrivaled strengths of the university setting with the needs of those who possess great ideas that excite the world. In fact, our expanded ecosystem will be built from an established strength of foundational Western programs.



A Proud Tradition

Since 2005, the Pierre L. Morrissette Institute for Entrepreneurship at the Ivey Business School has been recognized globally as a premiere resource for entrepreneurship research and education. The Institute supports research and provides entrepreneurship learning opportunities at the undergraduate, graduate and executive levels.



Pierre L. Morrissette
Institute for Entrepreneurship



A Proud Tradition

- Propel Entrepreneurship provides co-working space, mentorship, significant programming including the Propel Summer Incubator (PSI), seed funding, events and acts as an advocate for local startups in the community.

Since 2014, approximately 450 student-led startups have received assistance through Propel. More than 100 of those companies are continuing to grow and contribute to the Canadian economy.

Propel

Entrepreneurship | Western University



A Proud Tradition

- Born out of a partnership between The University of Western Ontario, Robarts Research Institute and Lawson Health Research Institute, **WORLDiscoveries** draws upon a mix of industry connections, sector-specific market knowledge and business development expertise, to help researchers and local inventors commercialize their discoveries through licensing and new company spin-offs.
- In delivering this value proposition, WORLDiscoveries will be a material contributor to the sustained financial health and vitality of London's Research Row and the community at large.



A Proud Tradition

- For over 15 years, Desired Sensation Level (DSL) software developed by Susan Scollie, Director of Western's National Centre for Audiology, has helped clinicians around the world provide millions of infants and children with the gift of hearing thanks to individually customized hearing aids created with the software.
- The brainchild of Ruth Martin, Associate Dean in the Faculty of Health Sciences, the Abilex device, produced and sold by Trudell Medical International, helps those who have lost their ability to swallow and speak, to exercise the muscles and rebuild the muscles in the jaw, mouth, and tongue, rehabilitating their lost abilities.
- Established in 1998, EK3, now Cineplex Digital Networks, produces and manages narrowcasting and digital signage. With over 10 years of research and development experience, EK3 has deployed some of the world's biggest and most complex digital networks using proprietary state of the art technology and patented software.



Morrisette Institute for Entrepreneurship

PURPOSE

- To serve entrepreneurs from start-up, through growth, to succession

VISION

To be the University Community that best develops entrepreneurs

MISSION

Enable any member of the university community to develop as an Entrepreneur for today or tomorrow

STRATEGY

- Engage stakeholders
- Build expertise
- Secure strategic partners

CULTURE

Core values: learning that transforms lives, interdisciplinarity, creator ownership, & academic rigour

METRICS

Engagement & Outcomes

Western Entrepreneurship

At Western, entrepreneurship isn't about widgets – it's about people.

At the heart of Western's approach to entrepreneurship is the knowledge that organizations are built by people, not technology. Western teaches entrepreneurship by focusing on the skills, resources, processes and attitudes that enable leaders to successfully create and grow organizations.



Western Entrepreneurship

We have moved from a managerial economy to an entrepreneurial economy and students know it:

- 8 in 10 students entering University desire an entrepreneurial lifestyle, claiming they would like to start a business someday.
- 6 in 10 students want to start their business upon University graduation.
- For most University Graduates corporate Canada has become a back up plan.

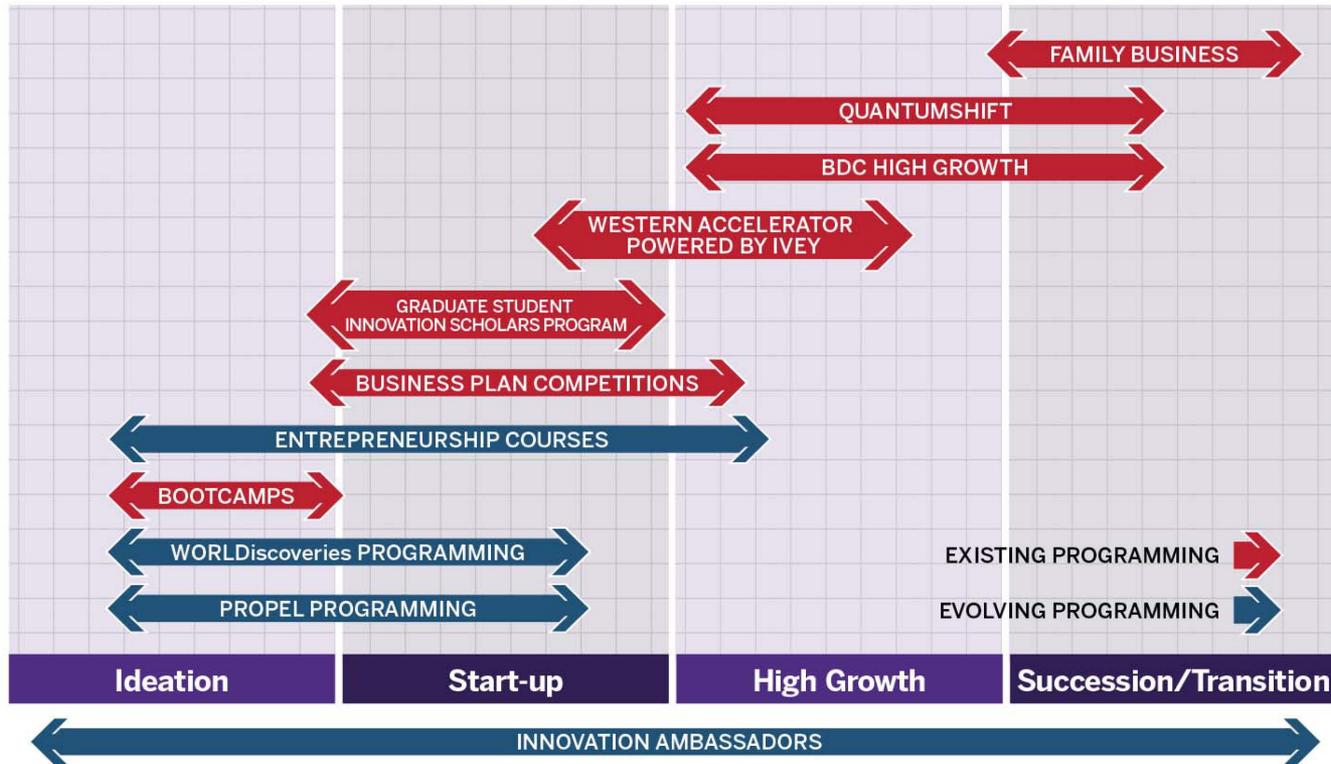


Western Entrepreneurship

The entrepreneurial skillset is an invaluable one that allows individuals inside and outside an organization to act as a catalyst for progress. It is a skillset based on teamwork, creativity, opportunity and grit, and it allows us to tackle the world's toughest problems.



Western Programming Today



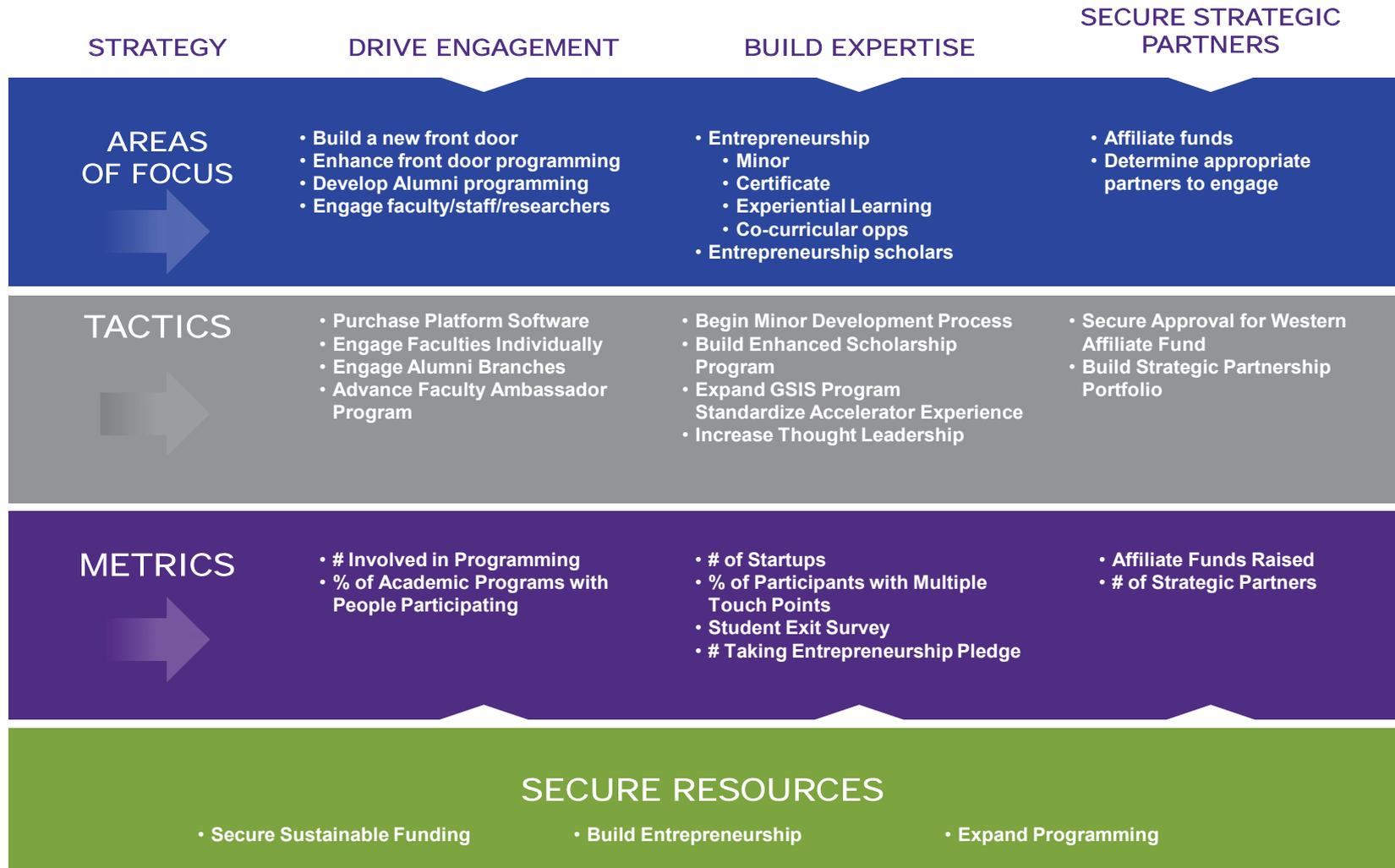
Initiatives

Active Initiatives

- Front door programming (Propel)
 - Events
 - Speakers
 - Contests
 - Advising / Mentoring
- WORLDiscoveries
 - Patent search workshops,
 - Proteus Innovation Competition
 - Medical Innovation Fellows Program
 - Advising / Mentoring



Western Entrepreneurship



Western Entrepreneurship

AREAS OF FOCUS

DRIVE ENGAGEMENT

- Build a new front door
- Enhance front door programming
- Develop Alumni programming
- Engage faculty/staff/researchers

BUILD EXPERTISE

- Entrepreneurship
 - Minor
 - Certificate
 - Experiential Learning
 - Co-curricular opps
- Entrepreneurship scholars

SECURE STRATEGIC PARTNERS

- Affiliate funds
- Determine appropriate partners to engage



Initiatives

Curricular Initiatives

- Create a Certificate, Diploma and Minor delivered by Ivey for students across campus.
- April – Asking for approval at Ivey Business Council to move forward.
- Spring/Summer 2020
 - Continue to consult Deans and Associate Deans on programming
- Fall 2020
 - Go through Dapp process as needed
 - Go through SCAPA
- Deliver Fall 2021



Entrepreneurship Hub

Secure/build Entrepreneurship and Innovation Building

- Currently in process
- Highly visible space critical to high student engagement
- Centralized location has a multiplier effect for all activities that are co-located there
- 40,000 gross square feet



Success Within 3 Years (18 months ago)

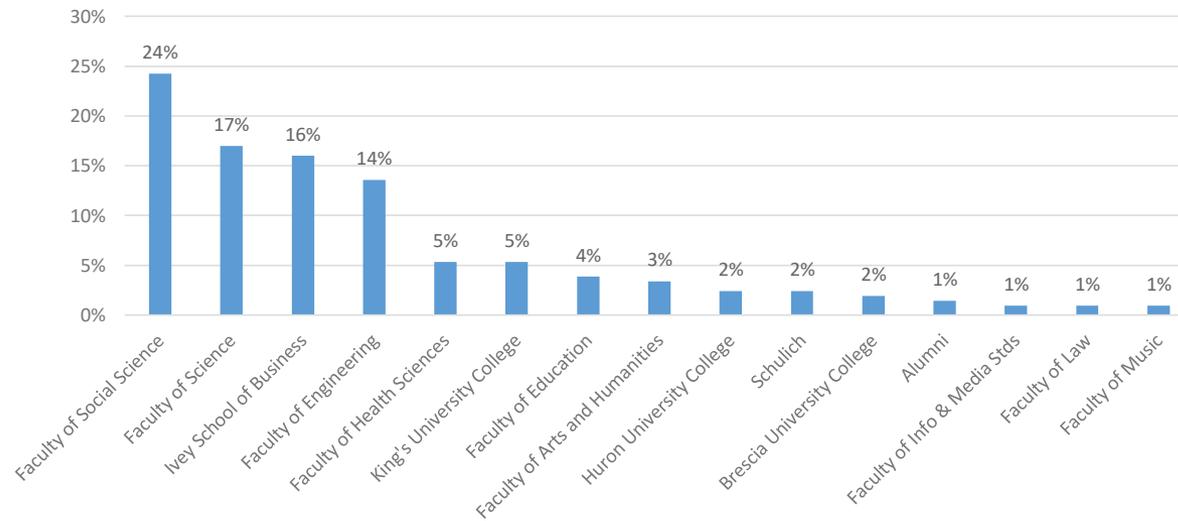
Western Entrepreneurship will...

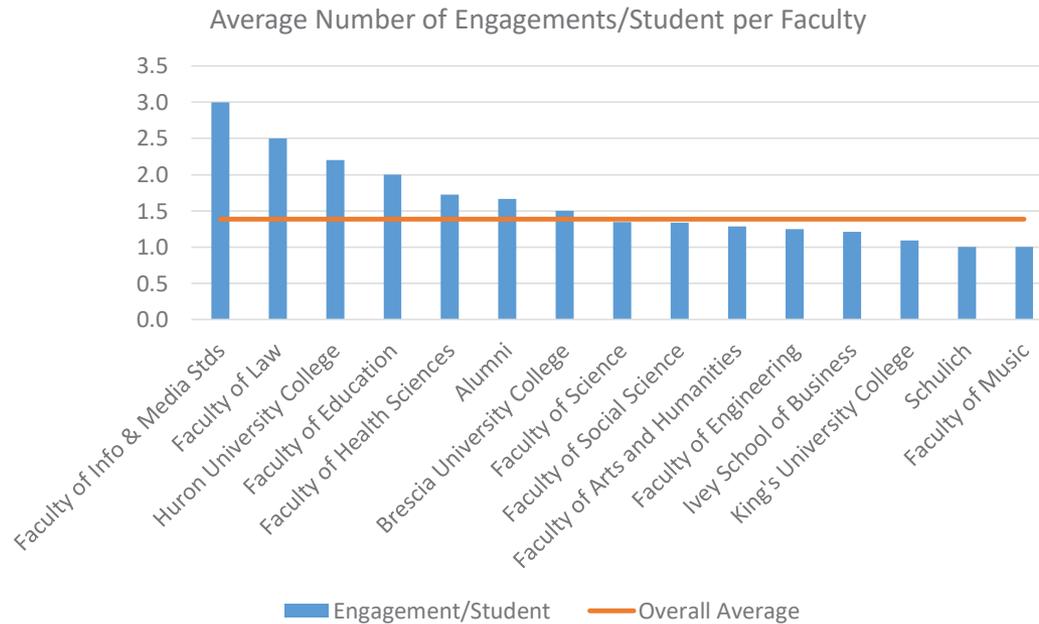
- ✓ Engage 1,000 students across the ecosystem
- ✓ Engage 100 faculty across the ecosystem
- ✓ Engage 20 high-potential entrepreneurs in the Accelerator per year
- ✓ Engage 10 external partners to enhance the ecosystem
- ✓ Tell the world 6 great success stories
- Engage 500 alum across the ecosystem
- Build a sustainable funding plan



Student Participation

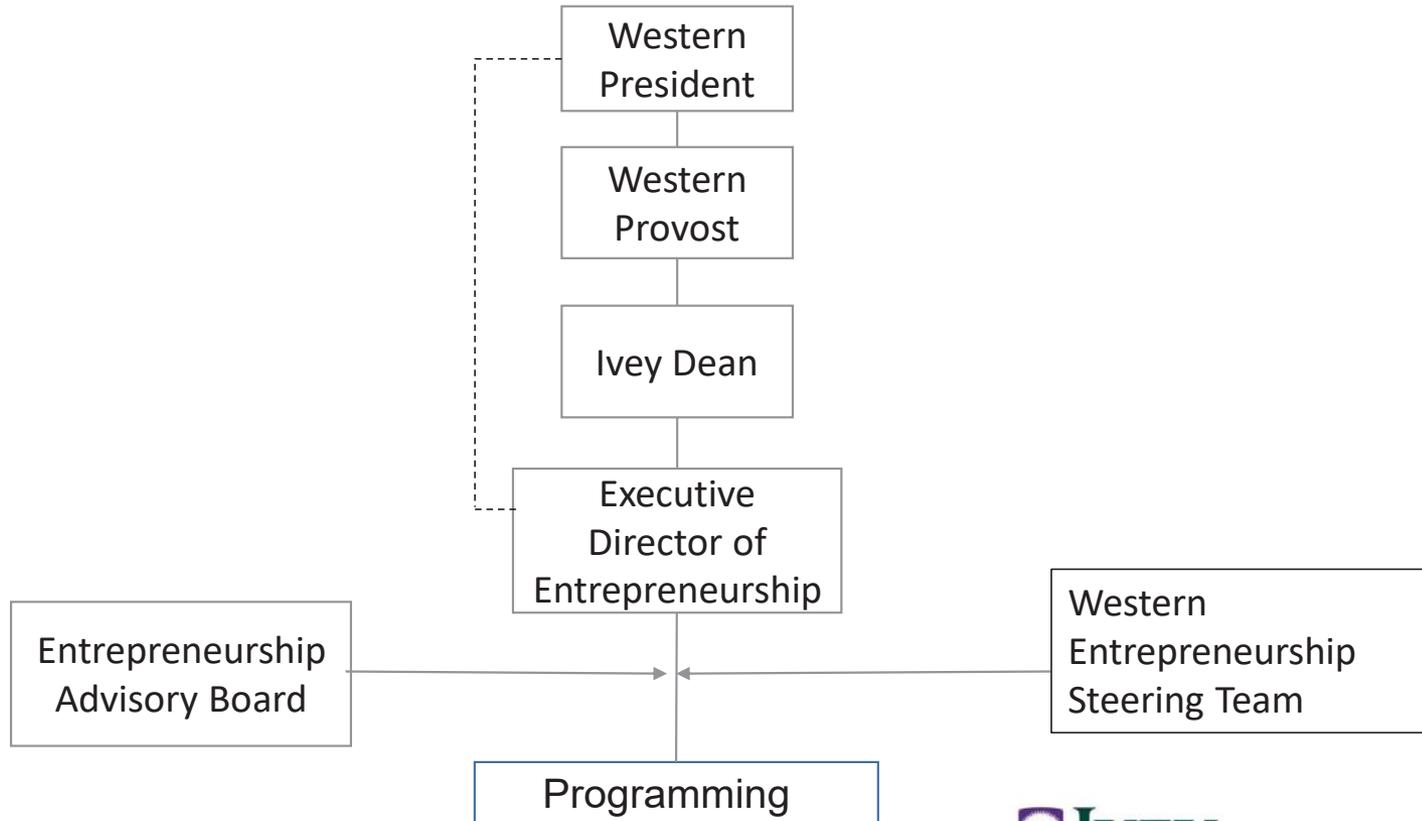
Breakdown of Participants per Faculty





Even though total numbers of students are lower in some faculties, we're finding that the students that come from these faculties are more engaged.

MORRISSETTE INSTITUTE FOR ENTREPRENEURSHIP



Western Entrepreneurship Steering Team



Eric Morse

Ron and Nancy Clark Chair in Entrepreneurship
Special Advisor to the President and Director of
Entrepreneurship



Deniz Edwards

Director of [PROPEL](#)



Lisa Cechetto

Executive Director
[WORLDdiscoveries](#)



Juan Luis Suarez

Professor, Hispanic Studies
Director, The CulturePlex Lab
[Faculty of Arts & Humanities](#)



Burns Cheadle

Director, Science Professionalism &
Entrepreneurship
[Faculty of Science](#)



Kelly Cole

Vice-President
[External Relations](#)



Jason Winders

Director of Editorial Services
[Communications & Public Affairs](#)



David Litchfield

Professor, Vice-Dean, Research & Innovation
[Schulich School of Medicine & Dentistry](#)



Lesley D'Souza

Director, Strategic Communications & Marketing
[Student Experience](#)



Darren Meister

John M. Thompson Chair in Engineering
Leadership and Innovation
[Western Engineering, Ivey Business School](#)

Western Entrepreneurship Advisory Board

Comprised of:

- **Industry and business leaders**
- **Alumni representing faculties across campus**
 - **BA (8), Law (5), Kinesiology (2), Engineering (3),
Sciences (2), Humanities (1), Education(1),
Business (20)**
- **Western leaders**



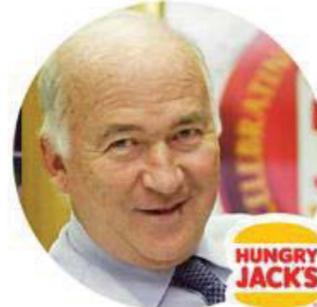
Trailblazers



Michael Katchen, HBA '09



Christine Magee, HBA'82



Jack Cowin, BA'64, LLD'00



Steven Dengler, BA'93



Prem Watsa, MBA'74, LLD'12



Sarah Richardson, BA'93



Bonnie Schmidt, BACS'96, LLD'07



David Patchell-Evans, BA'77, LLD'12

Our Competitive Advantage

We are better at developing knowledge and capabilities in the entrepreneurs with whom we work.

How do we know?

- Our competitive advantage is built upon a proud tradition at Western University
- Educational partner for more than 700 entrepreneurs running the fastest-growing Canadian companies
- We are powered by Ivey – with the largest Entrepreneurship faculty contingent of any institution in Canada and one of the largest globally



Western Entrepreneurship

We are a University that...

- Successfully enables all community members to develop as entrepreneurs;
- Has an active and positive presence in the entrepreneurship community;
- Is able to play an active role in public policy discussions related to entrepreneurship.







President & Vice-Chancellor

REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: March 2020
Re: President's Report to Senate

Dear Senators,

This report summarizes some noteworthy developments since my last report to Senate of February 14, 2020.

Anti-racism working group update: In addition to hosting listening sessions open to all campus community members in February and a series of closed listening sessions scheduled in March with several ethnocultural groups on campus, the ARWG has also opened an anonymous online survey inviting input from all Western students, faculty and staff. The survey will be open until March 19. For more information on the survey and the ARWG's mandate, please visit <https://president.uwo.ca/anti-racism/>.

Coronavirus update: The coronavirus situation remains dynamic and is impacting academic activities at Western involving travel. On February 28, the Canadian government issued an advisory to avoid all non-essential travel to China, and to avoid all travel to Hubei province. This "Level 3" advisory triggers Western's Safety Abroad Policy and subsequently cancels all university-sanctioned travel (including exchange, research placements, field courses, conference travel, or any other travel that has been approved, authorized or supported by a Western University unit, department, staff or faculty member) for Western students to China until further notice. On February 26, the Public Health Agency of Canada updated its list of countries and regions affected by COVID-19. As a result, Western has also cancelled all university-sanctioned student travel from March 1, 2020 to September 1, 2020 for the following destinations: Hong Kong, Iran, Italy, Singapore, and South Korea. While Western's Safety Abroad Policy does not govern faculty and staff travel, we strongly encourage all members of the campus community to follow Government of Canada travel advisories and closely monitor travel advice from the Public Health Agency of Canada. Additional information and resources are available on Western's Safety Abroad website.

Accolades: Please join me in congratulating the following campus community members who, among others, were recognized with special honours in recent weeks:

- Professor **Aleksandra Zecevic** (Health Studies) named among the 2020 cohort of 3M National Teaching Fellows awarded by the Society for Teaching and Learning in Higher Education.
- **Jade Prévost-Manuel** (Master's in Journalism & Communication candidate) named a recipient of the Joan Donaldson CBC News Scholarship, one of eight national awards funding a four-month paid internship with CBC Toronto.
- Schulich Medicine & Dentistry Professor **Aaron Fenster** (Medical Biophysics) and alumnus **Dr. Zane Cohen** (BA'65) named to the Order of Ontario. As an internationally renowned colorectal surgeon, Dr. Cohen is recognized for his distinguished career spanning over four decades, while

Dr. Fenster is recognized for his research career contributions in the fields of 3D ultrasound and image-guided interventions.

Leadership review and selection: Several senior academic and administrative appointments have been made in recent weeks:

- **Britta Baron** has been appointed as the next Vice-Provost & Associate Vice-President (International), effective July 1, 2020 through June 30, 2025. Britta currently serves as the Director of the International Department at Humboldt University in Berlin, Germany, where she leads a team of 60 staff responsible for developing and implementing an institution-wide international strategy. Prior to her current role, Britta was Vice-Provost & Associate Vice-President (International) at the University of Alberta (2006 to 2018) where she led a team of more than 60 staff responsible for international student recruitment (growing international enrolment from 4% to 16% for undergraduate and 20% to 34% for graduate students), education abroad, research collaboration, institutional partnerships, international student services, and international capacity building. Prior to her time at Alberta, Britta held several senior roles with DAAD (German Academic Exchange Service) promoting international education programming in locations across North America, the UK, Ireland and the Middle East. She is currently a member of the Governing Board of Bielefeld University and has served other institutional boards in Canada, the US and Germany. Britta holds undergraduate and graduate degrees from the University of Göttingen and University of Bonn, respectively, and has published numerous academic papers in the field of international education.
- **Althea Blackburn-Evans** has been appointed as Western's first-ever Chief Communications Officer, effective April 6, 2020. This new role will report to me and lead the University's Communications & Public Affairs team. Althea brings more than 20 years of progressive experience at the University of Toronto where she currently serves as Executive Director of Communications Strategy & Stakeholder Relations—a role reporting to the Vice-President of Communications, David Estok, formerly of Western. Althea's experience has covered the gamut from strategic planning, media, government and public relations, and issue and crisis management, to marketing, branding and editorial planning. During her career at Toronto, Althea and the teams she has led have been recognized with several national and international awards for excellence in media and government relations. Her experience will add significantly to our team at Western. Althea holds undergraduate and graduate degrees from Queen's University in Sociology and Women's Studies as well as a certificate in public relations from Ryerson University's Chang School of Continuing Education.

Meanwhile, the work of Senate-appointed selection committees for the following senior administrative positions all remain underway: Vice-President (Research), Dean of Education, Dean of Social Science, Vice-Provost (Academic Planning, Policy & Faculty), and Vice-Provost & Associate Vice-President (Indigenous Initiatives).

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 IV

1.	Results of the Spring 2020 Elections for Membership on Senate	INFORMATION
2.	Senate Membership – Education	INFORMATION

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

3.	Faculty of Engineering: Revisions to the Structure of the Biomedical Engineering Program	ACTION
4.	Revisions to the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music Theory	ACTION
5.	Revisions to the Master of Clinical Science (MCISc), Communication Sciences and Disorders, Audiology Field	ACTION
6.	Revisions to the Master of Clinical Science (MCISc), Advanced Health Care Practice, Manipulative Therapy field	ACTION
7.	Don Wright Faculty of Music: Renaming of the Bachelor of Musical Arts (BMusA) and Bachelor of Musical Arts (Honours Music) programs as the Bachelor of Music and Bachelor of Music (Honours) respectively	ACTION
8.	Brescia University College: Revisions to the Honours Specialization, Specialization, and Major in Food Management and Marketing	ACTION
9.	King's University College: Revisions to the Admission Requirements of the Honours Specialization, Major, and Minor in French Language and Literature, and the Specialization in French Studies	ACTION
10.	SUPR-G Report: Cyclical Review of the Graduate Program in Master of Public Health (MPH)	INFORMATION
11.	New Scholarships and Awards	INFORMATION

Report of the Senate Committee on University Planning – EXHIBIT VII

12.	Vice-Provost's Annual Report on Faculty Recruitment and Retention February 2020	INFORMATION
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The Unanimous Consent Agenda

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

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

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

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

How it works:

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

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

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

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

REPORT OF THE OPERATIONS AGENDA COMMITTEE

Contents	Consent Agenda
Notice of Motion: Senate Resolution on Navitas	No
Senate Vacancies Filled by Appointment	No
Results of the Spring 2020 Elections for Membership on Senate	Yes
Senate Membership – Education	Yes

FOR APPROVAL

1. **Notice of Motion: Navitas**

Senate, at its meeting on February 14, 2020, received the following Notice of Motion regarding Navitas.

The Notice of Motion read as follows:

Whereas, in response to negotiations between The University of Western Ontario and Navitas, a for-profit recruiter and educator of international students, to establish a 10-year contract for services; and

Whereas, Section 29 of the *University of Western Ontario Act* (the “Act”) provides “The Senate is responsible for the academic policy of the University.”

Senate notes that the potential partnership with Navitas involves the academic work of the University, which explicitly falls under the remit of Senate in the *UWO Act*, and therefore the articulation agreement/partnership/credit transfer/affiliation agreement/ contract to engage in the academic work of Western must come to Senate for approval.

Background

At its meeting on March 5, 2020, the Operations/Agenda Committee considered and discussed the notice of motion and determined that it could proceed to Senate for action. A member advised, as a note of clarification, that any agreement with Navitas would not be a contract for services. An agreement with Navitas would be structured as a partnership agreement with an articulation agreement for the academic components. Details relating to the academic components would be supported to move forward to Senate.

2. **Senate Vacancies Filled by Appointment**

Recommended: That the Senate seats be filled for the terms indicated below, by the appointment of the following individuals, at the recommendation of the units concerned:

EDUCATION

Jun Li

Education

July 1, 2020 – June 30, 2022

SCHULICH SCHOOL OF MEDICINE & DENTISTRY

Bertha Garcia	Dentistry	July 1, 2020 – June 30, 2022
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SOCIAL SCIENCE

Tania Granadillo	Anthropology	July 1, 2020 – June 30, 2022
Wolfgang Lehmann	Sociology	July 1, 2020 – June 30, 2022

SGPS – SOCIAL SCIENCE

Jamie Baxter	Geography	July 1, 2020 – June 30, 2022
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SGPS – IVEY

Lauren Cipriano	Ivey	July 1, 2020 – June 30, 2022
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FOR INFORMATION

3. **Results of the Spring 2020 Elections for Membership on Senate**

See [Appendix 1](#), [Appendix 2](#), [Appendix 3](#).

