



Senate

Notice of Meeting

Ronald D. Schmeichel Entrepreneurship and Innovation, Room 4106

Friday, May 15, 2026, 1:30 p.m. - 4:30 p.m.

Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate.

The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate.

The Senate By-Laws are available on the Secretariat website:
<https://uwo.ca/univsec/pdf/senate/bylaws.pdf>

Senate - May 15, 2026

Agenda

<hr/>	
1.0 Land Acknowledgement	
2.0 Approval of the Minutes of the Previous Meeting	Approval
3.0 Report of the President	Information
4.0 Report of the Provost	Information
4.1 Future of Teaching and Learning: Strategic Action Areas	Information
<hr/>	
5.0 Report of the Vice-President (Research)	Information
<hr/>	
6.0 Report of the Operations /Agenda Committee (M. Joannis)	
6.1 Membership – Nominating Committee	Action
6.2 Faculty of Social Science: Revisions to the Faculty Council Constitution	Approval
6.3 Final Report and Recommendations of the ad hoc Working Group for the 2025-2026 Governance Review	Approval
6.4 Questions for Senate	Information
<hr/>	
7.0 Report of the Nominating Committee (G. Little)	
7.1 Membership – Senate Committee on Academic Curriculum and Awards (ACA)	Action
7.2 Membership – Subcommittee on Undergraduate Academic Courses (SOC)	Action
7.3 Membership – Senate Committee on University Planning (SCUP)	Action
7.4 Membership – University Research Board (URB)	Action
7.5 Membership – Senate Review Board Academic (SRBA)	Action
7.6 Membership – Distinguished University Professor Selection Committee	Action
7.7 Membership – Selection/Review Committee for the Vice-Provost (Academic Programs)	Action

8.0 Report of the Senate Committee on Academic Policy (N. Campbell)	
8.1 Revisions to the Policies on “Requests for Relief from Academic Decisions” (and its Associated Procedures), “Scholastic Offences”, and “Senate Review Board Academic Appeals” (and its Associated Procedure)	Approval
8.2 Policy Amendments Relating to Western International College	Approval
9.0 Report of the Senate Committee on Academic Curriculum and Awards (A. Johnson)– Refer to Consent Agenda	
10.0 Report of the Senate Committee on University Planning (S. Schmid) – No Report	
11.0 Report of the University Research Board (A. Allan)	Information
12.0 Report of the Academic Colleague (S. Roland)	Information
13.0 Unanimous Consent Agenda	
13.1 Items from the Operations/Agenda Committee	
13.1(a) Senate Membership – Vacancies Filled by Appointment	Information
13.2 Items from the Senate Committee on Academic Policy	
13.2(a) Faculty of Law: Revisions to the Policy on “Admission – Law”	Approval
13.2(b) Faculty of Health Sciences, Arthur Labatt Family School of Nursing:	
13.2(b)(i) Revisions to the Policy on “Nursing – Applicants”	Approval
13.2(b)(ii) Revisions to the Policy on “Progression Requirements – Nursing”	Approval
13.2(c) Schulich School of Medicine & Dentistry: Revisions to the Policy on “Progression Requirements – Dentistry”	Information
13.2(d) Revisions to the Policy on “Definitions of Types of Examinations”	Approval
13.2(e) Revisions to the Policy on	Approval

“Certificates, Diplomas, and Micro-credentials”

13.2(f) School of Graduate and Postdoctoral Studies:

- | | |
|---|-------------|
| 13.2(f)(i) Revisions to the Policy on “Graduate Degree Admissions” | Approval |
| 13.2(f)(ii) Withdrawal of “Interdisciplinary Combined PhD Option” and Revisions to “Registration in Graduate Programs”, “Convocation; Graduation Diplomas and Certificates”, and “Assessing Student Progress in Multi-Year Research-Based Graduate Programs” | Approval |
| 13.2(f)(iii) Revisions to the SGPS Regulation: Supervision | Information |
| 13.2(f)(iv) Revisions to the SGPS Regulation: SGPS Membership | Information |

13.3 Items from the Senate Committee on Academic Curriculum and Awards

- | | |
|---|-------------|
| 13.3(a) Faculty of Health Sciences, Brescia School of Food and Nutritional Sciences: Revisions to Family Studies and Human Development Modules | Approval |
| 13.3(b) Schulich School of Medicine & Dentistry: Revisions to the Doctor of Dental Surgery Program | Approval |
| 13.3(c) School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science in Occupational Therapy | Approval |
| 13.3(d) Introduction of an Articulation Agreement for Admission of Graduates from the Nutrition and Food Service Management Diploma Program at Conestoga College into the Bachelor of Science (Foods and Nutrition) Program at Western | Approval |
| 13.3(e) Report of the Subcommittee on Program Review - Undergraduate: Cyclical Review of the Undergraduate Program in | Information |

Disability Studies (King's University College)

13.3(f) Report of the Subcommittee on Program Review - Graduate: Cyclical Review of the Graduate Program in Biology Information

13.3(g) New Donor-Funded Scholarships, Awards and Prizes Information

13.4 Announcements and Communications

13.4(a) Election Results – Senate Committees Information

13.4(b) Academic Administrative Appointments Information

14.0 Items Removed from the Consent Agenda

15.0 Question Period

16.0 New Business

Land Acknowledgement

Action: Approval Information Discussion

John Makaran will offer a land acknowledgement or other observance.

Offering a land acknowledgment was adopted as a standard practice at Senate on December 9, 2016.

Dr Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to Senate's committees.

Members of OAC were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

Minutes of the Meeting of April 17, 2026

Action: Approval Information Discussion

Recommended: That the minutes of the meeting held on April 17, 2026,
be approved as circulated.

Documentation Provided:

Minutes of the April 17, 2026 Meeting



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

April 17, 2026

The meeting was held at 1:33 at the Ronald D. Schmeichel Entrepreneurship and Innovation Building, Room 4106

SENATORS:

Y. Al-Ani	L. Graham	I. Namukasa
C. Alcantara	M. Green-Barteet	A. Nocilla
A. Ali	A. Hassan	V. Parsa
A. Awawdeh	N. Harney	I. Paul
K. Backtash	D. Heap	A. Pero
B. Begg	J. Herrera	P. Pexman
K. Big-Canoe	A. Hearn	R. Ramachandran
A. Bryson	M. Joanisse	W. Ritchie
N. Campbell	I. Johnsrude	J. Redden
K. Choi	M. Khimji	B. Rubin
C. Chung	S. Knabe	S. Schmid
S. Clarke	T. Layton	A. Shchepetkina
N. Coates	H. Li	A. Shepard
K. Coley	G. R. Little	K. Siddiqui
L. Davis	L. Lingard	D. Sirek
M. Davison	M. Lebo	D. Smith
M. El-Sakka	L. Logan	F. Strzelczyk
G. Fanchini	B. Lovie	X. Wang
D. Ferri	A. Lukawski	L. Waller
R. Forrester-Jones	J. Makaran	K. Yeung
A. Fremeth	T. Mantler	N. Zaban
R. Gillis	G. McAuley	
J. Gemson	G. Metson	
C. Giannacopoulos	Z. Nadeem	

Observers:

C. Bressette, R. Chelladurai, S. Hayne Beatty, S. Hendrikx, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, O. Oloya, V. Sarkany, R. A. Strickland, M. Yenson

LAND ACKNOWLEDGEMENT

M. Green-Barteet offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of March 13, 2026

It was moved by A. Ali, seconded by B. Lovie,

That the minutes of the meeting of March 13, 2026, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, expressed appreciation to the members of the Western Communication team for their work, highlighting Western's strong presence in both global and national news. The President highlighted several high-profile stories featuring Western researchers, noting how these achievements continue to strengthen the university's research impact and enhance its global presence through international collaboration.

The President continued his report with remarks on the excellent response to Western's Spring Open House and provided an update on his ongoing meetings with alumni, noting the positive engagement and valuable feedback.

The President advised Senate that Western was named a top regional employer for the third consecutive year and expressed his appreciation to the Human Resources team for their efforts.

Additionally, the President invited members of Senate to attend the upcoming event with Nobel Prize winner Peter Howitt on April 20.

In closing, the President provided a presentation to highlight the major capital projects that are currently underway and commented on the funding sources supporting ongoing campus development (Appendix A).

The President responded to a question of clarification regarding the Alumni Hall renovations project and explained that, in order to return Convocation ceremonies to campus, an alternate venue is being considered, as Alumni Hall can no longer accommodate the University's growing needs.

In response to questions from Senators, the President commented on plans for the potential expansion of campus parking facilities, strategies in place to mitigate potential risks associated with construction noise, particularly in research-sensitive areas, and outlined plans for new learning spaces designed to accommodate larger class sizes, particularly in

light of the University's strategy to increase the number of in-person exams.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) referred to the written report provided in the agenda package and recognized the newly named Distinguished University Professors and Faculty Scholars, offering congratulations on their outstanding achievements.

The Provost continued her report with an update on Western International College, noting that admission offers to both graduate and undergraduate students continue to be issued on a rolling basis.

The Provost commented on the launch of the Artificial Intelligence Resource Centre, emphasizing its role in advancing structured and responsible AI adoption across the University.

ITEM 4.1 – Future of Teaching and Learning: Strategic Action Areas

S. Lewis, Vice-Provost (Academic Programs), provided a presentation on the Future of Teaching and Learning Strategic Action Areas, outlining the project's primary goals and strategic objectives.

During the presentation, S. Lewis commented on the consultations held, highlighting key findings from the surveys and outlining the draft recommendations that were presented to Senate. Additionally, she commented on the work of the Steering Committee and the plan for further implementation of the recommendations.

In responding to a question of clarification, the Vice-Provost (Academic Programs) advised that approximately 90% of students report having medium or high levels of practical learning experience through experiential learning initiatives.

S. Lewis responded to a question and commented on the ongoing efforts to develop programs that can support students experiencing anxiety.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

In addition to the materials provided in advance of the meeting, P. Pexman, Vice-President (Research), provided a brief update on recent initiatives led by Western Research and began her report by commenting on the Undergraduate Summer Research Internships (USRI) program. P. Pexman emphasized that interest in the program is still high, and students may begin their internships as of May 1.

P. Pexman continued her report by highlighting the success of the SSHRC's Storytellers Challenge, noting that among 20 finalists nationally, three are Western students.

In concluding her report, P. Pexman provided an update on the newly launched research support tools at Western, highlighting both the automated grant feedback system and the Western Research Grants Repository.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee (OAC), M. Joannis presented the report of the Committee.

ITEM 6.1 – Membership – Nominating Committee

Ayesha Hassan was acclaimed to the Nominating Committee as an undergraduate student Senator for a term from July 1, 2026 to June 30, 2027.

Haiyi Yan was acclaimed to the Nominating Committee as a graduate student Senator for a term from July 1, 2026 to June 30, 2027.

Nicole Campbell was nominated from the floor and was acclaimed to serve on the Nominating Committee for a term from July 1, 2026 to June 30, 2028.

ITEM 6.2 – Questions for Senate

M. Joannis informed Senate that in accordance with the process established in the Adopted Policies and Procedures all the questions routed to Senate will be addressed during the meeting.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, G. Little provided the Nominating Committee report.

ITEM 7.1 – Vice-Chair of Senate

Sophie Roland was acclaimed to serve as Vice-Chair of Senate for a term from July 1, 2026 to June 30, 2027.

ITEM 7.2 – Membership – Operations/Agenda Committee (OAC)

Brooklin Begg was acclaimed to OAC as a student Senator for a term from July 1, 2026 to June 30, 2027.

Kate Choi presented the following nominations to the Operations/Agenda Committee.

Katie Big-Canoe, Michael Fox, Alfonso Nocilla, Rithwik Ramachandran and Joanna Redden were nominated by the Nominating Committee and Jose Herrera, Miguel Quinones-Mateu and Ken Yeung were nominated from the floor of Senate. An election was held following the Senate meeting and Katie Big-Canoe, Michael Fox, Alfonso Nocilla, Joanna Redden and Ken Yeung were elected to OAC as members of Senate for terms from July 1, 2026 to June 30, 2028.

Geoffrey Robert Little was nominated by the Nominating Committee and Asad Awawdeh,

Ana Boller Krausz, Rayyan Kamal and Marisa Modeski were nominated from the floor of Senate. An election was held following the Senate meeting and Ana Boller Krausz, Geoffrey Robert Little and Marisa Modeski were elected to OAC as members of Senate for terms from July 1, 2026 to June 30, 2027.

ITEM 7.3 – Membership – Senate Committee on Academic Policy (Policy)

Jasmine Antonelli and Iman Faizi were nominated by the Nominating Committee and Senuli Weerasinghe was nominated from the floor of Senate. An election was held following the Senate meeting and Jasmine Antonelli and Senuli Weerasinghe were elected to the Senate Committee on Academic Policy as undergraduate students for terms from July 1, 2026 to June 30, 2027.

Erfan Zarenia was nominated by the Nominating Committee and Antonia Yip was nominated from the floor of Senate. An election was held following the Senate meeting and Antonia Yip was elected to the Senate Committee on Academic Policy as a graduate student for a term from July 1, 2026 to June 30, 2027.

Angela Borchert, Nicole Campbell, Mahmoud El-Sakka, Ken Yeung and Yi Zou were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2026 to June 30, 2028.

ITEM 7.4 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

Hanna Thummel was nominated by the Nominating Committee and Youssef Seleem was nominated from the floor of Senate to the Senate Committee on Academic Curriculum and Awards (ACA). An election was held following the Senate meeting and Hanna Thummel was elected to ACA as an undergraduate student for a term from July 1, 2026 to June 30, 2027.

Antonia Yip was acclaimed to ACA as a graduate student for a term from July 1, 2026 to June 30, 2027.

Laura Graham and Andrew Johnson were nominated from the floor of Senate to ACA. As both are from the Faculty of Health Sciences, an election was held following the Senate meeting and Laura Graham was elected as a faculty member for a term from July 1, 2026 to June 30, 2028.

ITEM 7.5 – Membership – Subcommittee on Program Review – Undergraduate (SUPR-U)

Rachael Kotsopoulos, Ryan Martell and Sara Sharma were nominated by the Nominating Committee and Amrithaa Logeswaran and Sameer Hafeez were nominated from the floor of Senate to the Subcommittee on Program Review – Undergraduate (SUPR-U). An election was held following the Senate meeting and Ryan Martell and Sara Sharma were elected to SUPR-U as undergraduate students for terms from July 1, 2026 to June 30, 2027.

There was a tie for the third SUPR-U undergraduate student position. Rachael Kotsopoulos and Amrithaa Logeswaran received an equal number of votes. As stated in the Adopted Policies and Procedures of Senate, the tie has been resolved by lottery conducted by the Secretary of Senate and Rachael Kotsopoulos was selected to serve as an undergraduate student representative on SUPR-U for a term from July 1, 2026 to June 30, 2027.

ITEM 7.6 – Membership – Subcommittee on Undergraduate Academic Courses (SOC)

Jeff Binoy and Cristina Masciantonio were nominated by the Nominating Committee and Olivia Matthews was nominated from the floor of Senate to the Subcommittee on Undergraduate Academic Courses (SOC). An election was held following the Senate meeting and Cristina Masciantonio and Olivia Matthews were elected to SOC as undergraduate students for terms from July 1, 2026 to June 30, 2027.

Selma Purac was acclaimed to SOC as a faculty members for a term from July 1, 2026 to June 30, 2028.

ITEM 7.7 – Membership – Senate Committee on University Planning (SCUP)

Joanne He was acclaimed to the Senate Committee on University Planning (SCUP) as an undergraduate student Senator for a term from July 1, 2026 to June 30, 2027.

Maxwell Campbell and Fuhad Ogunsanya were nominated by the Nominating Committee and Antonia Yip was nominated from the floor of Senate. An election was held following the Senate meeting and Maxwell Campbell and Antonia Yip were elected to SCUP as graduate students for terms from July 1, 2026 to June 30, 2027.

Rithwik Ramachandran and Min Xia were acclaimed to SCUP as members of faculty, who are members of Senate at the time their term on the Committee begins, for terms from July 1, 2026 to June 30, 2028.

Rachel Halaney was nominated by the Nominating Committee and Kristin Hoffmann and Mariam Hayward were nominated from the floor of Senate. An election was held following the Senate meeting and Kristin Hoffmann was elected to SCUP as an administrative staff representative for a term from July 1, 2026 to June 30, 2028.

Julianne Burgess was acclaimed to SCUP as a postdoctoral scholar for a term from July 1, 2026 to June 30, 2028.

ITEM 7.8 – Membership – University Research Board (URB)

Rainy Lu was nominated by the Nominating Committee and Zahra Nadeem was nominated from the floor of Senate to the University Research Board (URB). An election was held following the Senate meeting and Zahra Nadeem was elected to URB as an undergraduate student for a term from July 1, 2026 to June 30, 2027.

Fuhad Ogunsanya and Colleen Van Loon were acclaimed to URB as graduate students for terms from July 1, 2026 to June 30, 2027.

Julianne Burgess was acclaimed to URB as a postdoctoral representative for a term from July 1, 2026 to June 30, 2028.

Wade Wright was acclaimed to URB as a member of the Faculty of Law for a term from July 1, 2026 to June 30, 2028.

Shawn Whitehead was acclaimed to URB as a representative from the Schulich School of Medicine & Dentistry for a term from July 1, 2026 to June 30, 2028.

Alina Shchepetkina was acclaimed to URB as a member of the Faculty of Science for a term from July 1, 2026 to June 30, 2028.

ITEM 7.9 – Membership – Honorary Degrees Committee

Grace Malheiro was nominated by the Nominating Committee and Nadith Ranasinghe was nominated from the floor of Senate to the Honorary Degrees Committee. An election was held following the Senate meeting and Grace Malheiro was elected to the Honorary Degrees Committee as a student Senator for a term from July 1, 2026 to June 30, 2027.

Katie Big-Canoe, Cody Groat, Jennifer Robinson and Chris Smith were nominated by the Nominating Committee and Xianbin Wang was nominated from the floor of Senate to the Honorary Degrees Committee. An election was held following the Senate meeting and Katie Big-Canoe, Cody Groat, Jennifer Robinson and Chris Smith were elected to the Honorary Degrees Committee for terms from July 1, 2026 to June 30, 2028.

ITEM 7.10 – Membership – Senate Committee on University Teaching Awards (SUTA)

Haiyi Yan was acclaimed to the Senate Committee on University Teaching Awards (SUTA) as a graduate student for a term from July 1, 2026 to June 30, 2027.

Egide Kalisa Yan was acclaimed to the Senate Committee on University Teaching Awards (SUTA) as a faculty member for a term from July 1, 2026 to June 30, 2029.

ITEM 7.11 – Membership – Senate Review Board Academic (SRBA)

Lina Dagnino was acclaimed as Chair of the Senate Review Board Academic (SRBA) for a term from July 1, 2026 to June 30, 2027.

Jasmine Antonelli, Asad Awawdeh, Jeff Binoy, Kiranvir Gill, Sameer Hafeez, Jack Harris, Amrithaa Logeswaran, Nadith Ranasinghe, Sara Sharma and Youssef Seleem were acclaimed to SRBA as undergraduate students for terms from July 1, 2026 to June 30, 2027.

Maxwell Campbell, Aoife Hawthorne, Rayyan Kamal, Alexandra Lukawski, Yuen Ki Ng, Fuhad Ogunsanya and Era Rana were acclaimed to SRBA as graduate students for terms from July 1, 2026 to June 30, 2027.

Torin Chiles, Caroline Dick, Heather Kirk, Ken Kirkwood, Ruth Ann Strickland and Yi Zou were acclaimed to SRBA as faculty members for terms from July 1, 2026 to June 30, 2028.

ITEM 7.12 – Membership – Distinguished University Professor Selection Committee

Kate Choi was acclaimed to the Distinguished University Professor Selection Committee as a senior scholar at Western for a term from July 1, 2026 to June 30, 2028.

ITEM 7.13 – Membership – Faculty Scholar Selection Committee

Fred Dick and Amanda Gryzb were acclaimed to the Faculty Scholar Selection Committee as senior scholars at Western for terms from July 1, 2026 to June 30, 2028.

ITEM 7.14 – Membership – Board of Governors

Alfonso Nocilla was nominated by the Nominating Committee and Nicole Campbell, Alison Hearn and Ken Yeung were nominated from the floor of Senate to serve on the Board of Governors. An election was held following the Senate meeting and Alison Hearn was elected as a faculty member, who is a member of Senate at the time of election, to serve on the Board of Governors for a term from July 1, 2026 to June 30, 2030.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the Policy report.

ITEM 8.1 – Revisions to the Policy on “Definitions of Types of Examinations”

S. Lewis provided a brief overview of the anticipated changes to the Policy on “Definitions of Types of Examinations” to Senate for information. The proposed revisions would introduce a handling fee in cases where a student fails to attend a scheduled Special Examination for a deferred final examination within the designated Special Examination period. In such cases, the handling fee would apply to the administration of an additional Special Examination.

S. Lewis advised Senate that the proposed fee is subject to approval by the Board of Governors and will be considered as part of the budget approval process in April. Additionally, she stated that the proposal to revise the policy on “Definitions of Types of Examinations” will come forward to the Senate Committee on Academic Policy for approval and recommendation to Senate in May 2026.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

On behalf of SCUP, S. Schmid presented the report of the Committee.

ITEM 10.1(a) – 2026-27 University Operating and Capital Budgets

F. Strzelczyk, Provost & Vice President (Academic) and L. Logan, Vice-President (Operations & Finance), presented for approval the 2026-2027 operating and capital budgets.

F. Strzelczyk began her presentation by outlining the external and internal contexts that shape the University's financial environment and then detailed the major investments in 2026-2027 that will support Western's strategic priorities and growth, uphold its academic mission, and advance research across the institution.

F. Strzelczyk continued her presentation by commenting on key funding changes announced by the provincial government in February 2026. The Provost advised that, as the details on the provincial grant funding have yet to be received, the budget does not reflect any potential new or increased allocations, other than a 2% tuition increase. Once further information becomes available, the budget will be updated accordingly.

The Provost concluded her presentation with data on domestic and international student FTE enrolment over the past 20 years, student-to-faculty ratios across the U6, the revenue impact of declining international enrolment, and the operating revenue and expenditure forecast for 2026–27.

L. Logan, Vice-President (Operations & Finance), provided an overview of the 2026-27 capital budget in support of Western's Long-Range Space Plan. L. Logan described the funding approach for major capital projects and outlined the 2026-27 capital budget for new construction and major renovations.

L. Logan addressed a question regarding plans for parking space expansion and advised that, through the consultation process for the Campus Development Strategy and Open Space Strategy, key priority areas will be identified, including potential parking needs. Additionally, she commented on upcoming major road construction works in the area, conducted by both the University and the City of London.

In response to a question regarding the provision for cost fluctuations, F. Strzelczyk advised that this money is used to fund negotiated salary increases.

In response to questions submitted in advance of the Senate meeting, Ruban Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), commented on the Ivey Business School funding model, including fees applied for services delivered to Ivey. Additionally, R. Chelladurai responded to a question on whether a similar funding model could be applied across all Faculties and F. Strzelczyk commented on the impact of the new revenue share model on Faculties.

In response to a question submitted in advance of the Senate meeting, F. Strzelczyk stated that a detailed faculty-by-faculty breakdown could be provided to Senate in future.

In response to a request for enrolment projections by faculty along with Weighted Teaching Unit projections for 2024–25 through 2027–28, F. Strzelczyk presented a table (Appendix B)

and stated that projections for 2027-28 are not available.

L. Logan provided comments on major sources of funding, including one-time funds from internally restricted net assets.

Ruban Chelladurai and F. Strzelczyk responded to questions of clarification regarding data provided in the budget presentation, including student-to-faculty ratios, possible changes to OSAP funding, and one-time allocations identified in the budget document.

The President expressed his appreciation to the teams across campus for their work in developing the University's budget.

It was moved by S. Schmid,

That on recommendation of the Senate Committee on University Planning, Senate provide advice to the Board of Governors, through the President & Vice-Chancellor, recommending the approval of the 2026-27 University Operating and Capital Budgets as shown in Item 10.1(a).

CARRIED

ITEM 10.1(b) – 2026-27 Program Specific Fees and Other Supplemental Fees

As Supplementary information for Senate, the Program Specific Tuition and Other Supplemental Fees were provided for information.

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented the URB report and commented on the work conducted at the last URB meeting, including the Western Research Institute and Centre Report that was provided to the Committee in accordance with MAPP 7.9 and the URB Terms of Reference.

P. Pexman continued her report with a status update on the research data management strategy and commented on the work of the Research Data Strategy Working Group.

P. Pexman concluded her report with remarks on the presentation provided to URB regarding the work of the Western Institute of Neuroscience.