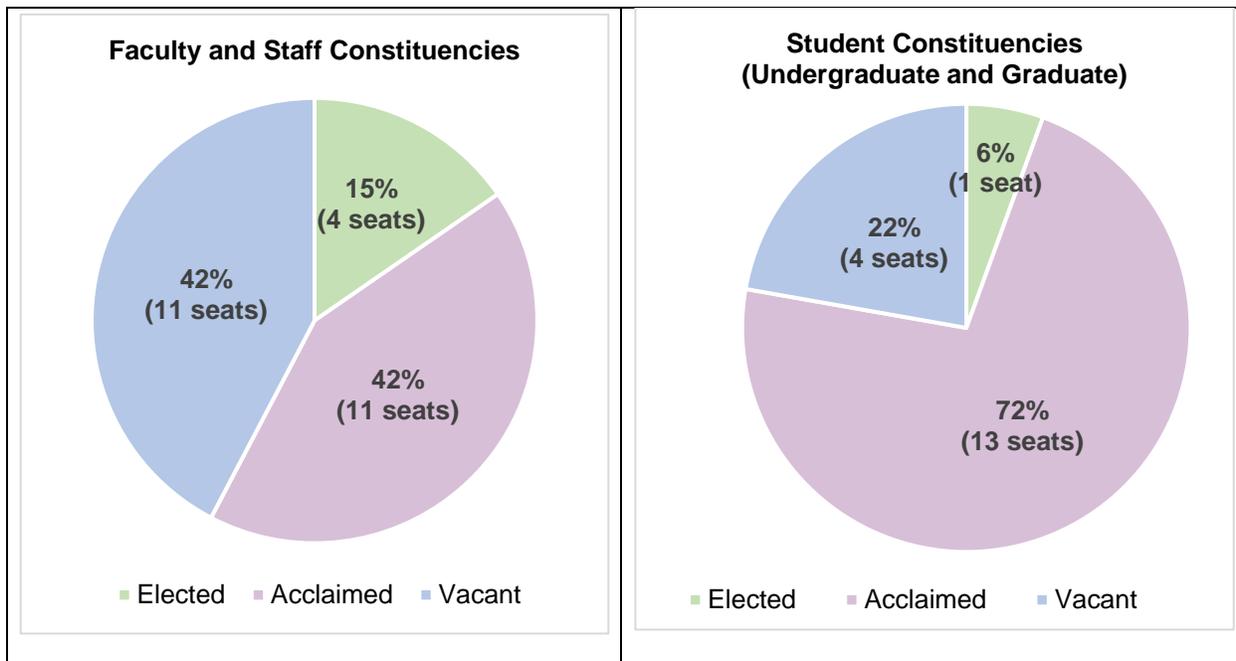
4. **Senate Membership – Education**

The seat held by S. Taylor, representative of the Education constituency, has been declared vacant as a result of a temporary leave and [Paul Tarc](#) has been elected to fill this vacancy for the term (July 1, 2020 – June 30, 2021), in accordance with the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates outlined in the Senate Election Procedures.

FOR INFORMATION

Results of the Spring 2020 Elections for Membership on Senate

1. Distribution of Senate Seats that were filled by Elections, Acclamations, or Remain Vacant to be Filled in Accordance with Senate Election Procedures



2. Results of the Spring 2020 Elections for Membership on Senate – Faculty and Staff Constituencies

CONSTITUENCY	REQUIRED	LAST NAME	FIRST NAME	DEPARTMENT	STATUS
FACULTY					
Arts & Humanities	3	McMurran	Mary Helen	English & Writing	Acclaimed
		Vacant			Vacant
		Vacant			Vacant
Business	1	Radcliffe	Vaughan		Acclaimed
Education	1	Vacant			Vacant
Engineering	1	Jenkyn	Thomas	Mech. & Materials	Acclaimed
Health Sciences	2	Smye	Victoria	Nursing	Acclaimed
		Vacant			Vacant
FIMS	1	Vacant			Vacant
Law	1	Langille	Joanna		Acclaimed
Medicine & Dentistry	3	Dekoter	Rodney	Micro. & Immuno.	Acclaimed
		Gros	Robert	Phys. & Pharm.	Acclaimed
		Vacant			Vacant
Music	1	Cuciurean	John	Research & Comp.	Acclaimed
Science	3	Barmby	Pauline	Physics & Astro.	Elected
		Minac	Jan	Mathematics	Elected
		Yeung	Ken	Chemistry	Elected
Social Science	3	Brou	Daniel	DAN Management	Acclaimed

		Vacant			Vacant
		Vacant			Vacant
SGPS – Business	1	Vacant			Vacant
SGPS – Education	1	Vacant			Vacant
SGPS – Health Sci.	1	Health	Matthew	Kinesiology	Acclaimed
SGPS – Science	1	Corrigan	John	Chemistry	Acclaimed
SGPS – Social Sci.	1	Vacant			Vacant
STAFF					
	1	Kelly	Grace	Research Western	Elected

The Simply Voting certified results for the elections for the Faculty – Science Constituency and Staff Constituency are attached as [Appendix 1](#).

3. Results of the Spring 2020 Elections for Membership on Senate – Undergraduate and Graduate Student Constituencies

CONSTITUENCY	REQUIRED	LAST NAME	FIRST NAME	FACULT/DEPT	STATUS
UNDERGRADUATE STUDENTS					
Arts & Hum/FIMS/Music	1	Walters	Tyrese	Music	Elected
Social Science	2	Migrated to At-Large for 2020			
		Migrated to At-Large for 2020			
Science (incl. BMSc 1 & 2)	2	Pahargarh	Artika	Science	Acclaimed
		Migrated to At-Large for 2020			
Bus/Edu/Engg/Law	1	Harasym	Christopher	Law	Acclaimed
Health Sciences	1	Al-Shamil	Zain	Kinesiology	Acclaimed
Medicine & Dentistry (incl. BMSc 3 & 4)	1	Garabedian	Mark	Neuroscience	Acclaimed
Brescia/Huron/King's	2	Ricker	Libby	Brescia	Acclaimed
		Nestico	Nicholas	Huron	Acclaimed
At-Large	4 + 3 (migrated)	Ghattas	Lina	Schulich	Acclaimed
		Kennedy	Riley	Social Science	Acclaimed
		Rozovsky	Aidan	Social Science	Acclaimed
		Tan	Anthony	Social Sci/Ivey	Acclaimed
		Thomlinson	Parker	Ivey	Acclaimed
		Train	Zachary	Social Science	Acclaimed
		Vacant			Vacant
GRADUATE STUDENTS					
	4	Gifford	Georgina	Women's Studies	Acclaimed
		Vacant			Vacant
		Vacant			Vacant
		Vacant			Vacant

The Simply Voting certified results for the election for the Arts and Humanities/FIMS/Music Undergraduate Senator are attached as [Appendix 3](#).



5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

January 30, 2020

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 - Senate - Faculty and Staff - Jan 2020

Start: 2020-01-28 08:00:00 America/Toronto

End: 2020-01-29 20:00:00 America/Toronto

Turnout: 512 (16.7%) of 3070 electors voted in this ballot.

Senate - Faculty Constituency - Science Constituency - 3 Positions Electable

Restricted to **FOS**

Option	Votes
BARMBY, Pauline, Physics & Astronomy	48 (35.6%)
YEUNG, Ken, Chemistry	33 (24.4%)
MINAC, Jan, Mathematics	22 (16.3%)
BASU, Shantanu, Physics & Astronomy	17 (12.6%)
ZITIKIS, Ricardas, Statistics & Actuarial Sciences	15 (11.1%)

VOTER SUMMARY

Total	55
Abstain	0 (0.0%)

Senate - Staff Constituency - At Large - 1 Position Electable

Restricted to **STAFF**

Option	Votes
KELLY, Grace, Research Western	178 (39.1%)
SMITH, Chris, Office of the Registrar	130 (28.6%)
MORAN, Rodger, Schulich Medicine & Dentistry	80 (17.6%)
BASILE, Erika, Research Western	67 (14.7%)

VOTER SUMMARY

Total	457
Abstain	2 (0.4%)





5160 Decarie Boulevard, Suite 502
Montreal, QC, H3X 2H9 Canada
1 (800) 585-9694

February 7, 2020

Western University Students' Council
340 UCC Building
Western University
London, ON
N6A3K7 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 - Western Senate 2020

Start: 2020-02-04 08:00:00 America/Toronto
End: 2020-02-05 20:00:00 America/Toronto
Turnout: 319 (13.1%) of 2428 electors voted in this ballot.

Arts and Humanities / FIMS / Music Senator

Restricted to **A;IMS;MU**

Option	Votes
WALTERS, Tyrese	191 (62.0%)
BERLIN-BROMSTEIN, Reese	117 (38.0%)

VOTER SUMMARY

Total	319
Abstain	11 (3.4%)



UNIVERSITY RESEARCH BOARD

Contents	Consent Agenda
URB Report (February 2020)	No

FOR INFORMATION

1. **URB Report (February 2020)**

S. Prichard, Acting Vice-President (Research) will present the URB Report (February 2020) contained in [Appendix 1](#).

URB Report | February 2020

Dr. Sarah Prichard, Acting Vice-President (Research)

Canadian Institutes of Health Research (CIHR)

CIHR Fall 2019 competition results, released are indicated below. Western researchers did very well.

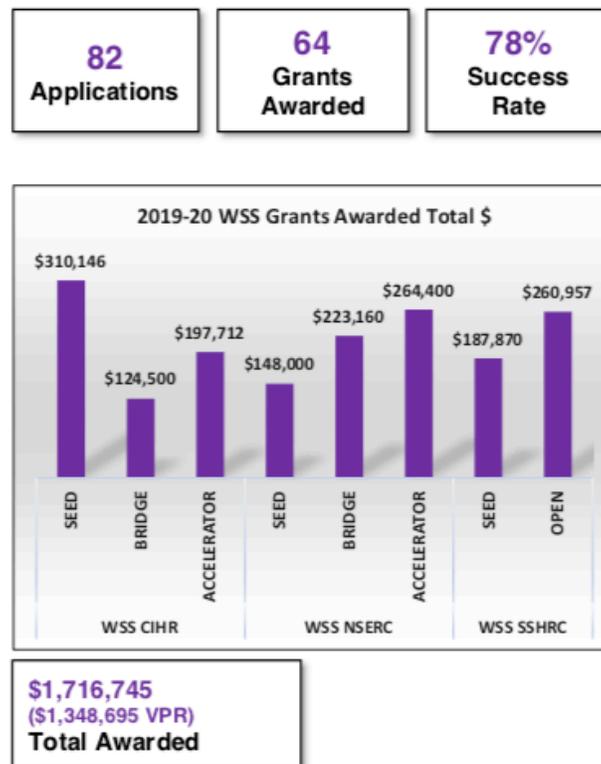
National – 18 % success rate (2183 submitted; 385 awarded)

Western – 23 % success rate (64 submitted; 15 awarded)

Western Strategic Support Program

The 2019-2020 Report on the Western Strategic Support program is complete. Based on the data below, investments made through the WSS programs are providing support and incentive to our community to participate in Tri Council granting competitions.

Summary:



Note: There are faculty matching funds for the CIHR and NSERC competitions. For SSHRC competition, VPR provides total funding

Total WSS Grants Applied & Awarded—Summary

Program	Award Type	Applied	Awarded	Success Rate	Total Awarded
WSS for CIHR Success	SEED	23	14	60%	\$310,146 (\$189,926 VPR)
	BRIDGE	5	5	100%	\$124,500 (\$62,250 VPR)
	ACCELERATOR	7	3	42%	\$197,712 (VPR)
WSS for NSERC Success	SEED	6	6	100%	\$148,000 (\$74,000 VPR)
	BRIDGE	9	9	100%	\$223,160 (\$111,580 VPR)
	ACCELERATOR	9	7	77%	\$264,400 (VPR)
WSS for SSHRC Success	SEED	10	8	80%	\$187,870 (VPR)
	OPEN	13	12	92%	\$260,957 (VPR)
Totals		82	64		\$1,716,745 (\$1,348,695 VPR)

Western Strategic Support for CIHR Success

In relation to the WSS for CIHR Success internal funding program, **success** is defined as a principal investigator that received WSS funding, and then applied for and received a CIHR grant within a two-year time period, which is the objective of the internal funding program.

	With Prior WSS				Without Prior WSS			
	ATTEMPT	SUCCESS	RATE	AMOUNT	ATTEMPT	SUCCESS	RATE	AMOUNT
2012	3	0	0%	\$0	57	8	14%	\$2,647,752
2013	35	6	17%	\$3,221,043	28	5	18%	\$2,506,752
2014	52	9	17%	\$2,345,231	34	6	18%	\$1,363,993
2015	63	13	21%	\$8,360,711	27	4	15%	\$714,895
2016	116	25	22%	\$13,383,530	44	4	9%	\$3,936,113
2017	64	10	16%	\$3,746,325	11	2	18%	\$246,594
2018	84	15	18%	\$5,945,497	19	4	21%	\$1,639,568
Total	417	78	19%	\$37,002,337	220	33	15%	\$13,055,666

2.3 Social Science

	With Prior WSS				Without Prior WSS			
	ATTEMPT	SUCCESS	RATE	AMOUNT	ATTEMPT	SUCCESS	RATE	AMOUNT
2012	1	0	0%	\$0	3	0	0%	\$0
2013	4	2	50%	\$941,710	1	0	0%	\$0
2014	6	2	33%	\$713,340	2	0	0%	\$0
2015	4	0	0%	\$0	2	0	0%	\$0
2016	8	2	25%	\$200,000	0	0	0%	\$0
2017	5	2	40%	\$694,748	2	0	0%	\$0
2018	4	2	50%	\$686,174	3	1	33%	\$650,161
Total	32	10	31%	\$3,235,972	13	1	8%	\$650,161

Western Strategic Support for NSERC Success

In relation to the WSS for NSERC Success program, **success** is defined as a principal investigator that received WSS for NSERC Success funding, and then applied for and received a NSERC grant within a two-year time period, which is the objective of the internal funding program.

Table 1.—NSERC Success for all WSS Applicants, 2012-2018 (all programs combined)

	With Prior WSS				Without Prior WSS			
	ATTEMPT	SUCCESS	RATE	AMOUNT	ATTEMPT	SUCCESS	RATE	AMOUNT
2012	0	0	0%	\$0	45	17	38%	\$2,428,513
2013	18	11	61%	\$1,387,498	26	18	69%	\$2,484,581
2014	20	13	65%	\$1,015,401	27	15	56%	\$1,583,295
2015	41	21	51%	\$3,343,309	14	8	57%	\$1,003,688
2016	50	28	56%	\$4,295,842	12	3	25%	\$401,307
2017	34	18	53%	\$2,313,066	20	8	40%	\$1,195,000
2018	20	10	50%	\$939,763	4	1	25%	\$5,000
Total	183	101	55%	\$13,294,879	148	70	47%	\$9,101,384

2.3 Schulich School of Medicine & Dentistry

	With Prior WSS				Without Prior WSS			
	ATTEMPT	SUCCESS	RATE	AMOUNT	ATTEMPT	SUCCESS	RATE	AMOUNT
2012	0	0	0%	\$0	4	1	25%	\$180,000
2013	0	0	0%	\$0	4	2	50%	\$260,836
2014	0	0	0%	\$0	9	3	33%	\$325,610
2015	8	5	63%	\$1,240,000	0	0	0%	\$0
2016	4	4	100%	\$515,000	2	1	50%	\$101,751
2017	0	0	0%	\$0	3	1	33%	\$250,000
2018	1	1	100%	\$120,000	0	0	0%	\$0
Total	13	10	77%	\$1,875,000	22	8	36%	\$1,118,197

Western Strategic Support for SSHRC Success

In relation to the *WSS for SSHRC Success* program, **success** is defined as a principal investigator that received *WSS for SSHRC Success* funding, and then applied for and received a SSHRC grant within a two-year time period, which is the objective of the internal funding program.

Table 1. SSHRC Success for WSS for SSHRC Success Awardees and Non-Awardees All Faculties & Programs Combined

Total	With Prior WSS				Without Prior WSS			
	ATTEMPT	SUCCESS	RATE	AMOUNT	ATTEMPT	SUCCESS	RATE	AMOUNT
2011					16	5	31%	\$253,128
2012					20	6	30%	\$770,560
2013	10	5	50%	\$753,619	15	3	20%	\$69,144
2014	12	4	33%	\$553,302	30	6	20%	\$567,220
2015	20	7	35%	\$745,433	12	1	8%	\$137,780
2016	23	12	52%	\$794,194	18	14	78%	\$953,764
2017	19	12	63%	\$1,305,098	14	5	36%	\$249,768
2018	21	4	19%	\$202,641	10	1	10%	\$23,561
Total	105	44	42%	\$4,354,287	135	41	30%	\$3,024,926

Other Research Business

In consultation with the Associate Deans (Research), our Small Grant VPR program has been revised to enable individuals or groups to receive support for activities that will extend our research capacity. With the support of this program, a research creation event was held on January 21 in the music building. Thanks to Emily Ansari for leading the organization of the event and to all the participants for making it such a success. An additional six awards have gone to the faculties of Science (1), Music (2), Arts & Humanities (2) and Social Science (1).

The New Frontiers in Research Fund (NFRF) Transformation call for grants resulted in 11 teams coming forward to pitch their proposals. As per the guidance of the program, these proposals were interdisciplinary and included members of our community from all faculties. This high participation rate and level of engagement is a good indication of our ability to work in interdisciplinary teams which will increasingly be necessary for Western to compete successfully.

Western submitted 6 Canadian Foundation for Innovation (CFI) grants with total value of ~\$56m

SSHRC submissions in 2020:

- a. 22 Insight Development Grant applications
Previous years' IDG application numbers:
2017: 15
2018: 15
2019: 27
- b. 5 Connection Grant applications

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

Contents	Consent Agenda
<p>Faculty of Arts and Humanities: Revisions to the “Dean’s Honour List and Graduation ‘With Distinction’” Policy and the “Honours Specialization in the Faculty of Arts and Humanities / HBA” Policy</p>	<p>No</p>
<p>Faculty of Engineering: Revisions to the Structure of the Biomedical Engineering Program</p>	<p>Yes</p>
<p>School of Graduate and Postdoctoral Studies:</p>	
<p> Introduction of a Graduate Diploma (GDip) in Pathology and Laboratory Medicine</p>	<p>No</p>
<p> Introduction of a Collaborative Graduate Specialization in Music Cognition</p>	<p>No</p>
<p> Revisions to the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music Theory</p>	<p>Yes</p>
<p> Revisions to the Master of Clinical Science (MCISc), Communication Sciences and Disorders, Audiology Field</p>	<p>Yes</p>
<p> Revisions to the Master of Clinical Science (MCISc), Advanced Health Care Practice, Manipulative Therapy Field</p>	<p>Yes</p>
<p>Don Wright Faculty of Music: Renaming of the Bachelor of Musical Arts (BMusA) and Bachelor of Musical Arts (Honours Music) programs as the Bachelor of Music and Bachelor of Music (Honours) respectively</p>	<p>Yes</p>
<p>Brescia University College: Revisions to the Honours Specialization, Specialization, and Major in Food Management and Marketing</p>	<p>Yes</p>
<p>Huron University College: Introduction of a Minor in Chinese</p>	<p>No</p>
<p>King’s University College: Revisions to the Admission Requirements of the Honours Specialization, Major, and Minor in French Language and Literature, and the Specialization in French Studies</p>	<p>Yes</p>
<p>Revisions to the “Letter of Permission” Policy</p>	<p>No</p>
<p>Report of the Subcommittee on Teaching Awards (SUTA)</p>	<p>No</p>
<p>SUPR-G Report: Cyclical Review of the Graduate Program in Master of Public Health (MPH)</p>	<p>Yes</p>
<p>New Scholarships and Awards</p>	<p>Yes</p>

FOR APPROVAL

1. **Faculty of Arts and Humanities: Revisions to the “Dean’s Honour List and Graduation ‘With Distinction’” Policy and the “Honours Specialization in the Faculty of Arts and Humanities / HBA” Policy**

1a. Revisions to the “Dean’s Honour List and Graduation ‘With Distinction’” Policy

Recommended: That effective September 1, 2020, the “Dean’s Honour List and Graduation ‘With Distinction’” policy be revised as shown in [Appendix 1](#).

1b. Revisions to the “Honours Specialization in the Faculty of Arts and Humanities / HBA” Policy

Recommended: That effective September 1, 2020, the “Honours Specialization in the Faculty of Arts and Humanities / HBA” policy be revised as shown in [Appendix 2](#).

Background

The modification to the Dean’s Honour List requirements for the Arts and Humanities/HBA Combined program brings them more in line with the requirements set out in Combined Programs between Ivey and other Faculties. Under the current requirements for Arts and Humanities, students would not be considered in Year 4, even when they might meet the requirements were they not in a Combined Program.

The addition of the Dean’s Honour List details in the existing “Dean’s Honour List and Graduation ‘With Distinction’” policy locates the information centrally within policy rather than being embedded within the specific combined program details – this organization ensures that all aspects of the policy will remain up to date if changes are made to the HBA information.

2. **Faculty of Engineering: Revisions to the Structure of the Biomedical Engineering Program**

Recommended: That the three program options of Biomedical Engineering with Chemical Engineering Foundations, Biomedical Engineering with Electrical Engineering Foundations, and Biomedical Engineering with Mechanical Engineering Foundations be withdrawn effective September 1, 2019, and,

That the Biomedical Engineering Program be structured to have one option effective September 1, 2019, as outlined in [Appendix 3](#).

Background

From its initial conception, the Biomedical Engineering (BME) program was intended to be taken as a concurrent degree in combination with one of a few selected core engineering disciplines. The BME new program proposal submitted in 2017 included three options, “Biomedical Engineering with Chemical Engineering Foundations”, “Biomedical Engineering with Electrical Engineering Foundations”, and “Biomedical Engineering with Mechanical Engineering Foundations”. The motivation for this formulation was to enable the external IQAP consultants and other readers of the proposal to visualize the breadth, depth, and sequencing of the planned concurrent degrees while focusing attention on the new BME curriculum that was being created. After the BME program was approved, options were created and approved in each of the Chemical, Electrical, Mechanical, and Mechatronic Systems Engineering (CBE, ECE, MME, and MSE) programs to specify the requirements of the concurrent degrees.

In May 2019, as the first cohort of students entered the concurrent degree programs, the Registrar’s Office called the Faculty of Engineering’s attention to the fact that students must spend a portion of their time officially enrolled in Biomedical Engineering, rather than their core Engineering program, to qualify for two degrees. The existence of multiple options in BME would unnecessarily complicate this administrative step by creating a large number of possible pathways through the program (4 concurrent degrees × 3 BME program options = 12 pathways) relative to its 30-student enrollment target. In practice, we also observed

that the inclusion of three BME program options in the Academic Calendar on top of the four concurrent degree options was creating confusion among the first cohort of students about the courses in which they should be registering.

The present recommendation will eliminate those problems by simplifying the Academic Calendar description for Biomedical Engineering. No changes are being made to the BME concurrent degree options in CBE, ECE, MME, and MSE, so this proposal does not alter the academic requirements for any student currently enrolled in BME.

3. School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Pathology and Laboratory Medicine

Recommended: That the new Graduate Diploma (GDip) in Pathology and Laboratory Medicine be introduced in the School of Graduate and Postdoctoral Studies, effective September 1, 2020, as shown in [Appendix 4](#).

Background

This proposal addresses an emerging gap and an important market for a one-year, research-intensive, graduate diploma training program. The proposed program will bridge undergraduate and advanced graduate training for students, enhance international enrolment in the department and at Western, and facilitate new research collaborations and opportunities for our faculty.

The cornerstone of the Diploma program will be a 1-year individual research project at the graduate level. The scope and intensity of the research project will be identical to one year of the currently offered MSc and PhD programs by the department. In addition to developing and expanding research skills, students will enroll in courses specifically designed to introduce them to research terminology, theoretical research underpinnings, modern experimental models of human disease, and critical appraisal of scientific literature.

The proposed Graduate Diploma fills an emerging gap for students interested in advancing their research skills, which undoubtedly will afford them better opportunities at professional programs and other advanced graduate training programs.

4. School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Graduate Specialization in Music Cognition

Recommended: That a new Collaborative Graduate Specialization in Music Cognition be introduced effective September 1, 2020, as shown in [Appendix 5](#).

Background

Many students pursuing undergraduate degrees in music or psychology have an interest in music cognition, and during the IDI, Music has been contacted by several prospective students who would be interested in pursuing this collaborative specialization at Western. The Faculty will be able to recruit students from various institutions, who hold either a B.Mus. or a B.A. or B.Sc. in psychology. Western's graduate collaborative specialization in music cognition will be attractive to potential students for several reasons: for example, the opportunity to work with leading scholars in the field, at a campus with excellent facilities for research and music performance. For many prospective students, the flexible structure of the collaborative specialization will be central. They will be able to participate fully in an existing degree program of their choice, while also benefiting from cross-disciplinary connections. This will produce graduates who are experts in their own fields and also experts in interdisciplinary communication and collaboration. Given widespread interest in music cognition (within academia and the public at large), these graduates will be well placed to contribute to understanding of music's role in human cognition.

5. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music Theory**

Recommended: That the Master of Arts (MA) in Musicology and the Master of Arts (MA) in Music Theory be revised as shown in [Appendix 6](#), effective September 1, 2021.

Background

The current 5-term MA in Musicology and 5-term MA in Music Theory will be transformed into 3-term (1-year) programs that remove both the course-based and thesis options of the current programs. The new programs will enable students to complete a Master's degree in a single 12-month year, including both coursework and a research component. The new programs will require 5 half courses to be completed in the Fall and Winter terms and a MA Research Project to be completed in the Summer term.

The new required half course, Introduction to Music Research, will bring students in music theory and musicology together, reinforcing the strong links between these fields, and prepare students for the MA Research Project at the conclusion of the program. The Introduction to Music Research course will also be available to students outside music theory and musicology.

This modification will reinvigorate the MA in Musicology and the MA in Music Theory by making both programs a more intensive experience for students who will complete the MA in 3 terms instead of 5. Western will be the first University in Canada to offer a 1-year MA in Musicology and a 1-year MA in Music Theory.

The proposed new program is similar to a number of one-year MA programs at Western that consist of courses in Fall and Winter and a research paper in the Summer.

The program Learning Outcomes will not be changed.

6. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc), Communication Sciences and Disorders, Audiology Field**

Recommended: That the Master of Clinical Science (MCISc), Communication Sciences and Disorders, Audiology field be revised as shown in [Appendix 7](#), effective January 1, 2020.

Background

This proposal seeks to eliminate COMMSCI 9524 (Professional Practice IV) from the MCISc Communication Sciences and Disorders program in the field of Audiology, reducing the number of required non-practicum courses from 25 to 24.

Due to ongoing streamlining of curriculum, COMMSCI 9524U has become redundant because its content is now covered in COMMSCI 9535A [Aural (Re)Habilitation I] and 9536B [Aural (Re)Habilitation II]. Students will benefit from a reduced course load (24 instead of 25 non-practicum courses), while still receiving all content covered presently and still exceeding the minimum course hours required for professional registration.

The proposed change was communicated to current students for comment via their representatives on the School Council and Graduate Program Committees. Subsequently, no current students indicated that they wish to complete the current program requirements rather than the proposed (reduced) requirements.

This course is only open to students in our MCISc and MCISc/PhD. programs in the field of Audiology. Students in the combined MCISc/PhD. program in Audiology/Hearing Science (Health and Rehabilitation Sciences Graduate Program), who have also been required to take 9524 in addition to 9535 and 9536 will also benefit from the reduced coursework.

7. **School of Graduate and Postdoctoral Studies: Revisions to the Master of Clinical Science (MCISc), Advanced Health Care Practice, Manipulative Therapy Field**

Recommended: That the Master of Clinical Science (MCISc), Advanced Health Care Practice, Manipulative Therapy field be revised as shown below, effective September 1, 2020.

Current Program	Proposed Change(s)
<p>Field Name: Manipulative Therapy</p> <p>There would be no other change within the field other than the name change.</p>	<p>Field Name: Comprehensive Musculoskeletal Physiotherapy</p> <p>The proposed name of the field more accurately reflects the broader scope of the curriculum currently provided within this field</p>

Background

This proposal seeks to change the field name of Manipulative Therapy to Comprehensive Musculoskeletal Physiotherapy.

The School of Physical Therapy, Faculty of Health Sciences suggests the field name, “Comprehensive Musculoskeletal Physiotherapy” implies the program is intended for licensed Physical Therapists. Alternatively, Western’s Collaborative Specialization in Musculoskeletal Health Research (CMHR) targets a much broader group of trainees doing various types of musculoskeletal research and enrolled in several different thesis-based graduate programs at Western. Consultation has taken place with co-directors of CMHR (Drs. Birmingham and Sequin) who confirm there is little likelihood that changing the field name from Manipulative Therapy to Comprehensive Musculoskeletal Physiotherapy would adversely affect CMHR. However, there may be opportunities for collaboration between programs. For example, Physical Therapists in the Manipulative Therapy Field have attended CMHR / Bone and Joint Institute sponsored events. Trainees in CMHR and the Manipulative Therapy Field have previously participated as co-investigators on clinical research projects.

The name Manipulative Therapy reflects the skill learned within the field and not the pedagogy of client-centered musculoskeletal care that involves clinical reasoning, advanced research knowledge, behavior modifications and self-management education necessary for the application of a manipulative therapy skill within the greater comprehensive knowledge of musculoskeletal physiotherapy assessment and management.

8. **Don Wright Faculty of Music: Renaming of the Bachelor of Musical Arts (BMusA) and Bachelor of Musical Arts (Honours Music) programs as the Bachelor of Music and Bachelor of Music (Honours)**

Recommended: That effective September 1, 2020, the Bachelor of Musical Arts (BMusA) and Bachelor of Musical Arts (Honours Music) be renamed to the Bachelor of Music and Bachelor of Music (Honours), and,

That all related references to the Bachelor of Musical Arts (BMusA) degree, modules and courses in the Academic Calendar be revised to reflect this change, and,

That all students currently enrolled in any BMusA program or combined program that includes the BMusA degree, be transferred effective September 1, 2020 into a BMus degree program (with Honours as appropriate).

CURRENT CALENDAR COPY

<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20781&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20782&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21310&SelectedCalendar=Live&ArchiveID=>
<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21313&SelectedCalendar=Live&ArchiveID=>

Background

This proposed withdrawal of the Bachelor of Musical Arts and the Bachelor of Musical Arts (Honours Music) programs and the concurrent introduction of the new programs Bachelor of Music and Bachelor of Music (Honours) is, in effect, a name change for the program; the curricular content of the program itself will remain unchanged from its current configuration.

The concept of a Bachelor of Musical Arts is now a dated and demonstrably opaque name for an academic program which has evolved significantly since its inception as a four-year baccalaureate in 1970. At that time the name was intended to distinguish the program from a Bachelor of Music which placed emphasis on music making as a component of the degree. Since then the degree streams (BMus & BMusA) have evolved significantly and the current BMusA programs are simply BMus programs in which students do not specialize in a sub-discipline of the field (such as Theory or Composition or Performance or Music Education, for instance). But the current BMusA students share the first two-year core Music courses with the BMus students, and they now take music performance classes as part of their degree (required in years 1-2, optional in years 3-4, just like the BMus students in Composition, History or Theory).

Despite experiencing strong growth in student enrolments since its inception, the Bachelor of Musical Arts program has been hindered nonetheless by its name, not only when recruiting prospective students, but when conveying to prospective employers or graduate programs the strong parallels that exist between the Bachelor of Musical Arts and Bachelor of Music programs. A Bachelor of Music degree is already well understood in the field and more accurately reflects the curriculum's emphasis on music-making which has been integral to the program's curriculum development for the past several decades. In addition to reflecting more accurately its curriculum content, due its open-ended nature, the name Bachelor of Music will highlight the program's multi-sub-disciplinary structure which, in contrast to conventional specialized BMus programs (such as those listed earlier), provides students with a strong foundation in music, in addition to generalist musical skills and competencies.

9. Brescia University College: Revisions to the Honours Specialization, Specialization, and Major in Food Management and Marketing

Recommended: That the Honours Specialization, Specialization and Major in Food Management and Marketing at Brescia University College be revised as shown in [Appendix 8](#), effective September 1, 2020.

Background

These updates are required in order to incorporate the newly introduced MOS 4427A/B (Food Marketing). The modules are only offered at Brescia University College.

10. **Huron University College: Introduction of a Minor in Chinese History**

Recommended: That effective September 1, 2020, a new Minor in Chinese History be introduced at Huron University College, as shown below.

NEW CALENDAR COPY

MINOR IN CHINESE HISTORY

Admission Requirements

Completion of first-year requirements, including at least 0.5 course in History

Module:

4.0 courses:

3.0 courses from: History 2601E, 2603E, 2605E, 2610F/G, 2615F/G, 3615F/G, 4605E, 4606F/G, 4611F/G.

1.0 course from: Chinese 2242F/G, 2243F/G, 2244F/G, 2245F/G, 2246F/G, 2601A/B, 2602A/B, 2247F/G, 2650F/G, 2651F/G, 3650F/G, 3651F/G, 3652F/G, 3653F/G, 3654F/G, 3655F/G.

Background

The proposed minor will expand history program offerings at Huron University College and cater to the student demand to study the history of China which is increasingly looming large in the 21st-century world.

11. **King's University College: Revisions to the Admission Requirements of the Honours Specialization, Major, and Minor in French Language and Literature, and the Specialization in French Studies**

Recommended: That the admission requirements of the Honours Specialization, Major, and Minor in French Language and Literature, and the Specialization in French Studies at King's University College be revised as shown in [Appendix 9](#), effective September 1, 2020.

Background

The admission requirements are being revised to include French 1999. References to the Department of Modern Languages are also removed, as that Department name is no longer being used.

12. **Revisions to the "Letter of Permission" Policy**

Recommended: That effective March 1, 2020 the "Letter of Permission" Policy be revised as shown in [Appendix 10](#).

Background

This amendment aims to reflect the interests of the Faculties to outline the current practices in obtaining course approval from the Department, as well as clarify for students that final approval may differ amongst Faculties.

FOR INFORMATION

13. **Report of the Subcommittee on Teaching Awards (SUTA) (will be distributed via email)**

The Report of the Subcommittee on Teaching Awards (SUTA) – [Appendix 11](#) – will be distributed via email prior to the meeting.

14. SUPR-G Report: Cyclical Review of the Master of Public Health (MPH)

The following cyclical review of a graduate program was conducted:

Faculty / Affiliates / Program	Degree	Date of Review	SUPR-G Recommendation
Schulich School of Medicine and Dentistry	Master of Public Health (MPH)	October 21-22, 2019	Good Quality

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

15. New Scholarships and Awards

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

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

DEAN'S HONOUR LIST - UNDERGRADUATE STUDENTS

The beginning of the policy remains unchanged

The following statements apply to Undergraduate **Combined Degree Programs**:

Students who are registered in the Fall/Winter session in an approved program of full-time studies leading to two undergraduate degrees will be adjudicated for the Dean's Honour List of each Faculty provided that at least 3.5 courses of the year's work have been approved for credit toward the particular degree.

1. **Engineering:**

Students registered in a combined degree program will be adjudicated for the Dean's Honour List for Engineering based on all courses taken in the academic year (i.e., September - April) provided the student is registered in a minimum of five courses (5.0 credits). In addition, an average of 80% must be achieved on all courses taken towards the BESC degree with no failed courses.

Engineering and Business:

For Engineering students in the BESC/BA(HBA) program, refer to point 1 above. For Business students in this program, refer to point 2 below.

Engineering and Law:

For Engineering students in the BESC/JD program, refer to point 1 above. At the Law School, students are considered for the Dean's Honour List during their first year of Law (Year Four). Students enrolled in Years Five and Six of the combined program are considered for the Dean's Honour List provided they take Law courses totaling at least 12 credit hours. Only the Law courses will be used in the calculation for the Dean's Honour List for Law.

2. **Business – all Combined Degree Programs:** At the Richard Ivey School of Business, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honour List in Year 5 only and only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing.

Exceptions:

a) **Business and Law (HBA/JD program)**

At the Richard Ivey School of Business, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years 5 and 6 of the combined degree program are considered for the Dean's Honour List in Year 6 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing.

A student who takes Law courses totaling at least 12 credit hours in each of Years 5 and 6 of the combined program is considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses.

b) **Business and Health Sciences**

For Business, see point 2 above. In the Faculty of Health Sciences, students will be adjudicated for the Dean's Honour List based on all courses taken in the academic

year (i.e., September – April) provided the student is registered in a minimum of five courses. In addition, an average of 80% must be achieved on all courses taken toward the BHSc degree with no failed courses.

c) Business and Media, Information and Technoculture

For Business, see point 2 above. In the Faculty of Information and Media Studies, students may be eligible for the Dean's Honour list in Years 4 and 5. Adjudication will be based on having an overall 80% average on all courses (including both MIT and HBA courses) taken in each academic year.

d) Faculty of Arts and Humanities

For Business, see point 2 above. In Arts and Humanities, students will be considered for the Dean's Honour list in the usual way in Years 1 and 2. Students who take at least 3.0 Arts and Humanities courses in each of Year 4 and Year 5 will be considered for the Dean's Honour List in each year on the basis of those courses. If fewer than 3.0 Arts and Humanities courses are attempted in Year 4, all Arts and Humanities courses taken in Years 4 and 5 will be considered for the Dean's Honour list at the end of Year 5.

The rest of the policy is unchanged

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21545&SelectedCalendar=Live&ArchiveID=>

The beginning of the policy remains unchanged

Progression

Progression Standards

Students in the Combined HBA/Arts and Humanities Program must meet the progression standards of each program. A student who fails to meet the Combined HBA/Arts and Humanities program standards in any year must withdraw from the program. However, a student who has met the progression standards of either the HBA or Arts and Humanities program will be allowed to progress 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).

HBA: 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.

Arts and Humanities Years 4 and 5: Students must attain a minimum average of 75% on their modular courses with no mark less than 60% in each one.

Dean's Honor List

At the Richard Ivey School of Business, students are considered for the Dean's Honor List during their first year of HBA. Students enrolled in Years 4 and 5 of the combined program are considered for the Dean's Honor List in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of 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.

In Arts and Humanities, students will be considered for the Dean's Honor list in Years 1 and 2 according to the normal criteria (minimum 80% average on 5.0 courses with no failures). Students enrolled in Years 4 and 5 will be considered for Dean's Honor list in Year 5 only by considering all Arts and Humanities courses taken in Years 4 and 5 (minimum 80% average on 5.0 courses with no failures).

Related Information

Graduation

Upon completion of this Combined Program, students will receive an Honors BA degree and a BA in Honors Business Administration.

Graduation with Distinction

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

Dean's Honour List

Undergraduate Combined Degree Programs

<http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=4&command=showCategory&SelectedCalendar=Live&ArchiveID=>

International Exchange Programs

Students in the Combined Program may be eligible to participate in academic exchange programs. Interested students should discuss exchange possibilities with the HBA Program Office and with the Faculty of Arts and Humanities Academic Counselling Office.

Fees

Students pay the prevailing fees as determined by University policy on Combined Programs. Contact Registrarial Services (Office of the Registrar) for details.

REVISED CALENDAR COPY

[http://www.westerncalendar.uwo.ca/Departments.cfm?DepartmentID=169&SelectedCalendar=Liv
e&ArchiveID=](http://www.westerncalendar.uwo.ca/Departments.cfm?DepartmentID=169&SelectedCalendar=Liv
e&ArchiveID=)

BIOMEDICAL ENGINEERING, SCHOOL OF
Faculty of Engineering



ADDRESS:
Amit Chakma Engineering Building,
Room 2405
Western University

PHONE:
(519) 661-4288

[Website](#)

The Biomedical Engineering program is offered and administered by the School of Biomedical Engineering. The objective of the program is to educate students in the design and analysis of medical devices and in the application of the principles of engineering science to solve problems in medicine and the biomedical sciences. The program will include an intensive 12- month research experience from the Summer term of **Year 3 Year 4** through the Winter term of **Year 4 Year 5**. The summer portion will **optionally** be in the form of a paid co-op experience during which each student will begin a major project that he or she will continue as a **capstone project in Year 4 research thesis project in Year 5**. Students in the Biomedical Engineering program follow the same curriculum for the first year as other engineering students.

The Biomedical Engineering program must be taken as part of a concurrent degree with one of:

[Chemical Engineering Option F,](#)
[Electrical Engineering Option H,](#)
[Mechanical Engineering Option F,](#)
[Mechatronic Systems Engineering Option D.](#)

Acceptance into one of the above Options does not guarantee acceptance into the Biomedical Engineering concurrent degree program.

Admission to Biomedical Engineering is competitive; meeting the minimum requirements does not guarantee admission. Students entering the Biomedical Engineering program must have completed the entire first-year and second-year program requirements. Refer to the Biomedical Engineering concurrent degree programs below for additional requirements.

CONCURRENT DEGREE PROGRAMS

[CHEMICAL ENGINEERING AND BIOMEDICAL ENGINEERING \(OPTION F\)](#)
[ELECTRICAL ENGINEERING AND BIOMEDICAL ENGINEERING \(OPTION H\)](#)
[MECHANICAL ENGINEERING AND BIOMEDICAL ENGINEERING \(OPTION F\)](#)
[MECHATRONIC SYSTEMS ENGINEERING AND BIOMEDICAL ENGINEERING \(OPTION D\)](#)

Modules/Programs **3**

- [A. BIOMEDICAL ENGINEERING WITH CHEMICAL ENGINEERING FOUNDATIONS](#)**
- [B. BIOMEDICAL ENGINEERING WITH ELECTRICAL ENGINEERING FOUNDATIONS](#)**
- [C. BIOMEDICAL ENGINEERING WITH MECHANICAL ENGINEERING FOUNDATIONS](#)**

Proposal for a New Graduate Diploma in Pathology and Laboratory Medicine

Overview of Program

The Department of Pathology and Laboratory Medicine is proposing a new 1-year graduate diploma program to provide intensive research training to students at Western University. A prime target audience for this program is international students and undergraduate Bachelor of Medical Science students at Western University.

Scope of the program and research fields

The aim of the proposed Graduate Diploma program is to bridge undergraduate and advanced graduate training, develop and expand trainee research skills, enhance international graduate enrolment, enhance the profile of Pathology and Laboratory Medicine and Western University, and facilitate developing tomorrow's scientists who will make significant contributions to the advancement towards the understanding of disease. Graduates from the program will have the opportunity to select a diverse set of careers including academia, government, and pharmaceutical industry, as is the case for all research-based graduate students. A cornerstone of the Graduate Diploma program will be the individual, intensive basic science research carried out in the laboratory of a graduate faculty member. The scope and intensity of the research project will be identical to one year of the currently offered MSc and PhD programs by the department. The field of research will depend on the expertise of the supervising faculty and may involve investigations at the molecular, cellular, organ level, and whole organism as well as at the clinical level. The Department's research expertise is diverse and includes cancer biology, diabetes, transplantation, bioinformatics, stem cells, neuroscience, cardiovascular science, developmental biology, and molecular genetics and toxicology.

Goals and Objectives of the Program in relation to the Graduate Degree Level Expectations

The goal of the Diploma program is to introduce students to the research process and to train them in obtaining and expanding research skills. Students will learn how to critically appraise published literature, identify gaps in knowledge, pose relevant scientific questions, determine the most appropriate technology (methodology) to answer these questions, carrying out individual hands-on research to obtain primary research data, and learn to appropriately assess research data and draw conclusions. It is anticipated that by the time of graduation, students will have demonstrated a general knowledge of the discipline of Pathology and a more detailed knowledge of a specific area of current pathology research forming the basis of their individual research projects. Obtaining general knowledge in Pathology and research skills is provided through formal graduate-level courses, laboratory training, and independent learning.

Another important aspect of the graduate diploma is to develop written and oral communication skills. These skills will be developed through in-class presentations and assignments, and participation in research seminars hosted by the Department and at Schulich School of Medicine & Dentistry.

Program-level Outcomes

Upon successful completion of the Graduate Diploma in Pathology and Laboratory Medicine, students will:

1. develop basic knowledge in pathology, including molecular, cellular, biochemical, physiological, and pathological aspects of injury and disease.
2. be familiar with and describe the underpinnings of research methodologies, the ethics of research, and the principles of research design.
3. be able to design and perform hypothesis-driven research in the field of pathology and biomedical sciences.
4. be able to critically appraise scientific literature in specific research fields and boarder subject areas associated with field of pathology.

5. demonstrate proficiency using research methods and technologies applicable to their individual research fields.
6. display initiative, responsibility and accountability, organization, and proper time management.
7. demonstrate a professional approach and attitude in class and in research settings.
8. prepare logical and organized written reports, and oral presentations that effectively communicate their research studies.
9. be aware of the limitations of their research, and knowledgeable of other interpretations, methods, and approaches.
10. recognize the need for continually updating knowledge and staying current with literature.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

Since the major objective of the Pathology graduate programs is to bridge basic and clinical research, our current students interact on a regular basis with both basic scientists and clinical scientists. For our MSc and PhD students, this takes the form of co-/joint-supervision, and in the composition of the thesis advisory committee. For Graduate Diploma program, students will primarily work under the direct supervision of a faculty member. However, to achieve our main objective, students will have the opportunity and be encouraged to interact with other students and faculty members.

A number of students in our program make use of human tissue samples in the hospital (Tissue Archives of the Department of Pathology and Laboratory Medicine; Tissue Archives of Oral Pathology). Students also participate in the monthly Pathology Grand Rounds and Dr. Robert Zhong Seminar Series where a faculty member or an invited speaker presents a case study or their research work. This affords our students the unique opportunity to gain basic science and clinical setting knowledge.

Annual Pathology and Laboratory Medicine Research Day

Over the past few years, our [research day](#) has been completely transformed. One of the major changes was including our 4th year thesis students, Pathologists' Assistant (MCISc) graduate program students, and students from the combined Oral and Maxillofacial Surgery MD/MSc program. In addition, we have continued to invite high-profile speakers to deliver the keynote address, which is now called the Paterson Lecture. These two changes have already produced the desired outcome: enhancing attendance/participation and increasing our research profile.

All graduate students are required to present their research work at the research day. Their presentations are evaluated by an invited clinician/scientist from another university and two other faculty members serving as judges for the day. Up to four prizes are given to our graduate students for the best platform and poster presentations.

Western Pathology Association

[Western Pathology Association](#) (WPA) provides opportunities to promote interaction and enhance collaboration between the students, residents, staff and faculty of Department of Pathology and Laboratory Medicine. As our department is unique in that it contains both clinical and basic sciences program, we needed a means for all the members of the various streams in our program to come together. WPA is a student-run organization which promotes such interactions. In the last two years, WPA has organized four career trajectory speaker sessions, 2 workshops on technical skills including protein assays and quantitative polymerase chain reaction. In addition, a number of workshops for both undergraduate and graduate students were organized and included *Statistical Analysis* and *Critique of Scientific Publications*.

Admission Requirements

The admission requirement for the proposed Diploma program will be based on our MSc program in Pathology and Laboratory Medicine. Applicants must have obtained an undergraduate degree in Science, Health Sciences or related fields. Although there are no prerequisites for entry into the program, courses in anatomy, biochemistry, histology and/or molecular biology are strongly recommended. A minimum academic average of 70% for both domestic and international students during the final two years of the undergraduate program is required. Equivalent qualifications may be considered based on the standards of the discipline or profession. Applicants with an MSc or PhD degree may also be considered, as well as applicants with MD, DDS or MBBS degrees.

English Language Proficiency

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The [Test of English as a Foreign Language](#) (TOEFL). iBT (internet-Based Test): The minimum acceptable score is 86, with no individual score below 20. PdT (Paper-delivered Test): The minimum acceptable total score is 65, with no individual score below 20. [Western's TOEFL ID is 0984
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

Degree Requirements

For the Graduate Diploma, the following are the overall course and milestone requirements:

- **Graduate Diploma in Pathology and Laboratory Medicine**
 - Expected duration 1 year
 - Program start dates: September
 - Course Requirements
 - 1.5 course credits
 - PATHOL 9586 (0.5)
 - PATHOL 9587 (0.5)
 - PATHOL 9588 (0.5)
 - Milestones (Non-course related requirements) including:
 - Research Project (1 full year; 12 calendar months)

Required Courses

Introduction to Research Methods (PATHOL 9586)

Pathology 9586G will provide graduate studies an opportunity to develop or advance their research skills. This will be achieved through learning basic research language and understanding research ethics and appropriate research design. In-class discussions will focus on research ethics and integrity, use of statistics to understand research data, and theoretical exploration of experimental models of human diseases. Students will also critically review and evaluate primary literature relevant to their research fields.

Emerging Concepts in Health and Disease (PATHOL 9587)

Pathology 9587 is a multidisciplinary course exploring advanced concepts in the pathogenesis of human diseases. Students will learn to critically evaluate scientific literature and emerging themes in select topics and present these concepts to peers. Students will emphasize new developments and will give an overall view of general mechanisms involved in the pathogenesis.

Graduate Seminar and Research Project (PATHOL 9588)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

Milestones (Non-course related requirements)

Prior to starting the diploma program, the prospective supervisor will submit evidence of student research support and a project outline (1-page summary of the proposed project with clear objectives) to the Graduate Chair. This information needs to be provided prior to making an offer to the student. The purpose of this project outline for is to confirm that adequate time will be dedicated to the project and program responsibilities, and that the research project can be completed. Students will dedicate most of their time pursuing their individual research projects in the laboratory of the supervisor.

Progression requirements

Student progression will be based on course performance and completion of their research project. Since the courses are designed to intricately link the students' research project to course elements, assessment of the adequate performance will be easily made. In addition, students will be required to meet regularly with their primary supervisors. Supervisors will submit a 1-page assessment of student's research progress to the Graduate Education Committee.

All students should meet the program's expectations and responsibilities. The Department of Pathology and Laboratory Medicine has specified these expectations and milestones for satisfactory progress towards the student's graduate diploma. Failure to meet these expectations may result in withdrawal of the student from the program.

Proposal of a New Collaborative Graduate Specialization in Music Cognition

Overview of the New Specialization

Musical activity combines perceptual, cognitive, and motor skills in real time, and it can offer social and health benefits for diverse populations. While psychologists and neuroscientists probe musical activity for insights about the human mind and brain, music scholars examine its cultural, pedagogical, and theoretical aspects. Musicological arguments can inspire experimental testing, while suggestive empirical results prompt musical interpretation and application. Yet these specialized fields are often disconnected. Institutions with well-established programs in psychology and neuroscience typically lack comparable programs in music, and vice versa.

Western University, however, is a leading research university with strengths in both areas. The Brain and Mind Institute supports world-class research and training in cognitive neuroscience. Meanwhile, the Don Wright Faculty of Music, with its award-winning scholars and performers, offers both undergraduate and graduate degrees in music performance, music education, composition, and various strands of musicological research. At Western, then, we have an opportunity to bring together experts from both areas, to share findings and encourage new interdisciplinary collaborations. This is also an opportunity for Western to lead in learning, offering cross-disciplinary programs to talented students who have an interest in both science and music. At most universities, such students have to choose between, say, piano performance and cognitive neuroscience. But at Western, we have the resources to provide elite-level training in both areas, and this will be distinctive nationally and internationally. It has the potential to raise the university's profile and to attract highly specialized students, from across Canada and the world.

Although graduate students at Western already participate in this interdisciplinary research and benefit from co-supervision, there is no formalized program that allows them to combine studies in music and psychology or neuroscience. As such, we propose a new collaborative graduate specialization in Music Cognition. As in existing collaborative specializations at Western, students would register in an existing degree program, at either the Master's or PhD level. The collaborative specialization would then be added to existing degrees as an adjunct qualification (e.g., a PhD in Neuroscience or a PhD in Music (Music Education) or a PhD in Music (Music Theory) with a Collaborative Specialization in Music Cognition).

Students in the following graduate degrees would be eligible to participate in this collaborative specialization:

- Music – MA, MMus, DMA, PhD
- Neuroscience – MSc, PhD
- Health and Rehabilitative Sciences – MSc, PhD (Hearing Science or Speech-Language Science)
- Health and Rehabilitative Sciences – MCISc/PhD (combined program in Audiology/Hearing Science or Speech-Language Pathology/Speech-Language Science)

Students must meet their home program's usual admissions and degree requirements. For the collaborative specialization, students will be required to take at least two half courses from the home program's course requirements, one core course (Cognitive Musicology) and one course outside their home unit. Courses in the area of specialization may be considered electives in the home program. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization, and a faculty member associated with the specialization must be involved in supervision. Note, however, that both thesis- and course-based graduate programs will be eligible. In course-based Master's programs, at least 30% of the courses, including the core course, must be in the area of specialization. Students in one-year Master's programs will be eligible if the core course is available during their single year and if they can meet all requirements of the specialization. (For letters of support from relevant programs, please see the Appendix to Volume 1.)

A Music Cognition Workshop will meet several times per year, and this component of the collaborative specialization will serve to bring students and faculty together and build community among the specialization participants. The Music Cognition Workshop will be built on a flexible format. Its events will

include guest speakers, speakers from Western, and discussion sessions based on relevant journal articles.

Participation in the Music Cognition Workshop will be a program milestone, with its completion to be assessed by the Director of the Collaborative Specialization in Music Cognition.

With this interdisciplinary collaborative specialization, we aim to position Western as a leading destination for graduate studies in music cognition. This vision supports several aspects of [Western's Strategic Plan](#):

- The collaborative specialization will contribute to Western's culture of scholarly excellence, enhancing one of our interdisciplinary areas of strength and generating new research outcomes (Raising Our Expectations).
- As an innovative opportunity for advanced interdisciplinary training, it will help to expand graduate enrollment and maintain quality. It will combine creative teaching with hands-on engagement in research, developing highly qualified personnel with skills in leadership and cross-disciplinary communication (Leading in Learning).
- Because the collaborative specialization will be unique in Canada (and one of only a few such programs worldwide), it will attract international students, contributing to Western's strategic commitment to internationalization (Reaching Beyond Campus).

Unique and Innovative Features

- This collaborative specialization will offer interdisciplinary coursework, lab-based research training, and rigorous musical engagement.
- Students will participate in events stemming from Western's Music, Cognition, and the Brain Interdisciplinary Development Initiative, such as seminar talks and monthly meetings of a Music Cognition Workshop.

Professional Development Contribution

Students who complete the Collaborative Specialization in Music Cognition might pursue varied professional goals. They might seek positions in research, teaching, or industry, depending on their interests and their home discipline. Yet interdisciplinarity is increasingly important across fields, and it will contribute to students' professional development in varied ways. As part of a diverse cohort, they will have access to better networking across fields and will be able to disseminate to broader audiences. In other words, they will develop a range of professional contacts and transferable skills. Moreover, the Faculty Members in the Collaborative Specialization are committed to supporting the professional development of our students and will encourage them to pursue professional-development opportunities at Western and beyond (e.g., Own Your Future).

Collaborative Specialization Admission Requirements

Students in the Collaborative Specialization must meet all admission requirements for their home degree program. Additionally, they must submit a Personal Statement, detailing their academic background and scholarly interest in music cognition.

TIMELINE AND PROGRESSION

Degree Timeline

- Students will normally complete required coursework for the collaborative specialization within their first two years at Western (with at least one course from the specialization in their first year). As noted above, students in one-year Master's programs will be eligible for the specialization if the core course is available during their single year and if they can complete all requirements of the specialization in that year. To facilitate this timeline, the core course will be offered at least every other year.
- Additionally, students will participate in the monthly Music Cognition Workshop, starting in their first term.

Collaborative Specialization Timelines

Year	Masters' Degrees	Doctoral Degrees
Year 1	<ul style="list-style-type: none"> • Complete one course in collaborative specialization • Participate in Music Cognition Workshop 	<ul style="list-style-type: none"> • Complete one course in collaborative specialization • Participate in Music Cognition Workshop
Year 2	<ul style="list-style-type: none"> • Complete remaining coursework • Participate in Music Cognition Workshop • Write and defend thesis on a topic related to music cognition (thesis-based programs only) 	<ul style="list-style-type: none"> • Complete remaining coursework • Participate in Music Cognition Workshop
Years 3 and beyond	N/A	<ul style="list-style-type: none"> • Write and defend doctoral thesis, related to music cognition • Participate in Music Cognition Workshop

Progression Requirements

- First-year progression requirements will involve: (1) successful completion of one course from the collaborative specialization, and (2) participation in at least half of the meetings of the Music Cognition Workshop.
- Second-year progression requirements will involve: (1) successful completion of an additional course from the collaborative specialization, and (2) participation in at least half of the meetings of the Music Cognition Workshop.
- After their second year, students will continue to participate in the Music Cognition Workshop (with exceptions granted, where appropriate).
- In programs requiring a major research paper, essay, or thesis, the topic must be in the area of music cognition. In course-only Master's programs, at least 30% of the courses must be in the area of specialization. Courses in the area of specialization may be considered electives in the home program.
- Every year, each student will submit an annual report to the Graduate Collaborative Specialization Committee by April 30. The committee will evaluate these reports, give feedback to students on their progress, and communicate regarding the students' progress to their home programs.

Consultation process in the preparation of the proposal

Our consultation process has involved current graduate students, faculty members, and administrators at Western. Students and faculty members participated in sessions about the collaborative specialization, at retreats for the Music, Cognition, and the Brain IDI. The first session involved open-ended discussion about their ideal goals and requirements for such a program. The second, in 2019, also gave them an opportunity to respond to draft materials related to this proposal. Meanwhile, plans for the collaborative specialization have been discussed by the IDI's Steering Committee, and in meetings with Dean Betty Anne Younker, Dr. Catherine Nolan (Associate Dean, Graduate Studies), Dr. Kevin Mooney (Chair, Department of Music Research & Composition), and the Graduate Committee in the Don Wright Faculty of Music.

Relationship to other Graduate Programs in Ontario and at Western

No comparable programs exist in Ontario. McMaster's specialization in music cognition is available only at the undergraduate level. The University of Toronto offers PhD and MA programs in music and health sciences, but while these programs may include courses in psychology and neuroscience, they focus on music in therapeutic and clinical contexts. As such, they differ from the proposed specialization at Western, which would emphasize a more diverse range of music cognition research and would enhance existing graduate programs.

Graduate Courses Offered in the Program

The table below lists all courses to be offered in the collaborative specialization. The core course in Cognitive Musicology will be offered biennially. As such, students in the collaborative specialization will have an opportunity to take this course (including those in two-year MA programs, and PhD students with

two years of coursework). Other courses will also be offered regularly, enabling students to meet their requirements within the expected timeframe of their program of study.

The Cognitive Musicology course will be required for all students in the specialization. It is a new course, designed as part of the specialization and not currently offered by any of the partner programs. It may serve as an elective in students' home program. Its course overview and learning outcomes appear below.

Overview

While music scholars examine cultural and theoretical aspects of musical activity, psychologists and neuroscientists probe it for insights about the mind and brain. Humanistic and scientific approaches to music are often disconnected. This can lead to experiments with flawed stimuli or musicological writings with problematic assumptions about perception and cognition. Yet these approaches also complement each other: musical questions can inspire empirical studies, and suggestive experimental results prompt musicological interpretation and application. In this course, we will explore interactions between musicology and the cognitive sciences, from nineteenth-century responses to Helmholtz to recent work in music neuroscience. Throughout, we will critically examine various aspects of musical activity—as well as the disciplinary lenses through which we study it.

Outcomes

By the end of this course, students will be conversant with current topics and methods in cognitive musicology, and they will have a sense of the field's history. They will be able to critically evaluate scientific and humanistic studies of music perception and cognition. And they will have developed skills related to interdisciplinary research and communication.

Besides this core course, students will be required to take at least one additional course from this list, which must be outside of their home unit.

In certain cases, graduate students may enroll in a relevant undergraduate course that is outside of their home discipline (e.g., Psych 3230F: Cognitive Neuroscience of Music). This option will be especially useful for students whose undergraduate degree did not include interdisciplinary experience—though we note that undergraduate courses may comprise no more than 1/3 of a graduate student's program of study.