ITEM 12.0 – Academic Colleague Report

The written report was provided as part of the agenda for the meeting.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY TEACHING AWARDS (SUTA)

ITEM 13.1 – Recipients of Western's Excellence in Teaching Awards for 2025-26

M. McGlynn, Vice-Provost (Academic Planning, Policy & Faculty), announced the recipients of Western's Excellence in Teaching Awards for 2025-26.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE (OAC)

ITEM 14.1(a) – Faculty of Arts and Humanities: Revisions to the Faculty Council Constitution

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective April 17, 2026, the Council Constitution of the Faculty of Arts and Humanities be revised as shown in Item 14.1(a).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by OAC on Unanimous Consent:

- Item 14.1(b) – Senate Membership – Vacancies Filled by Appointment
- Item 14.1(c) – Appointment of Officers of Convocation
- Item 14.1(d) – Order of Ceremony – Autumn Convocation 2026

REPORT FROM THE SENATE NOMINATING COMMITTEE

Information Items Reported by the Senate Nominating Committee on Unanimous Consent:

- Item 14.2(a) – Senate Membership – General Community Member
- Item 14.2(b) – Temporary Replacement for the Committee Member: Senate Committee on Academic Curriculum and Awards (ACA)

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 14.3(a) – Revisions to the Policy on “Course Numbering, Essay Courses, and Hours of Instruction”

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Course Numbering, Essay Courses, and Hours of Instruction” be revised as shown in Item 14.3(a).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Policy Committee on Unanimous Consent:

- Item 14.3(b) – Faculty-Specific Undergraduate Sessional Dates: Revised 2026-2027 Sessional Dates – Dentistry, Schulich School of Medicine & Dentistry

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

ITEM 14.4(a) – Faculty of Social Science, Department of Geography and Environment: Renaming of the “Geography” Subject Area as the “Geography and Environment” Subject Area

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the “Geography” Subject Area be renamed as the “Geography and Environment” Subject Area as shown in Item 14.4(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.4(b) – Faculty of Social Science, Department of History: Withdrawal of the Honours Specialization in American Cultural Studies and the Major and Minor in American Studies

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Honours Specialization in American Cultural Studies, the Major in American Studies, and the Minor in American Studies be discontinued; and

That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2029; and

That the modules be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

ITEM 14.4(c) – Huron University College: Renaming of the “Centre for Global Studies” Subject Area as the “Global Social Innovation” Subject Area

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the “Centre for Global Studies” Subject Area be renamed as the “Global Social Innovation” Subject Area as shown in Item 14.4(c).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.4(d) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Philosophy in Library and Information Science

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Philosophy in Library and Information Science be revised as shown in Item 14.4(d).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.4(e) – Revisions to the Articulation Agreement for Admission of Graduates from the Nutrition and Food Service Management Diploma Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition) Program at Western

It was moved by K. Yeung, seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective April 1, 2026, the articulation agreement for admission of graduates from the Nutrition and Food Service Management Diploma Program at Fanshawe College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, and Specialization in Foods and Nutrition at Western be revised as shown in Item 14.4(e).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- Item 14.4(f) – Announcement of a Vice-Chair of the Senate Committee on Academic Curriculum and Awards
- Item 14.4(g) – Report of the Subcommittee on Program Review – Graduate:
- Cyclical Review of the Graduate Program in Data Analytics
- Item 14.4(h) – New Donor-Funded Scholarships, Awards, and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Information Items Reported by SCUP on Unanimous Consent:

- Item 14.5(a) – Annual Report on Faculty Recruitment and Retention

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

Information Items Reported by URB on Unanimous Consent:

- Item 14.6(a) – Western Research Institutes and Centres Report

ANNOUNCEMENTS AND COMMUNICATIONS

The following items reported through Announcements and Communications were received for information by unanimous consent:

- Item 14.7(a) – Election Results – Senate Committees

QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 16.0 prior to the meeting. The questions and responses are summarized below:

Question regarding the shuttle bus

In response to a question regarding the discontinuation of the shuttle bus service that operated between Affiliated University Colleges, R. Chelladurai outlined the funding model that had supported this service, explaining that after the Brescia integration, Western fulfilled its commitment to share operating costs for one year. He noted that this commitment has now concluded, and the service has transitioned fully to the purview of King's University College. The President addressed a follow-up question concerning accessible transportation and noted that Voyago continues to provide those services.

Question regarding AI tools

In response to a question regarding Western's plans to respond to rapidly advancing AI tools, such as the "Einstein" system that can complete online coursework, S. Lewis commented on the work undertaken to safeguard academic integrity and reviewing emerging AI tools. She emphasized the ongoing efforts to ensure ethical use of generative AI, including collaborative work with peer institutions.

F. Strzelczyk responded to a question regarding the change to teacher training, condensing the two-year program into three consecutive semesters and commented on the potential impact for the University.

In response to a question regarding religious accommodation during exams, the President advised that the practice was changed, following consultation with legal counsel.

Item for discussion

A Senator submitted an item for discussion in advance of the Senate meeting and invited Senators to engage in a broader discussion on the university's investments and partnerships with industries involved in weapons manufacturing. The President commented on the broad consultation process for the Responsible Investing Policy and advised that the policy is outside the scope of Senate's authority.

It was moved by N. Zebian, seconded by D. Heap,

That the meeting of Senate be extended by 15 minutes.

CARRIED

Senators discussed Western's partnerships to advance defense-related research, potential risks, academic freedom and concerns related to constraints on researcher autonomy. Additionally, P. Pexman commented on research security practices and obligations.

ADJOURNMENT

The meeting adjourned at 4:45 p.m.

A. Shepard
Chair

A. Bryson
University Secretary



Strategic Growth

Key capital projects supporting
our academic mission

Senate | April 17, 2026



Bioconvergence Centre



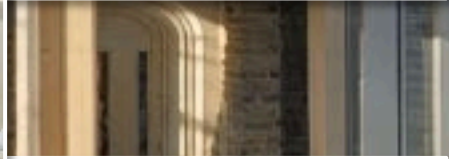
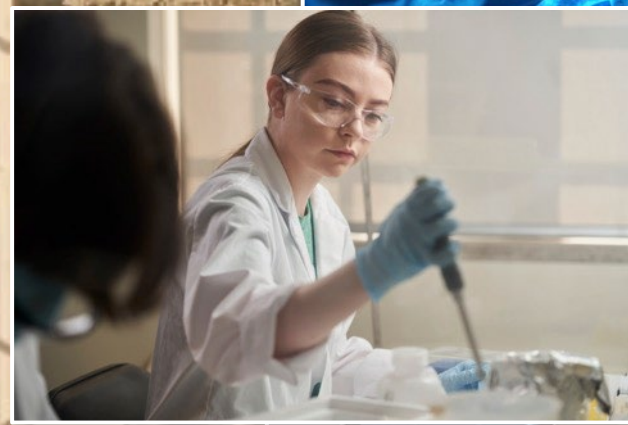
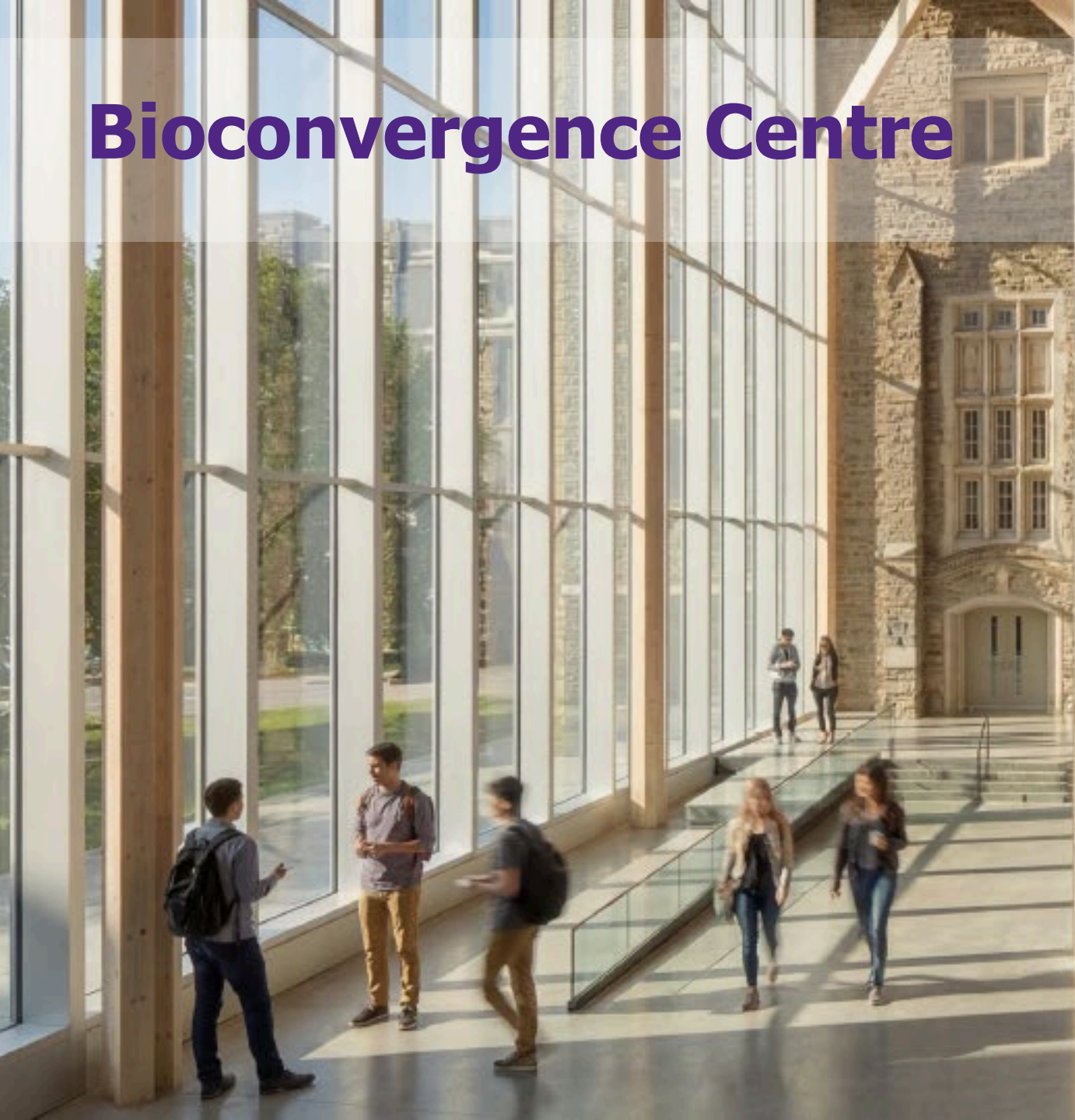
Health
Sciences
Addition

Medical Sciences

Bio & Geo Sciences

Physics & Astronomy

Bioconvergence Centre



New Engineering Building



New Health Sciences Building

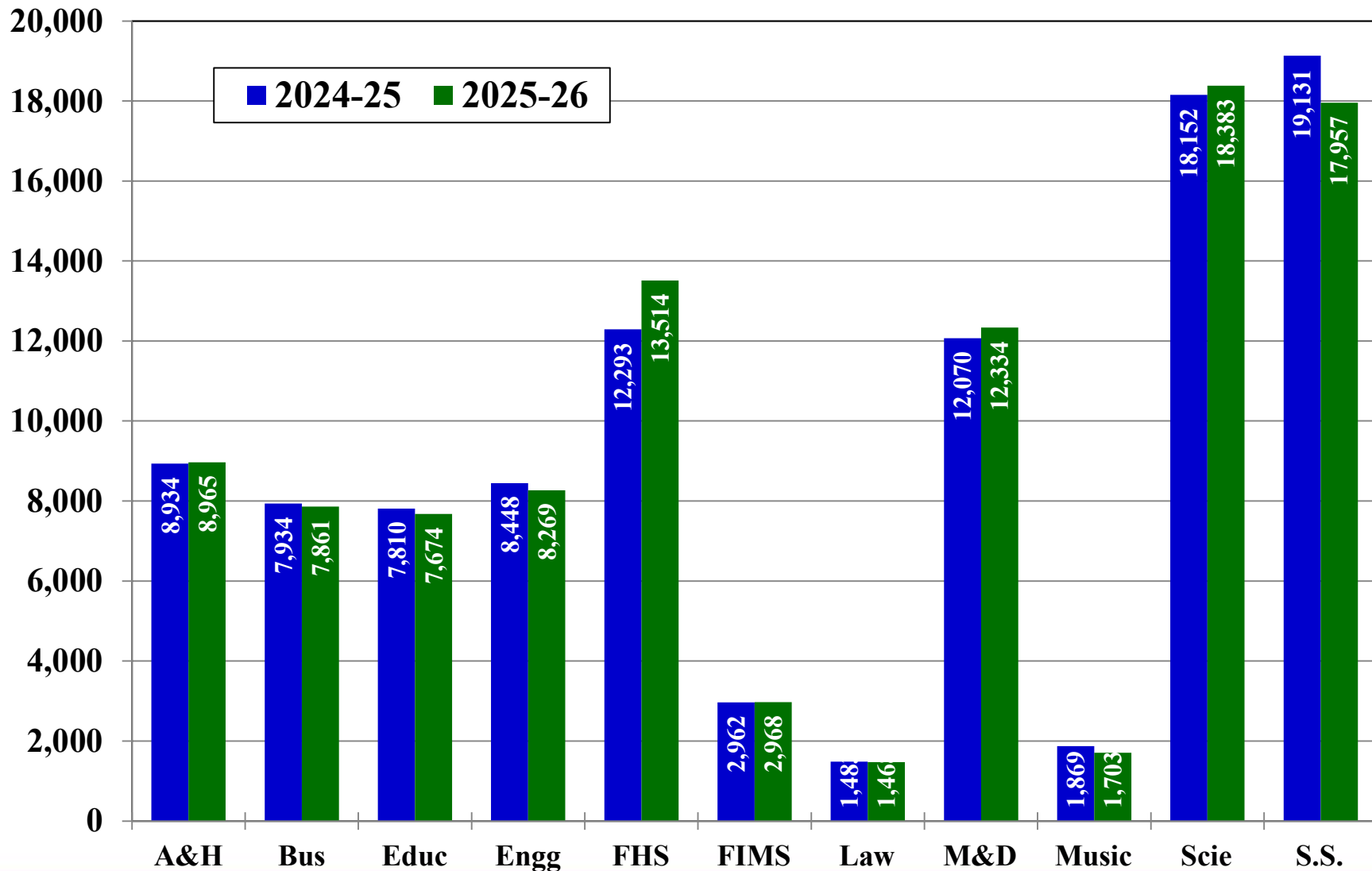


Additional Priorities

- Alumni Hall Renovations
- Social Science Atrium & Expansion
- West Campus Upgrades
- Pathogen Research Centre
- University Drive Residence
- Electric Boiler Addition
- Philip Aziz & Sarnia/Western



Weighted Teaching Units (WTUs)



REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: May 8, 2026

Re: Monthly report for May 2026

Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of April 17, 2026.

Top employer rankings: for the third consecutive year, Western was named [among the top 50 employers in Southwestern Ontario](#), one of only five organizations in London and the only educational institution to make the list published annually by Mediacorp Canada Inc. Western was also [ranked as one of Canada's Greenest Employers](#) by Mediacorp in a separate national competition and was the only organization in London named in the ranking.

Birds Canada partnership: Western has renewed its MOU with [Birds Canada](#), strengthening opportunities for collaborative research, student training, technology innovation, and funding. Birds Canada operates the oldest bird observatory in the Americas at Long Point, Ontario. Researchers at Western's Centre for Animals on the Move have worked with Birds Canada for nearly three decades, helping to shape migration science nationally and internationally.

Ivey opens new [Donald K. Johnson Centre](#) in Toronto: the new 36,000-square-foot facility in First Canadian Place builds on more than two decades of Ivey's presence in downtown Toronto, while expanding capacity for graduate programs, executive learning, and corporate engagement. The Centre was made possible by a transformational \$30-million gift from Ivey alum Donald K. Johnson in 2023.

Spring Convocation 2026 is June 8 to 12 at Canada Life Place. Members of the Western community who wish to join the [academic procession](#) are asked to register by **June 1, 2026**.

Accolades: Congratulations to the following Western community members who, among others, have received special honours and awards in recent weeks:

- **2025-26 Western Teaching Awards**

Edward G. Pleva Award for Excellence in Teaching:
Felix Lee (Science), **Tara Mantler** (Health Sciences)

Marilyn Robinson Award for Excellence in Teaching:
Christina Booker (Science), **Lesley Gittings** (Health Sciences),
Soheila Esfahani (Arts & Humanities)

Angela Armitt Award for Excellence in Teaching for Part-Time Faculty:
Denise Grafton (Health Sciences)

Western Award for Innovations in Technology-Enhanced Teaching:
Joshua Foster (Ivey)

Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching:
David Sandomierski (Law)

- **Tim Wilson** (Schulich) named a Fellow of the *American Association for Anatomy*.
- **Andrew Sargent** (Huron, Arts & Humanities) awarded the 2025 John Charles Polyani Prize in Literature from the *Council of Ontario Universities*.
- **Louise Arbour** (DCL'00) appointed Canada's next Governor-General.
- Appointed to the Prime Minister's Advisory Committee on Canada-US Economic Relations: **Cameron Bailey** (BA'87, LLD'18), **Darryl White** (HBA'94, LLD'23), **Erin O'Toole** (Adjunct faculty, Huron).
- **Linda Hasenfratz** (BSc'89, MBA'97, LLD'19), former Chancellor, selected to receive Lifetime Achievement award, and **John Graham** (PhD'99) selected to receive a Canada Business Leader of the Year award from the *Canadian Chamber of Commerce*.
- **Krisztina Szabó** (BMus'94) appointed Chair in Voice at The Glenn Gould School at The Royal Conservatory of Music.
- Mustangs Football player, **Keegan O'Neil**, signed to the Toronto Argonauts.
- **Caroline Ehrhardt** (BHSc'15), Head Coach, Mustangs track and field, selected to be inducted into the Greater Sudbury Sports Hall of Fame.

- **Terry Rice** (BFA'98, MA'00), staff member and Board of Governors member, received the 2025 Changemaker Award for Outstanding Workplace Champion from United Way Elgin Middlesex.
- **John Chayka** (BA'14) named General Manager of the Toronto Maple Leafs.
- **Carrie Tait** (MA'04) named 2025 Journalist of the Year in the National Newspaper Awards and her work with a team of reporters from *The Globe and Mail* has been selected as a finalist for the 2025 Michener Awards for public service journalism.

Leadership Updates

Florentine Strzelczyk reappointed to second term as Provost & Vice-President (Academic), effective July 1, 2027.

Bryan Neff has been reappointed as Associate Vice-President (Research) and **Professor Valerie Oosterveld** has been newly appointed as Associate Vice-President (Research), both for five-year terms beginning July 1, 2026.

James Voogt named Acting Dean of the Faculty of Social Science beginning July 1, 2026, following the conclusion of Dean Nick Harney's term.

Active academic leadership review/selection committees are underway for the Deputy Provost, and the Faculties of Arts & Humanities, Information & Media Studies, and Social Science.

To: Senators

From: Florentine Strzelczyk

Date: May 8, 2026

Re: Report of the Provost & Vice-President (Academic) for May 15, 2026

Dear Senators,

Please see the following updates from across the academy:

Western International College (WesternIC)

- Admission offers continue to be issued on a rolling basis.
- WesternIC administrative staff has begun working on-site in preparation to welcome the fall cohort.
- Classroom audio-visual technology installation is complete and administrative/student space cosmetic upgrades are wrapping up this month.

Distributed Compute and Storage Grid (DCSG) Agreement

Western has entered into an agreement with the Digital Research Alliance of Canada (DRAC) related to the Distributed Compute and Storage Grid (DCSG), a national research infrastructure initiative aligned with the Government of Canada's Sovereign AI strategy. The agreement supports Western's participation in a national funding proposal intended to expand advanced compute and storage capacity for research and innovation across Canada. The initiative would position Western as a contributing partner in the development of shared digital infrastructure supporting AI-enabled research, data-intensive scholarship, and national research competitiveness. The proposal and agreement were developed collaboratively by Western Technology Services and Western Research.

Quality Council Audit of Western's Quality Assurance Processes Underway

Ontario universities are required to undergo regular audits of their academic quality assurance processes through the Ontario Universities Council on Quality Assurance. These audits assess how universities review existing academic programs and approve new ones to ensure they meet provincial quality standards and support continuous improvement in teaching, learning, and student experience. Western is currently participating in the second phase of this audit process, which involves a detailed review of documentation related to six selected academic programs: Library Information Science (MLIS/PhD), Climate Risk (MCR), French Studies (MA/PhD), Master of Management (MM), Animal Ethics and Sustainable Leadership (BA), and Computer Science (BSc).

Over the spring and summer, the audit team will review the submissions and may request additional information or clarification ahead of a site visit and meetings with the university in

November 2026. The audit helps ensure Western's processes for program review and approval remain rigorous, transparent, and aligned with the provincial Quality Assurance Framework. My thanks to the Office of Academic Quality and Enhancement for leading this important work and supporting faculties and units throughout the process.

Leadership update – Western Continuing Studies (WCS)

Bryan Benjamin has been appointed as Special Advisor, Western Continuing Studies (WCS), reporting to the Provost & Vice-President (Academic). Bryan has served as Executive Director of Ivey Executive Education (Ivey Academy) since July 2022 and will continue in that role while leading WCS. This reflects an opportunity to strengthen and advance Western's lifelong learning portfolio by bringing together WCS's longstanding expertise in professional and continuing education with Ivey's strong reputation in executive education. Bryan is leading the recruitment of a new Director for Western Continuing Studies and will serve as interim lead until the position is filled.

To: University Senate

From: Florentine Strzelczyk, Provost and Vice-President (Academic)

Date: May 7, 2026

Subject: Western's Future of Teaching and Learning Strategic Action Areas

Enclosure: Western's Future of Teaching and Learning – Recommendations and Strategic Action Areas

This overview is provided to Senate to support discussion and consultation of Western's [Future of Teaching and Learning Strategic Action Areas](#), a university-wide project led by the Vice-Provost (Academic Programs), Susan Lewis. The project aims to advance strategic actions that support our existing plans and priorities, while addressing a pivotal moment for reflection and action in higher education.

The Recommendations and Actions are the outcome of engagement with the campus community and are informed by:

- Survey the community (December 2025)
- Survey Findings Report (posted February 2026)
- Action Plan Groups – Orientation and Welcome (February 2026)
 - 7 Action Plan Groups, with more than 60 faculty members, staff, and students, formed to develop draft recommendations
- Action Plan Groups – Retreat (March 2026)
 - APGs develop draft recommendations
- Community Consultations (March-April 2026)
 - Townhalls with 200+ attendees, Qualtrics Survey, engagement sessions, University Senate April 17
- Review of feedback from community consultations (April-May 2026)

Many actions are already underway or beginning soon. Updates and reporting on actions and impacts can be found at Western's [Future of Teaching and Learning Strategic Actions site](#).

Western's Future of Teaching and Learning: Strategic Action Areas

Across our campus, exceptional student learning experiences and innovative teaching practices are thriving. Western's Future of Teaching and Learning builds on these strengths with a comprehensive, campus-wide action plan. Western's Future of Teaching and Learning: Strategic Action Areas serves as a bridge plan, integrating priorities from existing initiatives—including the Global Engagement Plan, the EDIDA Strategic Plan, Faculty-specific plans, and *Towards Western at 150*. This work responds to a pivotal moment for reflection and action in higher education. Its purpose is both aspirational and practical, to enhance teaching and learning within our current environment while preparing for what lies ahead.

Why now?

Higher education is at a turning point. Technological advances, public perception, and the perceived misalignment between degree outcomes and the workforce skills gap require us to assess our values and priorities to address the central question: Why go to university? And what is the added value of learning at a research-intensive university?

Further, teaching and learning goals appear across a range of Western plans. An overarching strategic action plan commensurate with the importance of teaching and learning at Western can further advance these goals.

Action Plan Oversight

Western's Future of Teaching and Learning Steering Committee oversees reporting and tracking and includes representation from the Office of Indigenous Initiatives, the Office of Equity, Diversity, and Inclusion, and academic and administrative leadership from a cross-section of campus. The Steering Committee meets quarterly to review and guide progress. Progress and results are shared on Western's [Future of Teaching and Learning site](#).

Key Partners

Western's Future of Teaching and Learning Strategic Action Areas is supported through partnerships with Western Libraries, Student Experience, the Office of Equity, Diversity and Inclusion, the Office of Indigenous Initiatives, Western Technology Services, the Office of the Vice-Provost (Academic Programs) including the Centre for Teaching and Learning and the Office of Academic Quality and Enhancement, the Office of the Registrar, the Office of the Vice-Provost Graduate and Post-doctoral Studies, and academic and administrative leaders and teams from across campus. Working together, the goal is to support uptake and actioning of the plans across the Faculties.