Course Catalogue Number	Course Title	Frequency of Course
Music 9739A/B	Cognitive Musicology [core course]	Every other year
Music 9565A/B*	Studies in the History of Music Theory IV	Intermittent
Music 9652A/B*	Quantitative Research Methods in Music Education	Every other year
Music 9583A/B*	Psychology of Music and Music Education	Intermittent
Music 9739A/B*	Introduction to Music Research	Every other year
Psychology 3230F* (or cross-listed graduate course)	Cognitive Neuroscience of Music	Every other year
Communication Sciences & Disorders 9512A*	Acoustics, Perception, and the Auditory Systems	Every year
Communication Sciences & Disorders 9615A* / 9625A*	Speech Science (9615) Applications in Speech Science (9625, lab)	Every year
Health Sciences 9679Y"	Research Topics in Hearing and Speech-Language Science	Every other year

Master of Arts (MA) in Musicology	
Current program	Proposed Changes
<p>Course-based option: 7 0.5 courses -- 4 in musicology, 3 elective Viva voce (oral) examination Or Thesis-based option: 4 0.5 courses Thesis</p> <p>See: https://music.uwo.ca/graduate/ma-musicology.html</p>	<p>5 0.5 courses -- Introduction to Music Research -- 4 additional 0.5 courses, at least 3 of which are in musicology Plus MA Research Project (0.5 course weight, graded) -- a research paper normally of c. 40 pages (excluding bibliography) or equivalent creative project</p>

Master of Arts (MA) in Music Theory	
Current program	Proposed Change(s)
<p>Course-based option: 7 0.5 courses -- 3 required, 4 elective Viva voce (oral) examination Or Thesis-based option: 5 0.5 courses -- 3 required, 2 elective Thesis</p> <p>Please see: https://music.uwo.ca/graduate/ma-music-theory.html. (Note that the language requirement has been eliminated.)</p>	<p>5 0.5 courses -- Introduction to Music Research -- 4 additional 0.5 courses, at least 3 of which are in music theory Plus MA Research Project (0.5 course weight, graded) -- a research paper normally of c. 40 pages (excluding bibliography) or equivalent creative project</p>

**Major Modification to the Master of Clinical Science (MCISc),
 Communication Sciences and Disorders, Audiology field**

Current Program	Proposed Change(s)
<p>Current 9524U Course description:</p> <p><i>This course will emphasize the role of the audiologist in interdisciplinary teams, with a focus on collaboration with speech-language pathologists. Interprofessional collaboration across practice settings will be discussed, as it pertains to settings such as educational audiology, early intervention programs, and care for the elderly. The specific role of the speech-language pathologist and key areas and contexts for interprofessional communication and collaboration will be emphasized.</i></p> <p>[0.25, winter term]</p>	<p>9524U no longer offered.</p>
<p>Current 9535A Course Description:</p> <p><i>This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing adults. Professional competencies, scope of practice, and assessment and management techniques will be discussed. The role of the audiologist in the provision of these services, and in partnership with other professionals, and consumer-based organizations will be explored.</i></p>	<p>Revised 9535A Course Description:</p> <p><i>This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing adults, including the elderly. Professional competencies, scope of practice, and assessment and management techniques will be discussed. The role of the audiologist in the provision of these services, and in partnership with other professionals, and consumer-based organizations will be explored.</i></p>
<p>Current 9536B Course Description:</p> <p><i>This course focuses on the theory, practice, and issues related to the provision of aural (re)habilitative (AR) services with a focus on deaf, deafened, and hard of hearing children. Professional competencies and scope of practice in the assessment and management of children with hearing loss will be discussed. The role of the audiologist in the provision of these services, and in partnership other professionals, with infant and preschool services, elementary and high school hearing resource programs, school board audiologists, teachers of the deaf and hard of hearing, and consumer based organizations will be explored. The role of the Deaf community and culture, and manual communication acquisition by children will be discussed.</i></p>	<p>Revised 9536B Course Description:</p> <p><i>This course focuses on the theory, practice, and issues related to the provision of aural (re)habilitative (AR) services with a focus on deaf, deafened, and hard of hearing children. Professional competencies and scope of practice in the assessment and management of children with hearing loss will be discussed. The role of the audiologist within interdisciplinary teams in the provision of these services, and in partnership other professionals such as speech-language pathologists, with infant and the deaf and hard of hearing, and consumer based organizations will be explored. The role of the Deaf community and culture, and manual communication acquisition by children will be discussed. preschool services, elementary and high school hearing resource programs, school board audiologists, teachers of the deaf and hard of hearing, and consumer based organizations will be explored. The role of the Deaf community and culture, and manual communication acquisition by children will be discussed.</i></p>

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<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21486&SelectedCalendar=Live&ArchiveID>



Honours Specialization in Food Management and Marketing

Module / Program Information

11.0 courses:

1.0 course: Business Administration 2257.

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

3.5 3.0 courses: MOS 2181A/B, MOS 2320A/B, MOS 3330A/B, MOS 3370A/B, **MOS 4427A/B**; Foods and Nutrition 2130.

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

1.5 2.0 courses: Foods and Nutrition 2266F/G, Foods and Nutrition 3310A/B, Foods and Nutrition 3361F/G, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G, Psychology 2054A/B.

1.0 courses from: Any MOS course level 2000 or higher with appropriate prerequisite, Leadership Studies 2233A/B; Philosophy 2074F/G; Political Science 2236E, Political Science 2246E; Psychology 2720A/B, Psychology 3721F/G; Sociology 2172A/B, **Sociology 3314F/G, the former Dimensions of Leadership 2233A/B.**

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

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<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21492&SelectedCalendar=Live&ArchiveID>



Specialization in Food Management and Marketing

Module

10.5 courses:

1.0 course: Business Administration 2257.

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

3.5 3.0 courses: MOS 2181A/B, MOS 2320A/B, MOS 3330A/B, MOS 3370A/B, **MOS 4427A/B**; Foods and Nutrition 2130.

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

1.5 2.0 courses: Foods and Nutrition 2266F/G, Foods and Nutrition 3310A/B, Foods and Nutrition 3361F/G, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G, Psychology 2054A/B.

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

0.5 course: MOS 4410A/B.

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Major in Food Management and Marketing

Module

7.0 courses:

1.0 course: Business Administration 2257.

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

2.5 1.5 courses from: Foods and Nutrition 2130, MOS 2320A/B, MOS 3370A/B, **MOS 4427A/B**.

1.5 2.0 courses from: MOS 3321F/G, MOS 3322F/G, MOS 3470F/G, MOS 4411A/B, MOS 4415A/B.

1.0 1.5 courses from: Foods and Nutrition 2266F/G, Foods and Nutrition 3310A/B, Foods and Nutrition 3361F/G, Foods and Nutrition 3380A/B, Foods and Nutrition 3400A/B, Foods and Nutrition 3450F/G; Psychology 2054A/B.

0.5 course: MOS 4410A/B.

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<http://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20730&SelectedCalendar=Live&ArchiveID=>

HONOURS SPECIALIZATION IN FRENCH LANGUAGE AND LITERATURE

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including French 1900E or French 1910 **or French 1999** plus 2.0 additional courses, with no mark in these principal courses below 60%.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20739&Keywords=major%20in%20french%20language%20and%20literature&SelectedCalendar=Live&ArchiveID=>

MAJOR IN FRENCH LANGUAGE AND LITERATURE

Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 **or French 1999** with a mark of at least 60%.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20740&Keywords=minor%20in%20french%20language%20and%20literature&SelectedCalendar=Live&ArchiveID=>

MINOR IN FRENCH LANGUAGE AND LITERATURE

Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 **or French 1999** with a mark of at least 60%, or permission of the Department. **of Modern Languages.**

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20741&Keywords=specialization%20in%20french%20studies&SelectedCalendar=Live&ArchiveID=>

SPECIALIZATION IN FRENCH STUDIES

Admission Requirements

Completion of first-year requirements, including French 1900E or French 1910 **or French 1999** with a mark of at least 60%, or permission of the Department. **of Modern Languages.**

REVISED CALENDAR COPY

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

Letter of Permission

LETTERS OF PERMISSION: TRANSFER OF CREDIT TO WESTERN

A Letter of Permission is a document that enables a Western undergraduate to enroll in one or more specific courses at another university without having to apply for formal admission to the other institution. Upon completion, the courses are transferred to the student's record at Western.

Students apply to the Dean of their Faculty for a Letter of Permission to take courses at another university.* Approval shall be at the discretion of the dean, who shall base the decision on the applicant's overall academic record, the appropriateness of the particular course to the applicant's program at Western University, and on any other factors he/she may deem relevant. For substitution of required, principal or prerequisite courses, the Dean will also obtain ~~departmental approval~~ **approval of the relevant Department at Western. Note that each request is considered individually; that is, approval of a particular course by one Faculty at Western does not guarantee the approval of that, or any other course, by another Faculty at Western.** Following authorization, the Registrar's Office will issue to the university concerned a Letter of Permission that is contingent upon successful completion of progression requirements.

The remainder of the policy is unchanged



Master of Public Health Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Schulich School of Medicine and Dentistry	
Degrees Offered	Master of Public Health (MPH)	
Approved Fields		
External Consultants	Dr. Duncan Hunter Associate Professor & Interim Head, Department of Public Health Sciences, Queen's University	Dr. Kue Young Former Dean, School of Public Health, University of Alberta
Internal Reviewer	Dr. Jisuo Jin Associate Dean, Faculty of Science, Western University	Fanny Leveau PhD Graduate Student, Department of French, Western University
Date of Site Visit	October 21–22, 2019	
Evaluation	Good Quality	
Approval Dates	SUPR-G: January 20, 2020 SCAPA: March 4, 2020 Senate (FYI only): March 13, 2020	
Date of Next Review	Year of next cyclical review - 2027-2028	

Executive Summary

During the site visit, the two external consultants and two Western internal reviewers interviewed the current teaching faculty members, supporting staff, the entire 2019-20 MPH class, and a group of alumni, in addition to the program Director and the Acting Dean of the Schulich School of Medicine and Dentistry. The overall assessment of the External Consultants is that the MPH program is of high quality, as indicated by the high degree of student satisfaction despite the high tuition rate, near 100% graduation rate, and general success of transition into relevant employment. The MPH program offers a unique life-long career support starting from the program itself. The MPH program has built a good reputation since its inception only seven year ago, leading to its recent accreditation by the United States Council on Education for Public Health, which attests to its high quality. This program is unique in its case-based and group-based mode of course delivery, made possible by a team of instructors and staff who are dedicated to the success of the program and the students.

Currently, the one-year MPH program admits a cohort of 50–65 students (out of more than 500 applicants) each year. This is considered the maximum intake under the current teaching and space capacity. Given the success of the current program, the external reviewers advised against any major changes.

As explained below, the only recommendation by the external reviewers is that Schulich should make a serious effort to offer a few scholarships to strong candidates from low-income families, so as to help break the formidable financial barrier posed by the high tuition for this category of potential students, who are otherwise passionate about public health.

Significant Strengths of the Program

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

- The courses are taught using an innovative, case-based and team-based model, with a 12-week practicum. This is highly effective in teaching students work-place knowledge and skills, especially team-work skills.
- Course contents and learning outcomes are clearly mapped and defined, and align well with the mission and expectations of the program. External reviewers advise against any major changes.
- Competent and dedicated teaching faculty, excellent staff support, and very good teaching space and facilities in the Western Centre for Public Health and Family Medicine.
- Program success reflected by its near 100% graduation rate and high employment rate and continued high demand (about 50–65 intake per year out of over 500 applications).
- The program has recently received formal accreditation from the U.S. Council on Education for Public Health (CEPH). This accreditation is a strong indication of the high quality of Western’s MPH program, thus promoting its reputation.

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

	Reviewers’ Recommendation	Program/Faculty Response
1. Recommendations requiring implementation	None	
2. Supplementary recommendations for program improvement	The high tuition barrier for potentially excellent students from low-income families be mitigated by offering a few scholarships from Schulich	The Program will request dedicated financial support from Schulich’s Development Office to create two scholarships for excellent students from low-income families.

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility
1. The high tuition barrier for potentially excellent students from low-income families be mitigated by offering a few scholarships from Schulich	Schulich's Advancement Office to make this a priority for fiscal 2020 development	Dean, and Associate Dean of Graduate Studies, Schulich School of Medicine and Dentistry to ask Development Office to make this a priority

Other Opportunities for Program Improvement and Enhancement

- The team-based course delivery model is new and tends to pose challenges for some students in each year's cohort, especially in their early stage of the one-year program (note that the site visit took place in Oct. 21–22, about one and a half months after the beginning of the 2019-20 class). Interviews with alumni during the site visit indicate that students generally adapt well to this mode of course delivery as they progress through the two terms, and they spoke very positively about the team work because students from Western's MPH program tend to be well equipped to handle real-world team work situations when they transition from students to employees. Such testimonials from alumni, if brought to new students in the beginning of their program each year, may help students become mentally prepared for the team-based approach.

New Scholarships and Awards

Dr. Carolyn J. Warrick Memorial Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time student in any year of the Doctor of Medicine (MD) program at the Schulich School of Medicine & Dentistry to provide financial support for an elective medical/healthcare placement in a low-resource country. Interested students are asked to submit an online application to the Undergraduate Medical Education Office by March 1. The recipient will be selected by the Committee from the Internationalization Office from the Schulich School of Medicine & Dentistry with the approval of the Progression & Awards Committee. This award was established by the friends and family of Dr. Carolyn J. Warrick (MD '86).

Value: 1 at \$2,500

Effective Date: 2019-2020 academic year

Dr. Carolyn J. Warrick graduated from Western's Medical school in 1986. She then went on to become a Radiologist at the Hospital for Sick Children in Toronto. While at Western, Carolyn participated in an international experience that further encouraged her altruistic approach to life and desire to help people. This award was established to encourage medical students to participate in international learning opportunities. Carolyn was tragically killed in 1991 at the age of 29.

Dr. Rajendra Harricharan Memorial Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time student completing Year 4 of the Doctor of Medicine (MD) program who best exemplifies the qualities of integrity, commitment to serving their community, and caring about the welfare of others. Candidates will be nominated by their fellow students for this award. Online nominations forms must be received by the Undergraduate Medical Education Office by March 31st. The Undergraduate Medical Education Awards Committee will provide final approval of the recipient as selected by the graduating class. This award will be presented each year at the spring convocation. This award was made possible by contributions from colleagues, friends, trainees, and patients in memory of Dr. Rajendra Harricharan.

Value: 1 at \$1,000

Effective Date: 2019-2020 academic year

Dr. Rajendra Harricharan (Raj) was known for his kindness, integrity, professionalism, and dedication to teaching. He was a dedicated Psychiatrist at London Health Sciences Centre for over 25 years. His role as a Physician and academic went beyond the tremendous care he provided for his patients. He believed in empowering those who surrounded him, including his patients and many students and residents under his mentorship over the years. Raj touched the lives of many people in the London and Guyanese communities with his infectious smile, loving demeanor, and genuine goodness. Dr. Harricharan died in 2019 at the age of 63.

Dr. W. Mark Mahn Scholarship (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time Dentistry student graduating from Year 4 of the Doctor of Dental Surgery (DDS) program with the Schulich School of Medicine & Dentistry, who in the opinion of his/her peers, best demonstrates a character of empathy, humility, kindness, and integrity, routinely placing patients above his/herself. Nominations by peers and faculty can be submitted to the Director's Office in Dentistry by March 31st. The recipient will be selected by the Academic Affairs and Curriculum Committee. This scholarship was established by Dr. Jonathan M. Mahn (DDS 2007) and Mr. David Mahn in honour of their father, Dr. W. Mark Mahn.

Value: 1 at \$1,500

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

Dr. W. Mark Mahn was a Dentist whose esteem with people, patients, and the community where he worked, was based on his people-centred approach to Dentistry. It is given to encourage those traits which best reflect the selfless character of Dr. Mahn and the manner in which he cared for his patients in a practice spanning forty years.

Meds Class of 2008 Leadership Award (Schulich School of Medicine & Dentistry)

Awarded annually to a full-time student in Year 1, 2 or 3 of the Doctor of Medicine (MD) program in the Schulich School of Medicine & Dentistry who has demonstrated exemplary leadership and collaboration skills either within their class or the greater Schulich community. In order to be considered for this award students must be nominated by either their peers and/or faculty. An Online Nomination Form must be submitted to the Undergraduate Medical Education Office by March 1st. The Undergraduate Medical Education Awards Committee will select the recipient each year from the list of nominations received. This award was established by a generous gift from the Meds Class of 2008.

Value: 1 at \$1,000

Effective Date: 2019-2020 to 2029-2030 academic years inclusive

Western Union Business Solutions International Scholarship (Any Undergraduate Program)

Awarded annually to full-time international undergraduate students entering first year of any program, in any Faculty, based on academic achievement (minimum 80% average). No application is required as the Office of the Registrar will offer the scholarship to students based on their final admission average. This scholarship is made possible by a generous gift from Western Union Business Solutions.

Value: 2 at \$1,000

Effective Date: 2019-2020 academic year

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Contents	Consent Agenda
2020-2025 Draft Strategic Mandate Agreement	No
Vice-Provost's Annual Report on Faculty Recruitment and Retention February 2020	Yes

FOR INFORMATION

1. **2020-2025 Draft Strategic Mandate Agreement**

The 2020-2025 Draft Strategic Mandate Agreement is provided in [Appendix 1](#).

2. **Vice-Provost's Annual Report on Faculty Recruitment and Retention February 2020**

The Vice-Provost (Academic Planning, Policy & Faculty), Annual Report on Faculty Recruitment and Retention February 2020 is provided in [Appendix 2](#).

2020-2025 Strategic Mandate Agreement

WESTERN UNIVERSITY – PENULTIMATE DRAFT

1151 RICHMOND ST
LONDON ON N6A 3K7



FEBRUARY 19, 2020 (3:40 PM)



MINISTRY OF TRAINING, COLLEGES AND UNIVERISTIES

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

WESTERN UNIVERSITY

And

Ministry of Training, Colleges and Universities

SIGNED for and on behalf of the Ministry of
Training, Colleges and Universities by:

SIGNED for and on behalf of Western University by:

(Insert Name)
Deputy Minister

Alan Shepard
President & Vice-Chancellor

Date

Date

This agreement focuses on performance/outcomes-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement. Other broader policy issues (e.g., additional graduate enrolment) are also out of the scope of this agreement.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities and Western University is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system;
- Describes the elements of Ontario's performance/outcomes-based funding mechanism, including the university's annual performance/outcomes-based funding notional allocation for the five-year SMA3 period;
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period;
- Supports transparency and accountability objectives through reporting metrics; and,
- Establishes targets for 10 metrics upon which institutional performance will be assessed.

The term of the SMA is from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMAs are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system;
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics;
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes;
- Encouraging alignment of postsecondary education with labour market outcomes; and,
- Incentivizing differentiation and specialization to support increased efficiencies.

Institutional Profile

Word count max: 500 Words

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

Please describe how your institutional mission supports the priority areas of the Ontario government, as indicated on page 6 of this agreement.

Institutions are invited to include links to their strategic plans and describe their overall strategic goals as they relate to government priorities.

Please note:

The inclusion of strategic goals is intended to highlight how priority activities undertaken at an institution help to further its mandate. Future aspirations contingent on additional government funding or policy changes should not be included.

Max Word Count – 500 Words

Western encompasses 11 Faculties/Schools and three Affiliated University Colleges (Brescia, Huron, and King's) that collectively offer a wide array of programs for domestic and international students at the undergraduate, masters, and doctoral levels. As a leading research-intensive residential university, Western is known for its commitment to the best student experience, discovery research and innovation, and transforming lives through knowledge mobilization across the disciplines. In total, Western offers over 450 undergraduate degree options (through its modular structure) and 150 graduate degree options – in foundational programs in the Arts and Humanities, Social Sciences, Sciences, Media and Information Studies, Music and professional programs in Business, Education, Engineering, Law, and Health Sciences/Medicine/Dentistry.

Western's mandate – derived from the University of Western Ontario Act – is to provide the highest quality learning environment to help students, faculty, and staff achieve their full potential. This, in turn, contributes to Ontario's prosperity and competitiveness in the global economy.

Our current Strategic Plan – *Achieving Excellence on the World Stage* – is based on four fundamental strategic priorities:

1. Raising our Expectations: Create a world-class research and scholarship culture
2. Leading in Learning: Provide Canada's best education for tomorrow's global leaders
3. Reaching Beyond Campus: Engage alumni, community, institutional, and international partners in our Vision
4. Taking Charge of Our Destiny: Generate and invest new resources in support of excellence

The full Strategic Plan can be found at: http://www.ipb.uwo.ca/documents/2014_Strategic_Plan.pdf

The Strategic Plan lists 14 metrics that are aligned with our priorities. Our performance in those metrics can be found at: <http://www.ipb.uwo.ca/pi/>. These metrics include two of the SMA3 metrics outlined by the Ontario Government (undergraduate student graduation rate, tri-agency funding) and our other metrics are closely aligned with SMA3 objectives, including graduate time-to-completion, educational quality, student engagement, internationalization, and total research revenue – which includes private sector research funding.

Western's performance in SMA3 metrics (graduation rates, employment rates, total enrolment – which is associated with economic impact, tri-agency funding) are provided through Common University Data Ontario (CUDO) at: <http://www.ipb.uwo.ca/documents/cudo2017.pdf>

Please note that our weightings for the Government's ten SMA3 metrics assign highest weights for the three metrics that were clearly noted on page 18 of our Strategic Plan: http://www.ipb.uwo.ca/documents/2014_Strategic_Plan.pdf

- Graduation Rate (item b); Experiential Learning (item c); Share of Tri-agency Funding (item h).

The remaining seven metrics have been given roughly equal weights.

Performance/Outcomes-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Western University's annual allocation of performance/outcomes-based funding has been calculated by the ministry in accordance with the university funding model and Ontario's Performance/Outcomes-based Funding Technical Manual. Western University's notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21	2021-22	2022-23	2023-24	2024-25
Differentiation Envelope	\$74,635,282	\$106,759,610	\$138,883,938	\$171,008,266	\$187,070,430
Performance/Outcomes - Based Funding Grant	\$74,635,282	\$106,323,518	\$136,701,666	\$167,079,814	\$182,268,888

*Further details on calculations are available in Ontario's Performance/Outcomes-based Funding Technical Manual. The performance/outcomes-based funding grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance/Outcome-Based Portion of the Differentiation Envelope capped to the system-wide average.

**The notional allocations presented above are estimates based on 2018-19 final operating grant totals.

Institutional Weighting Strategy

The performance/outcomes-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance/outcomes-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance/Outcomes-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a related field	10%	7,463,528	5%	5,316,176	5%	6,835,083	5%	8,353,991	5%	9,113,444
2. Institutional Strength/Focus	15%	11,195,292	10%	10,632,352	10%	13,670,167	10%	16,707,981	10%	18,225,889
3. Graduation Rate	30%	22,380,584	25%	26,580,880	25%	34,175,417	25%	41,769,954	25%	45,567,222
4. Community/Local Impact	10%	7,463,528	5%	5,316,176	5%	6,835,083	5%	8,353,991	5%	9,113,444
5. Institution-Specific (Economic Impact)	10%	7,463,528	5%	5,316,176	5%	6,835,083	5%	8,353,991	5%	9,113,444
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	25%	18,658,820	25%	26,580,880	20%	27,340,333	20%	33,415,963	20%	36,453,778
7. Experiential Learning	--	--	15%	15,948,528	15%	20,505,250	15%	25,061,972	15%	27,340,333
8. Innovation: Research Revenue Attracted from Private Sector Sources	--	--	5%	5,316,176	5%	6,835,083	5%	8,353,991	5%	9,113,444
9. Graduate Employment Earnings	--	--	5%	5,316,176	5%	6,835,083	5%	8,353,991	5%	9,113,444
10. Skills & Competencies*	--	--	--	--	5%	6,835,083	5%	8,353,991	5%	9,113,444

The ministry will calculate the dollar value for each assigned metric weight provided by the institution and populate the table above. *The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and posting of results online. Institutions should provide their metric weightings in tab 3 of the SMA3 Metric and Data Workbooks. The ministry will complete the table above before agreements are signed in March 2020 using the information provided in the workbook.

Priority Areas and Performance Metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning graduates; credential achievement; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a related field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Community & Economic Impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact
- Institution-Specific Metric (Economic Impact)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Innovation: Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Workload
- Faculty Compensation

Skills & Job Outcomes

Performance Metrics: Strategy Narrative

Metrics will be activated over three years as new data is collected and validated. For 2020-21 performance targets are calculated by using historical data as per the Performance/Outcomes-based Funding Technical Manual.

For metrics being activated for performance/outcomes-based funding in 2021-22, the Ministry of Training, Colleges and Universities will establish targets using the process described in the Performance/Outcomes-based Funding Technical Manual.

For the remainder of the SMA3 cycle, targets will be calculated annually as per the Performance/Outcomes-based Funding Technical Manual using the most recent historical data available for Western University and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding. (See appendix for details regarding historical data and annual targets).

For the Skills and Competencies metric being activated for performance/outcomes-based funding in 2022-23, the Ministry of Training, Colleges and Universities will apply a 'participation weighting' of 5% of annual performance/outcomes-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding.

In the narrative sections below, institutions are invited to describe their planned performance outcomes against the metrics, and to contextualize their weighting strategy.

Graduate Employment Rate in a related field

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation

Activated in 2020-21

Strategy Narrative

Max Word Count – 500 Words

Western prepares students for rewarding employment through multiple means including high-quality undergraduate programs, co-curricular learning opportunities and various career counselling supports.

In professional programs accredited by external bodies (e.g., Engineering and Nursing), graduates must demonstrate the knowledge and skills required by their respective profession. Alignment between the skills developed in these programs and graduates’ future careers is high (e.g., Nursing graduates are likely to work as nurses). There is similar alignment between learning outcomes and career paths for graduates in non-accredited programs such as Business and Earth Sciences. In other non-accredited programs (e.g., Philosophy, History, etc.) graduates develop critical thinking and communication skills that are highly applicable and transferrable to a wide range of employment and career paths.

All of Western’s undergraduate programs—professional and academic—align with our institution-level learning outcomes. These outcomes include the development of disciplinary and inter-disciplinary knowledge; literacy and communication skills; resilience; aptitude for life-long learning, global awareness and community engagement; critical inquiry and creative thinking skills; and respect for professionalism and ethical conduct. Students also gain leadership skills through co-curricular learning experiences facilitated by Western. For example, our international community service-learning initiative has teams of students undertaking projects around the world where they gain cross-cultural and communication experience. Similarly, our entrepreneurship programs support hundreds of students each year to form startups, with several attracting significant venture capital funding each year.

Western supports many more programs like these with outcomes that assist students in applying their knowledge and skills in a variety of careers. We also provide access to effective career development support, from experiential learning opportunities to career advising, for all our students. By maintaining and enhancing this full range of programming, we aim to maintain and improve the University’s overall graduate employment rate. By helping students understand more fully the transferrable skills they have gained through their studies and engagement in other campus activities, our plan is to increase the proportion of our students who consider their jobs “closely” or “somewhat” related to the skills they developed in their university program two years after graduation.

Source: Ministry of Training, Colleges and Universities - Ontario University Graduate Survey

Institutional Strength/Focus

Program Areas of Strength: Professional, Quasi-Professional, and Second-Entry Programs
Proportion of enrolment (FTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength
Activated in 2020-21
Strategy Narrative
<p><i>Max Word Count – 500 Words</i></p> <p>Western encompasses 11 Faculties/Schools and 3 Affiliated University Colleges that collectively offer a wide array of programs for domestic and international students at the undergraduate, masters, and doctoral levels. Western consistently ranks among Ontario's top universities as evidenced by high average entering grades and high student retention and graduation rates.</p> <p>Western's strategic plan, <i>Achieving Excellence on the World Stage</i>, emphasizes the importance of internationalization with priority given to attracting students from diverse countries and promoting global citizenship and awareness among all students. Other key priorities include increasing overall diversity within the student body and developing opportunities for interdisciplinary studies within our curriculum.</p> <p>We have seen increased interest in professional and masters programs that enable students to accelerate their careers in a highly competitive, technologically disrupted and global job market. This is reflected in our strategic plan's highlighted commitment to teaching transferable knowledge and leadership skills for the 21st century:</p> <p style="padding-left: 40px;"><i>“ Regardless of their program of study, undergraduate and graduate students should graduate with well-developed critical thinking and communication skills requisite to any career. They should also have professional development opportunities embedded in their programs to enable students to explore and acquire the kinds of leadership and entrepreneurial skills increasingly in demand in today's marketplace. Implicit in this expectation is that the University and prospective employers have a shared understanding of how different degrees prepare graduates for success both within and beyond academia. Professional degree programs have long articulated the knowledge and skills their successful graduates acquire, and the same expectation must become a higher priority for undergraduate and graduate programs across the disciplines.”</i></p> <p>Program areas of recognized strength at Western include Business and Management Studies, Economics, Library Management, Nursing, Philosophy, Psychology, and Sports-related subjects. Our strategy will be to maintain and selectively grow undergraduate and graduate enrolments in professional and quasi-professional disciplines such as: business and management studies, computer and information sciences, education, engineering, health professions, law, and library sciences. The positive student outcomes for our proposed areas of strength are consistently demonstrated through graduation rates (92%) and employment rates (94% for 6 months after graduation and 97% for 2 years after graduation) – which are well above the average for the Ontario university system. (See: http://www.ipb.uwo.ca/rates.php).</p> <p>As part of this strategy, Western will provide opportunities for students to develop their creativity and communication skills, understand the societal importance of equity and ethics, and engage with media, arts and culture. Western provides students this breadth through the modular structure of most of its undergraduate programs, dual degrees with opportunities across the university, and co/extra-curricular offerings provided through Student Experience and the School of Graduate & Postdoctoral Studies.</p> <p>Experiential and work-integrated learning is a priority at Western. We will be providing additional resources to support students in their career preparation through their involvement in entrepreneurship, leadership development, community-service learning, international learning, and participation in the research mission of the university.</p>

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Training, Colleges and Universities

Graduation Rate

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years

Activated in 2020-21

Strategy Narrative

Max Word Count – 500 Words

Programming and services that support student retention and graduation are a priority at Western. The success of these efforts is evidenced in several measures, including our undergraduate student graduation rate, which is among the highest in Ontario and Canada.

The modular structure of many of our first-entry programs provides students with flexibility in course selection, and even students who change program streams are able to graduate on a normal timeline.

All students have access to effective writing and learning support services to improve their chances for academic success.

Western also has academic support programming tailored for certain groups of students who may face unique challenges in completing their degrees, including first-generation and international students. One particularly effective program is the Access Transition Program in support of Indigenous students. Participants receive one-on-one academic mentorship, elder support, and a range of culturally appropriate programming. Although students admitted to the University through this program have lower entering grades than the broader cohort, they succeed at nearly the same rate as all other students.

Building on this success, Western plans to maintain and improve its overall graduation rate.

Source: University Graduation Rate Data Collections

Graduate Employment Earnings:

Median employment earnings of university graduates, two years after graduation

Activated in 2021-22

Strategy Narrative

Max Word Count – 500 Words

Currently there are approximately 225,000 Ontarians who hold degrees from Western, with another 25,000 living in the rest of Canada and a growing constituency of graduates who live in more than 100 countries worldwide. Regardless of their location, Western alumni contribute meaningfully to their local communities and to the provincial, national and global economies in a plethora of substantive ways, including through gainful employment in professional and management careers founded on the knowledge and skills they developed as students.

Western's Ivey Business School regularly surveys its graduating undergraduate and Masters students to determine their employment earnings and time to first job. Other 2nd-entry and professional graduate programs also (using a localized approach) contact students after graduation to assess employment status.

We intend to extend similar career support/services functions across the University to provide more information to students about employment sector demands and compensation ranges.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning:

Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)

Activated in 2021-22

Strategy Narrative

Max Word Count – 500 Words

Providing experiential learning opportunities for our students is a priority for Western, and such opportunities are embedded in many programs throughout our Faculties, Schools, and Departments.

Most professional programs have required work placements (e.g., teacher training and the health professions) and we are increasing the number of co-op and internship opportunities available to students.

An increasing number of courses across all programs are incorporating a community service-learning component in which a significant proportion of the course is devoted to students being placed with a community partner. While benefiting student learning, these courses also meet important needs and service gaps in the local community.

Western's Senate has approved a framework for experiential learning that aligns with the principles articulated by MCU. This framework is being applied in an analysis of all of Western's courses with a view to being able to "tag" those that include a significant experiential learning component.

Western's Centre for Teaching and Learning offers a multi-day workshop for faculty members who wish to design an effective experiential learning course, and the University's Community Service Learning Unit assists faculty in implementing their experiential learning courses. We have a robust strategy to increase the number of external partners – employers, community organizations, health placement sites – in the development of more experiential learning opportunities for students. Western's longer-term goal is to see all students participate in at least one experiential learning opportunity by the time they graduate.

Source: Institutions

Skills & Competencies:

Education and Skills Online: Random sample of undergraduate students (domestic and international)

Activated in 2022-23

Description

Max Word Count – 500 Words

The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and public posting of results. The ministry is exploring the administration of the Education and Skills Online assessment tool and will provide more details on the process once they are available.

Western is committed to providing its students with the skills and competencies required to succeed in meaningful careers and to advance the economic and social prosperity of Ontario.

As noted in the section on Graduate Employment Rate, Western has developed a comprehensive institution-level learning outcomes strategy that applies to all students. Through the quality assurance process shaped by the Council of Ontario Universities' Quality Assurance Framework, the learning outcomes of all programs align with the broad learning expectations of the University.