Strategic Action Area 1: Prepare Students for Success at Western and Beyond

- 1.1 Raise awareness of academic norms and expectations (the hidden curriculum), especially among first-year students
- 1.2 Promote existing resources
- 1.3 Engage students who would benefit from additional support
- 1.4 Promote career/professional education in support of lifelong learning
- 1.5 Help equity-deserving students successfully navigate the transitions throughout their journey at Western, from undergraduate to graduate programs to the work environment

Action	Impact	Tracking/ Reporting	Timeline
Introduce required training in academic integrity for all incoming students (1.1)	6,000+ undergraduate and graduate students receive the required training in academic integrity, with impact on their studies, the culture of learning, and stronger student understanding of citation and attribution	Annual report to Senate on the Policy on Training for Undergraduate and Graduate Students Trend analysis of academic integrity case data	Already in place for graduate students and takes effect July 1, 2026 for undergraduate students Annual report to Senate Spring 2027
Showcase examples of student transition programming and scale (1.2)	Solicit examples from Faculties, including impact on first-year students and courses	Track # students who participate in the strategies and programs	Start at CTL's Fall Perspectives on Teaching conference
Create a First Year Student Success Toolkit (1.1, 1.2)	Toolkit available to all faculty, including orientation and other welcome materials that already exist. Creates more consistency in the first-year experience.	Track usage and report on impact 2027	Design and develop fall 2026, available spring 2027
Incorporate learnings from a previously funded Parr Centre project to create guidelines and a toolkit for redesigning more first-year courses based on this model (1.3)	Undergraduate students in first-year classes Resulting toolkit positions additional courses to adopt the model, scaling impact in subsequent years across multiple Faculties.	Review institutional data on student satisfaction or specialized surveys Tracking of academic outcomes (DFW rates, course completion,	Redesign Fall 2026 and implement Fall 2027

		retention) compared against prior cohorts	
<p>Create a landing page in Brightspace for wayfinding and navigation to the University's supports for student academic success and wellness (1.2)</p> <p>Promote the Graduate Student Life webpage as a resource for academic, learning and wellness supports for graduate students (1.2)</p>	<p>Reach 48,000 students with targeted resources and support</p> <p>Anticipated outcomes include earlier help-seeking, improved navigation of services</p>	Track outcomes in uptake of services (Brightspace analytics on landing page traffic), refine offerings in response	Consult/design Fall 2026, build out Spring 2027, launch in Brightspace May 2027
Offer academic coaching to transfer students, mature students, international direct entry students, and by referral (1.3, 1.5)	Reach 400+ students with targeted resources and support to improve student retention and success	Track outcomes of students who use the service Satisfaction and self-reported gains via post-session surveys	Ongoing, with annual reporting on participation and outcomes
Create a Career framework for embedding career education in curriculum (1.4)	Framework available to all faculty, with examples and support from Career Education unit	Map levels of engagement across programs	2026/27
Pilot career education-embedded program (1.4) i.e., taking an existing academic program and strategically embedding career education at multiple levels	Create a model that can be applied in other departments/faculties	Program-level data mined from self-studies for Cyclical Program Reviews Graduate exit survey NSSE data	2027/28
Enhance awareness and access to Career Education by adding a Professionalization module to the Training section in Brightspace for all students (1.4)	Module accessible to all students; supports awareness of and access to career education resources	Module completion rates Student feedback Uptake of Career Services offerings	2027/28
Develop and deliver course design workshop focused on embedding career education in the curriculum (1.4)	Faculty across disciplines are supported and equipped with practical strategies to embed career education into course design.	Workshop attendance; participant follow-up; course outlines	January 2027

Strategic Action Area 2: Transform Programs Relevant to Students, Society, and Industry

- 2.1 Embed Indigenous knowledge systems and relational approaches alongside equity, diversity, inclusion, decolonization, accessibility and anti-racism principles in undergraduate and graduate education
- 2.2 Guarantee all undergraduate students opportunities for experiential learning (EL)
- 2.3 Reduce or eliminate barriers to uptake of experiential learning, particularly for equity deserving students
- 2.4 Develop more experiential learning opportunities, including land-based learning and Indigenous-led opportunities
- 2.5 Critically assess the impact of GenAI across disciplines and learning outcomes
- 2.6 Expand the current essay requirement to a communications intensive (CI) requirement to distinguish Western and strengthen alignment with Western Degree Outcomes and EDIDA priorities
- 2.7 Recognize knowledge justice as a core academic value of our programs, learning outcomes, and assessments

Action	Impact	Tracking/ Reporting	Timeline
Embed dedicated reflections about how academic programs are integrating EDIDA in program operations, curriculum and outcomes as part of Western's Institutional Quality Assurance Processes (IQAP) (2.1)	All academic programs and students who take them More deliberate program-level commitments to EDIDA, identification of structural barriers, and concrete actions.	Cyclical Program Reviews Reviewer reports comment on integration; Final Assessment Reports identify implementation actions	Ongoing
Introduce questions on GenAI and learning outcomes into Cyclical Program Reviews (2.5)	Potential for program/course level changes at undergraduate and graduate levels Better guidance for graduate students on the use of GenAI in thesis-related work	Track through Cyclical Program Reviews	Ongoing
Develop workshops and resources for faculty on knowledge justice-informed teaching, including Indigenous Sovereignty (Data, Governance, Justice and the Land),	Supports institutional commitments under the EDIDA Strategic Plan	Track participant numbers and # of courses impacted Integration into IQAP self-study reflection on EDIDA	Develop Fall 2026 and available May 2027

and foster uptake of Indigenous Learning Bundles (2.1, 2.7)			
Expand access to EL for equity-deserving students (2.2)	Increase opportunities for equity-deserving students to benefit from EL	Track through EL unit with updates from programs	Fall 2026 onward
Make EL opportunities more visible to students: pilot having EL course tagging information (i.e., EL type and low/medium/high intensity) visible to students; add EL information to course description (2.2)	Predictability of EL access for students planning their academic pathways	Track through EL unit with updates from programs	Operationalize in Fall 2026
Review all programs to ensure all students have opportunity for EL (2.2)	All undergraduate programs include accessible EL opportunities	Annual EL participation rates Monitor through Cyclical Program Reviews	Ongoing
Increase number of project-based learning courses (2.3)	Reduce financial and time-based barriers to EL participation, especially among equity-deserving students	# courses tagged as project-based and # students participating	Ongoing
Expand access to work integrated learning (WIL): ensure access for international students to all WIL programs; consider co-op model (i.e. flexible start times, length, paid) in faculties with other forms of WIL (2.3, 2.4)	Increase access to WIL	Co-op enrolment and completion rates International student WIL enrolment and completion rates	2026/27
Explore opportunities to align EL practices with Indigenous epistemologies and expand partnerships with Indigenous communities toward goal of increased land-based learning within signature type strategy (2.1, 2.4)	Supports Western's commitments under the Indigenous Strategic Plan and contributes to the broader institutional EDIDA agenda; centres Indigenous-led approaches to learning and knowledge	Develop tracking in collaboration with the Office of Indigenous Initiatives (e.g., # of partnerships)	2026-2027

Bring forward any proposed changes to WDOs and implement changes through IQAP (2.1-2.7)	Western Degree Outcomes closely aligned with institutional priorities and reflected at the program level	Embed in self-study templates and resources for Cyclical Program Reviews	Review in Fall 2026 and bring forward Spring 2027
Bring forward briefing note to Senate Committee on Academic Policy to establish a working group to draft a proposal to shift essay requirement to a communications requirement and recommend to Senate by January 1, 2027 (2.6)	Strengthened institutional commitment to communication competencies; alignment with Western Degree Outcomes	Proposal moves forward with decision by Spring 2027	September 2026 – Proposal for Working Group Spring 2027 – Report to Senate

Strategic Action Area 3: Reimagine Assessment

- 3.1 Embed accessibility and universal design for learning (UDL) in assessments to support all students, including those with academic considerations and accommodations
- 3.2 Support strategies for assessment at scale of critical thinking, teamwork, and communication skills
- 3.3 Support no/low stakes assessment and feedback practices to encourage student curiosity and engagement in learning
- 3.4 Support assessment integrity through technology, teaching methods, and infrastructure
- 3.5 Support transparency on use of Generative AI in courses, assessments, and other academic activities
- 3.6 Support grading standards and the value of the Western degree

Action	Impact	Tracking/ Reporting	Timeline
Support development of and promote uptake of the UDL Accessibility Toolkit (3.1)	UDL principles embedded in assessment design across programs	Track in self-studies of Cyclical Program Reviews	UDL Accessibility Toolkit under development Available Fall 2026
Foster discipline-specific decision making on impact of GenAI on assessment across all courses and	Supports strategic assessment practices and student learning	Participation rates in assessment retreats; program examples shared	Fall 2026

other academic activities in a program (3.2-3.5)		in showcase and repository (3.2)	
Create showcase and repository of examples from across Faculties (course outlines, assessments, active learning) (3.2)	Community sharing of effective practices across the Faculties	CTL website	Introduce at CTL's Fall Perspective on Teaching conference
Streamline and target communications and supports for faculty to implement flexibility into assessments (3.1)	More consistent implementation of flexible assessment practices supporting student wellness and success	Track through Student Absence Portal and uptake of resources Report to Senate on implementation of Senate Policy on Academic Considerations	Summer 2026 Report Spring 2027
Promote resources for authentic assessment in large class assessments (3.2)	Enhances student learning and reduced over-reliance on high-stakes exams, stronger assessment alignment with program learning outcomes.	Track uptake and monitor impact through course outlines and feedback surveys	Ongoing
Pilot new digital assessment platform that allows faculty to create high-quality assessment experiences for students, including feedback on their learning, in a secure and supportive environment (3.3)	Impacts all courses, faculty, and students that take this up; interest identified in Future of Teaching and Learning Survey	Start as a Faculty pilot/first-year course	January 2027
Develop an approach to deliver oral assessments at scale using existing technology tools (3.4)	Impacts all courses, faculty, and students that take this up; interest identified in Future of Teaching and Learning Survey	Number of courses adopting the approach; Feedback on usability, equity, and learning impact	Develop Fall 2026
Monitor and enhance the integrity of in-person assessments (3.4)	Maintains the integrity of the Western degree	Academic integrity case data trends	Ongoing
Develop workshops and resources on GenAI disclosure statements for faculty to indicate how they have used GenAI in the development and	Faculty supported in transparent GenAI disclosure across course design and assessment	Workshop attendance; uptake of disclosure statements on course outlines; track in self-	Develop workshops Fall 2026 Available January 2027

delivery of their courses, including feedback and assessment (3.5)		studies for Cyclical Program Reviews	
Briefing note to Senate Committee on Academic Policy to propose update to the Senate Policy on Course Outlines requiring faculty to indicate if/how they have used GenAI in the design and delivery of their course, including feedback to students (3.5)	Updated Senate Policy on Course Outlines establishes a consistent expectation for transparency on GenAI use in course design, delivery, and feedback to students.	Senate	Bring forward to Senate Committee on Academic Policy October 2026
Review grades and Faculty-level grading policies and consider ways to improve implementation of existing grading policy or bring forward changes (3.6)	Preserve the value and meaning of grades over time	Associate Deans	Fall 2026

Strategic Action Area 4: Teaching Excellence

- 4.1 Advance teaching priorities in the Faculties
- 4.2 Orient faculty to the teaching culture at Western and in their disciplines
- 4.3 Prepare and support faculty to incorporate EDIDA more fully into the classroom to enhance the learning experience of students
- 4.4 Build university-wide culture that values EDIDA in teaching and learning at the level of policy and governance
- 4.5 Create resources to increase opportunities to receive feedback on teaching and to demonstrate teaching quality
- 4.6 Create new awards to recognize teaching excellence
- 4.7 Develop processes and resources to reduce teaching-related administrative workload

Action	Impact	Tracking/ Reporting	Timeline
Enhance role of Associate Deans Academic Undergraduate and Graduate (or designates) as faculty	Amplify uptake of central resources and bring forward input and ideas from Faculties	CTL website	September 2026 onward

champions for teaching and learning (4.1, 4.2)			February 2027 new faculty coffee session after first term of teaching
Facilitate workshops to prepare faculty and staff to incorporate EDIDA into pedagogy and curriculum design (4.3)	Focus on program-level workshops to scale across Faculties	# participants	Ongoing
Support faculty to co-create accessible classrooms of inclusion and belonging; equip instructors with pedagogical tools, resources and strategies to teach, engage and accommodate students with disabilities and diverse needs (4.3)	Focus on program-level workshops to scale across Faculties	# participants	Ongoing
Revise existing and develop new policies and governance procedures to embed EDIDA in teaching and learning (4.4)	Impacts all students, faculty, staff groups	# policy updates or new policies	Ongoing
Create a peer assessment framework for faculty (4.5)	Supports teaching quality and culture of teaching and learning Stronger formative feedback for instructors at all career stages	Faculty feedback on usability and value	Develop Fall 2026
Increase opportunities for proactive feedback from students early in a course (4.5)	Supports teaching quality	Track usage	Ongoing, promote 2026/27
Showcase and share promising teaching practices (4.6)	Feature faculty member practices and scale for impact	# shared practices	Fall Perspectives on Teaching Conference and events
Review awards in VPAP portfolio, create new ones, and introduce easy ways to nominate and recognize teaching excellence (4.6)	Expand recognition of teaching excellence and support (for instance, recognition of administrative staff supporting teaching, librarians and archivists, preceptors)	Increase nominations and impact	Review 2026 and launch new awards and/or revised processes January 2027

Streamline academic considerations procedures with more targeted communication to faculty (4.7)	Reduce teaching-related administrative workload	Faculty feedback through Associate Academic Deans	2026/27
---	---	---	---------

Strategic Action Area 5: Advancing Graduate Student Success: Support, Development, Innovation

Supervisor/Student Relationships

- 5.1 Increase supervisor and student awareness of responsibilities and relationship building
- 5.2 Develop more support and recognition for supervisor excellence

Professional Development

- 5.3 Integrate professional development opportunities into graduate program curricula
- 5.4 Develop a co-curricular strategy to support graduate students

Flexible Pathways

- 5.5. Encourage program level assessments of the barriers and opportunities to create more pathways through graduate school
- 5.6 Develop doctoral options for practicing professionals and laddering options into graduate education

Action	Impact	Tracking/ Reporting	Timeline
Revive Graduate Education Committee (GEC) Supervision and Mentorship committee (5.1) Develop/enhance resources for best practices in graduate student supervision and mentorship (5.1) Revamp orientation programming to better communicate information about the resources and SGPS	All graduate students and their supervisors	Committee Terms of Reference and committee work reports to GEC	June 2026, ongoing

<p>regulation on Supervision to incoming graduate students (5.1)</p> <p>Include best practices around supervision as part of the Grad Chair info sessions offered by SGPS (5.1)</p>			
New Supervisor Excellence Award (5.2)	Recognizes and supports excellence	Launch in summer 2026	Inaugural award June 2027
<p>Better coordination with Faculties on professional development activities through Own Your Future (OYF) e.g., digital badging (5.3)</p> <p>Increase accessibility to OYF modules through increased online, asynchronous offerings (new and existing content) (5.3)</p> <p>Promote OYF modules as stackable within existing program courses/milestones (5.3)</p>	Better career preparedness for graduate students	<p># new synchronous modules</p> <p>#completed modules</p> <p># completed badges</p>	Work is beginning now and annual report in May 2027 for updates with the work ongoing
Launch of the revised co-curricular record (5.4)	Recognition of graduate students' co-curricular learning; supports holistic professional development	Annual Report to include data about graduate student adoption of the co-curricular record	Ongoing
<p>Focus topic for Associate Dean – Grad retreat in Autumn, 2026 (5.5)</p> <p>Share examples of program modifications to reduce barriers and increase opportunities (5.5)</p> <p>Encourage reflection explicitly about reducing barriers and creating</p>	Identification of and reduction in barriers to graduate student progression and degree completion	ADG report back in Fall 2027	<p>Fall 2026-Fall 2027</p> <p>Cyclical Program Reviews now and ongoing</p>

opportunities in program narratives as part of Cyclical Program Review (5.5)			
<p>Focus groups with industry representatives to understand barriers and opportunities (5.6)</p> <p>Develop partnerships with companies to consider new approaches to doctoral education including accessibility to eligible employees to conduct PhD as well as WIL opportunities for PhD students (5.6)</p> <p>Develop laddering and stackable options in graduate education through graduate diplomas or micro-credentials (5.6)</p>	Greater connection with industry supports career pathways for students	<p>Track the development of new professional graduate degrees</p> <p>Track enrolment in these professional graduate degrees</p> <p>Track enrollment in the doctoral flex degree</p>	Beginning Summer 2026 and ongoing

Western's Future of Teaching and Learning: Strategic Action Areas

May 15, 2026

Western's Future of Teaching and Learning: Framework

Support Existing Plans

Guide Work and Central Supports

Advance Strengths and Address Gaps



Steering Committee

Members

- **Chair: Susan Lewis**, Vice-Provost (Academic Programs)
- **Lauretta Frederking**, Associate Vice-Provost (SGPS)
- **Aisha Haque**, Director, Centre for Teaching and Learning
- **Jovan Groen**, Director, Office of Academic Quality and Enhancement
- **Katrina McIntosh**, Program Manager/Academic, Western Continuing Studies
- **Shaun Boe**, Dean, Faculty of Health Sciences
- **Wolfgang Lehmann**, Associate Dean Undergraduate Studies, Faculty of Social Science
- **Ken Yeung**, Associate Dean, Academic, Faculty of Science
- **Nicole Campbell**, Associate Professor, Department of Physiology & Pharmacology
- **Michael Fox**, Associate Professor, Department of English & Writing Studies
- **Heather Campbell**, Western Libraries, Curriculum Librarian
- **Jenna Ijam**, USC Vice President University Affairs
- **Evan Sauve**, Graduate Student Representative



- Launch & Establish a Steering Committee** November 2025
- Survey the Community** November-December 2025
- Survey Findings Report** January 2026
- Action Plan Groups – Orientation & Welcome** February 23, 2026
- Action Plan Groups – Half-Day Workshop Retreat** March 10, 2026
- Community Consultations** March 30 – April 10
- Consultation with Senate** April 17
- Presentation to Senate & Launch** May – June 2026



■ Recommendations and Strategic Action Areas

Strategic Action Area 1: Preparing Students for Success at Western and Beyond

Recommendations

- 1.1 Raise awareness of academic norms and expectations (the hidden curriculum), especially among first-year students
- 1.2 Promote existing resources
- 1.3 Engage students who would benefit from additional support
- 1.4 Promote career/professional education in support of lifelong learning
- 1.5 Help equity-deserving students successfully navigate the transitions throughout their journey at Western, from undergraduate to graduate programs to the work environment

Strategic Actions: Preparing Students for Success at Western and Beyond

- Introduce required training in academic integrity for all incoming students (1.1)
- Showcase examples of student transition programming and scale (1.2)
- Create a First Year Student Success Toolkit (1.1, 1.2)
- Create guidelines and a toolkit for redesigning first-year classes (1.3)
- Create a landing page in Brightspace for wayfinding and navigation to the University's supports for student academic success and wellness + Graduate Student Life webpage (1.2)
- Offer academic coaching to transfer students, mature students, international direct entry students, and by referral (1.3, 1.5)
- Create a Career Integrated Learning Framework (1.4)
- Pilot career education-embedded program (1.4)
- Enhance awareness and access to Career Education by adding a Professionalization module (1.4)
- Develop and deliver course design workshop focused on embedding career education in the curriculum (1.4)

Strategic Action Area 2: Transform Programs Relevant to Students, Society, and Industry

Recommendations

- 2.1 Embed Indigenous knowledge systems and relational approaches alongside equity, diversity, inclusion, decolonization, accessibility and anti-racism principles in undergraduate and graduate education
- 2.2 Guarantee all undergraduate students opportunities for experiential learning
- 2.3 Reduce or eliminate barriers to uptake of experiential learning, particularly for equity deserving students
- 2.4 Develop more experiential learning opportunities, including land-based learning and Indigenous-led opportunities.
- 2.5 Critically assess the impact of GenAI across disciplines on learning outcomes
- 2.6 Expand the current essay requirement to a communications intensive (CI) requirement to distinguish Western and strengthen alignment with Western Degree Outcomes and EDIDA priorities
- 2.7 Recognize knowledge justice as a core academic value of our programs, learning outcomes, and assessments

Strategic Actions: Transform Programs Relevant to Students, Society, and Industry

- Embed dedicated reflections about how academic programs are integrating EDIDA in program operations, curriculum and outcomes as part of Western's Institutional Quality Assurance Processes (IQAP) (2.1)
- Introduce questions on GenAI and learning outcomes into Cyclical Program Reviews (2.5)
- Develop workshops and resources for faculty on knowledge justice-informed teaching, including Indigenous Sovereignty (Data, Governance, Justice, and the Land), and foster uptake of Indigenous Learning Bundles, (2.1, 2.7)
- Expand access to self-directed and experiential local and global learning opportunities, community placements and internships for equity-deserving students (2.2)
- Make EL opportunities more visible to students: pilot tagging in certain Faculties, add EL level to course description (2.2)
- Review all programs to ensure all students have opportunity for Experiential Learning (2.2)

Strategic Actions: Transform Programs Relevant to Students, Society, and Industry - *continued*

- Increase number of project-based learning courses (2.3)
- Expand access to WIL (2.3, 2.4)
- Explore opportunities to align experiential learning practices with Indigenous epistemologies and expand partnerships with Indigenous communities toward goal of increased land-based learning within signature type strategy (2.1, 2.4)
- Bring forward any proposed changes to WDOs and implement changes through IQAP (2.1-2.7)
- Bring forward briefing note to Senate Committee on Academic Policy to establish a working group to draft a proposal to shift essay requirement to a communications requirement and recommend to Senate by January 1, 2027 (2.6)

Strategic Action Area 3: Reimagine Assessment

Recommendations

- 3.1 Embed accessibility and universal design for learning (UDL) in assessments to support all students, including those with academic considerations and accommodations
- 3.2 Support strategies for assessment at scale of critical thinking, teamwork, and communication skills
- 3.3 Support no/low stakes assessment and feedback practices to encourage student curiosity and engagement in learning
- 3.4 Support assessment integrity through technology, teaching methods, and infrastructure
- 3.5 Support transparency on use of Generative AI in courses, assessments, and other academic activities
- 3.6 Support grading standards and the value of the Western degree

Strategic Actions: Reimagine Assessment

- Support development of and promote uptake of the UDL Accessibility Toolkit *(3.1)*
- Foster discipline-specific decision making on impact of GenAI on assessment across all courses and other academic activities in a program *(3.2-3.5)*
- Create showcase and repository of examples from across the Faculties *(3.2)*
- Streamline and target communications/supports for faculty to implement flexibility into assessments *(3.1)*
- Promote resources for authentic assessment in large class assessments *(3.2)*
- Pilot new digital assessment platform that allows faculty to create high-quality assessment experiences for students, including feedback on their learning, in a secure and supportive environment *(3.3)*

Strategic Actions: Reimagine Assessment - *continued*

- Develop an approach to deliver oral assessments at scale using existing technology tools (3.4)
- Monitor and enhance the integrity of in-person assessments (3.4)
- Develop workshops and resources on GenAI disclosure statements for faculty to indicate how they have used GenAI in the development and delivery of their courses, including feedback and assessment (3.5)
- Briefing note to Senate Committee on Academic Policy to propose update to the Senate Policy on Course Outlines requiring faculty to indicate if/how they have used GenAI in the design and delivery of their course, including feedback to students (3.5)
- Review grades and Faculty-level grading policies and consider ways to improve implementation of existing grading policy or bring forward changes (3.6)

Strategic Action Area 4: Teaching Excellence

Recommendations

- 4.1 Advance teaching priorities in the Faculties
- 4.2 Orient faculty to the teaching culture at Western and in their disciplines
- 4.3 Prepare and support faculty to incorporate EDIDA more fully into the classroom to enhance the learning experience of students
- 4.4 Build university-wide culture that values EDIDA in teaching and learning at the level of policy and governance
- 4.5 Create resources to increase opportunities to receive feedback on teaching and to demonstrate teaching quality
- 4.6 Create new awards to recognize teaching excellence
- 4.7 Develop processes and resources to reduce teaching-related administrative workload

Strategic Actions: Teaching Excellence

- Enhance role of Associate Deans Academic Undergraduate and Graduate (or designates) as faculty champions for teaching and learning (4.1, 4.2)
- Facilitate workshops to prepare faculty and staff to incorporate EDIDA into pedagogy and curriculum design (4.3)
- Support faculty to co-create accessible classrooms of inclusion and belonging; equip instructors with pedagogical tools, resources and strategies to teach, engage and accommodate students with disabilities and diverse needs (4.3)
- Revise existing and develop new policies and governance procedures to embed EDIDA in teaching and learning (4.4)

Strategic Actions: Teaching Excellence - *continued*

- Create a peer assessment framework for faculty (4.5)
- Increase opportunities for proactive feedback from students early in a course (4.5)
- Showcase and share promising teaching practices (4.6)
- Review awards in VPAP portfolio, create new ones, and introduce easy ways to nominate and recognize teaching excellence (4.6)
- Streamline academic considerations procedures with more targeted communication to faculty (4.7)

Strategic Action Area 5: Advancing Graduate Student Success: Support, Development, Innovation

Recommendations

Student/Supervisor Relationships

- 5.1 Increase supervisor and student awareness of responsibilities and relationship building
- 5.2 Develop more support and recognition for supervisor excellence

Professional Development

- 5.3 Integrate professional development opportunities into graduate program curricula
- 5.4 Develop a co-curricular strategy to support graduate students

Flexible Pathways

- 5.5 Encourage program level assessments of the barriers and opportunities to create more pathways through graduate school
- 5.6 Develop doctoral options for practicing professionals and laddering options into graduate education

Strategic Actions: Advancing Graduate Student Success: Support, Development, Innovation

- Revive Graduate Education Committee (GEC) Supervision and Mentorship committee (5.1)
- Develop/enhance resources for best practices in graduate student supervision and mentorship (5.1)
- Revamp orientation programming to better communicate information about the resources and SGPS regulation on Supervision to incoming graduate students (5.1)
- Include best practices around supervision in Graduate Chair info session (5.1)
- New Supervision Excellence Award (5.2)
- Better coordination with Faculties on professional development activities through Own Your Future (OYF) e.g., digital badging (5.3)
- Increase accessibility to OYF modules through increased online, asynchronous offerings (new and existing content) (5.3)
- Promote OYF modules as stackable within existing program courses/milestones (5.3)

Strategic Actions: Advancing Graduate Student Success: Support, Development, Innovation - *continued*

- Launch of the revised co-curricular record (5.4)
- Focus topic for Associate Dean – Grad retreat in Autumn, 2026 (5.5)
- Share examples of program modifications to reduce barriers and increase opportunities (5.5)
- Encourage reflection explicitly about reducing barriers and creating opportunities in program narratives as part of Cyclical Program Review (5.5)
- Focus groups with industry representatives to understand barriers and opportunities (5.6)
- Develop partnerships with companies to consider new approaches to doctoral education including accessibility to eligible employees to conduct PhD and WIL opportunities for PhD students (5.6)
- Develop laddering and stackable options in graduate education through graduate diplomas or micro-credentials (5.6)



Learn more about
Teaching and Learning
for the Future

Thank you.

Western's Teaching and Learning for the Future

Office of the Vice-Provost (Academic Programs)

Western University

teachingandlearning@uwo.ca



REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: May 6, 2026

Re: Report of the Vice-President (Research) for **May 15, 2026**

Dear Senators,

Please find below a brief overview of my update to the Senate on May 15, 2026.

1. ASSOCIATE VICE-PRESIDENTS (RESEARCH)

On May 4, I was pleased to announce the appointment of Law professor **Valerie Oosterveld** and the reappointment of Science professor **Bryan Neff** to five-year terms as Associate Vice-Presidents (Research), effective July 1, 2026.