The Education and Skills Online (ESO) assessment tool may provide a snapshot of student learning. Given the outcomes of HEQCO's pilot project implementing ESO, for the results to be most meaningful, it will be important to give consideration to participation rates, student effort, and survey sample strategies.

Western is willing to participate in the ESO assessment process.

Economic & Community Impact

Performance Metrics: Strategy Narrative

Metrics will be activated over three years as new data is collected and validated. For 2020-21, performance targets are calculated by using the historical data for Western University.

For metrics being activated for performance/outcomes-based funding in 2021-22, the Ministry of Training, Colleges and Universities will establish targets using the process described in the Performance/Outcomes-based Funding Technical Manual.

For the remainder of the SMA3 cycle, targets will be calculated annually as per the Performance/Outcomes-based Funding Technical Manual using the most recent historical data available for Western University and included as part of the SMA3 Annual Evaluation process for performance/outcomes-based funding. See appendix for details regarding historical data and annual targets.

In the narrative sections below, institutions are invited to describe their planned performance outcomes against the metrics and to contextualize their weighting strategy.

Community/Local Impact

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located

Activated in 2020-21

Strategy Narrative

Max Word Count – 500 Words

Not including its Affiliated University Colleges, Western's main campus spends ~\$1.2 billion annually (2018-19 dollars) to educate ~34,000 students and employ ~6,200 faculty and staff (FTEs). Combined with an additional \$1.3 billion in indirect expenditures related to university operations made by other organizations and individuals, Western contributes significantly to the local community and economy through the employment, goods and services it creates.

In total, Western's main campus economic impact on the Canadian economy – including direct spending and the indirect impact of its capital construction projects, research activities, student expenditures, and visitors spending – is estimated to be \$2.5 billion per year. Approximately 70% of this impact benefits London and surrounding areas of the CMA. Western's expenditures/impact is also estimated to have created approximately 15,500 jobs – of which, 10,900 are associated with jobs in London and surrounding areas.

The above figures come from an Economic Impact Study by KPMG (January 2015 Report) and reflect only the Constituent University's (i.e., main campus) impact. Our Affiliated University Colleges add another estimated 10% in terms of overall spending, increasing total impact to \$2.75 billion per year, with 17,050 jobs created. The impact on London and surrounding areas would be 70% of these figures – or \$1.9 billion and 11,900 jobs.

Western contributes to the local community in many other ways. Students, faculty, staff, and alumni (which number 225,000 in Ontario) participate in local community activities that enrich both their learning experience and the quality of life in their surrounding community. Western makes many of its resources, programs and facilities accessible to the community. Western is home to many public- and community-based partnerships that provide health, legal, and educational support services to local citizens. Led by faculty members, Western also undertakes countless community-based research projects that aim to address some of society's most complex problems such as obesity, dementia, built environment, homelessness and food security, to name but a few.

Western's students are a major contributor to the local/regional economy – in that the substantial numbers of students we attract from outside the local region lead to "direct incremental economic impact" in London and the surrounding areas. For example, over 85% of our incoming first-year class is from outside the London/Middlesex region and over 27% of graduate students are from other countries.

Source: University Statistical Enrolment Report (USER), Ministry of Training, Colleges and Universities, Census Data/Statistics Canada

Economic Impact: Institution Specific

Number of Active Revenue-Generating Licenses / Option Agreements

Running total of licenses and/or option agreements (where the dollar value is \$1,000 or more) and where the agreement is still in full force and effect (i.e. where the term has not expired nor has the agreement been prematurely terminated)

Activated in 2020-21

Strategy Narrative

Max Word Count – 500 Words

Western's proposed institutional metric is the number of active revenue-generating licenses/option agreements (where the dollar value is \$1,000 or more and where the agreement is still in full force and effect) as reported annually as part of the Association of University Technology Managers (AUTM) Canadian Licensing Activity Survey.

Western recognizes the positive impact its research discoveries can have on the provincial economy. Through our technology transfer office, WORLDdiscoveries® (WD), we draw upon a mix of industry connections, sector-specific market knowledge, and business development expertise to help researchers and local inventors commercialize their discoveries from London's research institutions through licensing to both established and spin-off companies. WD employs various strategies to ensure the number of active license/option agreements is, at a minimum, maintained year over year.

WD encourages research that is performed in collaboration with industry or is in response to an industrial need that is more likely to reach the market. For example, Western's Medical Innovation Fellowship program (<https://medicalinnovation.ca/>) trains recent PhD/MD graduates to focus on interacting with end-users to identify unmet medical needs. These needs then form the basis of their solution development, which has successfully led to numerous patent filings and start-up companies.

When a technology is first disclosed, it is evaluated for its marketability and 'problem to solution' fit. WD and Western uses various market research databases to inform our decisions on which technologies have the highest potential of finding a licensee. These databases identify research trends, current market problems, and companies working in various technological areas.

Once a technology has been accepted into the WD portfolio, it is marketed to third parties through various channels (including WD's website, social media ads, and a global match-making platform) to solicit feedback directly from industry, and to identify interested parties.

Once an interested third-party has been identified, WD supports negotiation of the license/option agreement and compliance of the agreement through relationship management on behalf of the institution and the researchers. This support helps to ensure any technical hurdles or compliance issues are effectively managed in a timely manner thereby decreasing the chance of premature agreement termination and increasing the likelihood of the technology reaching the market.

There is no single pathway to success in technology commercialization, particularly given that much of the research developed at Western is in its early stages. However, WD is continually refining the above suite of strategies to maximize the opportunities for finding development partners to bring Western's research discoveries to market.

Source: Association of University Technology Managers (AUTM) Annual Canadian Licensing Activity Survey

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities

Activated in 2020-21

Strategy Narrative

Max Word Count – 500 Words

Peer-reviewed Tri-Council funding is a key measure of research excellence in Canada. Success in securing Tri-Council funding plays a critical role in the growth and sustainability of the research enterprise as it is used to leverage linked programs, including Canada Research Chairs, Canada Foundation for Innovation, and the Federal Research Support Fund which offers vital support for indirect costs of research. It also supports the HQP who power much of the research enterprise and are the future leaders within academia, industry and throughout society.

Given the importance of Tri-Council funding, Western's research strategy is focused on increasing participation rates and success in grant applications to these agencies. This is achieved by providing professional administrative support for grant preparation, and by ensuring Western's researchers have access to world-class research facilities – including wet labs, human testing labs, and shared core facilities for animal care – and larger, expensive pieces of equipment. Interdisciplinary research is facilitated by administrative support for research centres and institutes, which include scholars from multiple Departments, Faculties, and Schools. Faculty member workload includes protected time for research, and those who are successful in obtaining large grants are provided additional protected research time.

A dedicated centralized team (under the Vice-President Research) provides strategic grant-writing expertise for large-scale Tri-Council grant applications and offers oversight and review related to compliance, budgets, and grantsmanship. Other team members offer specialized expertise related to plans for knowledge exchange, communications, and equity, diversity and inclusion – all of which are increasingly important to Tri-Council applications. Internal peer grant review, which is particularly important for younger investigators, is encouraged and facilitated prior to final submission of a grant.

Western also has dedicated research officers embedded within its 11 Faculties and Schools. These professionals identify funding opportunities, provide additional grant-development expertise and foster partnership opportunities. Research officers assist with some aspects of research administration. These supports reduce administrative burden on investigators, allowing them to focus on best presenting the scientific merit of their proposals.

Over the past three years, Western has contributed more than \$40 million of its own operating revenue to programs and initiatives designed to support Tri-Council success. Examples include:

- The Western Strategic Support Program enhances capacity and success related to CIHR, NSERC, and SSHRC grants. These internal grants (one-time funding) target emerging researchers, mid-career researchers who do not currently hold external funding and researchers who are preparing to submit larger grants.
- The Faculty Research Development Fund is an internal funding program for SSHRC-focused Faculties that fosters Tri-Council participation and success.
- Western's SSHRC Reapplication Assistance Program provides support for highly ranked, yet unsuccessful, applicants requiring additional support to reapply.

Source: Tri-Agency Institutional Programs Secretariat

Innovation: Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources

Activated in 2021-22

Strategy Narrative

Max Word Count – 500 Words

Western recognizes that private sector partnerships for research and its associated funding remain important avenues to pursue aggressively.

Western's strategy in this area is founded on the principle of cultivating and fostering mutually beneficial relationships with potential and existing partners. We invest strategically in programs that facilitate such connections. These relationships support partnered and contract research, intellectual property licensing, matching funding opportunities and philanthropy, including for endowed research chairs.

Western also maintains memberships in organizations that support engagement of its investigators, students and trainees with private sector partners. This includes MITACS, CUTRIC and SOSCIP, the last of which brings together industry and academia to solve social, technical and business challenges with high performance computing. These opportunities also provide practical training for HQP and increase business competitiveness.

In recent years, Western has established new models for successful industrial partnerships, including co-locating global research and development centres with academic research groups. For example, German multi-national LANXESS (now ARLANXEO) has partnered with Surface Science Western, and China Automotive Battery Research Co. Ltd. recently invested \$10 million to establish a joint research institute within the Faculty of Engineering.

Western has opened collaborative industry-academic facilities, such as the Fraunhofer Project Centre for Composites Research, and has taken a consortium approach with other Ontario universities for industry-facing entities like the Advanced Manufacturing Consortium (a partnership between Western, McMaster and Waterloo). Western has also partnered with local companies that have international scope (e.g. Trojan Technologies, which has collaborated on various water technology-based programs for more than 15 years).

Western Research Parks provides unique co-location opportunities. Its three campuses – the Advanced Manufacturing Park, the London Discovery Park, and the Sarnia-Lambton Research Park – offer potential industry partners access to space, specialized equipment, opportunities to scale-up, and expertise of the academic community, including students and trainees. They foster an ecosystem that strengthens university-industry ties and serve as hubs for entrepreneurship, particularly in the biotech, IT and manufacturing sectors. Western's Park is home to more than 70 private sector SMEs, supported by an array of business development and support services.

As Western and its affiliated hospitals' bridge to industry, WORLDiscoveries (Western's Tech Transfer Unit) works with local and international private sector partners to transfer research products and services to the community. It also leverages industry connections to establish corporate partnerships for early stage technologies, while promoting and supporting various granting opportunities with industry, such as the NSERC Idea to Innovation program.

Source: Canadian Association of University Business Officers (CAUBO)

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

This priority area of the Ontario government supports the government's goal of restoring trust in Ontario's finances and promoting accountability through transparency.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding Western University Faculty Activity is publicly available by March 31, 2021.

Faculty Compensation

Information regarding Western University Faculty Compensation is publicly available by March 31, 2021.

*****NOTE: The ministry will provide further detail on the Faculty Activity and Faculty Compensation metrics as part of the bilateral discussions process.*****

Enrolment Profile

In addition to the performance/outcomes-based funding outlined in sections two and three, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

Corridor Midpoint

For funding purposes **95,075.68** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for Western University. Enrolment related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0. Funding eligible enrolments are defined by the Ontario Operating Funds Distribution Manual.*

2018-19 Midpoint (A)	2018-19 Funded Graduate Growth (Master's) (B)	2018-19 Funded Graduate Growth (Doctoral) (C)	2018-19 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
93,034.56	1,092.04	949.08	-	95,075.68

Note: The midpoints presented in this table were established using final 2018-19 enrolment data.

Projected Funding-Eligible Enrolments

Below is Western University's projection of funding-eligible enrolments

Projected	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	28,449.3	28,591.2	28,734.1	28,878.0	29,022.8
Master's FFTE	3,197.4	3,261.3	3,326.5	3,393.0	3,460.9
Doctoral FFTE	1,349.3	1,376.3	1,403.8	1,431.9	1,460.5
Total FFTE	32,996.0	33,228.8	33,464.4	33,702.9	33,944.2

Note: For this table, Fiscal Full-Time Equivalents should be reported. This includes all terms for undergraduate students and Fall and Summer terms for graduate students.

Projected International Enrolment

Below is Western University's projection of funding-ineligible international student enrolments

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	4,725.6	5,198.2	5,717.9	6,289.6	6,918.2
Master's FFTE	1,072.0	1,104.0	1,126.0	1,149.0	1,172.0
Doctoral FFTE	683.0	697.0	711.0	725.0	740.0
Total FFTE	6,480.6	6,999.2	7,554.9	8,163.6	8,830.2

Note: For this table, Fiscal Full-Time Equivalents should be reported. This includes all terms for undergraduate students and Fall and Summer terms for graduate students.

Federated and Affiliated Institutions

SMA3s are established with the colleges and universities in Ontario receiving direct operating funding support from the Ministry of Training, Colleges and Universities.

For the purposes of these agreements the 27 federated/affiliated institutions in Ontario are considered part of the primary institution and will not have their own standalone agreement.

As part of this agreement, the ministry encourages all primary institutions to discuss the impacts of the 2020-25 Strategic Mandate Agreements and performance/outcomes-based funding with federated and affiliated institutions.

The ministry is requesting that institutions confirm that they have discussed SMA3 with affiliated/federated partners.

Attestation Signature

*Information regarding Strategic Mandate Agreements have been discussed with applicable affiliated or federated institutions: **Brescia University College, Huron University College, King's University College***

Signature

Date

Appendix: Historical Data, Allowable Performance Targets and Annual Results

The following table will be refreshed annually by the ministry to display results from the SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year.

NOTE: The ministry will complete the table below before agreements are signed in March 2020 using the information in the SMA3 Metric and Data Workbook.

	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual Achieved	APT	Actual Achieved	APT	Actual Achieved	APT	Actual Achieved	APT	Actual Achieved
1. Graduate Employment in a Related Field: <i>Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation</i>	Year	Year	Year										
2. Institutional Strength/Focus: <i>Proportion of enrolment (FTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength</i>	Year	Year	Year										
3. Graduation Rate: <i>Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years</i>	Year	Year	Year										
4. Community/Local Impact: <i>Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located</i>	Year	Year	Year										
5. Institution-Specific (Economic Impact)													
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured: <i>Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities</i>	Number:												
	Proportion:												
7. Experiential Learning: <i>Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s)</i>	Number:												
	Proportion:												
8. Innovation: Research Revenue Attracted from Private Sector Sources: <i>Research revenue attracted from private sector sources</i>	Year	Year	Year										
9. Graduate Employment Earnings: <i>Median employment earnings of university graduates, two years after graduation</i>	Year	Year	Year										
10. Skills & Competencies: <i>Participation in ESO assessment and posting results online (domestic and international)</i>							Results posted	E.g. Yes					



Western
UNIVERSITY • CANADA

Report to SCUP on Faculty Recruitment and Retention

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

February 2020

History, Purpose and Format of the Report

- Beginning 2014, the Faculty Collective agreement has required an annual reporting of metrics related to faculty recruitment
- The data in this report fulfill that objective; as well, this report provides additional faculty recruitment & retention data
- Data and analyses are provided with numerical “counts” in order to allow for readers of the report to extract and review these data from a variety of lenses

Organization of the Report

The report is organized by faculty group:

1. Probationary and Tenured Faculty
2. Limited-Term non-Clinical Faculty
3. Part-Time non-Clinical Faculty
4. Full-Time Clinical Faculty

Definitions for each group and descriptions of data sources are provided.

Section 1: Probationary and Tenured Faculty

- Data are cross-sectional counts as of October 1; the most recent data in Western's HRIS system is October 1, 2019; the most recent UCASS (comparator) data are from the 2017-18 data
 - reflected by different timelines where comparator data are used
- This section pertains to all Full-Time Probationary (Tenure-track) and Tenured Faculty
- includes those in senior academic administrative roles who are exempt from the UWOPA Collective Agreement provisions

Key Observations from slides 9 to 23

Probationary and Tenured Faculty

- The total number of Probationary/Tenured faculty increased from 1998 to 2008, stabilized, then modestly declined; in 2019, there was a decrease in complement due to a retirement incentive window
- In the data reflected in slides 10-11, women comprise 34.8% of all Western faculty and 46.5% of Assistant Professors, illustrating increasing representation with recent cohorts
- New probationary/tenured faculty hires were approximately 50% women in the past two hiring years

Key Observations from slides 9 to 23

continued

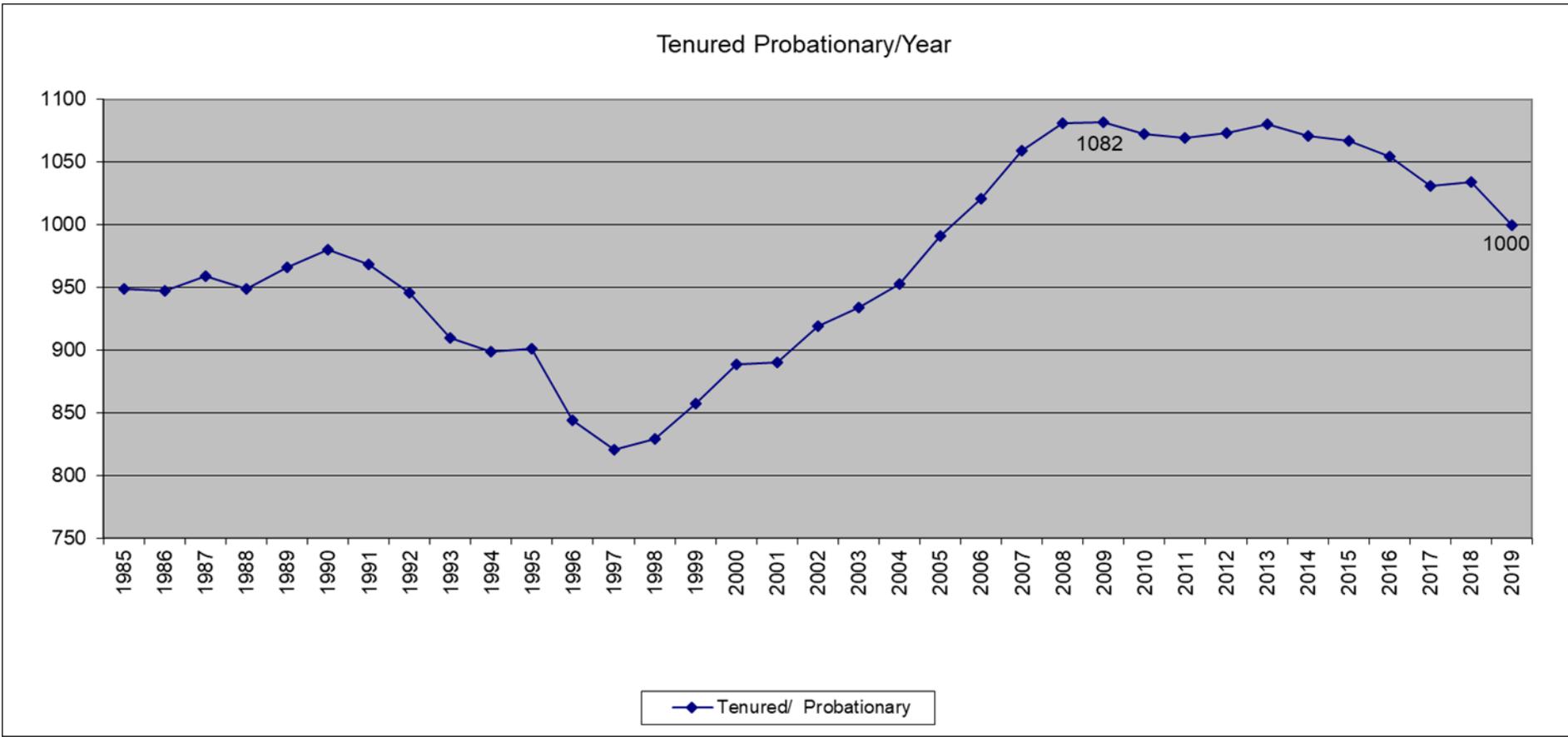
- representation of women varies by discipline (the data include all faculty career stage cohorts thus reflect historic, as well as recent, cohorts)
- time-to-tenure and time-to-promotion show a disciplinary influence, perhaps reflecting the role of post-doctoral training in STEM disciplines delaying post-PhD time-to-tenure
- Probationary cohort success rates are similar for men and women; data in slide 17-18 reflect the cohorts who would ordinarily have completed their probationary period (more data will be presented in the June P&T report to Senate)
- Resignation patterns for tenured and probationary faculty illustrate disciplinary differences in retention with annual attrition rates of 1.66% for women and 1.38 % for men

Key Observations from slides 9 to 23

continued

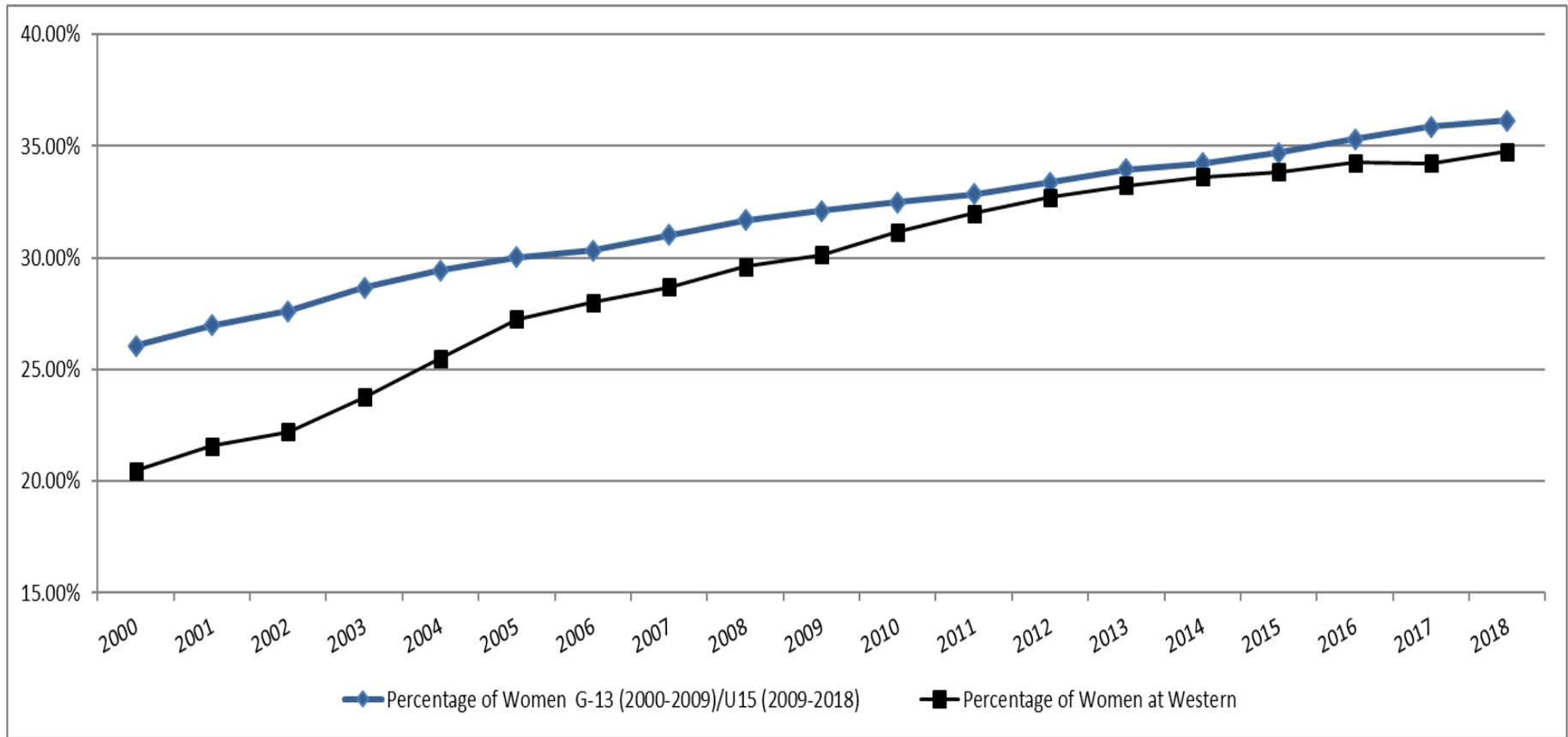
- as shown in slide 22, the annual attrition was fairly constant in post-60 faculty cohorts since 2006
- As shown in slide 23, the count of faculty over the age of 65 increased from 2006, reflecting successive cohorts entering the age group after discontinuation of mandatory retirement;
- the count stabilized in 2016 as the rate of exit due to retirement became similar to the rate of entry of new cohorts into the post-65 age group; it decreased in 2019 as a result of an incented retirement window
- The difference between the red and black lines in slide 23 reflects individuals with a retirement plan on record

Probationary and Tenured Faculty at Western 1985 - 2019



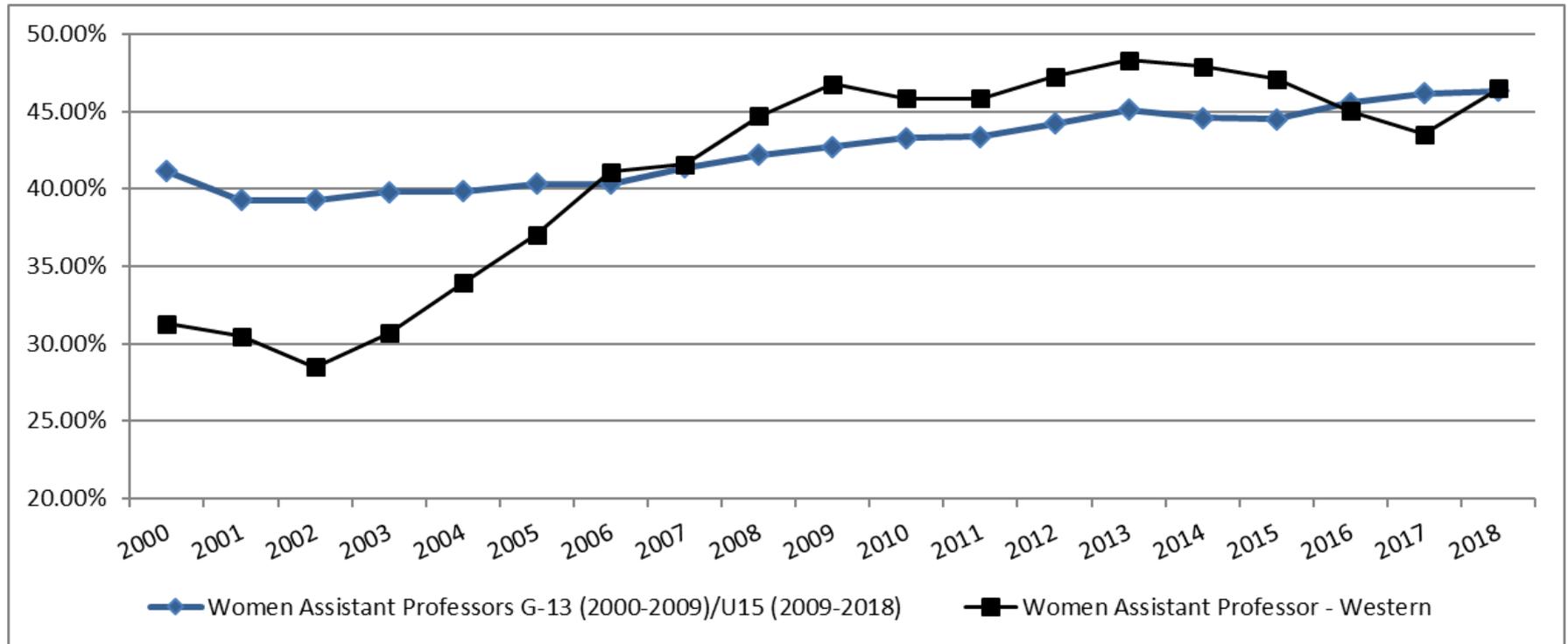
Source: Western Corporate Information 1985 – 1999
 UCASS Data 1999 – 2009
 U15 Data 2009 – 2018
 Human Resources Information System - 2019

Women as a Percentage of Tenured/Probationary Faculty: G-13/U15 excluding Western vs. Western



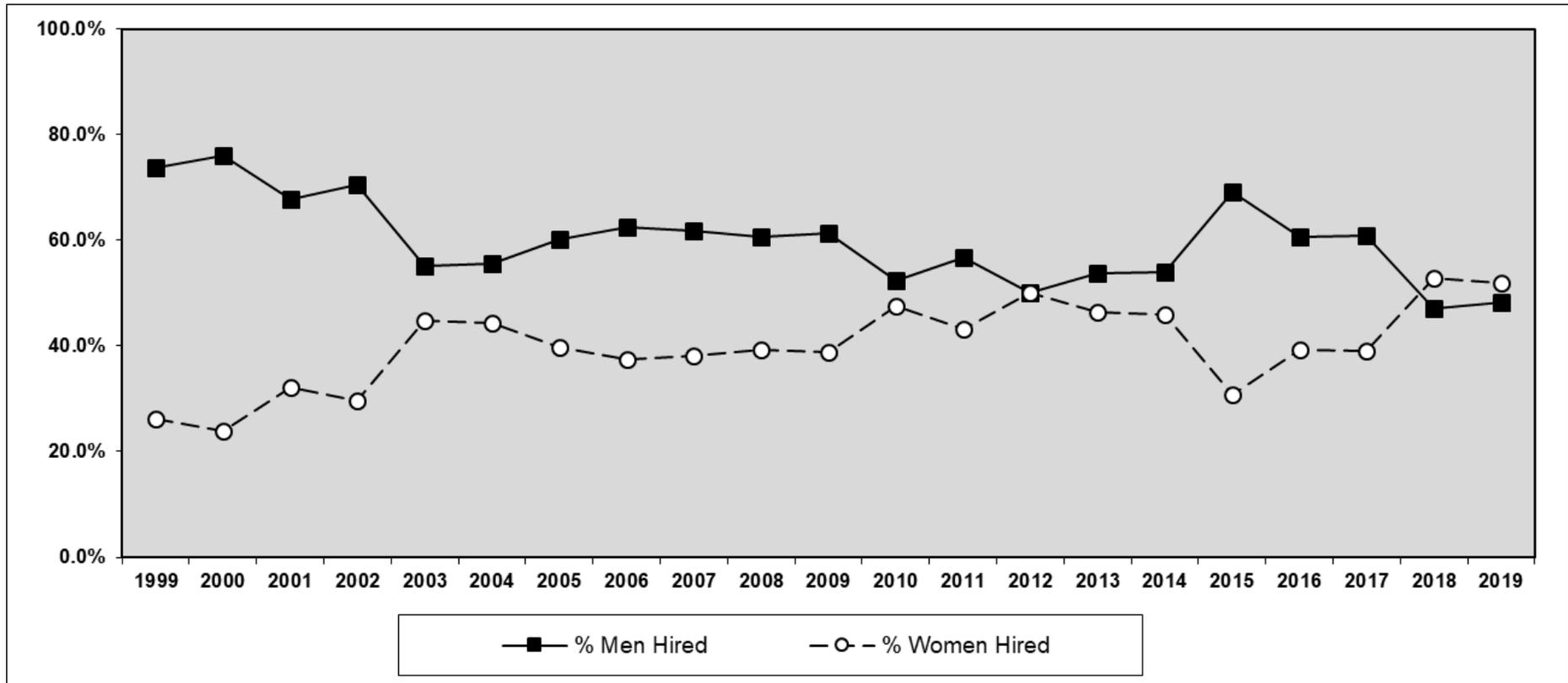
Source: UCASS Data 2000-2009, U15 Data 2009-2017
(Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, and Saskatchewan, 2015. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

Women as a Percentage of Probationary Assistant Professors, G-13 /U15 excluding Western vs. Western



Source: UCASS Data 2000-2009, U15 Data 2009-2018
 (Data unavailable for: Laval and Montreal for 2012-2013, Montreal for 2013-2016, and Saskatchewan, 2015. Montreal data includes Ecole Polytechnique & Ecole des Hautes Etudes Commerciales)

Gender distribution, Newly hired Tenured/Probationary Faculty at Western (including those at Western previously in a Limited Term position): 1999 – 2019



Source: UCASS Data for 1999 – 2010
 Western Human Resources Information Systems 2011 - 2019 (October)
 Data excludes faculty joining from Robarts

Percentage of Women, Tenured/Probationary Faculty, 2009 to 2019

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Arts and Humanities	42.31%	44.19%	45.45%	47.06%	44.60%	45.00%	45.65%	45.52%	45.31%	42.62%	45.20%
Business	21.67%	26.09%	24.00%	25.33%	26.92%	25.97%	22.22%	19.74%	18.57%	22.37%	25.00%
Education	47.62%	48.72%	50.00%	52.94%	54.55%	54.29%	57.14%	61.90%	65.85%	69.05%	68.30%
Engineering	11.63%	11.63%	11.49%	11.36%	12.36%	12.50%	11.63%	12.64%	15.96%	16.67%	17.50%
Health Sciences	58.43%	58.70%	59.57%	59.78%	60.22%	60.87%	62.22%	63.33%	60.47%	62.07%	70.00%
Information & Media Studies	59.46%	58.33%	57.14%	58.82%	58.82%	57.58%	59.38%	57.14%	57.14%	59.26%	60.70%
Law	23.33%	22.58%	24.14%	27.59%	32.26%	31.03%	34.48%	35.71%	37.50%	39.29%	39.30%
Medicine & Dentistry	19.65%	20.12%	20.37%	21.34%	22.56%	22.94%	23.84%	24.00%	23.84%	23.40%	26.70%
Music	32.43%	33.33%	36.11%	35.14%	32.43%	33.33%	34.21%	37.14%	37.14%	36.36%	36.70%
Science	19.15%	20.65%	21.98%	22.78%	23.89%	23.73%	24.72%	24.43%	23.70%	23.53%	25.90%
Social Science	31.25%	32.16%	33.50%	32.50%	33.33%	36.13%	35.64%	36.61%	37.78%	40.11%	43.70%

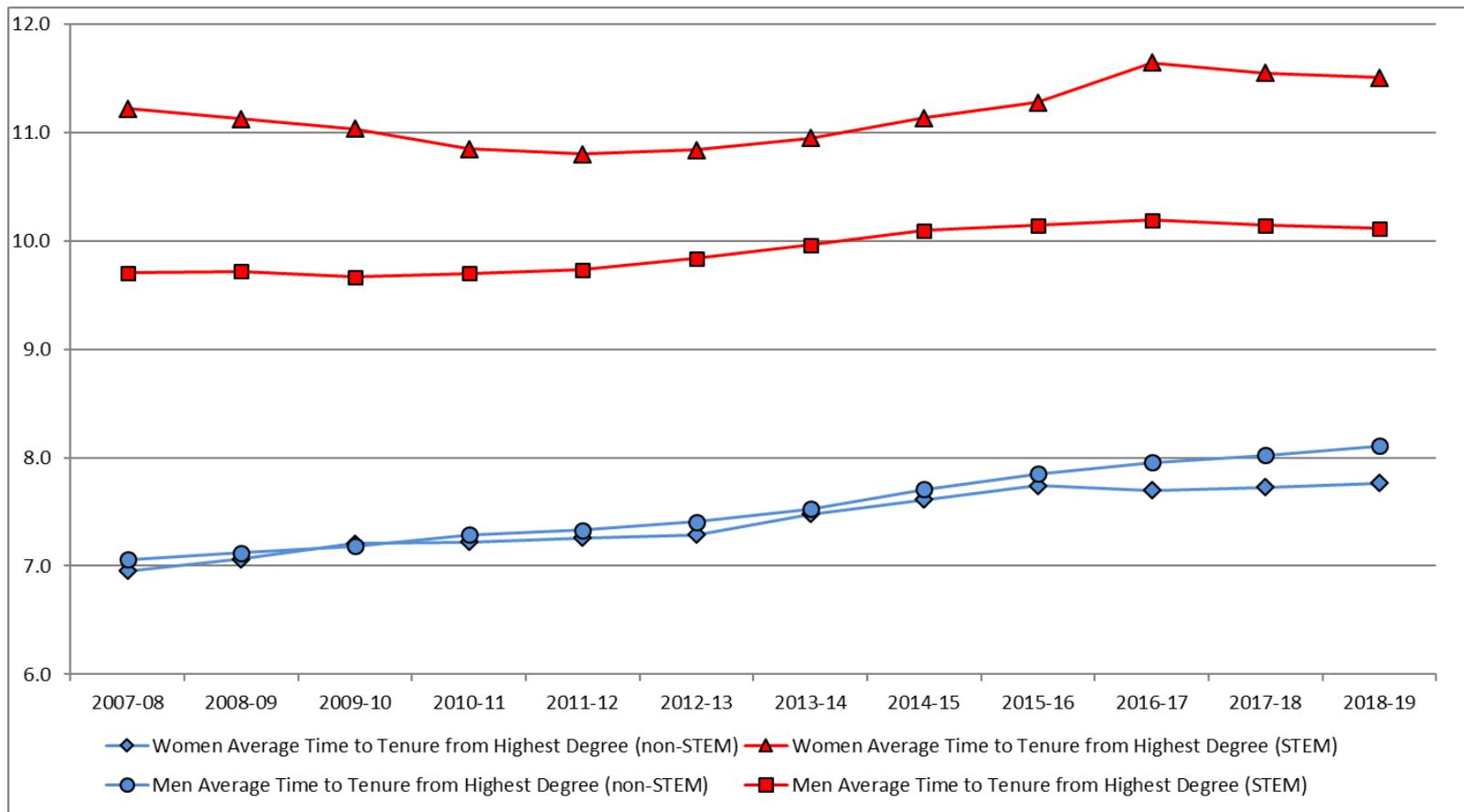
Western Human Resources Information System 2009 - 2019 (October).

Percentage of Women, Probationary Assistant Professor Rank 2009 to 2019

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Arts and Humanities	55.56%	52.63%	55.88%	69.70%	58.06%	50.00%	54.17%	47.37%	53.33%	40.00%	50.00%
Business	40.00%	39.13%	27.59%	27.59%	32.26%	29.03%	30.30%	26.92%	20.00%	30.43%	33.33%
Education	80.00%	75.00%	77.78%	71.43%	60.00%	57.14%	50.00%	66.67%	66.67%	81.82%	81.82%
Engineering	22.22%	18.75%	21.43%	18.18%	23.08%	18.18%	14.29%	12.50%	35.71%	29.41%	29.41%
Health Sciences	71.43%	61.54%	65.38%	65.22%	68.42%	72.22%	80.00%	90.91%	84.62%	82.35%	90.00%
Information & Media Studies	84.62%	80.00%	77.78%	75.00%	100.00%	100.00%	100.00%	--	--	--	100.00%
Law	62.50%	71.43%	80.00%	100.00%	100.00%	100.00%	75.00%	57.14%	60.00%	50.00%	50.00%
Medicine & Dentistry	29.55%	30.00%	27.27%	32.26%	34.62%	35.71%	36.67%	38.71%	37.50%	37.93%	44.44%
Music	40.00%	40.00%	30.00%	28.57%	40.00%	50.00%	50.00%	40.00%	33.33%	50.00%	--
Science	34.09%	38.89%	38.46%	35.00%	43.75%	50.00%	50.00%	50.00%	41.67%	45.45%	46.67%
Social Science	44.00%	48.72%	52.94%	48.28%	57.14%	66.67%	57.89%	47.83%	37.50%	43.75%	47.06%

Western Human Resources Information System 2009 - 2019 (October).

Time to Tenure from Highest Degree (STEM and non-STEM Disciplines)

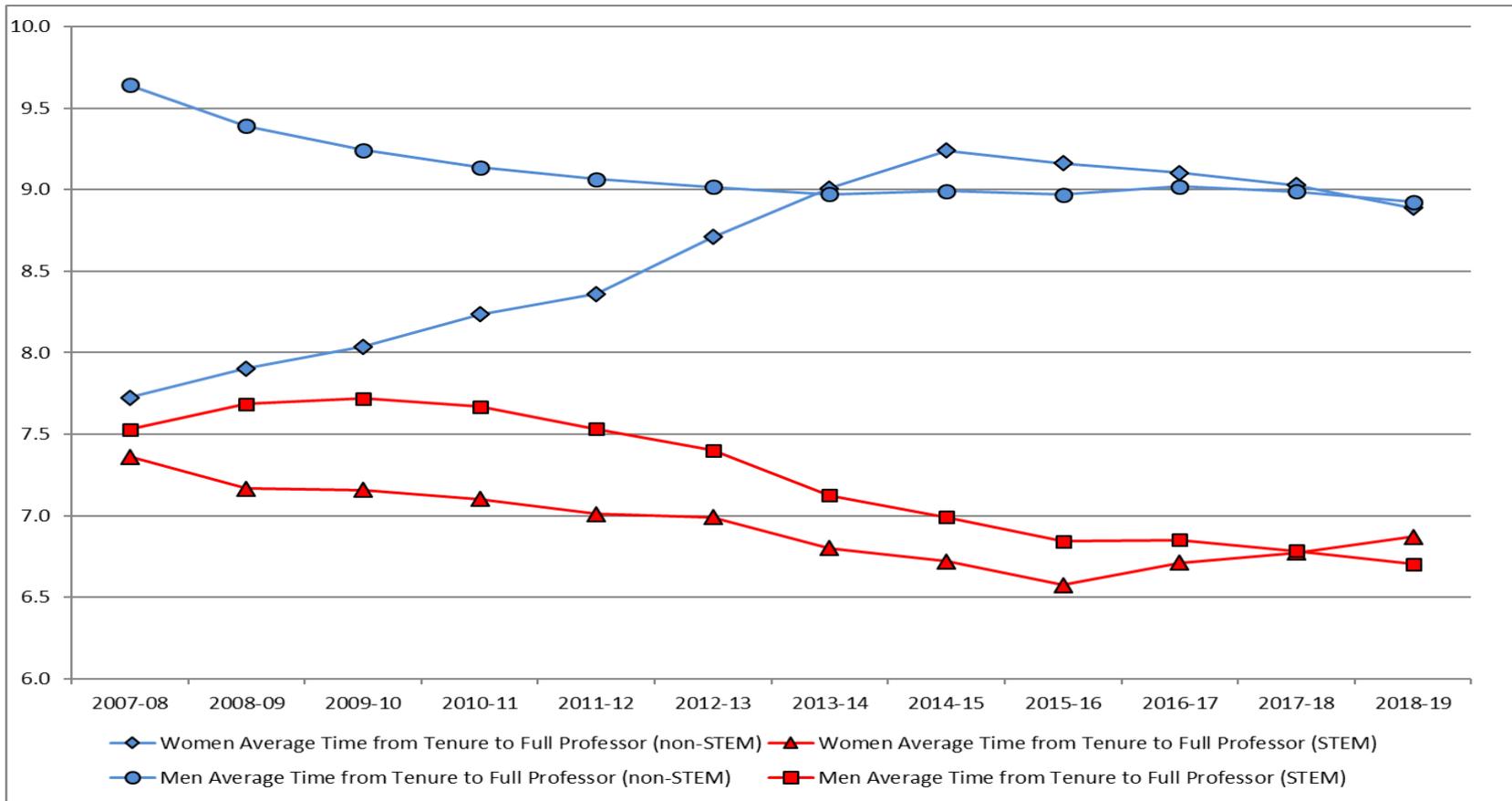


For the purpose of this analysis:

- “STEM” = Faculty of Engineering, Science, Medicine & Dentistry
 - Only those with > 3 years from RF to Tenure are included
 - Three year rolling average

Source: Western HR Information System

Time to Full Professor from Tenure (STEM and non-STEM Disciplines)



For the purpose of this analysis:

- “STEM” = Faculty of Engineering, Science, Medicine & Dentistry
 - Only those with > 3 years from RF to Tenure are included
 - Three year rolling average

Source: Western HR Information System

Probationary Cohort Outcomes for Faculty with Probationary Start dates from 2002-03 through 2013-14

Cohort Outcomes

Action	Women (n)	Men (n)	Grand Total (n)
Granted Tenure	190 (75.4%)	262 (78.0%)	452 (76.9%)
Denied P&T	5 (2.0%)	13 (3.9%)	18 (3.1%)
Withdrew from P&T *	3 (1.2%)	10 (3.0%)	13 (2.2%)
Moved to Limited Term **	3 (1.2%)	1 (0.3%)	4 (0.7%)
Resigned	40 (15.9%)	43 (12.8%)	83 (14.1%)
Still in Probationary Period ***	8 (3.2%)	5 (1.5%)	13 (2.2%)
Other	3 (1.2%)	2 (0.6%)	5 (0.9%)
Grand Total	252 (100%)	336 (100%)	588 (100%)

Outcomes for those who entered the P&T Consideration Queue

Action	Women (n)	Men (n)
Granted Tenure	190 (96.0%)	262 (91.9%)
Denied P&T	5 (2.5%)	13 (4.6%)
Withdrew from P&T	3 (1.5%)	10 (3.5%)
Grand Total	198	285

- * Withdrew after entering the P&T queue
- ** Hired into a new Limited Term role before entering P&T queue
- *** Those continuing beyond their initial P&T consideration date (due to leaves etc.) or those hired in fall/winter of the 2013-14 academic year to be considered in 2020

Reasons for Resignation: Probationary Cohort with Start dates from 2002-03 through 2013-14

Reasons for Resignation During Probationary Period (Exit Interviews)				
Reason	Women (N)	% of Women Total	Men (N)	% of Men Total
Career Development and Salary	9	22.5%	11	25.6%
Family and Geography	25	62.5%	23	53.5%
Other	3	7.5%	4	9.3%
Performance - Not Tracking to P&T	3	7.5%	5	11.6%
Grand Total	40	100.0%	43	100.0%

Reasons for Resignation: All Probationary and Tenured faculty resigning from 2004-05 through 2018-19

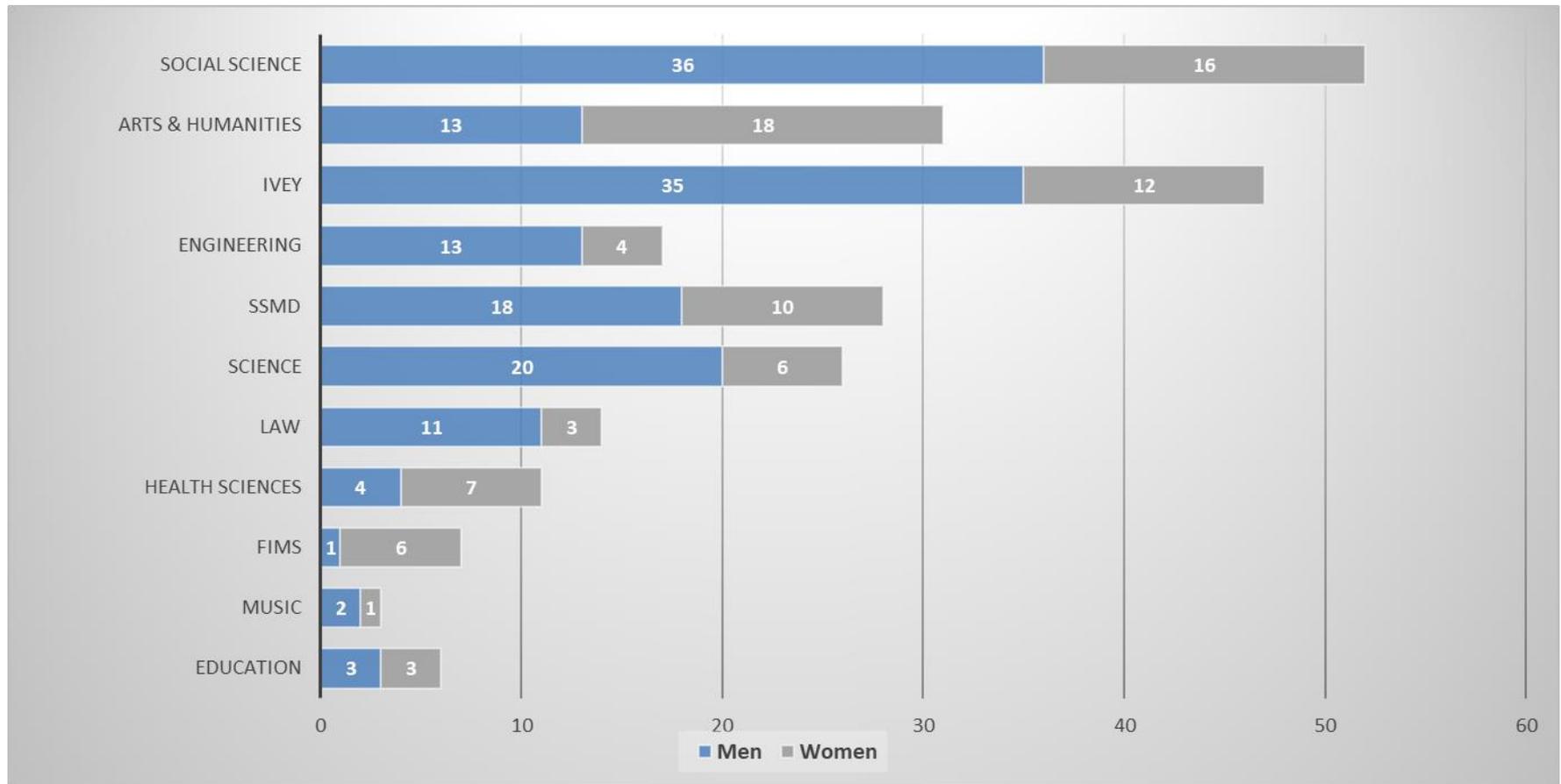
Reasons for Resignation (exit Interviews)	Women N (%)	Men N (%)	Total N (%)
Performance - Not Tracking to P&T	6.0 (7.0%)	25.5 (16.3%)	31.5 (13%)
Family and Geography	36.5 (42.4%)	43.33 (27.8%)	79.83 (33.0%)
Career Development and Salary	36.0 (41.9%)	69 (44.2)	105 (43.4%)
Other	7.5 (8.7%)	18.17 (11.7%)	25.67 (10.6%)
Grand Total	86 (100%)	156 (100%)	242 (100%)

Women: 1.66% average attrition rate (annual attrition rate = resignations/current year faculty count)

Men: 1.36% average attrition rate (annual attrition rate = resignations/current year faculty count)

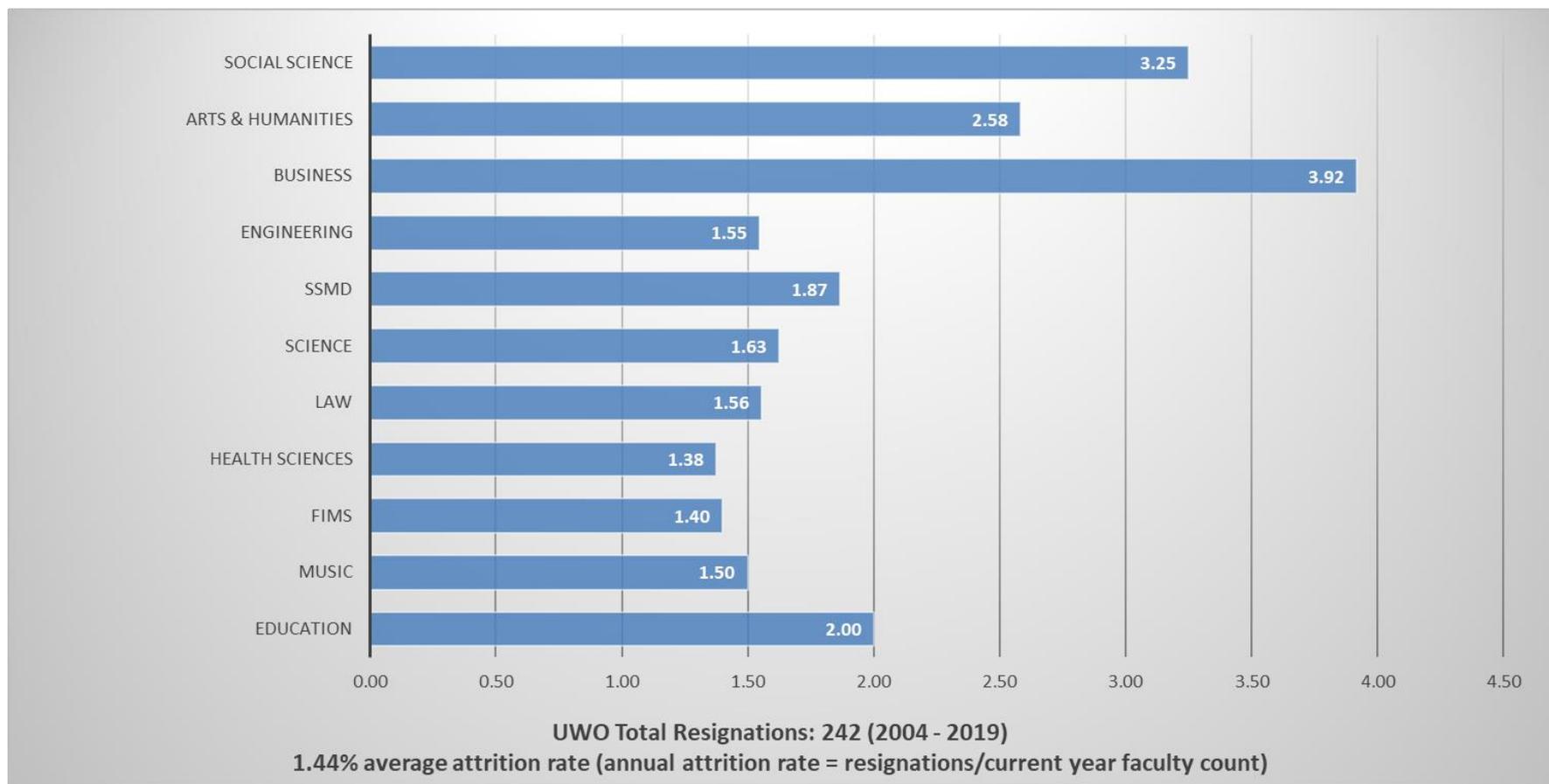
Data Source: Exit interviews conducted with the Faculty Member or Chair/Dean of the Department/Faculty and letters received from Faculty Member. Fractional numbers result when multiple reasons are given for resignation; one individual is fractionally attributed across reasons they gave.

Total Probationary & Tenured Resignations by Faculty: resigning from 2004-05 to 2018-19



Source: Western Information Systems as of December 2019
Includes only faculty under age 55 at the time of resignation.

Total Probationary & Tenured Resignations % by Faculty: exit dates 2004-05 to 2018-19

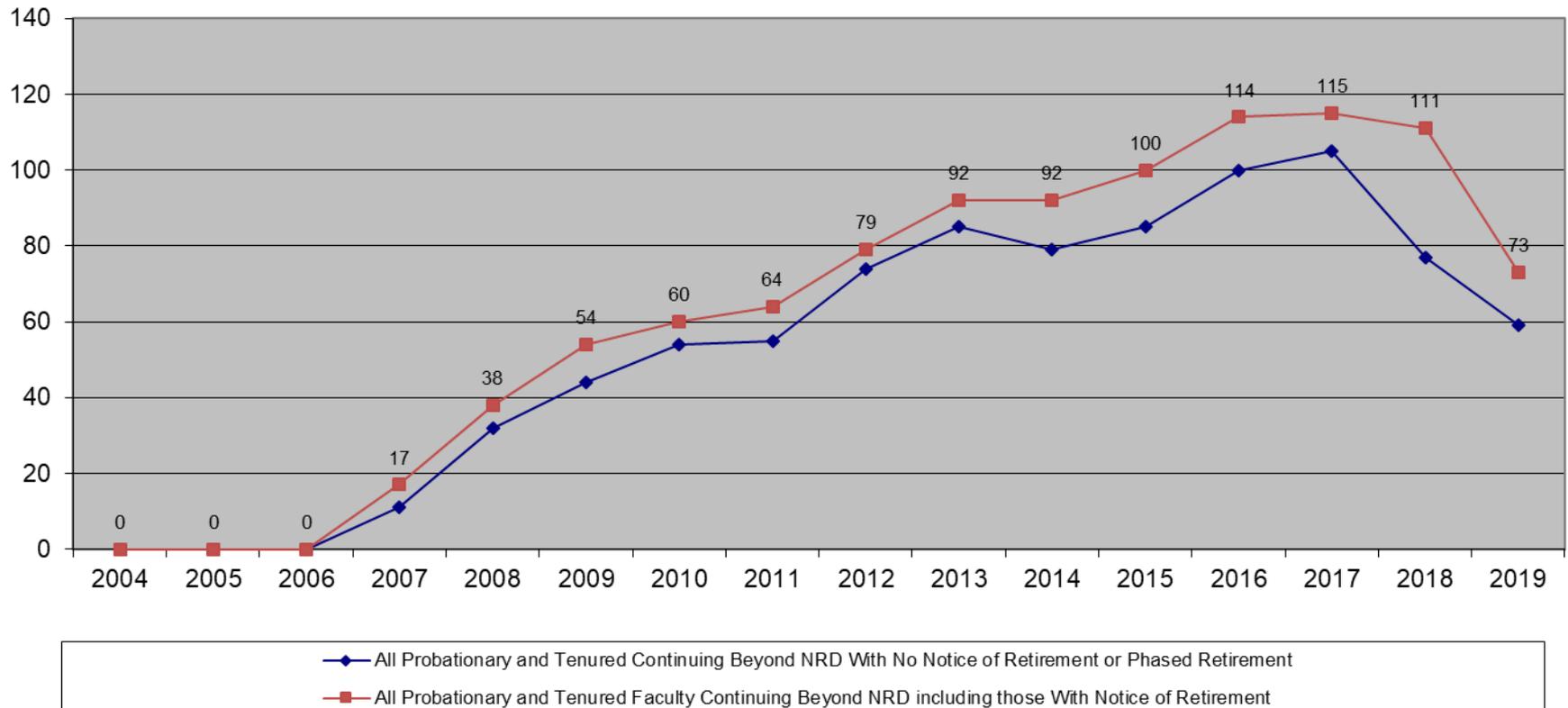


Probationary and Tenured Faculty at Western: Cohorts Aged 60 or Greater

Age	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
60	33	36	23	37	25	23	28	38	27	25	17	28	31	34	24	30
61	34	30	34	23	33	25	22	29	38	27	23	15	28	29	32	22
62	32	33	30	34	22	32	24	21	28	37	25	21	13	27	31	29
63	22	31	32	25	31	21	30	23	21	28	37	24	20	13	27	28
64	20	21	29	32	23	30	19	30	23	21	27	36	23	19	13	21
65	8	6	9	24	26	22	24	13	28	21	18	25	31	23	18	11
66	0	0	0	7	20	21	19	19	11	27	20	16	23	29	17	12
67	0	0	0	0	4	18	15	14	17	8	24	17	13	18	19	12
68	0	0	0	0	0	3	10	13	11	16	7	20	14	10	17	11
69	0	0	0	0	0	0	3	8	11	10	9	6	14	12	6	12
70	0	0	0	0	0	0	0	3	8	9	7	8	4	11	11	4
71	0	0	0	0	0	0	0	0	3	6	7	6	8	2	9	5
72	0	0	0	0	0	0	0	0	0	2	5	7	4	7	2	5
73	0	0	0	0	0	0	0	0	0	0	2	5	7	4	7	1
74	0	0	0	0	0	0	0	0	0	0	0	2	4	6	3	2
75	0	0	0	0	0	0	0	0	0	0	0	0	1	2	5	1
76	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3
Total	149	157	157	182	184	195	194	211	226	237	228	236	238	246	243	209

Source: UCASS 2004 – 2010
UWO Data 2011 – 2019

Probationary and Tenured Faculty at Western: Continuing Beyond Normal Retirement Date (NRD)



Source: Western Human Resources Information System
Cohort continuing with \leq July 1 NRD in each year

Section 2: Limited Term Appointments

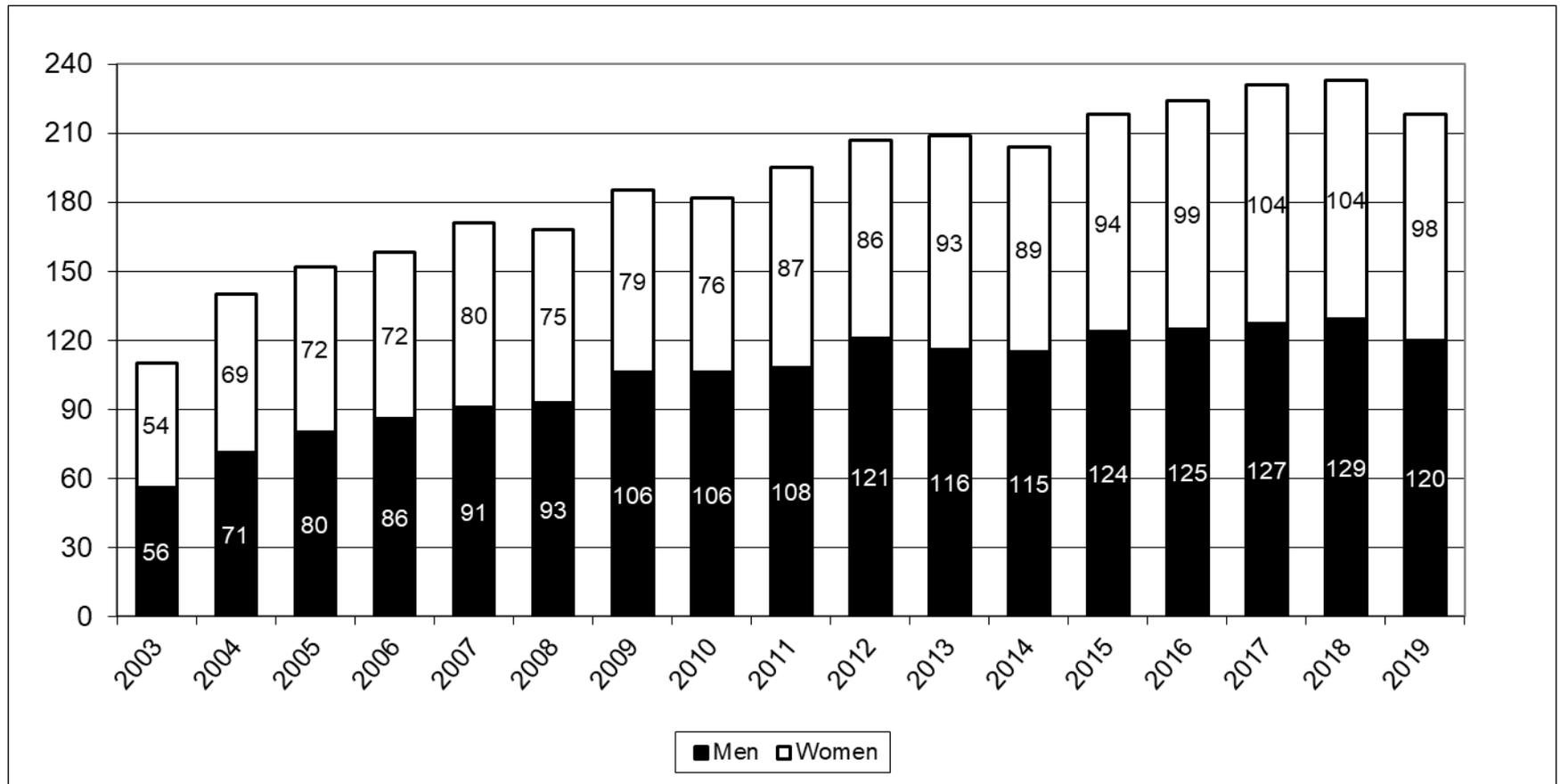
- Data are cross-sectional counts as of October 1, 2019
- Includes Limited Term UWOFA faculty:
 - Those with fixed-term (with end date)
 - Full-time contract faculty “without end date”
 - Full-time contract faculty who are “permanent”
- Does not include:
 - Visiting faculty
 - Externally funded faculty