- Oosterveld will focus primarily on research in the social sciences, arts and humanities and have accountabilities for international, community-engaged and partnered research, as well as social innovation.
- Neff will continue to advance strategic objectives in science, engineering and technology and to champion large, institution-wide funding opportunities, core research facilities and the Bioconvergence Centre.

I am deeply grateful to Information & Media Studies professor **Jacquie Burkell**, who has served as Associate Vice-President (Research) since 2019 and has been a tireless advocate for the social sciences, arts and humanities – championing numerous initiatives that have strengthened our research community and increased opportunities for scholars.

2. ANIMAL ETHICS AND CARE PROGRAM REVIEW

Over the next few months, Western Research will undertake an external review of the city-wide animal ethics & care program, with a focus on Animal Care & Veterinary Services.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

- The assessment will be led by two University Veterinarians from Canadian institutions and will focus on:
 - Operational efficiency and sustainability;
 - Effective research support;
 - Continued regulatory compliance;
 - Collaboration with internal and external partners and affiliates; and
 - Benchmarking with comparator peer institutions.
- The review will include surveys, an in-person site visit and additional interviews.
- The final report, expected in the fall, will inform a new strategic vision for continuing to enhance animal research processes and supports.

Membership – Nominating Committee

Action: Action Information Discussion

Executive Summary:

Composition: Eight members of Senate, elected by Senate, at least five of whom shall be faculty members, at least one of whom shall be a graduate student and one of whom shall be an undergraduate student. No more than one faculty member may be from a single Faculty or School. The School of Graduate and Postdoctoral Studies is not considered a School in this context.

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Ayesha Hassan	UNDG	Undergraduate	June 30, 2027	UNDG Student Senator
Haiyi Yan	GRAD	Graduate Student	June 30, 2027	GRAD Student Senator
Faculty Members:				
Vacancy	Faculty Member		June 30, 2028	Vacancy, Senator
Vacancy	Faculty Member		June 30, 2028	Vacancy, Senator
Vacancy	Faculty Member		June 30, 2027	Vacancy, Senator
Vacancy	Faculty Member		June 30, 2027	Vacancy, Senator
Nicole Campbell	Faculty Member	Schulich	June 30, 2028	Senator
Admin. Staff:				
Geoffrey Robert Little (Chair) <i>Senator in 2026-27)</i>		Western Libraries	June 30, 2027	Senator

Membership Summary:

Senate Members:

- **Required:** Six (6) members of Senate. Two (2) filled. Four (4) positions vacant.
- **Compliance with the Terms of Reference:** No more than one (1) faculty member may be from a single Faculty or School. At least five members shall be faculty members.

Required: Four (4) faculty members of Senate, no more than one (1) faculty member may be from a single Faculty or School:

- Two Senators, term from July 1, 2026 to June 30, 2028
- Two Senators, term from July 1, 2026 to June 30, 2027

Nominees:	<u>Bruce Morton (SS)</u>	Senator	Term to June 30, 2028
	<u>TBD</u>	Senator	Term to June 30, 2028
	<u>TBD</u>	Senator	Term to June 30, 2027
	<u>TBD</u>	Senator	Term to June 30, 2027

Faculty of Social Science: Revisions to the Faculty Council Constitution

Action: Action Information Discussion

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective May 15, 2026, the Council Constitution of the Faculty of Social Science be revised as shown in Item 6.2.

Executive Summary:

The Faculty of Social Science Council Constitution is being revised to establish the role of Speaker of the Council. In legislative proceedings, the role of a Speaker is to act as an impartial facilitator. They ensure members are on equal terms of discussion for establishing priorities and the agenda. A Speaker guides debate so that business is conducted in an orderly manner.

Currently, the Dean of Social Science serves as Chair of the Council. This is part of the Council's Constitution, effective June 2020. The Faculty Council is the only body in which regular members of the Faculty of Social Science can raise and discuss issues and make their voices heard. Its rules work to maximize fairness, inclusivity, and transparency.

The Speaker of the Faculty Council should be an elected representative of the Faculty. This is practiced in the Faculties of Arts & Humanities, Ivey, Education, and Law.

For example, included in the Constitution of The Faculty of Arts and Humanities:

“4. Members of the above categories shall be entitled to participate fully in meetings of the Council, i.e., to speak, to propose motions, to vote. The Council shall elect from among its members each year a Speaker whose job will be to preside over meetings of Council that year.”

The Constitution of the Ivey Business School:

“2E. The Council shall elect from among its members a Speaker whose job will be to preside over meetings of Council and maintain order according to the Rules of Order adopted by the Senate.”

The Faculty of Education:

“3(b) The Faculty Council elects annually a Chair of the Council from among the tenured fulltime members of the Faculty of Education to chair all meetings and maintain order according to the Rules of Order adopted by the Senate.”

The Faculty of Law:

“3. A chair and two vice-chairs, the second vice-chair is a student who is already a member of Faculty Council, shall be elected by Faculty Council from among its members, the election to take place at the first plenary meeting of Council after

the commencement of the Fall term and their terms of office shall run for one (1) year.”

Documentation Provided:

Council Constitution of the Faculty of Social Science



FACULTY OF SOCIAL SCIENCE

Effective Date: May 15, 2026 ~~June 2020~~

Supersedes: June 2020; April 2012

COMPOSITION AND RULES OF PROCEDURE

1. The Faculty of Social Science shall consist of the following Departments and Academic Units:
Anthropology; Economics; Gender, Sexuality and Women's Studies¹; Geography and Environment; History; DAN Department of Management & Organizational Studies; Political Science; Psychology; Sociology.

Admission of other Departments to the Faculty of Social Science will require the following steps:

- (i) application of the Department concerned to the Senate
 - (ii) approval of this application by the Senate, after consultation with the Faculty of Social Science and any other Faculty concerned
2. The academic and administrative head of the Faculty of Social Science shall be the Dean of Social Science who may be assisted by one or more Associate Deans. Appointments to these positions shall be made in accordance with current University policy.
 3. Student enrolment in the Faculty of Social Science shall consist of Full- or Part-Time Western students (at the undergraduate, special undergraduate or graduate level) whose current faculty of registration is the Faculty of Social Science.
 4. There shall be a Council of the Faculty of Social Science, responsible to Senate, and composed of:
 - (A) The following ex officio members:
 - (i) The President & Vice-Chancellor
 - (ii) Such Vice-Presidents of the University as the Senate may determine
 - (iii) The Dean (~~who shall be Chair of the Council~~) and Associate Deans of the

¹ Jointly with the Faculty of Arts and Humanities

Faculty of Social Science Council Constitution

Faculty of Social Science

- (iv) The Vice-Provost or an Associate Vice-Provost of the School of Graduate and Postdoctoral Studies
- (v) Such other ex officio members as the Senate may, from time to time, determine.

(B)

- (i) All full-time members of the Faculty of Social Science.
- (ii) All full-time members of the faculty of the University holding joint appointments with Departments and Academic Units in the Faculty of Social Science.
- (iii) One member of the Faculty of Social Science Regular Full-Time staff elected thereby.
- (iv) Six students, of whom at least two shall be graduate students in the Social Sciences, elected by the appropriate student bodies.
- (v) The following representatives holding the rank of Lecturer or higher:
 - 2 from the Faculty of Arts and Humanities
 - 2 from the Faculty of Science
 - 1 from the Faculty of Information and Media Studies
 - 1 from the Faculty of Education
 - 1 from the Faculty of Engineering
 - 1 from the Faculty of Health Sciences
 - 1 from the Faculty of Law
 - 1 from each of the Affiliated University Colleges
- (vi) Such other members as the Senate may, from time to time, determine.

(C)

- (i) The Council shall elect among its members a Speaker whose job will be to preside over meetings of Council and maintain order according to the Rules of Order adopted by the Senate. The Speaker shall prepare the agenda for Council meetings in consultation with the Dean.
- (ii) The Council Speaker will serve a two-year term beginning July 1 every other year.
- (iii) Elections for Speaker will occur by April 30 of a year in which a current Speaker's term expires.

5. Members of the above categories shall be entitled to participate fully in meetings of the Council, i.e., to speak, to propose motions, to vote.
6. The Council shall meet at least two times each year, normally in Fall and Spring, and at such other times as the Council, Chair or Senate may prescribe. A minimum of 20 members of the Council shall constitute a quorum.

Faculty of Social Science Council Constitution

7. A special meeting of the Council may be called on the written notice of twelve (12) of its members, and shall be convened within ten (10) days thereafter, to consider the matter(s) set out in the notice.
8. The Council shall advise Senate on all matters under the jurisdiction of the Senate which are pertinent to the Faculty of Social Science or referred to the Council by the Senate, and shall determine policy on all such matters if so delegated by the Senate.
9. The Council shall establish such other committees as it considers necessary. The Council may delegate authority to its committees but these shall be responsible to the Council.
10. Nominations proposed by the Nominating Committee for the election of members to Departmental and Faculty Committees, and to other bodies within the University, shall be circulated electronically with a request for additional nominations.
11. Elections held by Council to appoint members to Departmental and Faculty Committees and to other bodies within the University, may be held by electronic vote.
12. The by-laws and regulations for the conduct of the Council's proceedings shall, where practicable, be those adopted by the Senate.

Final Report and Recommendations of the *ad hoc* Working Group for the 2025-2026 Governance Review

Action: Approval Information Discussion

Recommended: That Senate receive the Final Report and Recommendations of the *ad hoc* Working Group for the 2025-2026 Governance Review as presented in Item 6.3 and direct the Operations/Agenda Committee to proceed with implementing the recommendations therein.

Executive Summary:

The Final Report and Recommendations of the *ad hoc* Working Group for the 2025-2026 Governance Review (the Report) is attached.

At its meeting on May 6, 2026, the Operations Agenda Committee received the Report and approved a motion to recommend the Report to Senate.

S. Roland, Chair of the *ad hoc* Working Group for the 2025-2026 Governance Review will present the report to Senate for its consideration. The presentation slides are attached.

Documentation Provided:

Final Report and Recommendations of the *ad hoc* Working Group for the 2025-2026 Governance Review

Presentation Slides

**Final Report and Recommendations of the
ad hoc Working Group for the 2025-2026 Governance Review**

April 22, 2026

Table of Contents

Executive Summary	2
Review Process	4
Engagement of External Expert.....	4
Determination of Format for External Review and Identification of External Reviewers	5
Research Undertaken.....	6
Identification of Items for Consideration	6
Consultation	7
Survey.....	8
Survey Participation.....	8
Senate Consultation Sessions.....	8
Targeted Group Consultation Sessions.....	8
Consultation Session Participation	9
Data Analysis.....	9
Working Group Perspective / Findings	18
1. Schedule, number and timing of Senate meetings; summer quorum provisions and/or May and June format of meetings (in person vs. virtual)	18
2. The standing committees' and subcommittees' structure and function.....	19
3. The Nominating Committee, nominating process, and current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its committees	20
4. Improving communications about the role and work of Senate to the broader University community; responsibilities and conduct of Senators.....	21
5. Accessibility issues related to Senate meetings and materials	22
6. Speaking privileges at Senate; filling mid-term vacancies on committees; requirement for Chair of committee to serve ex officio on its subcommittee(s).....	23
7. Question Period	24
8. Other considerations	24
External Reviewers' Reports.....	24
Appendices	25

Executive Summary

The goals and mandate of the *ad hoc* Working Group for the 2025-2026 Governance Review (the Working Group), as set out in its Terms of Reference, were to conduct a governance review of Senate, as per the Report of the Senate *ad hoc* Committee on Renewal (June 2016) and provide a report to the Operations/ Agenda Committee (OAC) by May 2026.

The governance review was to consider whether Senate has the optimal governance structure in place to fulfil its mandate to oversee the University's academic policy in a manner informed by the University's strategic goals; including without limitation standing committees and subcommittees structure, function and frequency of meetings, and make recommendations for development and/or change where appropriate to improve efficiency and maintain transparency and accountability. In conducting its work, the Working Group was to engage an external expert to provide guidance and support.

The governance review was to include the following:

- Review the current schedule of Senate meetings and consider whether the number of meetings held per year and the timing of the meetings continues to meet Senate's needs.
- Review the current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its appointed committees.
- Consider and make recommendations for improving communications about the role and work of Senate to the broader University community.
- Review governance reviews, reports and recommendations of other large Canadian universities to gain insight into wise practices and perspective on challenges/solutions at other universities.
- Consult with a broad array of interested parties and consider the opportunity for the broader community to provide input through a survey.
- Review and recommend updates, as appropriate, to Senate's governing documents including the By-Laws, Adopted Policies and Procedures, and Rules of Order, based on current laws, wise practices and current language norms and with consideration of the Standard Code of Parliamentary Procedure.
- Identify and engage two external reviewers with expertise in university Senate governance to review the Working Group's recommendations, potentially meet with stakeholders, and provide their own report.

In its work, the Working Group conducted research, reviewed Senate documents, and engaged in consultation. Following thorough discussion, the Working Group has concluded that while there will always be opportunities to improve, Western's Senate has an effective governance structure in place to fulfil its mandate to oversee the University's academic policy in a manner informed by the University's strategic goals.

The Working Group identified opportunities for improvement or further consideration and makes the following recommendations to OAC to be actioned as soon as practicable. The recommendations are numbered in accordance with the items found under the “Working Group Perspective / Findings” section of the report.

- 1(a) That the reduced quorum for Senate meetings in June, July and August be extended to May.
- 3(a) That OAC review the whole of the nominating process, including an evaluation of the transparency and efficiency of the current process, best practices and other models, perhaps via an environmental scan, as appropriate.
- 3(b) That OAC consider ways to engage with the student body during Orientation Week.
- 3(c) That OAC consider ways to provide information about Senate at Faculty Councils or USC meetings.
- 3(d) That OAC review the process set out in the Senate’s Election Procedures for filling mid-year vacancies in the undergraduate student constituency between July 1 and April 30, with consideration given to permitting the University Students’ Council to determine a replacement or holding a by-election, in lieu of the Nominating Committee selecting a replacement.
- 4(a) That OAC consider further opportunities to educate Senators on their role and responsibilities, particularly in respect of the responsibility to act in the best interest of the university as opposed to in the best interest of their constituents,
- 4(b) That OAC consider providing guidance on how to communicate effectively with Senators’ constituencies, perhaps including guidelines or templates for such communication.
- 4(c) That the University Secretary provide a reminder of decorum to Senators at meetings as appropriate.
- 4(d) That an emphasis be placed on issues relating to decorum in the Senate Orientation session.
- 5(a) To recommend that standing tables be made available at Senate meetings.
- 5(b) To request that the Secretariat explore alternative meeting space or address issues with acoustics in the Great Hall.
- 6(a) That OAC consider recommending to Senate that a provision be added to Section VI(5) of the Senate By-Laws to grant speaking rights to a

non-Senator committee Chair for the purpose of speaking to the committee's business at Senate.

- 6(b) That OAC consider recommending to Senate that a provision be added to the By-Laws to specify that the process to fill mid-term vacancies on committees resulting from a resignation be the same as the process resulting from a Leave of Absence.
- 6(c) That OAC consider recommending to Senate that a provision be added to the Senate's By-Laws to provide that the Chair of a Senate committee should not be included in the quorum requirement for any subcommittee(s) of which they are an *ex officio* member.
- 7(a) That OAC review the provisions relating to the Question Period in the Adopted Policies and Procedures of Senate after the new provisions have been in place for at least one full academic year.

A description of the review undertaken by the Working Group and the rationale for the recommendations are provided in the report.

This report details the work of the Working Group and includes its draft recommendations.

The Terms of Reference, Composition, and Membership of the Working Group are provided in Appendix A.

Review Process

The Working Group met 12 times between September 2025 and April 2026.

The key steps and methodology of the review included the following:

Engagement of External Expert

The Working Group engaged Cheryl Foy as an external expert to provide guidance and support. With over twenty-five years of experience in governance, Cheryl Foy has held executive roles as General Counsel and Corporate Secretary in both public and private technology companies, as well as within higher education. She is the President of Strategic Governance Consulting Services Ltd. Cheryl has provided governance advice and guidance to nearly fifty Canadian universities. In 2021, Cheryl authored "An Introduction to University Governance." Cheryl holds an Honours Bachelor of Arts Degree in Political Studies and a Bachelor of Laws from Queen's University at Kingston, Ontario.

On October 10, 2025, Cheryl Foy met with the Working Group to provide guidance on best practices for conducting a Senate governance review. She outlined common themes emerging from governance reviews across Canadian universities and situated this work within the broader context of bicameral governance. Her feedback emphasized the importance of role clarity within a bicameral governance system. In

particular, she noted that Western should strive for a robust and effective Senate that fosters an effective system of shared governance, contributes to effective decision-making, and ensures that Senators clearly understand their duty to act in the best interests of the University. The activity of information-sharing is separate from decision-making. Cheryl also underscored the need for the review to remain closely aligned with its approved scope and the University of Western Ontario Act (UWO Act), and to be guided by principles of effectiveness, transparency, accountability, and alignment with institutional strategic goals.

Cheryl further provided advice on consultation and data-gathering approaches, including the importance of principled participant selection, confidentiality and anonymization of input, and careful survey design. She emphasized the value of a short and succinct survey. She also discussed the relationship between governance and institutional culture, noting that improvements to governance structures and practices can positively influence culture over time.

In November 2025, Cheryl was further consulted to provide feedback on a draft survey for Senators and Senate Committee members, offering guidance on survey design and clarity.

Determination of Format for External Review and Identification of External Reviewers

The Terms of Reference include a mandate to identify and engage two external reviewers with expertise in university Senate governance to review the Working Group's recommendations, potentially meet with stakeholders, and provide their own report.

The Working Group engaged in discussions over several meetings to consider how to approach the external review portion of its mandate. These discussions centred on the objectives of and possible approaches to such a review and consideration of the timeline for conducting its work and providing its report to OAC. The Working Group determined that their objective could be met by asking the external reviewers to conduct what is akin to a "desk review". This would involve providing feedback to the Working Group following review of the survey and consultation data and the draft Final Report with recommendations of the Working Group.

Through the discussions regarding the approach to the external review, there was also consideration of how to approach the selection of external reviewers. The Working Group considered various options, such as governance experts, individuals with experience with university governance, including faculty at other universities, former university board or Senate members, and university secretaries from other universities.

Ultimately, the Working Group placed a high value on identifying individuals who have had direct experience and involvement with Senate governance reviews at other universities.

The Working Group selected two external reviewers with such expertise: Cheryl Foy (who also served as external expert, biographical information included above) and Genevieve Gauthier-Chalifour.

Genevieve Gauthier-Chalifour is the University Secretary at the University of Waterloo. She was previously the University Secretary at the University of Guelph, where she initiated a comprehensive Senate governance review.

The Working Group determined that the external reviewers would review the Working Group's recommendations and provide their own report(s) to the Working Group. The Working Group would then take any feedback from the external reviewers into consideration in finalizing this report.

Research Undertaken

The Working Group requested that the University Secretariat identify governance reviews at Canadian universities conducted within the last 10 years. The table below lists the reviews identified:

University	Title/Description	Year
Dalhousie University*	Governance Review	2022
Laurentian University*	Governance Review	2022
Université de Montréal	2015 initiated consultation process leading to Charter amendments	2015
University of Alberta*	Academic Governance Review	2017
University of British Columbia*	Senate Governance Review	2024
University of Guelph*	Senate Governance Review	2021
University of Prince Edward Island	Board Governance Review	2024
University of Waterloo*	Senate Governance Review	2022
Western University*	Report of the Senate <i>ad hoc</i> Committee on Renewal	2016

*Reports reviewed in full by the Working Group.

The Working Group reviewed these reports to inform its work, noting the following:

- Consultation is a critical part of the review process.
- Some of the reviews lack distinct actionable recommendations.
- Western is in a different context in comparison to other institutions given the implementation of the recommendations from the 2015-16 Senate governance review.
- Western has a healthy ongoing review process through the three-year comprehensive review cycle for Senate's committees' and subcommittees' terms of reference.

Identification of Items for Consideration

The overarching mandate of the Working Group, to consider whether Senate has the optimal governance structure in place to fulfil its mandate to oversee the University's academic policy in a manner informed by the University's strategic goals, required the Working Group to consider the enumerated items in the Terms of Reference and

allowed latitude to consider other related items as the Working Group deemed appropriate.

At the outset of its work, the Working Group reviewed the June 2016 Report of the Senate *ad hoc* Committee on Renewal (the Renewal Report). It was recognized that OAC, in establishing the Working Group and setting the mandate for this review, acknowledged the extensive work done by Senate's committees and Senate to address the recommendations in the Renewal Report and determined to not revisit those items.

To provide additional context and pursuant to its Terms of Reference, the Working Group reviewed the governance reviews, reports and recommendations from other Canadian universities, listed under "Research Undertaken", to gain insight into wise practices and perspective on challenges/solutions at other universities. The Working Group also reviewed Senate's guiding documents (see Appendix B).

Most items identified for consideration were derived broadly from the Terms of Reference of the Working Group and additional or more specific items were determined by the Working Group.

The Working Group evaluated each of the items for consideration to determine whether the item was appropriately a subject for consultation (via the survey and/or consultation sessions, together "the consultation") or effectively reviewed solely by the Working Group (see Appendix C).

Consultation

The Working Group identified several topics on which it required the input of current and past Senators and Senate committee members.

Consultation included: (1) an online survey for current and recent past Senators and Senate committee members; and (2) in-person consultation sessions, including Senate consultation sessions and targeted group consultation sessions.

Feedback from Cheryl Foy, as external expert, was taken into consideration in preparing the consultation materials.

The following groups were invited to participate (N = 444):

- Current 2025-26 Senators or Official Senate Observers*
- Current 2025-26 Committee/Subcommittee members*
- Recent past Senators, Official Senate Observers, and/or Committee/Subcommittee members* from 2022-23, 2023-24, and 2024-25

*Distribution for Senate Committees/Subcommittees did not include resource members, observers, or designates.

Eligible individuals received an invitation to participate in the consultation sessions and survey on December 1, 2025. Reminders were sent on December 15, 2025 and

January 5, 2026. Participants received a final reminder for the survey on January 15, 2026.

Survey

A survey was prepared based on the topics the Working Group determined required feedback. Questions were designed with consideration of what information the Working Group would require in their deliberation on the topics.

The survey ran from December 1 to January 18. The survey questions are provided in Appendix D.

Survey Participation

Of the 444 eligible to participate, 121 people participated in the survey. Only those who responded to more than the first question in the survey were included in the data analysis (n = 94; 21% of total eligible participants). Demographic information is summarized as follows:

- 66 (70%) respondents had served on Senate. 28 (30%) had only served on a Senate committee or subcommittee.
- The majority of Senator respondents:
 - were from the Faculty constituency (44; 61%);
 - had served on Senate for two years or more (48; 73%).
- The majority of respondents who served on Senate committees/subcommittees:
 - were from the Faculty constituency (53; 62%);
 - had served on committees/subcommittees for two years or more (51; 68%).

Senate Consultation Sessions

Three Senate consultation sessions were offered. One session was dedicated primarily to current Senators and Official Senate Observers. Two additional sessions were offered for all groups identified for consultation.

Discussion was framed around the discussion questions provided in Appendix E. The format was table discussion with an opportunity to report back verbally at the meeting and via written notes. The Chair facilitated all Senate consultation sessions with support from the University Secretariat.

Targeted Group Consultation Sessions

Targeted group consultation sessions included: (1) OAC and (2) Office of Indigenous Initiatives & Office of Equity, Diversity and Inclusion.

Discussion was framed around the discussion questions provided in Appendix E. The targeted group consultation sessions were facilitated by the Chair with support from the University Secretariat.

Consultation Session Participation

43 people (10% of total eligible participants) participated in the consultation sessions. Participation at each session was as follows:

Session	Participants
Senate	4
Open Session 1	9
Open Session 2	16
OAC	12
EDI/OII	2

Data Analysis

Analysis of the survey data was completed using Qualtrics. The open-ended survey results and notes from the consultation sessions were initially coded by the University Secretariat and reviewed by the Working Group. The codes are provided in Appendix F. While demographic data was gathered, because some constituency groups had a response rate that was less than five, no analyses were conducted by constituency.

The responses to each open-ended question were diverse enough that themes were not derived per question. Key takeaways identified have been included.

Role of Senate and Senators

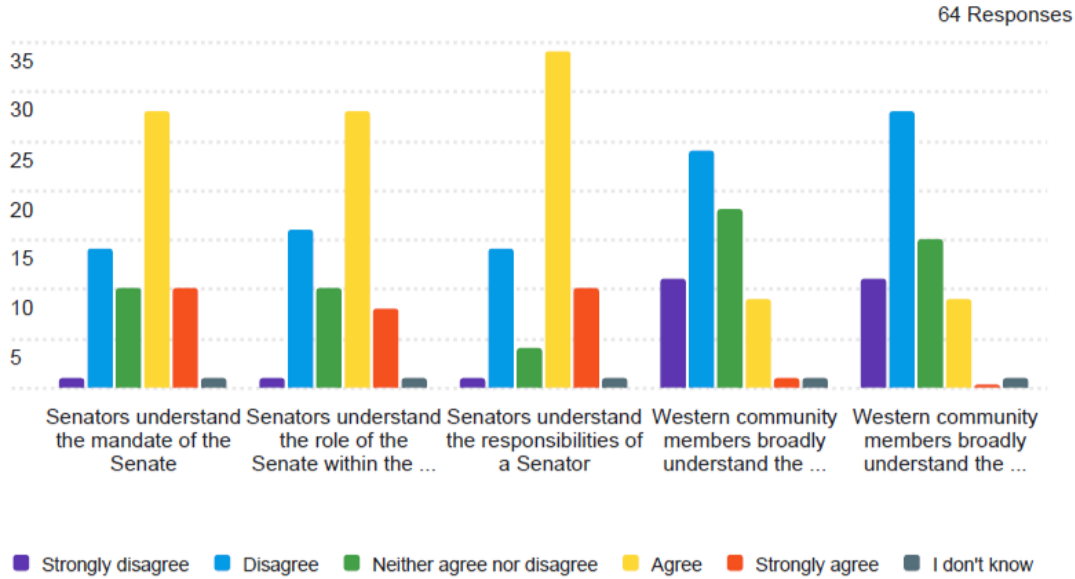
More than half of survey respondents strongly agreed or agreed that Senators understand the mandate of Senate (59%), its role in the bicameral governance system (56%), and the responsibilities of a Senator (69%) (n = 64) (see Figure & Table 1).