Key Observations from Slides 26 to 29

Limited Term Faculty

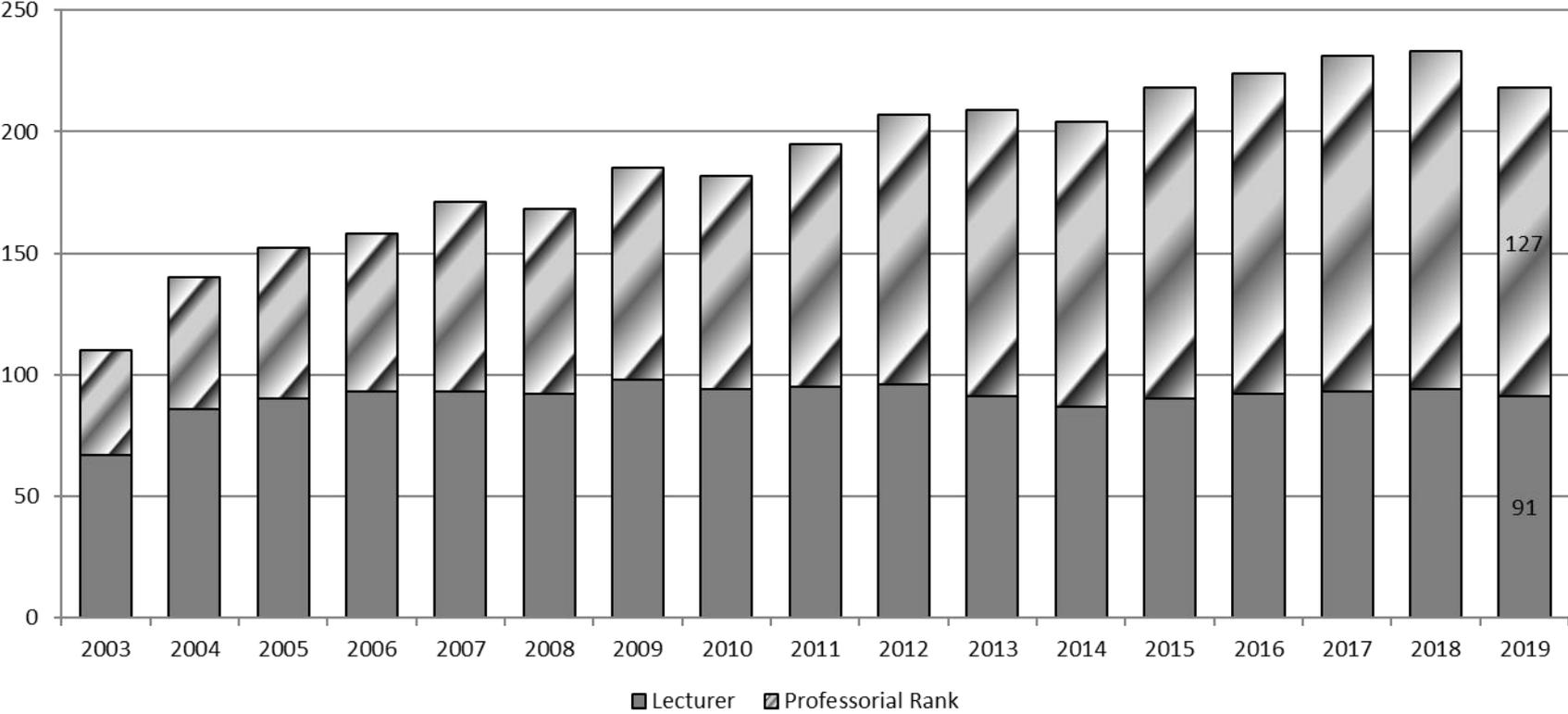
- On October 1, 2019 there were 218 LT faculty:
 - 98 (45%) were women and 120 (55%) were men
 - 127 (58.3%) were at the Professorial ranks
 - Length of employment at Western
 - 66 (30.3%) had been employed >12 years (therefore are either “without end date” or “permanent” or eligible for “without end date” status at next renewal)
 - 114 (41.0%) have been in LT contract status for <7 years
- Each vertical bar in slide 29 represents the workload of one LT individual; most LT faculty are teaching-intensive, but other WLs are seen (e.g. Basic Scientists in a Clinical Department are often research-focused)

Number of Individuals with Limited Term Appointments: Stratified by Gender 2003 to 2019



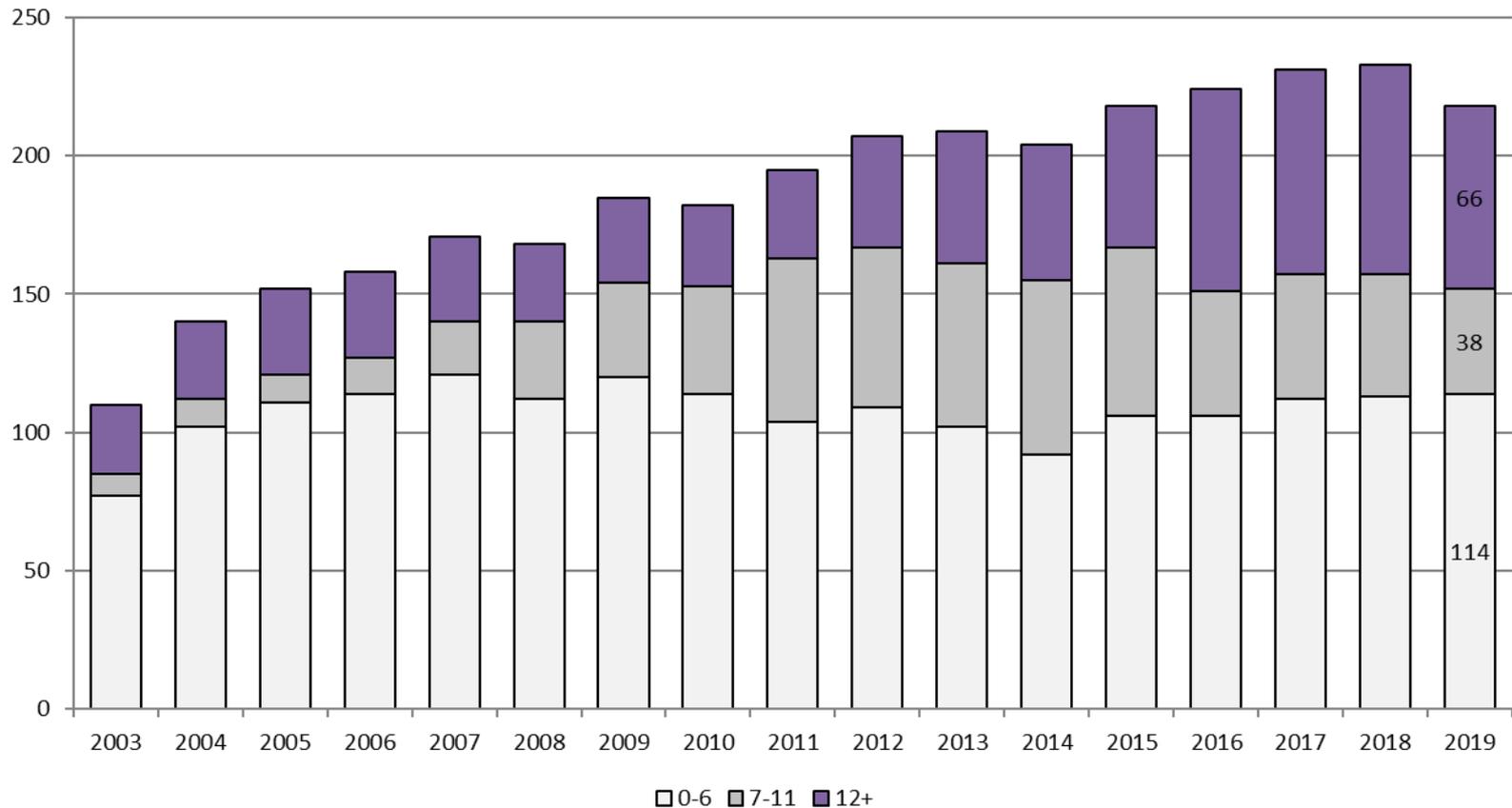
Source: Western's Human Resources Information Systems 2003 – 2019 (October)

Number of Individuals with Limited Term Appointments Stratified by Rank, 2003 - 2019



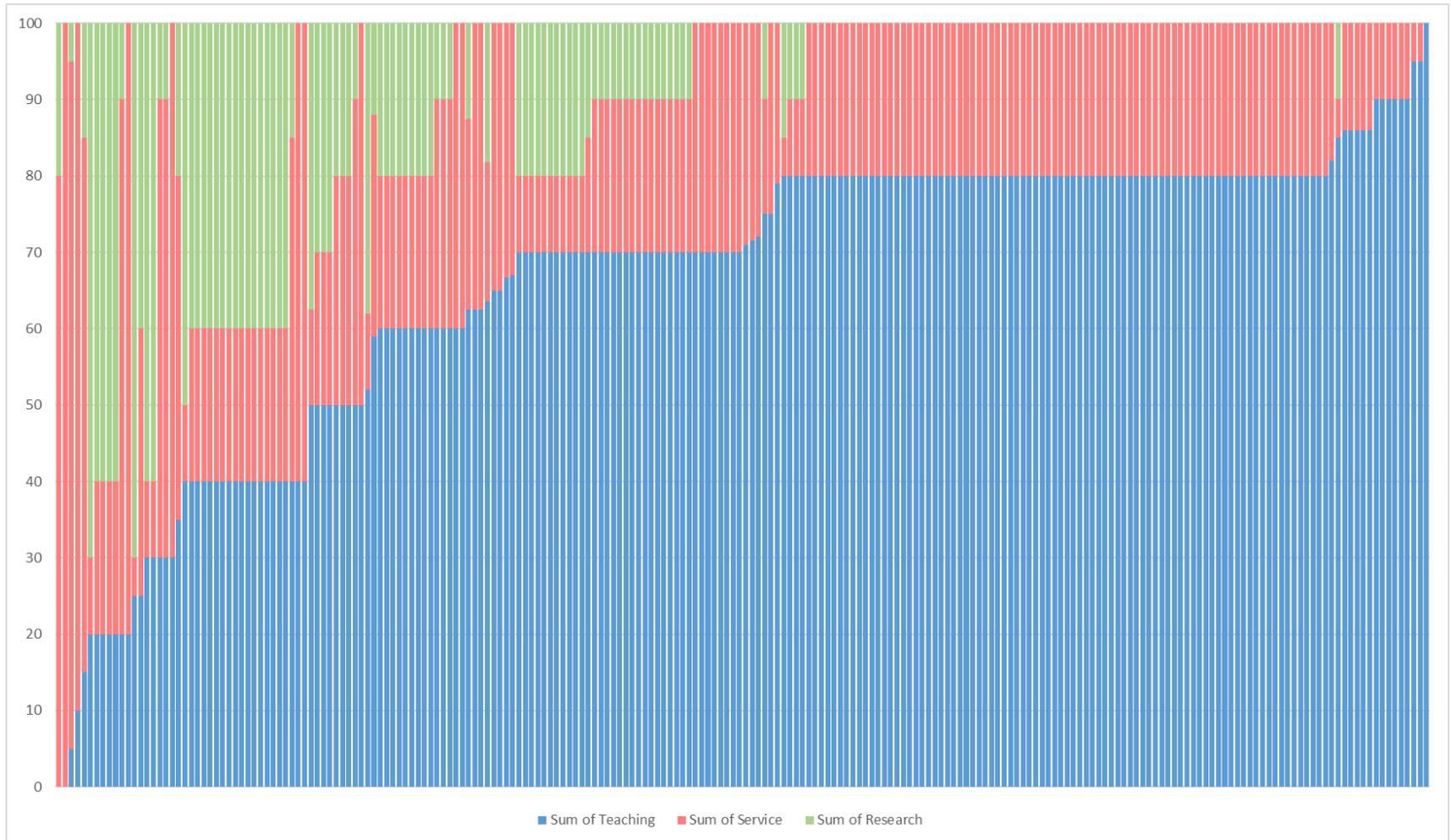
Source: Western’s Human Resources Information Systems 2003 - 2019 (October)

Number of Limited Term Appointments by Years of Service 2003 - 2019



Source: Western's Human Resources Information Systems 2003 - 2019 (October)

All Active Limited Term Appointments by Workload Percentages 2019



Source: Western's Human Resources Information Systems 2019 (October)

Section 3: Part-Time Faculty

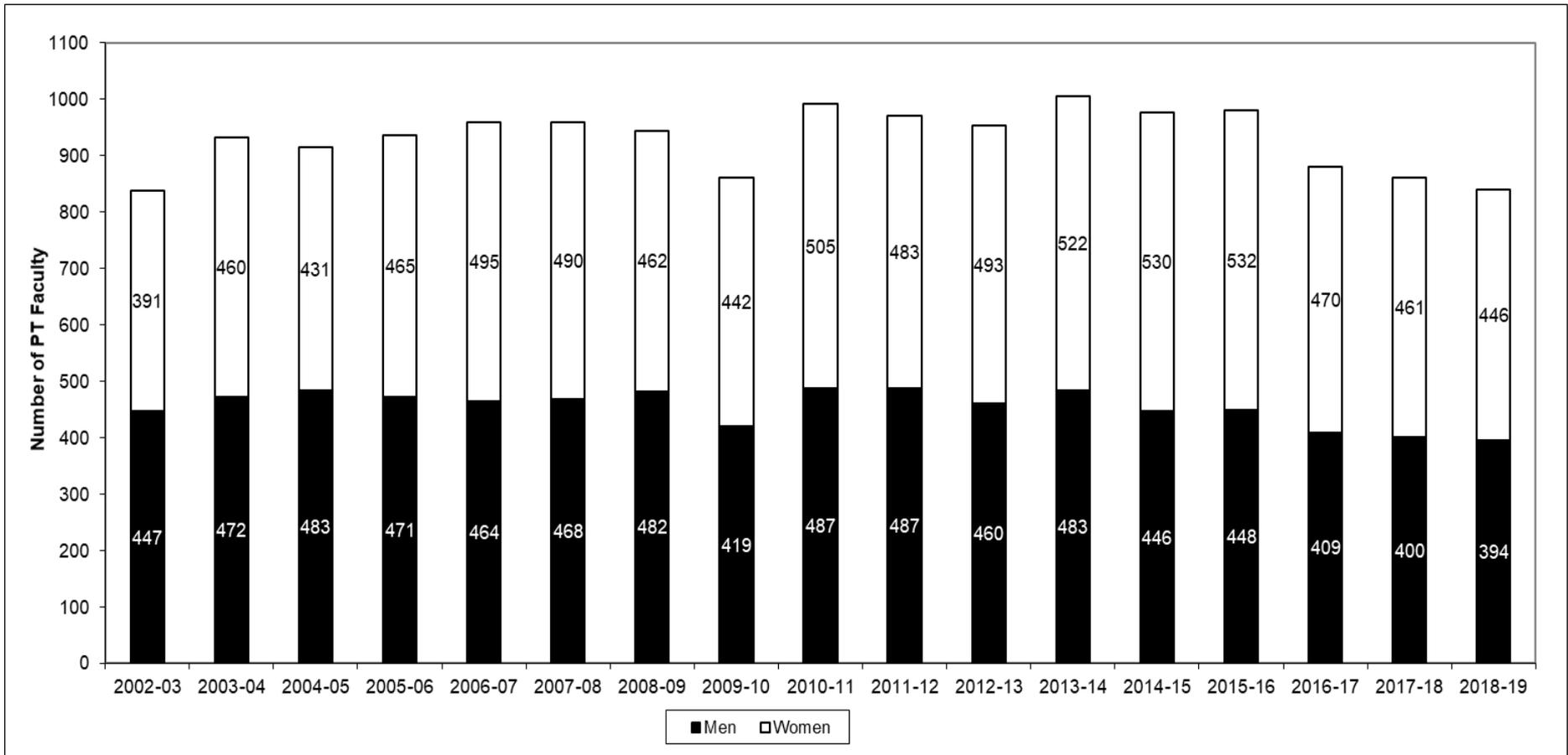
- Count of individuals employed, by fiscal year
- Part-time faculty included:
 - Limited Duties Appointments through competitive advertising (includes individuals with no other employment relationship with Western as well as Post-Retirement individuals, Extra-Load for full-time employees)
 - Graduate Students or Post doctoral trainees who were either hired in an open Limited Duties competition or who were hired under Appointments Article, Clause 3. d) of UWOFA Collective Agreement
 - Standing Assignments and Course Authoring agreements
 - Excludes Limited Duties Appointments at Trois Pistoles
- In fiscal 2018-19, of 840 Part-time faculty, 394 were UWOFA members (taught ≥ 2 half-courses in each of 2 of the last 3 fiscal years)

Key Observations from Slides 32 to 37

Part-Time Non-Clinical Faculty

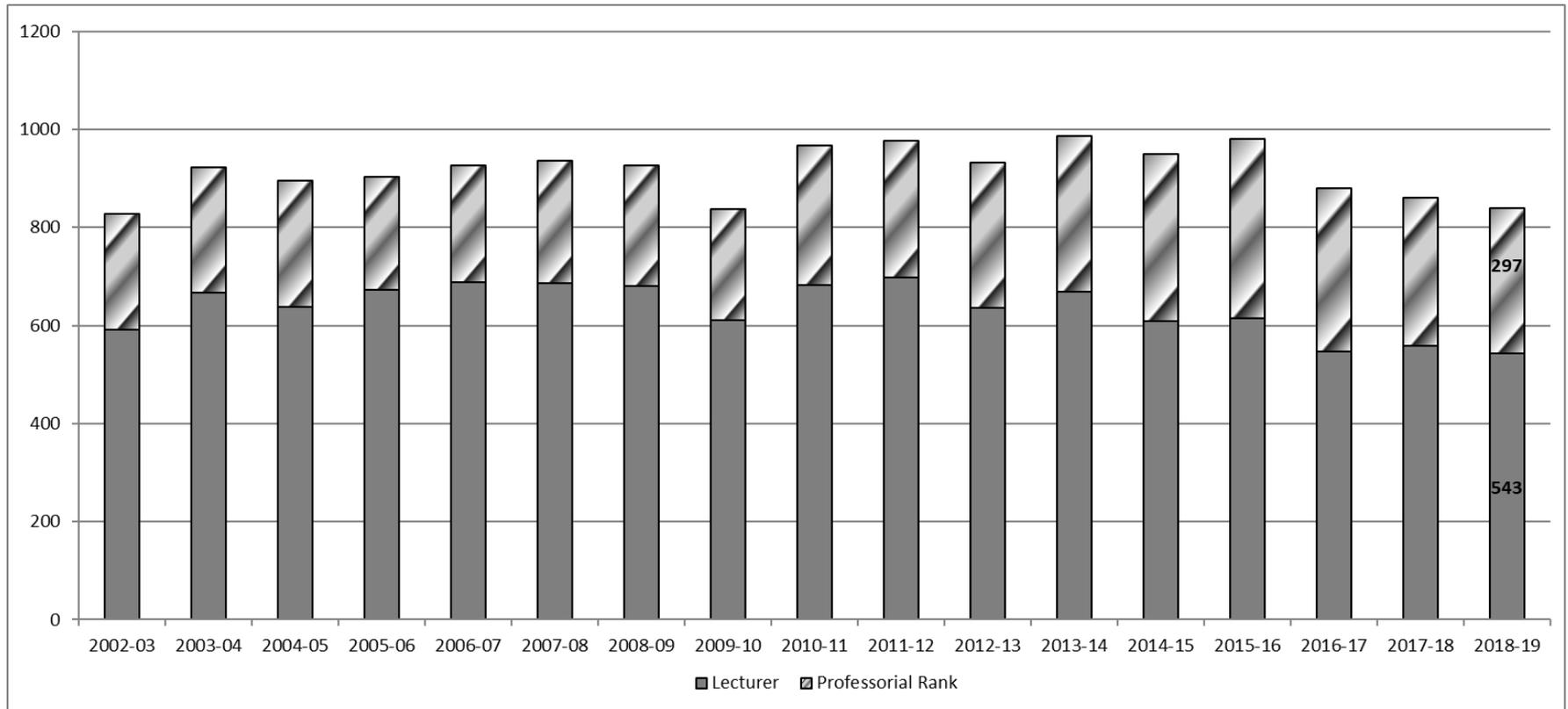
- In fiscal 2018-19, of 840 part-time non-clinical faculty
 - 448 (53.3%) were women
 - 297 (35.4%) were at a Professorial ranks
- The number of part-time faculty varied by discipline (in Professional programs, this can reflect the part-time employment at Western of professionals employed elsewhere in the community)
- Most part-time faculty are employed for low teaching loads and short duration

Number of Individuals with Part-Time Faculty Appointments, Stratified by Gender, Fiscal Years 2002-03 to 2018-19



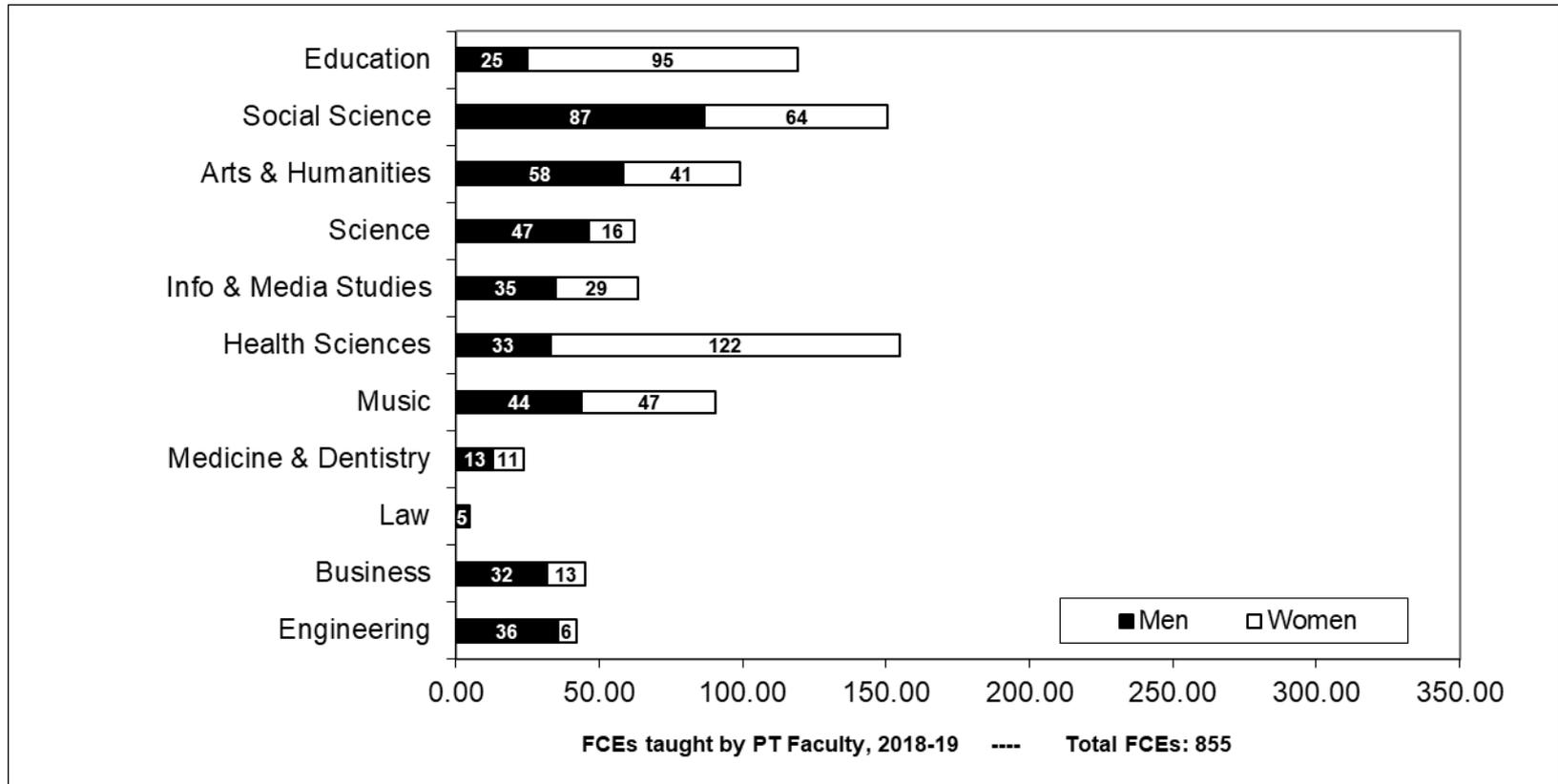
Source: Western Human Resources Information Systems

Number of Individuals with Part-Time Faculty Appointments Stratified by Rank, Fiscal Years 2002-03 to 2018-19



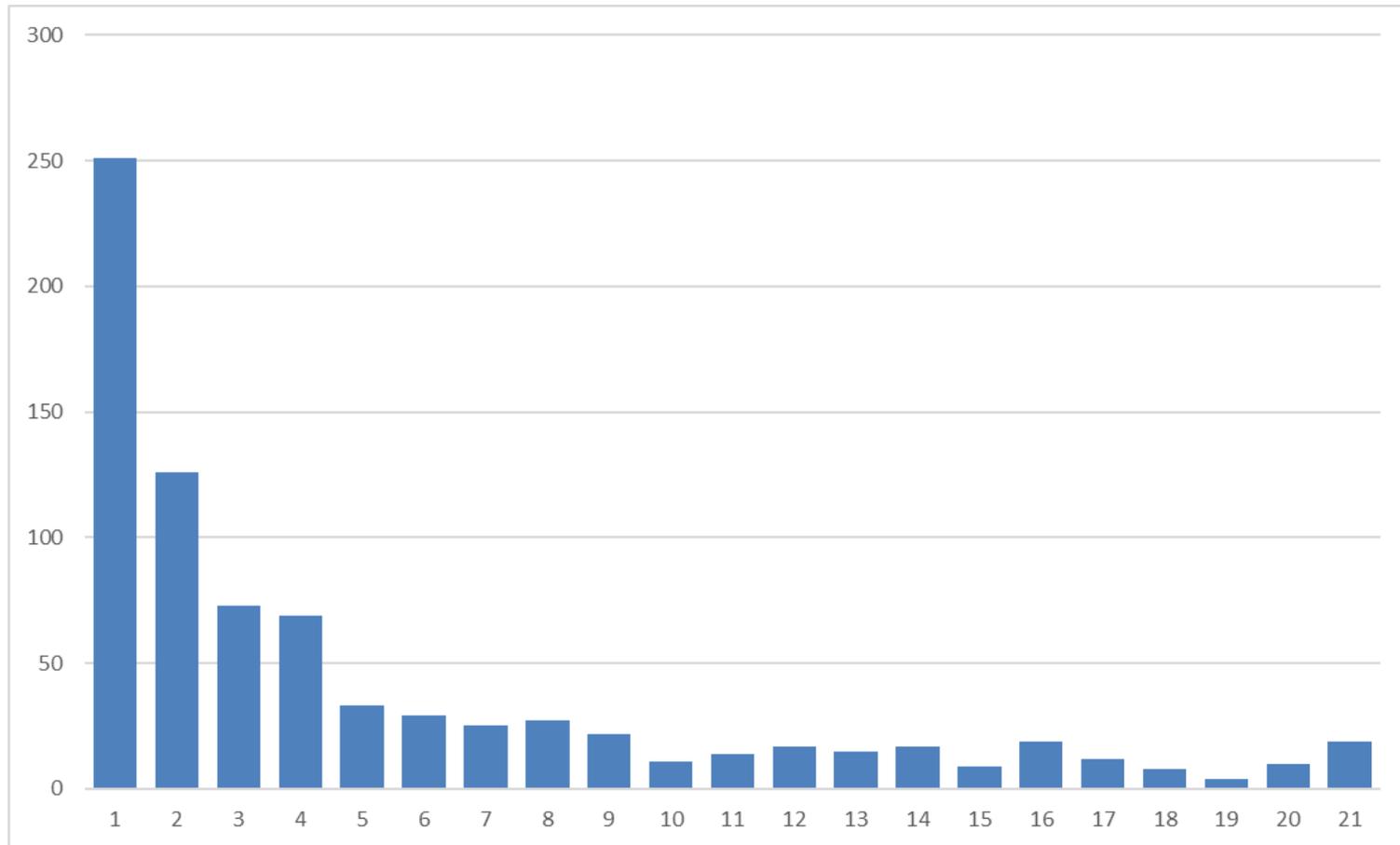
Source: Western Human Resources Information Systems

Degree Credit Courses taught by Part-Time Faculty by Faculty and Gender: 2018-19 (Fiscal Year)