In the analysis of survey and consultation session responses on this topic, 22 responses were coded as “Role of Senate – Yes” and 13 responses were recorded as “Role of Senate – No”, indicating that the majority of respondents felt Senators do understand the role of Senate.

In contrast, more than half of survey respondents strongly disagreed or disagreed that Western community members broadly understand the mandate of Senate (55%) and the role of Senators (61%).

In the analysis of survey and consultation session responses on this topic, 4 responses were coded as “Role of Senators – Yes” and 22 responses were recorded as “Role of Senators – No”, indicating that the majority of respondents felt the broader Western community does not understand the role of Senators.

Figure & Table 1: Survey responses regarding the understanding of the mandate and role of Senate and Senators



Option	Strongly disagree/ Disagree	Neutral	Strongly agree/ Agree	I don't know
Senators understand the mandate of the Senate	15 (23%)	10 (16%)	38 (59%)	1 (2%)
Senators understand the role of Senate within the University's bicameral governance system	17 (27%)	10 (16%)	36 (56%)	1 (2%)
Senators understand the responsibilities of a Senator	15 (23%)	4 (6%)	44 (69%)	1 (2%)
Western community members broadly understand the purpose and mandate of the Senate	35 (55%)	18 (28%)	10 (16%)	1 (2%)
Western community members broadly understand the role of Senators.	39 (61%)	15 (23%)	9 (14%)	1 (2%)

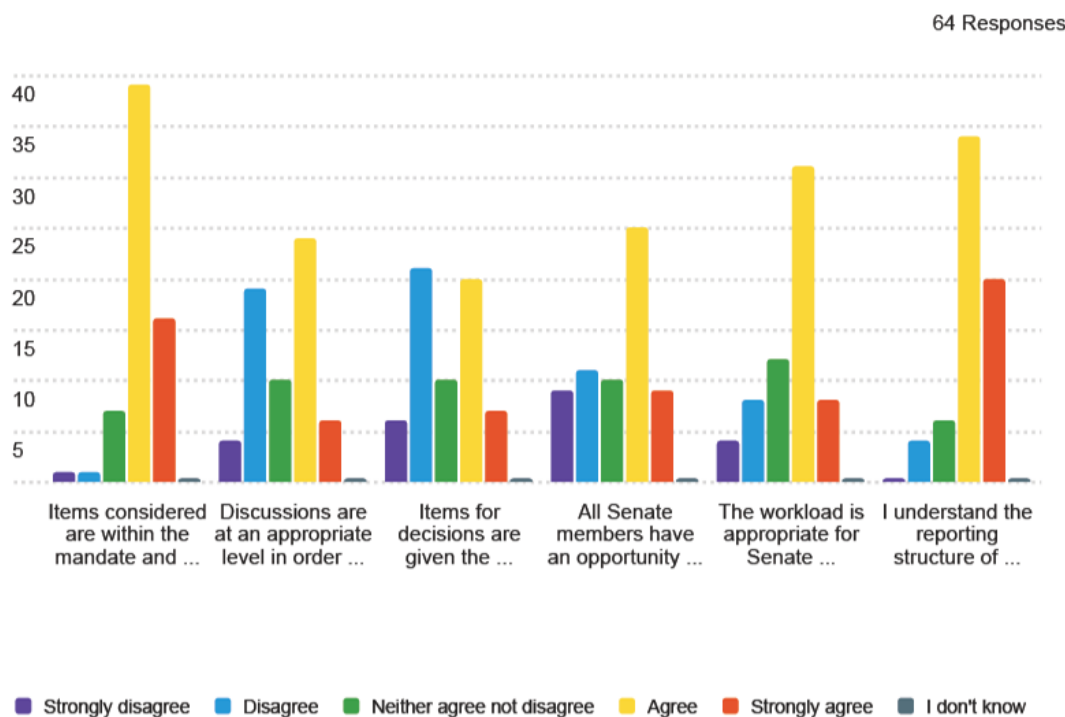
The survey also asked Senator respondents to reflect on their experiences with Senate. The majority of respondents (n = 64**) strongly agreed or agreed that items considered are within the mandate and responsibilities of Senate (81%), the workload is appropriate (61%), and that they understand the reporting structure of committees (84%) (see Figure & Table 2).

There was not clear consensus for the following items:

- Discussions are at an appropriate level in order to meet Senate’s mandate
- Items for decisions are given the appropriate amount of time for consideration at meetings
- All Senate members have an opportunity to speak at meetings

**Only 63 individuals responded to the item regarding workload.

Figure & Table 2: Survey responses regarding Senator experiences with Senate



Option	Strongly disagree/ Disagree	Neutral	Strongly agree/ Agree	I don't know
Items considered are within the mandate and responsibilities of the Senate	2 (3%)	7 (11%)	52 (81%)	0
Discussions are at an appropriate level in order to meet Senate's mandate (*n = 63 for this item only)	23 (37%)	10 (16%)	30 (48%)	0
Items for decisions are given the appropriate amount of time for consideration at meetings	27 (42%)	10 (16%)	27 (42%)	0
All Senate members have an opportunity to speak at meetings	20 (31%)	10 (16%)	34 (53%)	0
The workload is appropriate for Senate meetings (including meetings and time to prepare for meetings)	12 (19%)	12 (19%)	39 (61%)	0
I understand the reporting structures of the committees to Senate	4 (6%)	6 (9%)	54 (84%)	0

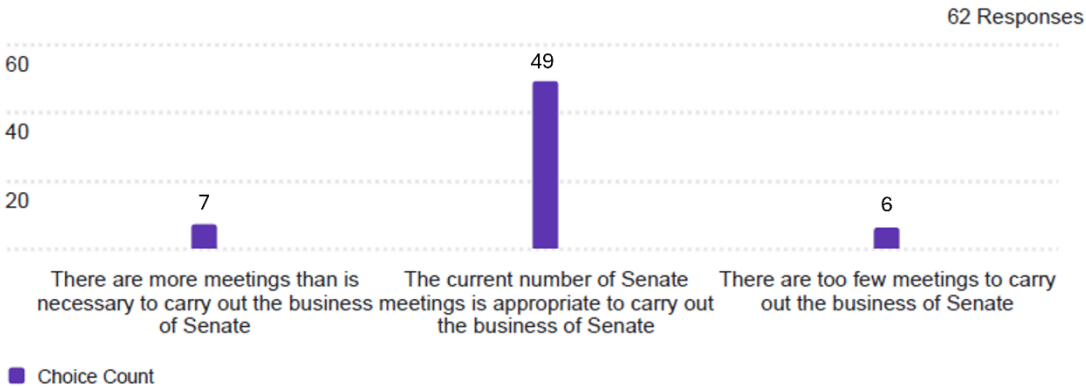
Feedback received from the survey and consultation sessions included the following:

- Tension was noted between the responsibility to act in the best interest of the university and to communicate with or represent constituents.
- Tension was noted regarding the understanding of Senate’s mandate; there is a sense that the mandate in respect of academic matters is clear but is less clear in respect of other areas of university activity; more clarity would be beneficial.
- The role of Senate and Senators requires further explanation/education to the Western community broadly.
- There is a perception that there is a lack of interest in serving on governing bodies and a recognition of a need to attract membership from the broader Western community rather than the same individuals time after time.
- Concerns were raised regarding discussion at Senate, including grandstanding, the limiting of discussion, and the level of discussion that is appropriate for Senate.
- There is a perception that not many Senators speak at meetings; discussion needs to be encouraged.
- Senators need to be oriented to the material they will be seeing. Formal training and onboarding are important for both new and existing members.
- Overall orientation is valued and may benefit from being spread out over a few months and aimed at both new and returning Senators.

Senate Meetings

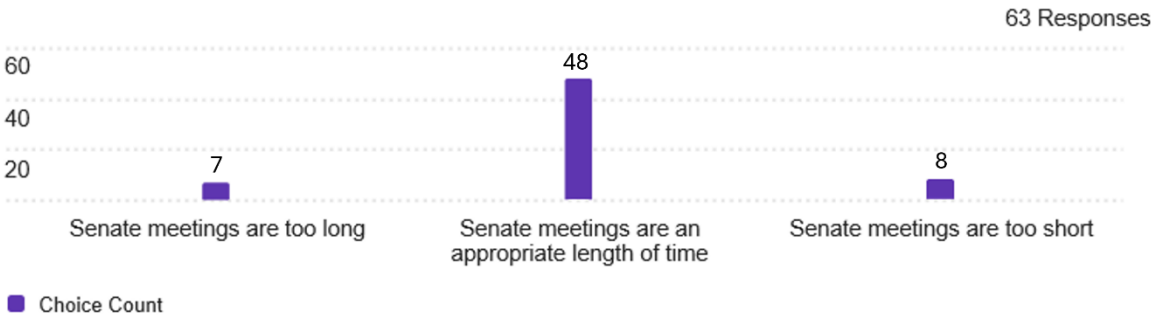
The survey asked for feedback with respect to Senate meetings. 79% of respondents (n = 62) indicated the current number of meetings is appropriate to carry out the business of Senate.

Figure 3: Survey responses regarding the frequency of Senate meetings



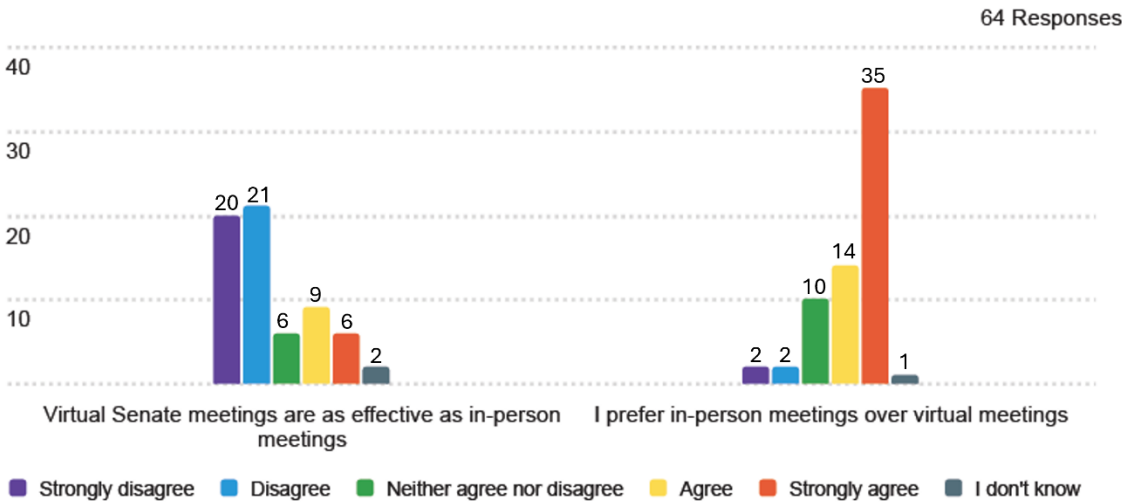
76% of survey respondents (n = 63) felt that Senate meetings are an appropriate length of time.

Figure 4: Survey responses regarding the length of Senate meetings



The survey also solicited feedback about meeting format. The majority of respondents (64%) strongly disagreed or disagreed that virtual meetings are as effective as in-person meetings (n = 64). The majority of respondents (77%) strongly agreed or agreed that they preferred in-person meetings.

Figure 5: Survey responses regarding Senate meeting format



Considering the workload of Senate, 62% of survey respondents (strongly agreed or agreed that the workload is appropriate for Senate meetings (including meetings and time required to prepare for meetings) (n = 63).

In the analysis of survey and consultation session responses, 13 were coded as “Accessibility” and 12 were coded as “Meeting Feedback”. Feedback is summarized as follows:

- It is important for materials, with contextual information, to be provided in advance of Senate and Senate committee/subcommittee meetings.
- Consider updating the website to provide more information in HTML pages as opposed to PDFs.
- Acoustics are very challenging in the Great Hall.

Data with respect to meeting frequency and length from 2018 – 2025 was provided by the University Secretariat. Since September 2018, ten meetings of Senate have been held each year. The meeting length over this period is summarized as follows:

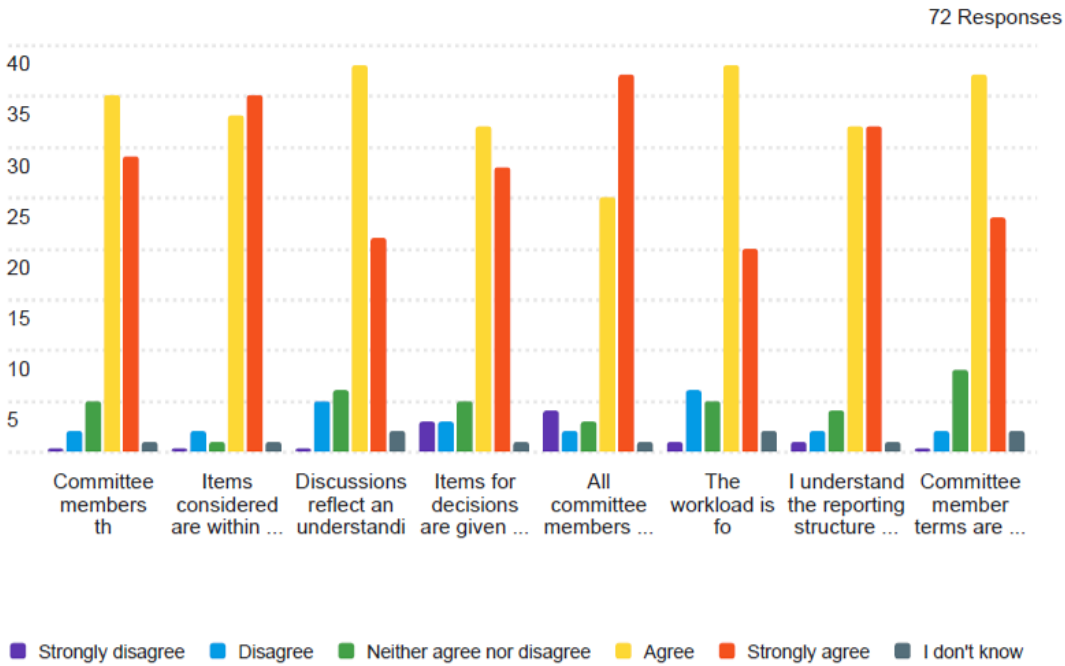
Length of meeting	Number of meetings
Two hours or less	41
Two to three hours	24
More than three hours	4 (1 in 2023 and 3 in 2025)

Role and Purpose of Senate Committees

The survey and consultation sessions solicited feedback about Senate committees.

Over 80% of survey respondents (n = 72) strongly agreed or agreed with all the statements listed in the question that asked them to reflect on their experiences with Senate committees or subcommittees (See Figure & Table 6).

Figure & Table 6: Survey responses regarding experiences with Senate committees or subcommittees



Option	Strongly disagree/ Disagree	Neutral	Strongly agree/Agree	I don't know
Committee members understand the purpose and mandate of the committee	2 (3%)	5 (7%)	64 (89%)	1 (1%)
Items considered are within the mandate and responsibilities of the committee as defined in the committee terms of reference	2 (3%)	1 (1%)	68 (94%)	1 (1%)
Discussions reflect an understanding that the committee's role is one of oversight rather than operational	5 (7%)	6 (8%)	59 (82%)	2 (3%)
Items for decisions are given the appropriate amount of time for consideration at meetings	6 (8%)	5 (7%)	60 (83%)	1 (1%)
All committee members have an opportunity to speak at meetings	6 (8%)	3(4%)	62 (86%)	1 (1%)
The workload is appropriate for the committee (including meetings and time required to prepare for meetings)	7 (10%)	5 (7%)	58 (81%)	2 (3%)
I understand the reporting structure of the committee to Senate	3 (4%)	4 (5%)	64 (89%)	1 (1%)
Committee member terms are the appropriate length.	2 (3%)	8 (11%)	60 (83%)	2 (3%)

Additionally, 84% of Senator respondents (n = 64) strongly agreed or agreed with the statement that they understand the reporting structure of committees to Senate.

In the analysis of survey and consultation session responses, 32 were coded as "Purpose/Role of Senate Committees – Yes" and 8 responses were recorded as "Purpose/Role of Senate Committees – No", indicating that the majority of participants understood the purpose and role of Senate Committees.

Feedback received regarding Senate committees and subcommittees includes:

- Committee members do not always feel like their feedback is heard by Administration.
- Senate and Committee terms are not always long enough for individuals to gain a strong understanding of the body's work/processes.
- Training and orientation are important for committee onboarding.

While comments were received with respect to several specific committees, there was considerable feedback received regarding the Nominating Committee, including:

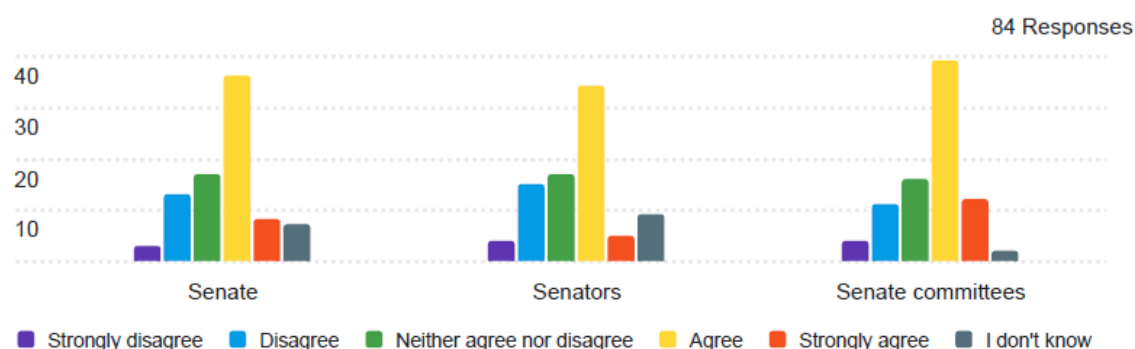
- The current nominations process offering two avenues for nomination (through the Nominating Committee or from the Senate floor) is inequitable and flawed.
- Nominating Committee members who put themselves forward for a vacancy are in a conflict-of-interest position and should not be permitted to be nominated while serving on the committee.
- Concern was expressed regarding the number of nominees in administrative roles.
- Several respondents recommended a review of the Nominating Committee Terms of Reference and nominating process.

Communication

The survey and consultation sessions solicited feedback about improving communications about the role and work of Senate to the broader University community.

The survey asked respondents (n = 84) to indicate if they agreed that existing measures to communicate the roles of Senate, Senators, and Senate committees are sufficient. The survey data (see Figure & Table 7) and comments shared in respect of this question show less consensus.

Figure & Table 7: Survey responses regarding experiences with Senate committees or subcommittees



Option	Strongly disagree/Disagree	Neutral	Strongly agree/Agree	I don't know
Senate	16 (19%)	17 (20%)	44 (52%)	7 (8%)
Senators	19 (23%)	17 (20%)	36 (46%)	9 (11%)
Senate committees	15 (18%)	16 (19%)	44 (61%)	2 (2%)

The majority of comments coded with respect to existing measures of communication indicated a negative response (15) as opposed to positive (6).

Feedback from the comments included:

- There is a lack of consistent approach by Faculties, units, and individual Senators in communicating with/seeking input from constituents.
- Provide more information about the commitments required when serving on Senate or a Senate committee.
- The responsibilities to both communicate with constituents and to make decisions in the best interests of the university may be seen as in conflict with one another.
- Role of Senate and Senators requires further explanation/education to the Western community broadly.
- Suggestions included:
 - Guidelines/best practices document for all Senators on how/what to communicate to constituents.
 - Executive summary type of report in plain language explaining what Senate considered/approved at the meeting.
 - Provide more information about the commitments required when serving on Senate or a Senate committee.
 - Consider updating the website to provide more information in HTML pages as opposed to PDFs.

Senate Nominating Processes for Committees with Respect to EDIDA

The survey and consultation sessions solicited feedback about the current Senate Nominating Process for vacancies on committees with respect to Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA).

Both the survey and consultation results indicate there is no clear consensus regarding the role of EDIDA in the Senate nomination process. 32% of survey respondents felt EDIDA should be further incorporated; 44% felt it should not; and 25% were unsure.

In the analysis of open-ended responses, 7 responses were coded as “EDIDA should be incorporated more explicitly – Yes” and 6 were coded as “EDIDA should be incorporated more explicitly – No”.

Feedback received included:

- Acknowledgement of the disparity between the process at the Nominating Committee and at Senate regarding the availability of EDIDA information.
- The process used at the Nominating Committee and at the Senate should be the same, whether using EDIDA information or not.
- Concerns with respect to public disclosure of EDIDA information.
- Question raised whether a 100-word candidate statement is sufficient or could be expanded to incorporate what might otherwise be shared in an EDIDA statement
- Tension was noted between the importance of EDIDA in considering nominations with the responsibility of Senators to vote for the candidate they

feel is best for the role.

Other Comments on Senate Governance

The survey and consultation sessions also invited participants to provide any other information they wished to share regarding Senate's governance. Key takeaways are as follows:

- Role of Senate and Senators requires further explanation to/education of the Western community broadly.
- The nominations process needs to be more broadly reviewed.
- There is a perception that there is a lack of interest in serving on governing bodies and a recognition of a need to attract membership from the broader Western community rather than the same individuals time after time.
- There is a perception that Senate is dominated by a few individuals and there is a need for broader participation by Senators at Senate meetings.

Working Group Perspective / Findings

The items identified for consideration, rationale and any recommendations determined by the Working Group are set out below.

1. Schedule, number and timing of Senate meetings; summer quorum provisions and/or May and June format of meetings (in person vs. virtual)

The Working Group reviewed the current schedule of Senate meetings with a view to whether the number of meetings held per year and the timing of the meetings continue to meet Senate's needs. The length of meetings was also considered.

This item was reviewed by the Working Group and feedback was solicited through the consultation.

Based on the Working Group's discussion and the consultation feedback, the Working Group is satisfied that the current schedule, number and timing of Senate meetings, including their established length as set out in the Senate's governing documents, continue to meet Senate's needs.

The Working Group also considered the summer quorum provisions, which provide for a reduced quorum for Senate meetings held during the months of June, July and August, with a view to whether the reduced quorum provisions should be extended to include May, and a discussion with respect to whether May and June meetings should be held virtually, rather than in person as a matter of course.

Following discussion, review of attendance records for May and June in 2024 and 2025, and consideration of the consultation feedback, which indicates a preference for in-person meetings, the Working Group determined that current procedures with respect to the format of meetings are sufficient to allow for a change to virtual where appropriate to do so.

With respect to the summer quorum provisions, the Working Group noted that there is reduced activity on campus in both May and June since most undergraduate students have left campus and many faculty are engaged in research and conferences off campus. The discussion included whether to remove the reduced quorum provision for June or extend the reduced quorum provision to May.

The Working Group's discussion centred on the rationale for the reduced quorum provision and the potential impacts of extending or removing it. The primary rationale for the reduced quorum provision is to ensure that Senate's business can be conducted in the months where there are fewer Senators attending campus. This is especially important when the Senate's agenda is made up of largely routine matters.

There was also an acknowledgement that in the instance where an item of significant interest to Senators is brought forward in May or June, OAC may opt to hold that meeting virtually to give Senators the greatest opportunity to attend.

The Working Group concluded that the rules for quorum should be consistent between May and June and arrived at the following recommendation:

- (a) That the reduced quorum for Senate meetings in June, July and August be extended to May.

2. The standing committees' and subcommittees' structure and function

The Working Group reviewed whether the standing committees' and subcommittees' structure and function are optimal to aid Senate in fulfilling its mandate to oversee the University's academic policy. In particular, the Working Group and the consultation considered the following:

- Reporting structure/effectiveness of committees
- Workload/responsibilities of committees

The Working Group noted that, per the Renewal Report, Senate's committees' and subcommittees' terms of reference are reviewed every three years, with the most recent review in the spring of 2024.

Based on the Working Group's discussion and the consultation feedback, the Working Group is satisfied that the structure and function of the Senate's standing committees and subcommittees, with the possible exception of the Nominating Committee, meet Senate's needs.

Further discussion of the Nominating Committee and Senate's nominating process is found below under item 3.

3. The Nominating Committee, nominating process, and current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its committees

The Working Group reviewed the current nominating procedures and considered the consultation feedback. At present, Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) considerations are considered by the Nominating Committee via optional EDIDA statements that may be provided by nominees. EDIDA considerations are not included at the point of nominations from the Senate floor.

The Working Group noted that there is not a clear consensus in the consultation feedback regarding changing the current nominating process in relation to the submission of nominations from the floor of Senate.

The consultation feedback included concerns raised with respect to disclosing publicly EDIDA statements at the point of nominations from the floor and whether it might have a chilling effect on nominations, rather than an encouraging effect.

Without a consensus, the Working Group determined not to recommend any changes to the current nominating process in respect of EDIDA principles.

The Working Group also noted the authority of Senate and importance of Senate having a process by which to nominate candidates directly from the floor of Senate, as well as the significant consultation feedback with respect to the need to review the current nominating process generally, not solely with respect to EDIDA.

The Working Group identified other items for consideration in relation to the Senate's nominating and selection/election processes, including:

- Does the nominating process, including nominations at the Nominating Committee, then the slate brought forward to Senate and then possibly nominations from the floor of Senate followed by an e-vote, meet the needs of Senate particularly as it relates to transparency and efficiency;
- How to encourage representation on Senate committees from undergraduate students generally in addition to student Senators; and
- Whether an alternative process for filling vacant Senate seats in the undergraduate student constituency should be evaluated (e.g., by-election or USC appointment vs. Nominating Committee selection).

The Working Group arrived at the following recommendation regarding the nominating process:

- (a) That OAC review the whole of the nominating process, including an evaluation of the transparency and efficiency of the current process, best practices and other models, perhaps via an environmental scan, as appropriate.

The Working Group arrived at the following recommendations regarding encouraging representation of undergraduate students:

- (b) That OAC consider ways to engage with the student body during Orientation Week; and
- (c) That OAC consider ways to provide information about Senate at Faculty Councils or USC meetings.

Regarding an alternative process for filling vacant Senate seats in the undergraduate constituency, the Working Group arrived at the following recommendation:

- (d) That OAC review the process set out in the Senate's Election Procedures for filling mid-year vacancies in the undergraduate student constituency between July 1 and April 30, with consideration given to permitting the University Students' Council to determine a replacement or holding a by-election, in lieu of the Nominating Committee selecting a replacement.

4. Improving communications about the role and work of Senate to the broader University community; responsibilities and conduct of Senators

In considering these points, the Working Group engaged in discussion regarding the role of Senate and of Senators and determined to include questions in the consultation related to the perceived understanding by Senators and the broader Western community of the role of Senators and of Senate in Western's bicameral governance system, as well as related to communications about the role and work of Senate.

The Working Group noted the work done by OAC in respect of implementing the recommendations included in the Renewal Report, several of which related to very similar questions related to communications about the role and work of Senate.

One observation of note from the Working Group's discussion and the consultation feedback, is that there may be a perception of incongruity among particular responsibilities set out in the Responsibilities of a Senator and Senate Committee Members:

1. Act in good faith in the best interests of the university.
6. Engage in meetings with thoughtful consideration and with a view to foreseeing the probable consequences of each proposed course of action.
7. Exercise critical judgment when coming to decisions or providing advice to the Senior Administration.
9. Communicate with constituents about the issues before Senate and raise any issues of concern.

The Working Group considered whether any revisions to the Responsibilities of a Senator and Senate Committee Members would be helpful and determined that no revisions are necessary and that education of Senators and the community of their role would be more beneficial.

The Working Group noted that there are times, especially in respect of contentious issues, where there may be a perception that some Senators feel pressured to vote in a particular way, for many different reasons.

The Working Group noted that there are procedures available by which Senators may request a confidential vote, rather than a vote by show of hands.

The Working Group also noted that there have been times when the conduct of members of Senate during meetings has been disrespectful, disparaging and has demonstrated pre-planning by a group of Senators, such that it risks disengagement of other Senators.

The Working Group arrived at the following recommendations:

- (a) That OAC consider further opportunities to educate Senators on their role and responsibilities, particularly in respect of the responsibility to act in the best interest of the university as opposed to in the best interest of their constituents;
- (b) That OAC consider providing guidance on how to communicate effectively with Senators' constituencies, perhaps including guidelines or templates for such communication;
- (c) That the University Secretary provide a reminder of decorum to Senators at meetings as appropriate; and
- (d) That an emphasis be placed on issues relating to decorum in the Senate Orientation session.

5. Accessibility issues related to Senate meetings and materials

While not specifically identified in the Terms of Reference, through discussion the Working Group identified a number of accessibility considerations in respect of Senate's meetings and materials, including:

- In-person meetings vs. online or hybrid meetings
- The length of Senate meetings and the impact of long or extended meetings on all members and increased impact on those members with family care obligations, transportation needs or other limitations
- Access to standing tables vs remaining seated for long periods of time
- Lack of consistency at committees and Senate with respect to inclusive practices
- Length of agendas
- Appreciation of receiving written reports in advance of the meeting
- Challenges with sound quality in the Great Hall

Following discussion and consideration of consultation feedback related to these issues, the Working Group determined that the current procedures related to meetings allow for breaks to be called if needed and are sufficient to address accessibility concerns related to the length of meetings.

The Working Group also arrived at the following recommendations:

- (a) To recommend that standing tables be made available at Senate meetings; and
- (b) To request that the Secretariat explore alternative meeting space or address issues with acoustics in the Great Hall.

6. Speaking privileges at Senate; filling mid-term vacancies on committees; requirement for Chair of committee to serve ex officio on its subcommittee(s)

The Working Group identified a number of items for consideration that were more procedural in nature.

The Working Group noted that the Senate's By-Laws provide that either the Chair or the Vice-Chair of all standing committees must be a Senator. In recent years, OAC has granted standing speaking rights to non-Senator Chairs of committees.

The Working Group reviewed the process for filling mid-term vacancies on committees noting that the Senate's By-Laws currently only provide a process for filling such vacancies in the case of a Leave of Absence. Resignations are not covered.

The Working Group reviewed the requirement that the Chair of a committee shall be an *ex officio* member of its subcommittees, noting that this provision has a significant workload implication for the Chair of the Senate Committee on Academic Curriculum and Awards (ACA). ACA has multiple subcommittees and in addition to *ex officio* membership on the subcommittees, the Chair of ACA also has *ex officio* membership on the Senate Committee on Academic Policy.

The Working Group acknowledged the importance of continuity and the appropriateness of having the Chair of a committee be represented on its subcommittees. However, the Working Group also acknowledged the demand that can impose on the time of the Chair and noted the challenge of meeting quorum on such subcommittees when the Chair may not be able to attend or find an appropriate designate.

The Working Group arrived at the following recommendations with respect to the Senate's By-Laws:

- (a) That OAC consider recommending to Senate that a provision be added to Section VI(5) of the Senate By-Laws to grant speaking rights to a non-Senator committee Chair for the purpose of speaking to the committee's business at Senate;
- (b) That OAC consider recommending to Senate that a provision be added to the By-Laws to specify that the process to fill mid-term vacancies on committees resulting from a resignation be the same as the process resulting from a Leave of Absence;

- (c) That OAC consider recommending to Senate that a provision be added to the Senate's By-Laws to provide that the Chair of a Senate committee should not be included in the quorum requirement for any subcommittee(s) of which they are an *ex officio* member.

7. Question Period

The Working Group identified several points for consideration related to the new procedure for Question Period approved by Senate in spring 2025, including whether clearer guidelines are needed to assess whether questions are or are not appropriately put before Senate and the timeline for submitting questions to Senate. The Working Group arrived at the following recommendation:

- (a) That OAC review the provisions relating to the Question Period in the Adopted Policies and Procedures of Senate after the new provisions have been in place for at least one full academic year.

8. Other considerations

The Working Group's discussions were not limited to the items set out in sections 1 through 7 above. As set out in Appendix B, there were other points arising from observations of members of the Working Group or the review of Senate's governing documents, including notices of motion, the provision of supplementary materials to Senate, special meetings and Senate's voting process. Ultimately, the Working Group determined that the current procedures with respect to these items are sufficient for the Senate's purpose.

Suggestions related to provisions in the UWO Act were defined as out of scope of the review.

External Reviewers' Reports

The external reviewers were provided with the following:

- The Working Group's draft Final Report and Recommendations
- Senate's guiding documents: By-Laws, Adopted Policies & Procedures, Rule of Order, Election Procedures, Responsibilities of a Senator and Senate Committee Members, and the UWO Act
- Consultation data

The reviewers submitted individual reports to the Working Group with feedback and recommendations for improvement. The Working Group incorporated the feedback provided into this final report.

Appendices

The following appendices are attached:

- A. Terms of Reference, Composition, and Membership
- B. Senate Documents Reviewed
- C. Items for Consideration
- D. Survey
- E. Consultation Session Discussion Questions
- F. Summary of Coding Results

Appendix A

***ad hoc* Working Group for the 2025-2026 Governance Review**

Terms of Reference, Composition, and Membership

The goal and mandate of the *ad hoc* Working Group are to:

Conduct a governance review of Senate, as per the Report of the Senate *ad hoc* Committee on Renewal (June 2016) and provide a report to the Operations/Agenda Committee by May 2026.

In conducting its work, the *ad hoc* Working Group will engage an external expert to provide guidance and support. The governance review will consider whether Senate has the optimal governance structure in place to fulfill its mandate to oversee the University's academic policy in a manner informed by the University's strategic goals; including without limitation standing committees and subcommittees structure and function, and frequency of meetings, and make recommendations for development and/or change where appropriate to improve efficiency and maintain transparency and accountability.

The governance review will include the following:

- Review the current schedule of Senate meetings and consider whether the number of meetings held per year and the timing of the meetings continues to meet Senate's needs.
- Review the current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its appointed committees.
- Consider and make recommendations for improving communications about the role and work of Senate to the broader University community.
- Review governance reviews, reports and recommendations of other large Canadian universities to gain insight into wise practices and perspective on challenges/solutions at other universities.
- Consult with a broad array of interested parties and consider the opportunity for the broader community to provide input through a survey.
- Review and recommend updates, as appropriate, to Senate's governing documents including the By-Laws, Adopted Policies and Procedures and Rules of Order, based on current laws, wise practices and current language norms and with consideration of the Standard Code of Parliamentary Procedure.
- Identify and engage two external reviewers with expertise in university Senate governance to review the *ad hoc* Working Group's recommendations, potentially meet with stakeholders, and provide their own report.

Composition:

- Elected by OAC (voting):
 - Three (3) current faculty or staff members of Senate
 - Three (3) past faculty or staff members of Senate, whose terms ended within the past three years
 - One (1) Undergraduate student Senator, either a current member or a member whose term ended within the past three years
 - One (1) Graduate student Senator, either a current member or a member whose term ended within the past three years
- Ex officio (voting):
 - Chair of the Operations/Agenda Committee (Chair)
- Ex officio (non-voting):
 - University Secretary

Resource: Associate University Secretary
Governance Specialist

Timeline: The *ad hoc* Working Group will be constituted by the end of June 2025. It is anticipated that it will meet monthly beginning in September 2025 until its work is complete. It is also anticipated that a final report will be provided to the Operations/Agenda Committee by May 2026.

Membership

The membership of the Working Group is as follows:

Name:	Role:
Erika Chamberlain	Past Senator
Mark Cleveland	Past Senator
Donna Kotsopoulos	Current Senator
Alfonso Nocilla	Current Senator
Sophie Roland (Chair)	Chair, OAC
Jess Walsh	Current Graduate Student Senator
Ken Yeung	Current Senator
Noah Zabian	Current Undergraduate Student Senator
Amy Bryson	University Secretary (<i>non-voting</i>)
Vacant*	Current/Past Senator
Resource:	
Caroline Whippey	Associate University Secretary (<i>non-voting</i>)
Melissa O'Connor	Governance Specialist (<i>non-voting</i>)

*A member resigned on January 15, 2026. The Working Group recommended that the vacancy not be filled, given how far along its work had progressed towards its mandate.

Appendix B

Senate Documents Reviewed

The following documents were reviewed by the Working Group as part of their considerations:

1. Senate By-Laws
2. Adopted Policies and Procedures of Senate
3. Senate Rules of Order
4. Senate Election Procedures
5. Responsibilities of a Senator and Senate Committee Members
6. UWO Act

Appendix C

Items for Consideration

No.	Item for Consideration (Working Group Terms of Reference / Other)	Working Group (WG) and/or Consultation (C)	Methodology
1	Review the current schedule of Senate meetings and consider whether the number of meetings held per year and the timing of the meetings continues to meet Senate's needs (Terms of Reference) <ul style="list-style-type: none"> • Length of meetings to be considered 	WG/C	Document review: By-Laws, Adopted Policies and Procedures
2	Review summer quorum provisions and/or May and June format of meetings (in person vs. virtual). Currently, the by-laws provide for a lower quorum in June, July and August for Senate and its committees. Consider if May should be included in summer quorum, or alternatively, whether May and June Senate meetings should be held virtually to account for the faculty and students who may not be on campus then. (Other)	WG/C	Document review: By-Laws
3	Speaking privileges at Senate (Other) <ul style="list-style-type: none"> • Review the provision that either the Chair or the Vice-Chair of all standing committees (except SRBA) must be a Senator. In recent years, OAC has granted standing speaking rights to non-Senator Chairs of Senate Committees. Is the by-law provision still relevant or should speaking rights be embedded in the By-Laws for a non-Senator Chair • Should there be a discussion on the length of time a speaker is permitted to speak on an issue? 	WG	Document review: By-Laws
4	Review the process for filling mid-term vacancies on committees that are not the result of a Leave of Absence (LOA). Currently the By-Laws only provide a process for LOA. Resignations are not covered.	WG	Document review: By-Laws

5	<p>Review the by-law provision that the Chair of a Senate Committee shall be an ex officio member of its subcommittees. This provision has a significant workload impact for the Chair of the Senate Committee on Academic Curriculum and Awards (ACA) who is an ex officio member of three ACA subcommittees as well as an ex officio member of the Senate Committee on Academic Policy. (Other)</p>	WG	Document review: By-Laws
6	<p>Role of Senators and Voting (including lobbying on the part of non-Senators (e.g., Navitas)) (Other)</p> <p>Sometimes there are comments made to Senators that they do not represent a particular constituency, but should vote in the way that they feel represents the best interests of the university (probably falls under points 6 and 7 of the “Responsibilities of a Senator”). Some Senators feel that there is some tension here with the perception that many ex officio Senators are pressured to “toe the party line” rather than vote independently, especially on contentious issues (e.g., Navitas), i.e., elected Senators are told to vote independently, but perception that ex officio Senators may be pressured to vote a certain way. (Other)</p> <ul style="list-style-type: none"> • Should there be consideration of explicitly addressing issues of pre-Senate caucusing, voting en bloc? 	WG	Document review: Responsibilities of Senators Discussion
7	<p>Should the Chair of Senate be able to call a special meeting (current provisions in the Adopted Policies and Procedures allow for the Chair to cancel a meeting for lack of agenda items; the UWO Act provides that 7 members may call a special meeting) (Other)</p>	WG	Document review: By-laws, Adopted Policies & Procedures

8	<p>Question Period – (Other)</p> <ul style="list-style-type: none"> • General review of conduct of Question Period, especially changes introduced in April 2025 (Section 4.2.1 and 4.2.2). • Consider whether clearer guidelines are needed about which questions are/are not appropriately put before Senate. This often comes up with respect to UWOFAs positions. While some questions clearly relate to Collective Agreement matters and are not appropriate for Senate, other questions are less clear-cut (e.g., implications of new academic policies on faculty workload). • Timelines for submitting questions to Senate that (a) pertain directly to that week's Senate Agenda, or (b) that do not pertain directly to that week's Senate Agenda. • OAC and the vetting of Senate agendas and questions (number of days required in advance). • Background information on questions may go over 200-word prescribed limit. 	WG	
9	<p>Conduct of members during debate (disrespectful or disparaging tone, concerns of stacking order of speakers by members); risk of disengagement of Senators. (Other)</p>	WG	<p>Document review: Adopted Policies & Procedures, Responsibilities of a Senator, Parliamentary rules</p>
10	<p>Procedure for Notices of Motion</p>	WG	<p>Document review: Rules of Order</p>
11	<p>Procedure for providing supplementary materials to Senate</p>	WG	<p>Discussion</p>

12	<p>Consider whether the standing committees and subcommittees structure and function are optimal to aid Senate in fulfilling its mandate to oversee the University's academic policy (Terms of Reference)</p> <p>Suggested discussion points (Other):</p> <ul style="list-style-type: none"> • Reporting structure/effectiveness of committees. • Workload/responsibilities of committees (unbalanced, too broad/narrow, gaps?). • Review composition of Senate committees that include "X members of Senate" (i.e., OAC, Nominating, Honorary Degrees) to determine if there should be a requirement for a minimum number of faculty/staff members. 	WG/C	<p>Note: All Committees reviewed their Terms of Reference in 2024-25</p> <p>Document review: By-Laws; survey; consultation sessions</p>
13	<p>Review the current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its appointed committees (Terms of Reference)</p> <ul style="list-style-type: none"> • Consider how to encourage representation on Senate committees from undergraduate students generally in addition to student Senators (Other) • Consider an alternative process for filling vacant seats in the Undergraduate Student Constituency (e.g., by-election) <p>Review Nominating Committee (Consultation)</p>	WG/C	<p>Document review: Adopted Policies & Procedures, Nominating Committee Terms of Reference; survey; consultation sessions</p>
14	<p>Consider and make recommendations for improving communications about the role and work of Senate to the broader University community (Terms of Reference)</p>	WG/C	<p>Document review: Adopted Policies & Procedures, Responsibilities of a Senator, survey; consultation sessions</p>

<p>15</p>	<p>Accessibility issues (Other):</p> <ul style="list-style-type: none"> • In-person meetings, online/Zoom meetings, hybrid. • Extending question period happens fairly frequently and there are issues of inclusion and fairness for some members who do not have the capacity to stay longer – childcare, transportation, and other limitations. • How are Senators supported related to accommodations and accessibility re standing tables versus only seating and hand raising? • In general, issues of EDIDA are not addressed at Senate in an inclusive way. Some committee meetings do handle this very well (e.g., state name prior to speaking, note end of thought). • Immense materials that require reading usually hundreds of pages. • The long meetings 3 hours and sometimes plus etc. with no breaks is mentally and physically taxing. • Provision of written report in addition to verbal reports of Provost and VPR for accessibility reasons. 	<p>WG/C</p>	<p>Document Review: Adopted Policies & Procedures; Survey; consultation sessions</p>
<p>16</p>	<p>Senate Voting Process</p>	<p>WG</p>	<p>Discussion</p>
<p>17</p>	<p>Graduate Student Representation on Senate</p>	<p>WG</p>	<p>Discussion</p>

Appendix D

ad hoc Working Group for the 2025-26 Governance Review

Survey

Within Western's bicameral governance system, the role of Senate, as set out in the [University of Western Ontario Act](#), is to be responsible for the academic policy of the University, including curriculum, academic standards, and Convocation. The duties and powers of the Senate are found in sections 29 and 30 of the Act.

The Report of the Senate *ad hoc* Committee on Renewal (the "Report"), accepted by Senate in June 2016, included a recommendation that a full structural review [of Senate] be conducted every 10 years.

In May 2025, the Operations/Agenda Committee struck an *ad hoc* Working Group for the 2025-26 Senate Governance Review (the "Working Group").

The Working Group's mandate is to conduct a governance review and provide a report to the Operations/Agenda Committee by May 2026. The Working Group is composed of current and former Senators. Please see the [Working Group Terms of Reference](#) and [membership](#) for further information.

The Working Group has identified several topics on which it requires the input of interested parties. This survey is being conducted to consult with current and former (2022-23, 2023-24, and 2024-25) Senators, Official Senate Observers, and Senate Committee and Subcommittee members.

The survey below should take about 10-15 minutes to fill out. Please complete this survey by the end of the day on Sunday, January 18 at 11:59pm.

Your responses are anonymous. Microsoft Copilot, licensed through Western, may be used in the analysis of survey results. Survey responses will be aggregated and form part of the Working Group's report. Anonymous individual comments may be included in the report.

If you have questions regarding this survey, please contact senategovernancereview@uwo.ca.

Thank you for taking the time to complete this survey. We value your input!

--

Block One: All participants

Q1: Have you served on Senate?

- Yes, I have served on Senate
- No, I have only served on a Senate committee or subcommittee

Branch logic:

- *If "yes" is selected to Q1, participants will be directed to Block Two*
- *If "no" is selected to Q1, participants will be directed to Block Three*

Block Two: Senators & Official Observers

Q2: From which constituency(ies) have you been elected or appointed to Senate?
Please select all that apply: (required)

- Administrative Staff
- Alumni Association
- Board of Governors
- Ex officio member
- Faculty
- General Community member
- Graduate Student
- Official Observer
- Undergraduate Student

Q3: How many years (in total) have you served on Senate? (required)

- Less than one year
- One year
- Two years
- Three years
- Four years
- Five years
- More than five years

Q4: At Western, the governance system is bicameral, meaning there are two governing bodies with distinct mandates: the Board of Governors and the Senate. The [University of Western Ontario Act](#) sets out their respective duties and powers as well as shared responsibilities.

Sections 29 and 30 of the Act set out the duties and powers of the Senate. The mandate of the Senate is the academic policy of the University, including curriculum, academic standards, and Convocation. Please indicate your agreement with the following statements:

(Likert scale: strongly disagree > disagree > neither agree nor disagree > agree > strongly agree; I don't know)

- Senators understand the mandate of the Senate

- Senators understand the role of the Senate within the University's bicameral governance system
- Senators understand the responsibilities of a Senator
- Western community members broadly understand the purpose and mandate of the Senate
- Western community members broadly understand the role of Senators

Q5: Reflecting on your experiences with Senate, please indicate the degree to which you agree with the following statements:

(Likert scale: strongly disagree > disagree > neither agree nor disagree > agree > strongly agree; I don't know)

- Items considered are within the mandate and responsibilities of the Senate
- Discussions are at an appropriate level in order to meet Senate's mandate
- Items for decisions are given the appropriate amount of time for consideration at meetings
- All Senate members have an opportunity to speak at meetings
- The workload is appropriate for Senate meetings (including meetings and time required to prepare for meetings)
- I understand the reporting structure of committees to Senate

Q6: The [University of Western Ontario Act](#) requires Senate to meet at least four times in each academic year (see item 28(1)). Senate currently meets 10 times per academic year. Please comment on the frequency of Senate meetings:

- There are more meetings than is necessary to carry out the business of Senate
- The current number of Senate meetings is appropriate to carry out the business of Senate
- There are too few meetings to carry out the business of Senate

Q7: The [Adopted Policies and Procedures of Senate](#) state that meetings are normally a maximum of three hours in length, unless extended by a majority vote of those present (see item 3). Over the past 3 years, the average Senate meeting length was 2 hours, 5 minutes. Please indicate your experience of Senate meetings:

- Senate meetings are too long
- Senate meetings are an appropriate length of time
- Senate meetings are too short

Q8: Senate meetings may be in person or virtual. A hybrid meeting is not currently possible. Reflecting on your experiences at Senate, please indicate the degree to which you agree with the following statements:

(Likert scale: strongly disagree > disagree > neither agree nor disagree > agree > strongly agree; I don't know)

- Virtual Senate meetings are as effective as in-person meetings
- I prefer in-person meetings over virtual meetings

Q9: Have you served on a Senate committee(s) or subcommittee(s)?

- Yes
- No

Branch logic:

- *If "yes" is selected to Q9, participants will be directed to Block Three*
- *If "no" is selected to Q9, participants will be directed to Block Four*

Block Three: Senate Committees & Subcommittees

Q10: From which constituency(ies) have you been elected or appointed to Senate committee(s) and/or subcommittee(s)? Please select all that apply: (required)

- Administrative Staff
- Alumni Association
- Board of Governors
- Ex officio member
- Faculty
- Graduate Student
- Observer
- Resource
- Undergraduate Student

Q11: How many years (in total) have you served on Senate committees and/or subcommittees? (required)

- Less than one year
- One year
- Two years
- Three years
- Four years
- Five years
- More than five years

Q12: Please select all the Senate committees and subcommittees on which you have served: (required)

- ACA: Senate Committee on Academic Curriculum and Awards
- Convocation Board
- Honorary Degrees Committee
- OAC: Operations/Agenda Committee
- Nominating Committee
- Policy: Senate Committee on Academic Policy
- SCAPA: Senate Committee on Academic Policy and Awards (note: reconstituted as ACA in 2021)
- SCUP: Senate Committee on University Planning
- SOC: Subcommittee on Undergraduate Academic Courses
- SRBA: Senate Review Board Academic

- SUPR-G: Subcommittee on Program Review – Graduate
- SUPR-U: Subcommittee on Program Review – Undergraduate
- SUTA: Senate Committee on University Teaching Awards (note: formerly the Subcommittee on Teaching Awards)
- SWAM: Subcommittee on Western Approved Micro-credentials (note: dissolved in 2024)
- UCAC: University Council on Animal Care (note: dissolved in 2019)
- URB: University Research Board

Q13: Reflecting on your experiences with Senate committees and subcommittees generally, please indicate the degree to which you agree with the following statements:

(Likert scale: strongly disagree > disagree > neither agree nor disagree > agree > strongly agree; I don't know)

- Committee members understand the purpose and mandate of the committee
- Items considered are within the mandate and responsibilities of the committee as defined in the committee [terms of reference](#)
- Discussions reflect an understanding that the committee's role is one of oversight rather than operational.
- Items for decisions are given the appropriate amount of time for consideration at meetings
- All committee members have an opportunity to speak at meetings
- The workload is appropriate for the committee (including meetings and time required to prepare for meetings)
- I understand the reporting structure of the committee to Senate
- Committee member terms are the appropriate length

Q14: If you have additional feedback about a specific committee, please provide it below:

- Textbox

Block Four: Senate Communication

Q15: The University Secretariat maintains a [website with information about Senate](#). Information available includes guiding documents (e.g., Senate By-Laws, Adopted Policies & Procedures, etc.) membership, agendas, minutes, and committee terms of reference.

Please indicate your agreement with the following: Existing measures to communicate the roles listed below are sufficient.

(Likert scale: strongly disagree > disagree > neither agree nor disagree > agree > strongly agree; I don't know)

- Senate
- Senators
- Senate committees

Q16: Do you have a suggestion for additional measures that you would find helpful to provide greater clarity to Senators and the Western community in respect of the role of Senate, Senators, and Senate committees?