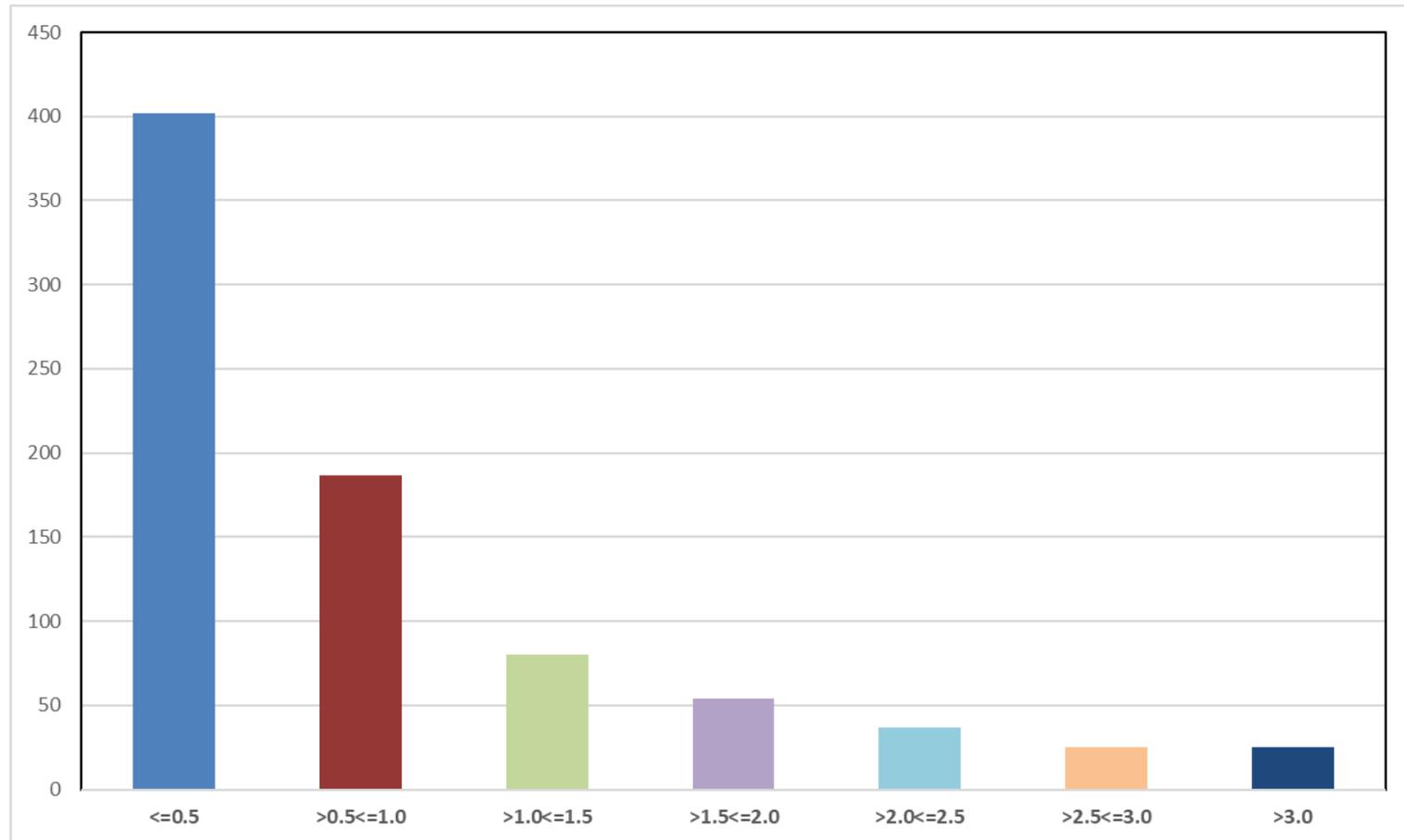
Source: Western Information Systems

Number of Individuals with Part-Time Faculty Appointments by Years of Service 2018-2019



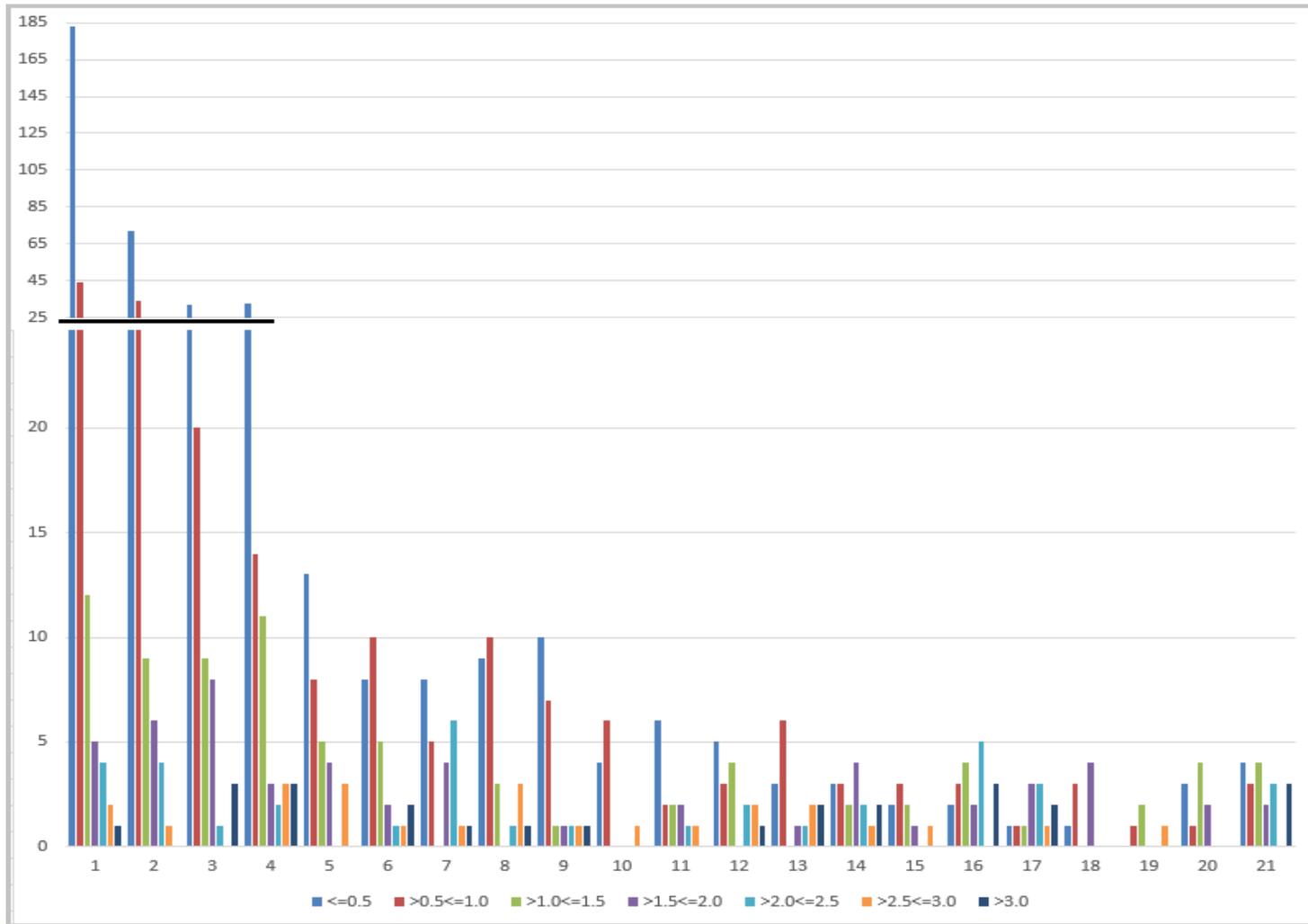
Source: Western Human Resources Information Systems
Includes Consecutive Years of Service, allowing for one single year gap
Excludes Extra Load Teaching and Course Authoring Appointments

Number of Individuals with Part-Time Faculty Appointments by Range of Full Course Equivalents (FCE), 2018-19



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

Number of Individuals with Part-Time Faculty Appointments by Average Range of FCEs Taught by Years of Service 2018-2019



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

Section 4: Clinical Full-Time Faculty

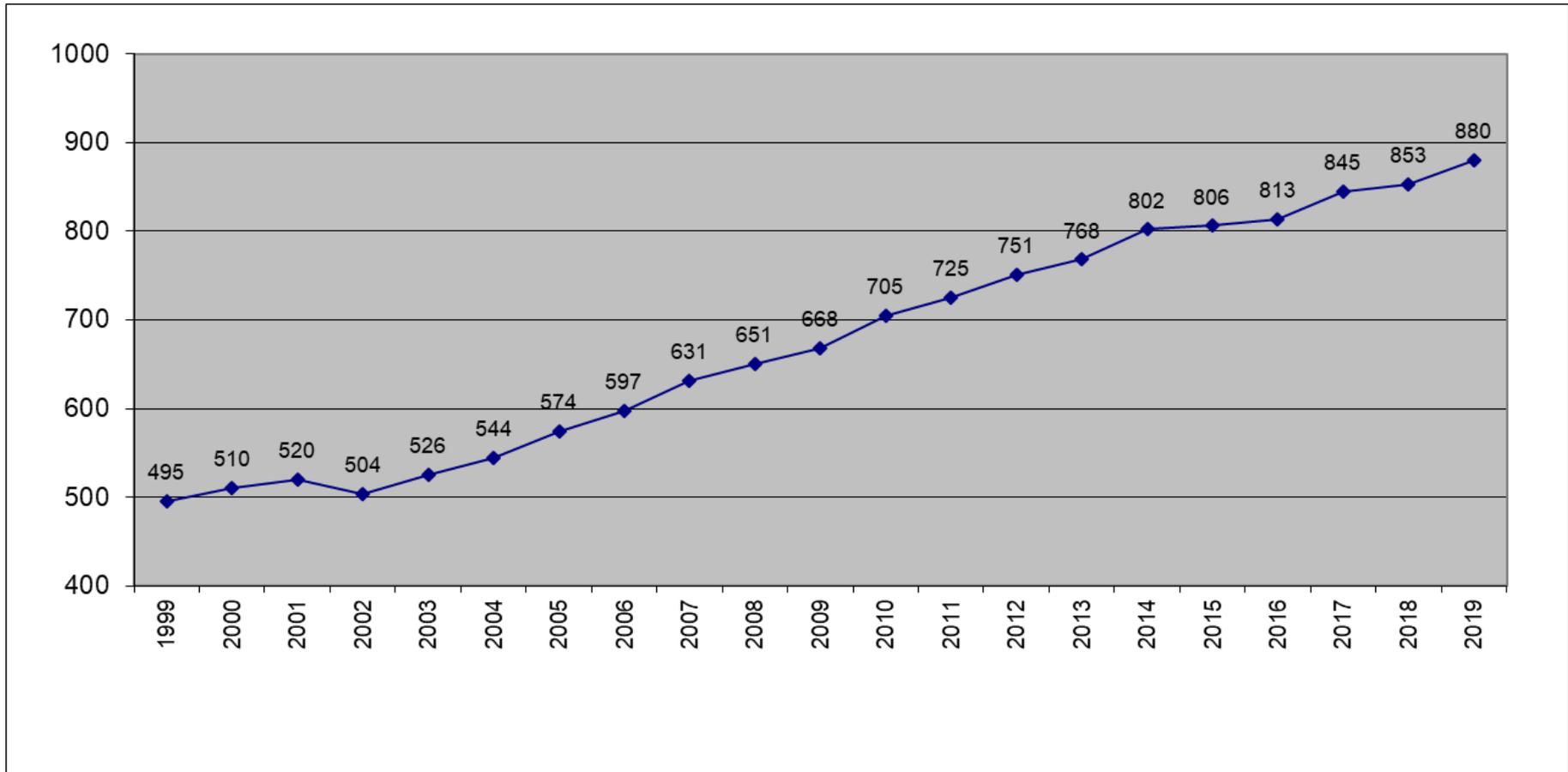
- Cross-sectional counts on October 1
- Includes Physicians in Schulich hired under the “Conditions of Appointment for Physicians” under the following appointment types:
 - Continuing Clinical Appointment
 - Clinical Limited Term Appointment (some of these will go on to become Continuing Clinical Appointments)

Key Observations from Slides 40 to 44

Clinical Full-Time Faculty

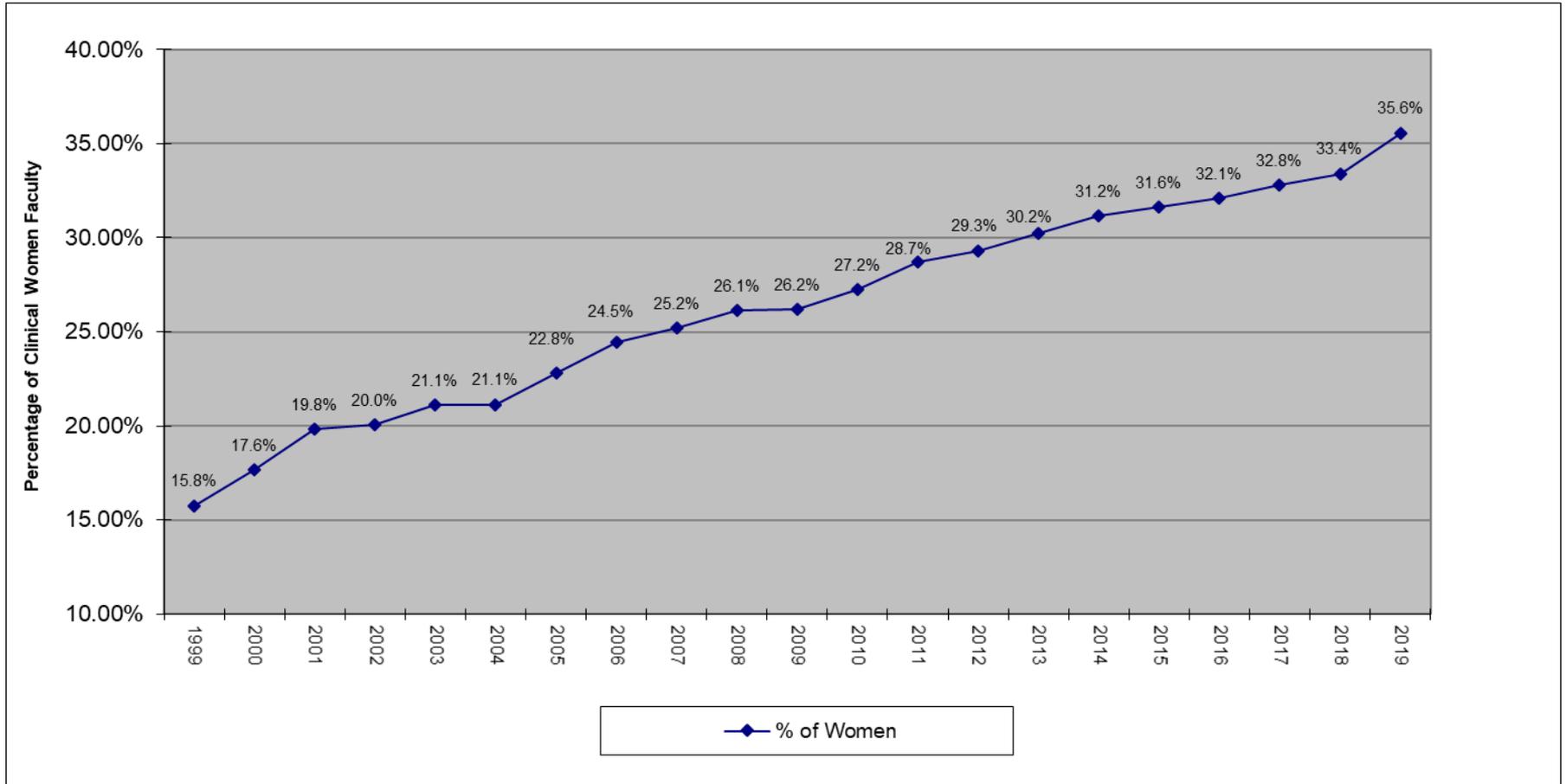
- The number of Clinical full-time faculty has been steadily increasing and is currently 880
- The percentage of women overall, inclusive of all career stages, is increasing and is currently 35.6%
- The representation of women achieved 55.2% among those hired in 2018-19
- annual resignation rates fluctuate and, in some years, reflected a gender differential; exit interview data are not available for this faculty group

Full Time Clinical Faculty (Physicians in Schulich) at Western, 1999 – 2019



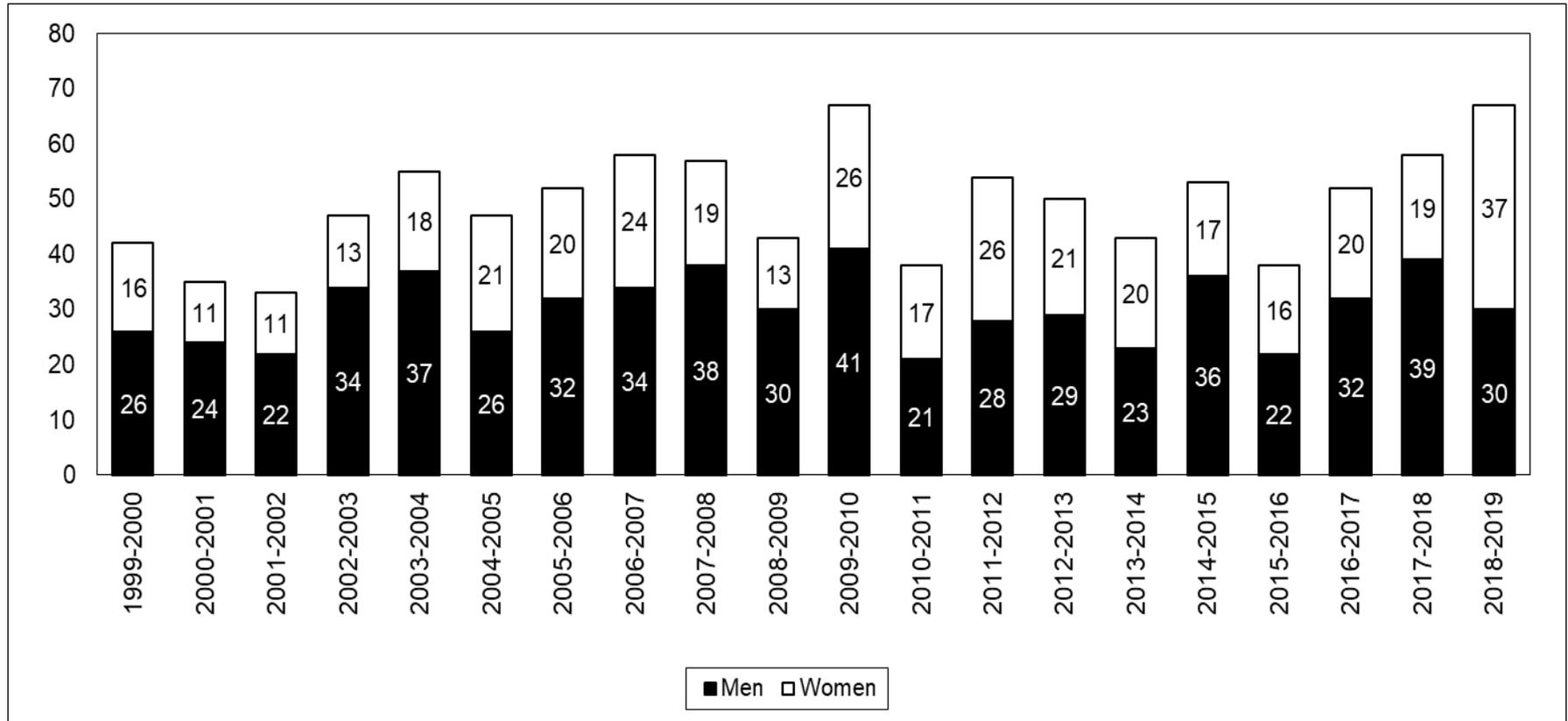
Source: Western Human Resources Information Systems

Women as a Percentage of Full-Time Clinical Faculty at Western, 1999 – 2019



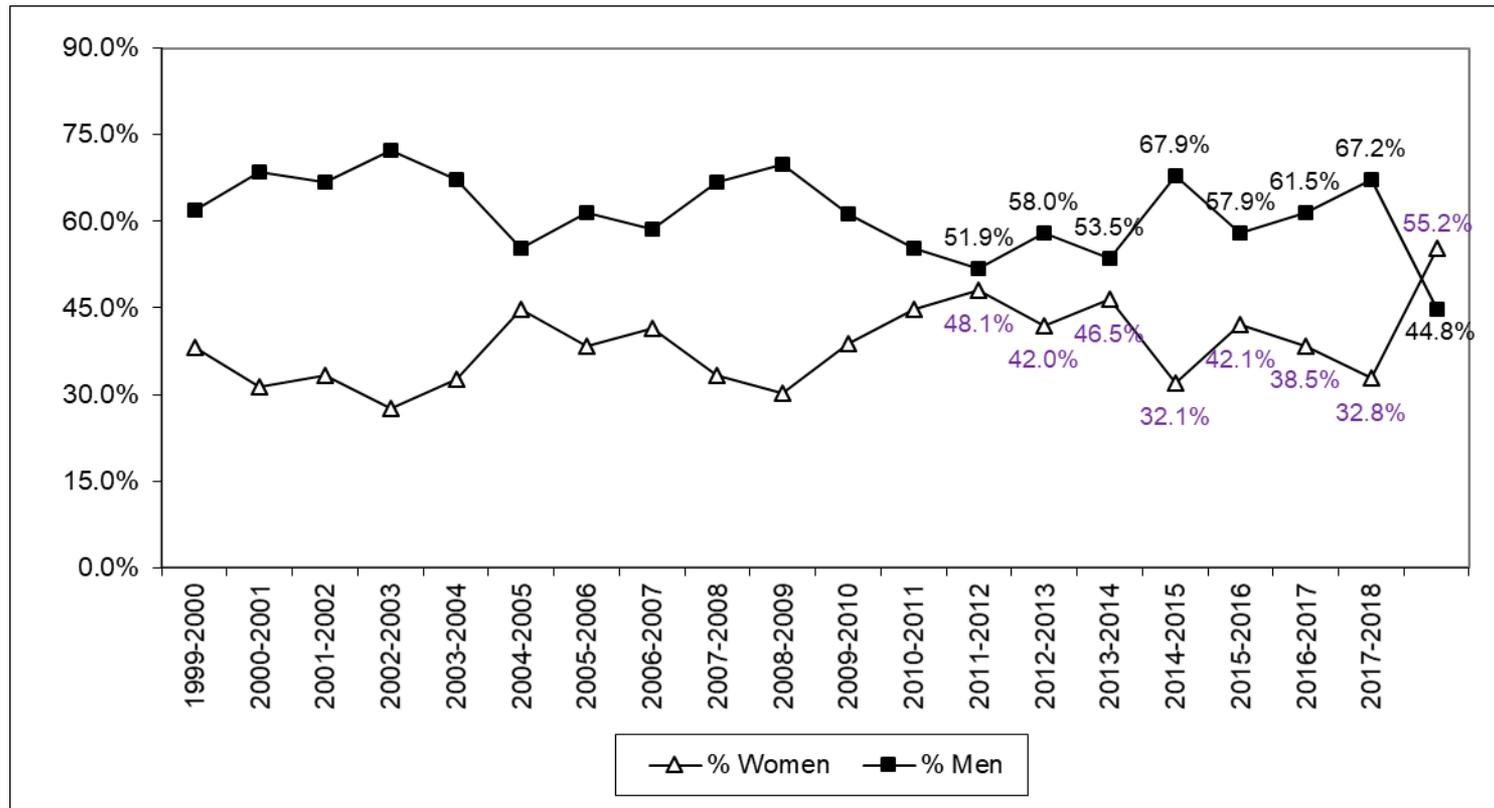
Source: Western Human Resources Information Systems

Newly Hired Clinical Full Time Faculty (Physicians in Schulich) at Western by Gender: 2000 – 2019



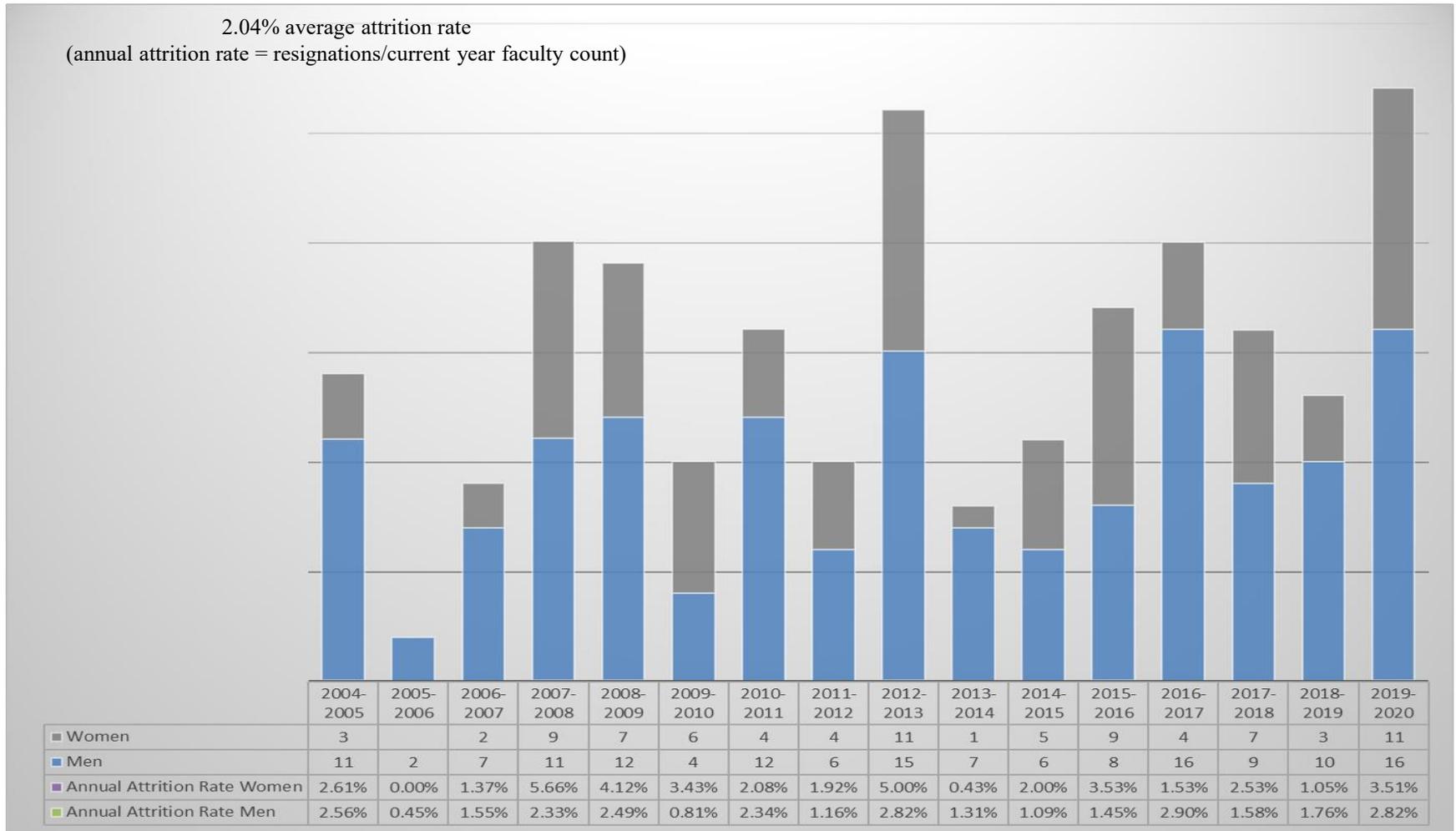
Source: Western Human Resources Information Systems

Percentage of New Full Time Clinical Faculty at Western by Gender: 1999-00 – 2018-19



Source: Western Human Resources Information Systems

Full Time Clinical Faculty Resignations by Gender 2004-05 – 2018-2019



Source: Western Human Resources Information System

For further information

- After presentation at SCUP, this Recruitment & Retention report can be found at:
http://uwo.ca/facultyrelations/academic_planning/Recruitment_Retention_Report_2020.pdf
- The report on Promotion and Tenure of UWOFA faculty, librarians and archivists, which is presented at the end of each promotion cycle, can be found at:
https://www.uwo.ca/facultyrelations/academic_planning/pdf/promotion-tenure-report-2019.pdf
- For additional information on academic staff, Institutional Planning and Budgeting's website contains additional data:
<https://www.ipb.uwo.ca/>

(Note: definitions, inclusion criteria and the dates at which data are collected will influence counts. Therefore, counts may differ slightly among reports prepared from different data sources and for different purposes.)

REPORT TO SENATE OF THE ACADEMIC COLLEAGUE
COUNCIL OF ONTARIO UNIVERSITIES

Contents	Consent Agenda
Report of the Academic Colleague	No

FOR INFORMATION

The Academic Colleagues had a meeting in Toronto on 11-12 February 2020. The following items may be of interest to Senators.

SMA3

Universities are having their second round of SMA3 meetings with MCU. The Ministry expects for SMA3 documents to be signed by the end of March. In response to sector advocacy, MCU has issued some revisions to SMA3 guidelines. These provide more flexibility and predictability for institutions:

- Universities will now have three reweighting opportunities, one in each of the first three years of the SMA3 (2020-21 to 2022-23).
- The Ministry removed the “continuous improvement” factor for (1) institutions whose average performance for the past three years places them in the top quartile for the sector in select metrics (employment rate, graduation rate, Tri-Agency funding), and (2) for institutions that meet or exceed their minimum expected performance in the first three years of SMA3 (for all metrics except the institutional strength/focus and the economic impact metric).
- For the Tri-Agency funding metric, the Ministry will increase the minimum band of tolerance from 1% (which applies to all metrics) to 4%.
- The Innovation metric, which measures revenue attracted from private sector sources, will now include research funds from foundations and not-for-profits. These revenue sources had previously been excluded.

Collaborative Nursing

On February 11, the Minister announced that colleges will be allowed to offer stand-alone Bachelor degrees in nursing, overturning the collaborative program framework for colleges and universities that has been in place for 20 years. The government’s rationale includes that students leaving smaller/rural college communities to do the university portion of the program often do not come back to their home communities. Moving forward, an institution that wants to terminate its collaborative agreement will have to apply to the Ministry with their partner(s) and present a business case. The impact of this decision is not clear, but an immediate flood of dissolutions is not expected.

IP Strategy: On February 11, the province’s Expert Panel on Intellectual Property (IP) delivered its final report to government. The panel’s mandate was to look at emerging policies to improve IP and commercialization at publicly supported postsecondary institutions. The Expert Panel report helpfully acknowledges the differentiation between and within the university and college sectors – noting that “the ecosystem needs to do better at achieving IP commercialization goals, but always in step with individual disciplinary and contextual strengths.”

Recommendations:

- Better IP education for innovators – standardized (free) web-based IP education curriculum, mandatory for individuals/institutions getting public dollars for entrepreneurial activities.
- Better support for capacity – government to create a centralized provincial resource to provide consistent, sophisticated legal and IP expertise & education.
- Clear Structures – TTOs should have clearly defined mandates about their roles and responsibilities for generating IP for benefit of Ontario.

Digital Learning

On January 6, HEQCO released a report on digital learning programs. This followed a 2019 directive by Minister Fullerton to conduct a review on digital learning programs with a focus on the “relevance, delivery, reach and effectiveness of existing digital learning programs, including any insights on how the existing ministry-funded programs [Contact North and eCampusOntario] carry out their mandate and meet their objectives.”

HEQCO developed a framework for the review based on three inferred government objectives: (i) improving access for rural/remote residents; (ii) improving quality of PSE offerings; and (iii) promoting collaboration and improving student mobility. The report provided nine recommendations, including:

- Government should develop metrics / collect data from universities about the student experience with digital learning.
- Government should invest in fully online programs to support rural access (and invest in digital infrastructure).
- There should be one central portal for students to consult on digital learning – but no specific recommendations about whether to leverage the existing portals in place through eCampusOntario, ContactNorth or ONCAT.
- Government should not be overly prescriptive with its plans, and should let institutions do the work of innovating in digital space, but they should have competitive grants that are contingent on outcomes and aligned with government priorities.

Ministry staff have signalled an interest inside government to develop a digital strategy for the postsecondary sector. COU is considering opportunities to influence government directions.