- Text box

Branch logic:

- *If “yes” is selected to Q1, participants will be directed to Block Five*
- *If “no” is selected to Q1, participants will be directed to Block Six*

Block Five: End of Survey for Senators/Official Observers

Q17: Senate’s current nominations process for Senate committees and subcommittees begins with the Nominating Committee. It is the role of its committee members to seek out nominees for vacancies. The Nominating Committee then reviews the nominations received, considering equity, diversity and inclusion (EDI) alongside composition requirements in electing a slate to put forward to Senate, per the [Committee Terms of Reference](#).

At Senate, the slate is proposed by the Nominating Committee Chair and Senate is then free to nominate additional persons from the floor. In the instance of nominations from the floor, the slate is then put to a Senate vote, held by e-vote the following week.

While the Nominating Committee Terms of Reference include specific statements with respect to EDI, the Senate nomination procedures (for Senate committees and subcommittees from the floor of Senate), per the [Adopted Policies and Procedures](#) (see item 5) do not.

Please indicate whether you think EDI should be incorporated more explicitly into Senate’s procedures for nominating from the floor.

- Yes
- No
- Unsure

Q18: Please share any suggestions for how Senate might do so. (*Question will only appear if the participant selects “yes” to the previous question*)

- Text box

Q19: Is there anything else you would like to share regarding Senate’s governance?

- Text box

End of survey for individuals who are Senators/Official Observers

Block Six: End of Survey for Committee Members Only

Q22: Is there anything else you would like to share regarding Senate's governance?

- Text box

End of survey for individuals who are committee members only

Appendix E

Senate Governance Review Consultation Session

Discussion Questions

1. Do you believe that Senators understand the role of Senate within the University's bicameral governance system? Do you believe the Western community members broadly understand the role of Senators?
2. Do you understand the purpose and role of Senate's committees?
3. Do you feel the existing measures to communicate the role of Senate and Senators are sufficient? If not, do you have suggestions for additional measures that you would find helpful to provide greater clarity to Senators and the Western community in respect of the role of Senate and Senators?
4. Do you think Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) should be incorporated more explicitly into Senate's procedures for nominating from the floor? If yes, please share any suggestions for how Senate might do so.
5. Is there anything else you would like to share regarding Senate's governance?

Appendix F

Summary of Coding Results

Codes reflect the topic of the comment, not whether it was positive, negative, or neutral, unless included in the definition.

Code & Definition	Count
Accessibility: Regarding accessibility with respect to meeting materials, procedures, or location, or information on the Secretariat website	12
Commitment (CO): Regarding the commitment of Senate and/or Senate Committee members to the work	5
Committee Membership (CM): Regarding Senate committee membership	1
Communications (C): Regarding communications sent to Senate or the Western community by the Secretariat	5
Discussion & Question Period (DQP): Related to discussion at Senate or the Question Period	15
EDIDA should be incorporated more explicitly – NO (EDIN): Participants did not agree EDIDA should be incorporated more explicitly	6
EDIDA should be incorporated more explicitly – Yes (EDIY): Participants agreed EDIDA should be incorporated more explicitly	7
Engagement (E): Regarding the engagement of Senators, committee members, or community members in governance	10
Existing measures to communicate are sufficient – No (EMN): Participants did not agree existing measures are sufficient	15
Existing measures to communicate are sufficient – Yes (EMY): Participants agreed existing measures are sufficient	6
GEC: Related to the Graduate Education Council	1
Learning (L): Regarding a positive learning experience	2
Meeting Location (ML): Related to the meeting location or format for Senate	12
No Change (NC): The respondent did not recommend any changes from current practice	4
Nominating (N): Regarding the Nominating Committee procedures and processes	18
Out of Scope (OS): Not within the remit of the <i>ad hoc</i> Working Group	11
Policy: Regarding the Policy Committee	1
Procedures from the Floor (PF): Regarding the nominating procedures at Senate	24
Purpose/Role of Senate Committees – No (PSCN): Participants do not understand the purpose and role of Senate's Committees	8
Purpose/Role of Senate Committees – Yes (PSCY): Participants understand the purpose and role of Senate's Committees	32
Reporting (RE): Related to reporting out information from/about Senate/Senate committees	11

Role (R): Regarding the understanding of the role of Senate and/or committees	17
Role of Senate – No (RSN): Senators do not understand the role of Senate	13
Role of Senate – Yes (RSY): Senators do understand the role of Senate	22
Role of Senators – No (RSEN): Western community members do not understand the role of Senators	22
Role of Senators – Yes (RSEY): Western community members do understand the role of Senators	4
SCUP: Related to the Senate Committee on University Planning	1
Senate/Committee procedures (SCP): Regarding the processes and procedures for Senate and/or Senate committees	38
SRBA: Regarding the Senate Review Board Academic	4
Terms (TE): Regarding term length for Senate or Senate Committees	2
Training (TR): Regarding the formal training/orientations offered to Senators, Senate committees, and/or the Western community	28
URB: Related to the University Research Board	2
Website (W): Related to information provided on the Secretariat website or OWL/BoardEffect	13

Ad hoc Working Group on Senate Governance Review Final Report

May 15, 2026



1

Today's Agenda

- Goals & Mandate
- Review Process
- Consultation
- Final Report
- Recommendations



2

Goals & Mandate

- To conduct a governance review of Senate and provide a report to the Operations/Agenda Committee (OAC) by May 2026
- To consider whether Senate has the optimal governance structure in place to fulfil its mandate to oversee the University’s academic policy in a manner informed by the University’s strategic goals.



3

Review Process



4

Consultation

- Online survey for current and recent past Senators and Senate committee members
- In-person consultation sessions:
 - 3 Senate consultation sessions
 - 2 targeted group consultation sessions (OAC and the Offices of Indigenous Initiatives and Equity, Diversity and Inclusion)

Final Report

- Through analysis of the feedback and thorough discussion, the Working Group arrived at its recommendations and Final Report.

Recommendations



7

1. Schedule, number and timing of Senate meetings; summer quorum provisions and/or May and June format of meetings (in person vs. virtual)
 - a) that the reduced quorum for Senate meetings in June, July and August be extended to May



8

2. The standing committees' and subcommittees' structure and function

The Working Group is satisfied that the structure and function of the Senate's standing committees and subcommittees, with the possible exception of the Nominating Committee, meet Senate's needs.

3. The Nominating Committee, nominating process, and current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its committees

- a) That OAC review the whole of the nominating process, including an evaluation of the transparency and efficiency of the current process, best practices and other models, perhaps via an environmental scan, as appropriate

3. cont'd

- b) That OAC consider ways to engage with the student body during Orientation week
- c) That OAC consider ways to provide information about Senate at Faculty Councils or USC meetings
- d) That OAC review the process set out in the Senate's Election Procedures for filling mid-year vacancies in the undergraduate student constituency

4. Improving communications about the role and work of Senate to the broader University community; responsibilities and conduct of Senators

- a) That OAC consider further opportunities to educate Senators on their role and responsibilities, particularly in respect of the responsibility to act in the best interest of the university as opposed to in the best interest of their constituents

4. cont'd

- b) That OAC consider providing guidance on how to communicate effectively with Senators' constituencies, perhaps including guidelines or templates for such communication
- c) That the University Secretary provide a reminder of decorum to Senators at meetings as appropriate
- d) That an emphasis be placed on issues relating to decorum in the Senate Orientation session

5. Accessibility issues related to Senate meetings and materials

- a) To recommend that standing tables be made available at Senate meetings
- b) To request that the Secretariat explore alternative meeting space or address issues with acoustics in the Great Hall

6. Speaking privileges at Senate; filling mid-term vacancies on committees; requirement for Chair of committee to serve *ex officio* on its subcommittees

- a) That OAC consider recommending to Senate that a provision be added to Section VI(5) of the Senate By-Laws to grant speaking rights to a non-Senator committee Chair for the purpose of speaking to the committee's business at Senate

6. Cont'd

- b) That OAC consider recommending to Senate that a provision be added to the By-Laws to specify that the process to fill mid-term vacancies on committees resulting from a resignation be the same as the process resulting from a Leave of Absence
- c) That OAC consider recommending to Senate that a provision be added to the By-Laws to provide that the Chair of a Senate committee should not be included in the quorum requirement for any subcommittee(s) of which they are an *ex officio* member.

7. Question period

- a) That OAC review the provisions relating to the Question Period in the Adopted Policies and Procedures of Senate after the new provisions have been in place for at least one full academic year

Working Group Conclusion

While there will always be opportunities to improve, Western's Senate has an effective governance structure in place to fulfil its mandate to oversee the University's academic policy in a manner informed by the University's strategic goals.

Questions for Senate

Action: Approval Information Discussion

Executive Summary:

Senate's Adopted Policies and Procedures provide the following:

4.2.1 Questions and Issues for Discussion

(a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.

(b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

No questions were submitted in advance of the Operations/Agenda Committee meeting for consideration at the May 15, 2026 Senate meeting.

Membership – Senate Committee on Academic Curriculum and Awards (ACA)

Action: Action Information Discussion

*Workload: ACA meets monthly on Tuesdays at 9:30 a.m.
Meetings scheduled for the week prior to Senate.*

- Composition:** Thirteen members elected by Senate:
- Eleven (11) faculty members, at least seven (7) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. No more than one faculty member may be a Dean. At least four (4) faculty members must have membership in the School of Graduate and Postdoctoral Studies.
 - Two (2) students: one (1) graduate and one (1) undergraduate.

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Hanna Thummel	UNDG		June 30, 2027	UNDG rep.
Antonia Yip	GRAD		June 30, 2027	GRAD rep.
Vacancy	Faculty Member		June 30, 2027	Vacancy
Vacancy	Faculty Member		June 30, 2027	Vacancy
Vacancy	Faculty Member		June 30, 2027	Vacancy
Ruramisai Charumbira	Faculty Member	Social Science	June 30, 2028	Faculty; Senator
Fred Dick	Faculty Member	Schulich	June 30, 2028	Faculty; Senator
Adam Fremeth	Faculty Member	Ivey	June 30, 2028	Faculty; Senator
Laura Graham	Faculty Member	Health Sciences	June 30, 2028	Faculty; Senator
Anton Puvirajah	Faculty Member	Education	June 30, 2028	Faculty
Yi Zou	Faculty Member	Ivey	June 30, 2028	Faculty
Adam Ali	Faculty Member	Health Sciences	June 30, 2027	Faculty; Senator
Rithwik Ramachandran	Faculty Member	Schulich	June 30, 2027	Faculty; Senator

Membership Summary:**Faculty Members:**

- **Required:** 11 faculty members. Four (4) filled. Eight (8) positions vacant.
- **Faculty Representation:** Representatives may be from: AH (2), Edu (1), Eng (2), FIMS (2), Law (2), Music (2), Sci (2), SS (1), Huron (2), King's (2).

- **Senate Membership Compliance:** One (1) additional faculty member must be a Senator to meet the required total of 7.
- **SGPS Membership Compliance:** At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: Three (3) members, representatives may be from: AH (2), Edu (1), Eng (2), FIMS (2), Law (2), Music (2), Sci (2), SS (1), Huron (2), King's (2):

- One (1) faculty member Senator, term from July 1, 2026 to June 30, 2027.
- Two (2) faculty members, term from July 1, 2026 to June 30, 2027.

Nominees:	_____ TBD _____	(Faculty Senator)	Term from July 1, 2026 to June 30, 2027
	_____ TBD _____	(Faculty)	Term from July 1, 2026 to June 30, 2027
	_____ TBD _____	(Faculty)	Term from July 1, 2026 to June 30, 2027

Membership – Subcommittee on Undergraduate Academic Courses (SOC)

Action: Action Information Discussion

Workload: SOC meets monthly on Wednesdays at 10:00 a.m.

Composition: Six (6) members elected by Senate: Four (4) faculty members, one (1) of whom is familiar with course/module development or has served as an Undergraduate Chair (or equivalent).
Two (2) undergraduate students.

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Cristina Masciantonio	UNDG		June 30, 2027	UNDG rep.
Olivia Matthews	UNDG		June 30, 2027	UNDG rep.
Faculty Members:				
Vacancy	Faculty Member		June 30, 2028	Vacancy
Selma Purac	Faculty Member	FIMS	June 30, 2028	Faculty
Amy Horton	Faculty Member	Health Sciences	June 30, 2027	Faculty
Derek McLachlin	Faculty Member	Schulich	June 30, 2027	Faculty, has served as UG chair

Membership Summary:**Faculty Members:**

- **Required:** Four (4) faculty members. Three (3) filled. One (1) position vacant.
- **Terms of Reference Compliance:** One (1) faculty member of whom is familiar with course/module development or has served as an Undergraduate Chair (or equivalent).

Required: One (1) faculty member, terms from July 1, 2026 to June 30, 2028

Nominees: _____ **TBD** (Faculty) Term to June 30, 2028

Membership – Senate Committee on University Planning (SCUP)

Action: Action Information Discussion

*Workload: SCUP meets monthly on Mondays at 3:00 p.m.
Meetings scheduled for the week prior to Senate.*

Composition: 12 members elected by Senate as follows:

- Six (6) members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean
- Two (2) graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)
- One (1) undergraduate student Senator who is a member of Senate at the time their term on the Committee begins
- Two (2) members of administrative staff
- One (1) postdoctoral scholar

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Joanne He	UNDG		June 30, 2027	UNDG rep. Senator
Maxwell Campbell	GRAD		June 30, 2027	GRAD rep.
Antonia Yip	GRAD		June 30, 2027	GRAD rep.
Faculty Members:				
Vacancy	Faculty Member		June 30, 2027	Faculty Vacancy
TBD	Faculty Member			
Rithwik Ramachandran	Faculty Member	Schulich	June 30, 2028	Faculty
Min Xia	Faculty Member	Engineering	June 30, 2028	Faculty
Susanne Schmid	Faculty Member	Schulich	June 30, 2027	Faculty
Xianbin Wang	Faculty Member	Engineering	June 30, 2027	Faculty
Admin. Staff				
Kristin Hoffmann	Admin. Staff		June 30, 2028	Admin. Staff rep.
Sarah Padfield	Admin. Staff		June 30, 2027	Admin. Staff rep.
Post-Doc				

Julianne Burgess	Post-Doc		June 30, 2028	Post-Doc rep.
------------------	----------	--	---------------	---------------

Membership Summary:

Faculty Members:

- **Required:** Six (6) faculty members. Five (5) filled. One (1) position vacant.
- **Terms of Reference Compliance:** Members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean.

Required: One (1) member of faculty, term from September 1, 2026 to June 30, 2027.
Senator in 2026-27.

Nominees: TBD (Senator in 2026-27, Term to June 30,
Faculty) 2027

Membership – University Research Board (URB)

Action: Action Information Discussion

*Workload: URB meets Tuesdays at 1:00 p.m., approximately eight times per year.
Meetings scheduled for the week prior to Senate.*

- Composition:**
- Eleven (11) members of faculty (one from each faculty/school, excluding the School of Graduate and Postdoctoral Studies), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
 - One (1) undergraduate student
 - Two (2) graduate students
 - Up to two (2) postdoctoral representatives
 - One (1) senior member of administrative staff serving in a leadership position with a research focus

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Zahra Nadeem	UNDG		June 30, 2027	UNDG rep.
Colleen Van Loon	GRAD		June 30, 2027	GRAD rep.
Fuhad Ogunsanya	GRAD		June 30, 2027	GRAD rep.
Faculty Members:				
Vacancy	Faculty Member		June 30, 2028	Vacancy Music rep
Vacancy	Faculty Member		June 30, 2028	Vacancy Edu rep.
Shawn Whitehead	Faculty Member	Schulich	June 30, 2028	Schulich rep.
Alina Shchepetkina	Faculty Member	Science	June 30, 2028	Sci rep.
Wade Wright	Faculty Member	Law	June 30, 2028	Law rep.
Ingrid Johnsrude	Faculty Member	Social Science	June 30, 2027	SS. rep.
Klaus Meyer	Faculty Member	Ivey	June 30, 2027	Ivey. rep.
Shannon Sibbald	Faculty Member	Health Sciences	June 30, 2027	HS rep.
Kim Solga	Faculty Member	Arts & Humanities	June 30, 2027	AH rep.
Luke Stark	Faculty Member	FIMS	June 30, 2027	FIMS rep.
Ana Luisa Trejos	Faculty Member	Engineering	June 30, 2027	Eng rep.
Admin. Staff				
Mariam Hayward	Admin. Staff		June 30, 2027	Admin. Staff rep.

Post-Doc				
Julianne Burgess	Post-Doc		June 30, 2028	Post-Doc rep.
Idowu Olawoye	Post-Doc		June 30, 2027	Post-Doc rep.

Membership Summary:

Faculty Members:

- **Required:** Eleven (11) members. Nine (9) filled. Two (2) positions vacant.
- **Terms of Reference Compliance:** One (1) member from each faculty/school, excluding the School of Graduate and Postdoctoral Studies.

Required: Two (2) faculty members, terms from July 1, 2026 to June 30, 2028:

- One (1) member from Faculty of Education
- One (1) member of the Don Wright Faculty of Music

Nominees: _____ **TBD** _____ (Faculty, Edu) Term to June 30, 2028
 _____ **TBD** _____ (Faculty, Music) Term to June 30, 2028

Membership – Senate Review Board Academic (SRBA)

Action: Action Information Discussion

Workload: Individual SRBA appeal meetings and hearings are arranged by the University Secretariat as required.

Composition: A Chair and 37 voting members, elected by Senate: Twenty members of faculty. No more than two faculty members may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). Seventeen students: 10 undergraduates and seven graduates. No more than two undergraduate students and no more than one graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies).

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Lina Dagnino	Faculty Member	Schulich	June 30, 2027	
Undergraduates:				
Jasmine Antonelli	UNDG	Science	June 30, 2027	
Asad Awawdeh	UNDG	Social Science	June 30, 2027	
Jeff Binoy	UNDG	Health Sciences	June 30, 2027	
Kiranvir Gill	UNDG	Social Science	June 30, 2027	
Sameer Hafeez	UNDG	FIMS	June 30, 2027	
Jack Harris	UNDG	Huron	June 30, 2027	
Amrithaa Logeswaran	UNDG	Engineering	June 30, 2027	
Nadith Ranasinghe	UNDG	Schulich	June 30, 2027	
Sara Sharma	UNDG	Schulich	June 30, 2027	
Youssef Seleem	UNDG	Ivey	June 30, 2027	
Graduates:				
Maxwell Campbell	GRAD	Engineering	June 30, 2027	
Aoife Hawthorne	GRAD	Education	June 30, 2027	
Rayyan Kamal	GRAD	Schulich		
Alexandra Lukawski	GRAD	Arts and Humanities	June 30, 2027	
Yuen Ki Ng	GRAD	Science	June 30, 2027	
Fuhad Ogunsanya	GRAD	Ivey	June 30, 2027	
Era Rana	GRAD	Social Science	June 30, 2027	
Faculty:				
Vacancy	Faculty Member		June 30, 2028	Vacancy

Vacancy	Faculty Member		June 30, 2026	Vacancy
Vacancy	Faculty Member		June 30, 2028	Vacancy
Vacancy	Faculty Member		June 30, 2028	Vacancy
Vacancy	Faculty Member		June 30, 2028	Vacancy
Torin Chiles	Faculty Member	Music	June 30, 2028	Faculty
Caroline Dick	Faculty Member	Social Science	June 30, 2028	Faculty
Heather Kirk	Faculty Member	Arts and Humanities	June 30, 2028	Faculty
Ken Kirkwood	Faculty Member	Health Sciences	June 30, 2028	Faculty
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2028	Faculty
Yi Zou	Faculty Member	Ivey	June 30, 2028	Faculty
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Faculty
Randal Graham	Faculty Member	Law	June 30, 2027	Faculty
Laura Melnyk Gribble	Faculty Member	King's	June 30, 2027	Faculty
Roula Hawa	Faculty Member	Health Sciences	June 30, 2027	Faculty
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Faculty
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Faculty
Nikki Rotas	Faculty Member	Education	June 30, 2027	Faculty
Robert Stainton	Faculty Member	Arts and Humanities	June 30, 2027	Faculty
John Wilson	Faculty Member	Ivey	June 30, 2027	Faculty

Membership Summary:

Faculty Members:

- **Required:** 20 faculty members. 15 filled. Five (5) positions vacant.
- **Faculty Representation:** No more than two faculty members per Faculty/School/Affiliated College.
- **Representative may be from:** Eng (1), FIMS (2), Law (1), Schulich (1), Sci (2), Music (1), Huron (2), King's (1)

Required: Five (5) faculty members, term from July 1, 2026 to June 30, 2028.

Representative may be from: Eng (1), FIMS (2), Law (1), Schulich (1), Sci(2), Music (1), Huron (2), King's (1).

Nominees:	_____	TBD	(Faculty)	Term to June 30, 2028
	_____	TBD	(Faculty)	Term to June 30, 2028
	_____	TBD	(Faculty)	Term to June 30, 2028
	_____	TBD	(Faculty)	Term to June 30, 2028
	_____	TBD	(Faculty)	Term to June 30, 2028

Membership – Distinguished University Professor Selection Committee

Action: Action Information Discussion

Composition: Four (4) senior scholars at Western, elected by Senate (once renewable).

2026-2027 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Faculty Members:				
Vacancy	Faculty Member		June 30, 2028	Vacancy
Kate Choi	Faculty Member	Social Science	June 30, 2028	Senior Scholar
Steven Laviolette	Faculty Member	Schulich	June 30, 2027	Senior Scholar
Valerie Oosterveld	Faculty Member	Law	June 30, 2027	Senior Scholar

Membership Summary:

Faculty Members:

- **Required:** Four (4) senior scholars at Western. Two (2) positions vacant.
- **Terms:** Renewable once.

Required: One (1) faculty member, terms from July 1, 2026 to June 30, 2028

Nominees: _____ **TBD** _____ (Senior Scholar, Faculty) Term to June 30,
2028

Selection/Review Committee for the Vice-Provost (Academic Programs)

Action: Action Information Discussion

The composition and terms of reference for the committee, as determined by the Senate and Board of Governors, are set out in the Appointment Procedures for Senior Academic and Administrative Officers of the University.

Composition:

- a) the Provost & Vice-President (Academic), who shall be Chair
- b) the Vice-Provost (International)
- c) 4 faculty elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic).
- d) 1 student Senator elected by Senate

Required: One (1) student Senator elected by Senate

Nominees: _____ Jasmine Antonelli _____ (Student Senator)

Required: Four (4) faculty members elected by Senate, one of whom shall be a dean, and at least one of whom shall be an associate dean (academic)

Nominees: _____ Shaun Boe (Dean) (HS) _____ (Faculty)

_____ Kate H. Choi (SS) _____ (Faculty)

_____ Alfonso Nocilla
(Associate Dean as of July 1, 2026) (Law) _____ (Faculty)

_____ Jan Plug (Associate Dean) (AH) _____ (Faculty)

Revisions to the Policies on “Requests for Relief from Academic Decisions” (and its Associated Procedures), “Scholastic Offences”, and “Senate Review Board Academic Appeals” (and its Associated Procedure)

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the following policies be revised as shown in Item 8.1.

Requests for Relief from Academic Decisions

Scholastic Offences

Senate Review Board Academic Appeals

Executive Summary:

At its meeting on April 25, 2025, Senate approved the introduction of new policies on “Requests for Relief from Academic Decisions”, “Scholastic Offences”, and “Senate Review Board Academic Appeals”, to be effective September 1, 2025.

When the policies were implemented, beginning in September 2025, it was identified that the policies (and associated Procedures) would need further revision to avoid gaps or confusion.

The primary intent of the proposed revisions is to clarify language and make the policies easier for students, faculty, and staff to use. The language is being updated to add and clarify definitions, clarify the standards and processes for students to properly request relief, and the purpose, procedures, and possible outcomes for appeals to the Senate Review Board Academic (SRBA).

Key changes to all policies:

- Added or clarified definitions.

Key changes to the policy on “Request for Relief from Academic Decisions” and its associated Procedures:

- The authority to waive Senate academic policy was moved from the Procedures to the Policy.
- Updated processes related to applying for requests for relief.
- Explained processes for when a student misses a deadline to apply for relief and how students may request an extension to the deadline to apply for relief.

- Provided examples of common situations that do not qualify as grounds for a request for relief.
- Ensured the obligations of a Dean and the Vice-Provost (Graduate & Postdoctoral Studies) are consistent.

Key changes to the policy on “Senate Review Board Academic Appeals” and its associated Procedure:

- Reorganized jurisdictional language to the appropriate section.
- Clarified the following:
 - The role of SRBA
 - The types of relief that may be obtained from SRBA if an appeal is granted
 - The onus required to prove a case by ground of appeal
 - How to properly file an appeal and what documentation must be included
 - How the appeal process will proceed after a student files an Appeal Application
 - How evidence will be handled by the University Secretariat and SRBA for initial panel meetings and oral hearings
- Updated grounds for appeal:
 - Removed the “new evidence” ground for appeal, as new evidence is and has been handled elsewhere in the procedure
 - Changed the process for appeals that challenged the reasonableness of a scholastic offence penalty, requiring an initial panel meeting rather than directly proceeding to an oral hearing
 - Removed the requirement that an Appellant’s circumstances be “exceptional” before alleging a reasonable apprehension of bias or a failure to observe a procedural requirement
- Provided examples of common situations that do not qualify as grounds for an appeal.

Key changes to the policy on “Scholastic Offences”:

- Clarified that a Department Chair may receive a copy of a Dean’s decision.

Proposed revisions to the policies are presented to Senate for approval. Revisions to the associated Procedures are under the authority of the Provost and Vice-President (Academic) and are presented to Senate for information.

Documentation Provided:

Revisions to the Policy on “Requests for Relief from Academic Decisions”

Revisions to the Procedure for Undergraduate Student Academic Requests for Relief (for information)

Revisions to the Procedure for Graduate Student Academic Requests for Relief (for information)

Revisions to the Policy on “Scholastic Offences”

Revisions to the Policy on “Senate Review Board Academic Appeals”

Revisions to the Procedure for Senate Review Board Academic Appeals (for information)



Requests for Relief from Academic Decisions

Subject:	Requests for Relief from Academic Decisions
Sections:	Introduction ; Definitions ; Legal Counsel ; Undergraduate Student Requests For Relief From Academic Decisions ; Graduate Student Requests For Relief From Academic Decisions ; Appeals to SRBA
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Undergraduate Student Academic Requests for Relief Procedure for Graduate Student Academic Requests for Relief
Officer(s) Responsible for Procedure:	Provost & Vice-President (Academic)
Related Policies:	Academic Accommodation for Students with Disabilities Senate Review Board Academic Appeals Scholastic Offences
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

~~Throughout this document, reference to “Dean” is to be interpreted as “Dean or their designate or equivalent”, and reference to “Department Chair” is to be interpreted as “Department Chair or their designate or equivalent”. If the matter has been designated by the Dean or Chair to another person, that person is authorized to make the Faculty or Department’s final decision on the matter.~~

~~In a course offered by Western Continuing Studies, “Department Chair” shall be interpreted as “Executive Director of Western Continuing Studies” and “Faculty Dean” shall be interpreted as “Dean of the partnering Faculty”.~~

Requests for Relief from Academic Decisions

~~Throughout this document, the word “Vice-Provost” means “Vice-Provost (Graduate and Postdoctoral Studies) or designate”.~~

The University Senate has delegated to Deans and the Vice-Provost (Graduate & Postdoctoral Studies) the right to waive certain academic policies. Their rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).

This policy is to be read in conjunction with its related procedures.

2.0 DEFINITIONS

Dean, for this policy and procedures, is to be interpreted as Dean or their designate or equivalent. If the matter has been designated by the Dean to another person, that person is authorized to make the Faculty’s final decision on the matter. In a course offered by Western Continuing Studies, “Faculty Dean” shall be interpreted as “Dean of the partnering Faculty”.

Department Chair, for this policy and procedures, is to be interpreted as Department Chair or their designate or equivalent. If the matter has been designated by the Chair to another person, that person is authorized to make the Department’s final decision on the matter. In a course offered by Western Continuing Studies, “Department Chair” shall be interpreted as “Director of Western Continuing Studies.”

Reasonable Apprehension of Bias means that a reasonable and informed person, viewing the matter realistically and practically, would think that it is more likely than not that a decision maker was biased in respect of the decision.

University, for the purposes of this policy, means Western University and its Affiliated University Colleges.

Vice-Provost, for the purposes of this policy, means Vice-Provost (Graduate & Postdoctoral Studies) or designate.

3.0 LEGAL COUNSEL

Legal counsel is not permitted at any stage of the request for relief process prior to the level of the ~~Senate Review Board Academic (SRBA)~~.

4.0 UNDERGRADUATE STUDENT REQUESTS FOR RELIEF FROM ACADEMIC DECISIONS

The Deans' rulings in academic matters are final unless overturned or modified on appeal to SRBA.

4.1 Requests for Relief

Student requests for relief generally fall into one of the following:

- 1) Category 1: Requests for relief relating to a specific course (e.g., with respect to a mark, grade, appropriateness of assignments or examinations, grading practices, or other academic decision determined by a course instructor). This does not include retroactive requests to waive a Senate policy deadline, even if it is related to a specific course. Such requests are Category 2 requests.
- 2) Category 2: Requests for relief in the form of an ~~exemption~~ waiver from a Senate ~~academic regulation~~ policy (e.g., progression requirements, program eligibility, graduation requirements), which authority has been delegated to the Deans by the University Senate. Deans have the authority to waive certain Senate policies, but in no case are they required to.
- 3) Category 3: Requests for relief from a decision by the Academic Advising unit or Dean's Office of the student's Home Faculty (e.g., regarding academic considerations or academic regulations).

In general, Category 1 includes requests for relief intrinsic to a specific course, while all other categories involve requests for relief related to a particular student and difficulties they may have encountered.

The category of request for relief determines the route followed. As a general principle, a request for relief may only proceed via one pathway. Students in doubt as to the appropriate path for their requests should consult their Dean of their Faculty of Registration.

4.2 Requests for Relief to Instructor, Department Chair, And Faculty Dean

A student may request that a grade on a particular piece of work, or a final standing in a course or program, be changed, or a student may request an exemption from a Senate policy ~~academic regulation~~. The subject of a request for relief can range from a waiver of progression requirements to accuracy of grades on examinations or assignments. Such a request can include questions of fairness or appropriateness of

Requests for Relief from Academic Decisions

general grading practices and can be launched regardless of whether a record of the student's work exists.

A student must submit their request for relief pursuant to the *Procedure for Undergraduate Student Academic Requests for Relief*, by the deadline provided in the *Procedure*.

4.3 Grounds of Requests for Relief

A request for relief must be based on one or more of the following grounds:

- 1) medical or compassionate circumstances
- 2) extenuating circumstances beyond the student's control
- 3) reasonable apprehension of bias
- 4) inaccuracy
- 5) unfairness

Such requests must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

Note that requests for relief based on medical or compassionate circumstances should in most cases have been made to the student's Home Faculty Dean's Office/Academic Advising unit at the time of the circumstances. Appellants must initiate R requests for retroactive relief based on such circumstances and which that do not involve the fairness of the course itself should be initiated with the Dean's Office/Academic Advising unit of the student's Home Faculty and include a clear explanation of why academic considerations were not requested in a timely manner.

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

The following are not grounds for a request for relief, without limitation:

- 1) A student's dissatisfaction with a grade.
- 2) A claim that the grade does not reflect the student's knowledge of the material, or the effort expended on an assessment or course.
- 3) Ignorance of Senate policies or particular program requirements.

4) Admission decisions.

5.0 GRADUATE STUDENT REQUESTS FOR RELIEF FROM ACADEMIC DECISIONS

Students may submit a request for relief from an academic decision or ruling to their graduate program and, if unsuccessful, to the Vice-Provost (Graduate & ~~and-~~ Postdoctoral Studies). Some decisions may be appealed further to SRBA. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to SRBA.

5.1 Subject Matter of Academic Requests for Relief

A student may submit a request for relief for:

- 1) A mark on an examination or on a particular piece of work, or final standing in a course.
- 2) A ruling of an instructor, program, or administrator in an academic matter.

5.2 Grounds of Requests for Relief

A request for relief must be based on one or more of the following grounds:

- 1) medical or compassionate circumstances
- 2) extenuating circumstances beyond the student's control
- 3) reasonable apprehension of bias
- 4) inaccuracy
- 5) unfairness

Such requests must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

~~Ignorance of Senate regulations and policies and program requirements does not constitute grounds for a request for relief.~~

The following do not constitute a ground for a request for relief, without limitation:

- 1) A student's dissatisfaction with a grade.
- 2) A claim that the grade does not reflect the student's knowledge of the material, or the effort expended on an assessment or course.

Requests for Relief from Academic Decisions

3) Ignorance of Senate policies or particular program requirements.

4) Admissions decisions.

A student must submit their request for relief pursuant to the *Procedure for Graduate Student Academic Requests for Relief*.

6.0 APPEALS TO SRBA

A student may have a right of appeal to SRBA if the decision falls within its jurisdiction. Appeals to SRBA must be made **within six weeks of the date of the Dean's (Undergraduate) or Vice-Provost's (Graduate) decision.**

The decision of the Dean, **or** Vice-Provost ~~or their designate~~ remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

Last Reviewed: May 15, 2026



Procedure for Undergraduate Student Academic Requests for Relief

Governing Policy:	Requests for Relief from Academic Decisions
Subsections:	Introduction , Requests for Relief Submission Process , Timelines , Appeals to SRBA
Officer(s) Responsible for Procedures:	Provost & Vice-President (Academic)
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

~~The University Senate has delegated to Deans the right to waive certain academic regulations. The Deans' rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).~~

To learn more about the request for relief and appeals process, students may contact the Office of the Ombudsperson.

Requests for relief should be initiated with the office having immediate jurisdiction for the particular requirement or regulation in question.

A decision or ruling remains in effect unless overturned or modified by the individual or body hearing the request for relief of that decision or ruling.

~~Throughout this document, reference to “Dean” is to be interpreted “Dean or their designate or equivalent”, and reference to “Department Chair” is to be interpreted “Department Chair or their designate or equivalent”.~~

~~In a course offered by Western Continuing Studies, “Department Chair” shall be interpreted as “Executive Director of Western Continuing Studies” and “Faculty Dean” shall be interpreted as “Dean of the partnering Faculty”.~~

~~“University”, for the purposes of this procedure, means Western and its Affiliated University Colleges.~~

2.0 REQUESTS FOR RELIEF SUBMISSION PROCESS

Note: All requests for relief must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

2.1 Submitting a Request for Relief based on Category

- 1) **Category 1:** In the case of a request for relief regarding a specific course not involving medical or compassionate circumstances (see “Grounds” listed in the policy), students must first attempt to resolve the concern through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor, or does not receive a decision from the instructor, a written request for relief may be submitted directly to the Department Chair or to the Dean in faculties without departmental structure.

Normally, a request for relief in a Certificate-credit or Diploma-credit course will proceed as set out above. Except as otherwise noted, in cases where a certificate-credit or diploma-credit course is offered by a Faculty with department structure, but is not offered by a particular department, a request for relief will proceed directly from the instructor to the Dean of the Faculty in which the certificate-credit or diploma-credit course is offered.

- 2) **Category 2:** Requests for relief in the form of an ~~exemption~~ waiver from a Senate ~~academic regulation~~ policy normally begin with the student’s Home Faculty Academic Advisors and proceed to the Dean of the student’s Home Faculty if no resolution is reached.

Where a request for relief submitted to the Dean is labeled as a Category 1 because the request is regarding a specific course not involving medical or compassionate circumstances, but the request is filed after the deadline provided for in this *Procedure*, the Dean shall treat the request as a Category 2 request for a waiver of the deadline.

Where a request for relief concerns program eligibility in a Faculty other than the student’s Home Faculty, the request must be made to the Department Chair in which the program is offered or to the Dean of the Faculty in faculties without departmental structure.

- 3) **Category 3:** A request for relief from a decision made by a student’s Faculty Academic Advising unit should be made to the party with direct oversight of that unit, typically the Dean of the student’s Home Faculty.

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

Procedure for Undergraduate Student Academic Requests for Relief

Following a request for relief by an undergraduate student to a Department Chair, the student, if not satisfied with the decision of the Chair, may then submit a written request to the Dean of the Faculty in which the course or program is offered. The request for relief must be accompanied by a copy of the Chair's decision.

Note that requests for relief based on medical or compassionate circumstances or circumstances beyond the student's control should in most cases have been made to the student's Dean's Office/Academic Advising unit at the time of the circumstances. Requests for retroactive relief based on such circumstances and which do not involve the fairness of the course itself should be initiated with the Dean's Office/Academic Advising unit of the student's Home Faculty and include a clear explanation of why academic considerations were not requested in a timely manner. Requests for retroactive accommodations for a student with a disability are not properly filed as a request for relief. Rather such requests should be submitted to Accessible Education pursuant to the *Western University Policy on Academic Accommodation for Students with Disabilities*.

~~2.2 Possible examples of relief that can be considered by a Dean~~ **Examples of Relief (a non-exhaustive list):**

- 1) Waiver of a Senate policy regulation or requirement.
- 2) Allowing the opportunity for re-examination or reassessment.
- 3) Directing the adjustment of a grade on a particular piece of work, e.g., following the report of an independent assessor. [It is possible that a grade may be lowered as a result of reassessment.]
- 4) Directing the adjustment of grades in the case of a request for relief against general marking or grading practices. [This form of relief does not extend to the re-evaluation of the work submitted.]

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

After making the decision, the Dean shall issue a written decision, with reasons. In considering a request for relief, the Dean shall review the materials submitted by the student and may obtain such further information as they deem relevant to the request. The Dean may give the student a reasonable opportunity to meet with them and may meet with such other individuals as they deem necessary.

The Dean is not required to reconsider their final decision if the student provides additional evidence that they should have provided with their original request after the final decision is issued.

3.0 TIMELINES

3.1 Requests for Relief Timelines

Requests for Relief Regarding Marks: For requests for relief regarding marks, ~~Prior to the~~ students must attempt to resolve the concern through informal consultation with the instructor before filing ~~of a the~~ written request for relief, ~~students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor.~~ This includes, but is not limited to, requesting relief regarding marks received during the normal completion of a course during a regular academic session, requests for relief against grades in a Special Examination, and satisfaction of "Incomplete" requirements. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Department Chair **within three (3) weeks from the date that the mark was issued.** Students must include details of their attempts to informally resolve their concerns in their written submission to the Department Chair or Dean, as the case may be.

A request for relief against a decision of the Department Chair must be made to the relevant Dean in writing not later than three (3) weeks after the Department Chair's decision is issued. All relevant information and documentation must be provided to the Dean with the request for relief.

Other Requests for Relief: Requests for relief regarding other matters not related marks must be made in writing within three (3) weeks of the date of a decision being issued.

Before the deadline, a student may submit a written request to extend the submission deadline to file a request for relief. The request to extend must be submitted to the Department Chair or the Dean, depending upon which level is handling the request, setting out the reasons for the request and a requested new deadline. A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. A request from a party to extend the deadline will be granted or denied at the discretion of the Department Chair or Dean. If the request is granted, the request for relief will be accepted. If the request is denied, the request for relief will not be accepted. The decision whether to accept or deny such a request is not appealable.

Late Requests for Relief: A request for relief that is submitted after the submission deadline, or an extended submission deadline granted by the Department Chair or the Dean, will not be accepted.

Procedure for Undergraduate Student Academic Requests for Relief

3.2 Program eEligibility and Waiver of Ppgression Requirements Ttimelines

A request for relief against a decision concerning program eligibility for current Western students must be made to the Department Chair of the department in writing by June 30 within three (3) weeks of the date of the decision. A request against a decision of the Department Chair must be made to the relevant Dean in writing within three (3) weeks of the Department Chair's decision being issued.

Students requesting a Dean's Waiver of Progression Requirements must do so in writing to the Dean of their Faculty by June 30 (if required to withdraw at the end of the Winter term), or within 30 days three (3) weeks of the posting of the notice of their probation or "required to withdraw" status from the Office of the Registrar.

Students are responsible for verifying their current academic status on the Student Center.

3.3 Faculty-sSpecific Ttimelines

- 1) In the **Doctor of Medicine Program**, a request for relief against a mark must be initiated with the instructor within four (4) weeks of the mark being approved by the appropriate administrative committee. All other requests for relief must be made within four weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within four weeks of the date of the decision at the prior level.
- 2) In the **Faculty of Law**, a request for relief against a final grade in a course must be submitted to the Dean by March 1 for **First Fall** Term Marks and by June 30 for **Spring Winter** Term Marks. All other applicable deadlines are as set out above.
- 3) In the **Ivey Business School**, a request for relief against a mark must be initiated with the instructor within six (6) weeks of the mark being issued. All other requests for relief must be made within six (6) weeks of the date of the decision giving rise to the request for relief. A request for relief to each successive level of appeal must be made within six (6) weeks of the date of the decision at the prior level.

4.0 APPEALS TO SRBA

A student may have a right of appeal to SRBA **within six (6) weeks of the date of the relevant Dean's decision.**

A Dean's decision remains in full force and effect unless overturned or modified by SRBA.

Procedure for Undergraduate Student Academic Requests for Relief

See the *Senate Review Board Academic Appeals Policy and Procedures* for further information.

Last Reviewed: May 15, 2026

Procedure for Graduate Student Academic Requests for Relief

Governing Policy:	Requests for Relief from Academic Decisions
Subsections:	Introduction ; Requests for Relief Submission Process ; Appeals to SRBA
Officer(s) Responsible for Procedures:	Provost & Vice-President (Academic)
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

~~The University Senate has delegated to the Vice-Provost (Graduate and Postdoctoral Studies) the right to waive certain academic regulations for graduate students. The Vice-Provost's rulings in academic matters are final unless overturned or modified on appeal to the Senate Review Board Academic (SRBA).~~

To learn more about the request for relief and appeals process, students may contact the Office of the Ombudsperson.

Students may submit a request for relief from an academic decision or ruling to their graduate programs and, if unsuccessful, to the Vice-Provost (Graduate and Postdoctoral Studies).

A decision or ruling remains in effect unless overturned or modified by the individual or body hearing a request for relief of that decision or ruling.

~~Throughout this document, the word "Vice-Provost" means "Vice-Provost (Graduate and Postdoctoral Studies) or designate".~~

~~University, for the purposes of this procedure, means Western and its Affiliated University Colleges.~~

2.0 REQUEST FOR RELIEF SUBMISSION PROCESS

Note: All requests for relief must be supported by evidence. A detailed description of the evidence supporting the request (including any supporting documentation) must be presented, in writing, as part of the request for relief.

2.1 Submitting a Request for Relief at the Course/Program Level

- 1) If the request for relief relates to a specific course, a student must first attempt to resolve the matter informally with the course instructor. If the instructor is not available or if the matter is not resolved to the student's satisfaction, the student has a right to submit a request for relief to the individual(s) or body designated to hear such requests at the graduate-program level. Students should contact their graduate program to obtain information on the program's request for relief process. A request for relief must be filed **within four (4) weeks of the issuance of the mark or ruling**.
- 2) For all other requests, a student must initiate the request for relief with the individual(s) or body designated to hear appeals at the graduate-program level. Students should contact their graduate program to obtain information on the program's request for relief process. A request for relief must be filed **within four (4) weeks of the issuance of the mark or ruling**. The deadline for filing a request for relief may be extended at the discretion of the individual(s) or body designated to hear appeals at the graduate-program level.
- 3) In no circumstances shall the original decision maker(s) whose decision or ruling is under appeal hear a request for relief of that decision or ruling at the program level.
- 4) In addition to any other information required by individual graduate programs, requests for relief submitted by students should include the following information:
 - a) the matter being appealed
 - b) the grounds for the request
 - c) a clear, detailed explanation of the facts supporting the grounds
 - d) all supporting documentation
 - e) the desired outcome or remedy

Procedure For Graduate Student Academic Requests for Relief

5) Before the deadline, a student may submit a written request to extend the submission deadline to file a request for relief. The request to extend must be submitted to the individual(s) or body designated to hear appeals at the graduate-program level, setting out the reasons for the request and a requested new deadline. A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. A request from a party to extend the deadline will be granted or denied at the discretion of the individual(s) or body designated to hear such requests. If the request is granted, the request for relief will be accepted. If the request is denied, the request for relief will not be accepted. The decision whether to accept or deny such a request is not appealable.

6) **Late Requests for Relief:** A request for relief will not be accepted unless it is submitted by the submission deadline or the deadline provided by the individual(s) or body designated to hear appeals at the graduate-program level if they grant an extension to the submission deadline. The denial of a request for failure to meet the procedural deadline is not appealable.

~~5)~~ 7) The designated decision maker shall issue a written decision (“program decision”), **with reasons**. In considering a request for relief, the designated decision maker shall review the materials submitted by the student ~~and the program~~ and may obtain such further information as they deem relevant to the request. The decision maker may give the student a reasonable opportunity to meet with them and may meet with such other individuals as they deem necessary.

2.2 Submitting a Request for Relief at the School of Graduate and Postdoctoral Studies (SGPS) Level

A student may submit a request for relief from the program decision to the Vice-Provost. A request for relief application together with all required documentation, including a copy of the previous decision, must be filed with the Vice-Provost **within four (4) weeks of the issuance of the program decision**. Students may contact the SGPS Office for more information.

Before the deadline, a student may submit a written request to extend the submission deadline to file a request for relief. The request to extend must be submitted to the Vice-Provost, setting out the reasons for the request and a requested new deadline. A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. A request from a party to extend the deadline will be granted or denied at the discretion of the Vice-Provost. If the request is granted, the request for relief will be accepted. If the request is denied, the request for relief will not be accepted. The decision whether to accept or deny such a request is not appealable.

~~The deadline for filing a request for relief may be extended at the discretion of the~~

Procedure For Graduate Student Academic Requests for Relief

~~Vice-Provost.~~

Late Requests for Relief: A request for relief that is submitted after the submission deadline, or an extended submission deadline granted by the Vice-Provost, will not be accepted.

In considering a request for relief, the Vice-Provost shall review the materials submitted by the student ~~and the program~~ and may obtain such further information as the Vice-Provost deems relevant to the request. The Vice-Provost shall give the student a reasonable opportunity to meet with them and may meet with such other individuals as they deem necessary.

The Vice-Provost shall issue a written decision, with reasons.

3.0 APPEALS TO SRBA

A student may have a right of appeal to SRBA **within six (6) weeks of the date of the Vice-Provost's decision.**

The decision of the Vice-Provost or designate remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

Last Reviewed: May 15, 2026

Scholastic Offences

Subject:	Scholastic Offences
Sections:	Introduction ; Definitions ; Scholastic Offence Discipline for Undergraduate and Graduate Students ; Appeal to SRBA
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Undergraduate Scholastic Offences ; Procedure for Graduate Scholastic Offences
Officer(s) Responsible for Procedure:	Provost & Vice-President (Academic)
Related Policies:	Academic Integrity in Research Activities ; Senate Review Board Academic Appeals ; Requests for Relief from Academic Decisions
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

Throughout this document, reference to “Dean” is to be interpreted as “Dean or their designate or equivalent”, and reference to “Department Chair” is to be interpreted as “Department Chair or their designate or equivalent”. If the matter has been designated by the Dean or Department Chair to another person, that person is authorized to make the Faculty or Department’s final decision on the matter.

In a course offered by Western Continuing Studies, “Department Chair” shall be interpreted as “~~Executive~~ Director of Western Continuing Studies” and “Faculty Dean” shall be interpreted as “Dean of the partnering Faculty”.

Throughout this document, the word “Vice-Provost” means “Vice-Provost (Graduate & and Postdoctoral Studies) or designate”.

This policy is to be read in conjunction with its related procedures.

2.0 DEFINITIONS

Academic Integrity is the application of honesty, trustworthiness, fairness, respect and responsibility at all times to all academic pursuits. It applies to every member of the University Community.

Faculty, for the purposes of this **policy and** procedure, means Faculty, School or Affiliate University College, with the exception of the School of Graduate and Postdoctoral Studies.

Offence Record contains evidence collected during the investigation of the offence, copies of correspondence with the student, and the decision letter following a scholastic offence.

Scholastic Offences are actions that violate academic integrity, prejudice academic standards, and/or undermine the development, delivery, assessment, and integrity of the academic pursuits of any member of the University Community. Scholastic Offences include, but are not limited to, the following:

- 1) Plagiarism, which may be defined as “The act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own”. (Black’s Law Dictionary, West Group, 2024, 12th ed.)

This concept applies with equal force to all submitted work and milestones, including but not limited to drafts, proposals, assignments, laboratory work, projects, reports, diagrams, and computer projects.

Students should consult their instructor, Department Chair, or Dean’s Office for detailed information. In addition, they may seek guidance from a variety of current style manuals available in the University’s libraries. Information about these resources can be found on the library website.

- 2) Cheating on an examination or falsifying material subject to academic evaluation.
- 3) Submitting false or fraudulent assignments or credentials, or falsifying records, transcripts or other academic documents.
- 4) Submitting false or fraudulent documentation, including but not limited to medical certificates and other supporting documentation.
- 5) a) Improperly obtaining, through theft, bribery, collusion or otherwise, an examination paper prior to the date and time for writing such an examination.
b) Unauthorized possession of an examination paper, however obtained, prior to the date and time for writing such an examination, unless the student reports the

matter to the instructor, the relevant Department, or the Registrar as soon as possible after receiving the paper in question.

- 6) Impersonating a candidate at an examination or availing oneself of the results of such an impersonation.
- 7) Intentionally interfering in any way with any person's scholastic work.
- 8) Submitting for credit in any course or program of study, without the knowledge and *written* approval of the instructor to whom it is submitted, any academic work for which credit has been obtained previously or is being sought in another course or program of study in the University or elsewhere.
- 9) Aiding or abetting any such offence.
- 10) Any offence identified in writing in advance by Faculties or Departments, University Programs, or Affiliated University Colleges, including offences set forth in Course Outlines, as necessary to protect or promote academic integrity, or to curtail, manage, or prevent the breach of academic integrity (e.g., possession of technology during an examination).

University, for the purposes of this policy, means Western University and its Affiliated University Colleges.

3.0 **SCHOLASTIC OFFENCE DISCIPLINE FOR UNDERGRADUATE AND GRADUATE STUDENTS**

Members of the University Community accept a commitment to maintain and uphold the purposes of the University and, in particular, its standards of scholarship. It follows, therefore, that acts of a nature that prejudice the academic standards of the University are offences subject to discipline. Any form of academic dishonesty that undermines the evaluation process, also undermines the integrity of the University's degrees. The University will take all appropriate measures to promote academic integrity and deal appropriately with scholastic offences.

This policy is to be read in conjunction with the *Procedure for Undergraduate Scholastic Offences* and *Procedure for Graduate Scholastic Offences*.

In addition to any proceedings within the University, evidence of wrongdoing may result in criminal prosecution.

3.1 Investigation of Scholastic Offences

If a student is suspected of a scholastic offence, the University will investigate and if it is satisfied that the student has committed a scholastic offence it may impose

penalties, up to and including expulsion from the University. The procedures that the University will follow are set out in the *Procedure for Undergraduate Scholastic Offences* and *Procedure for Graduate Student Scholastic Offences*.

Students may request relief from a finding of a scholastic offence, or the penalty imposed for such an offence, pursuant to the *Procedure for Undergraduate Scholastic Offences* or *Procedure for Graduate Student Scholastic Offences*.

3.2 Student Release of Information Concerning Scholastic Offences

Any letters informing a student that they have been found to have committed a scholastic offence, and the penalty or penalties imposed, are confidential documents. Copies will be sent only to the student, **Department Chair**, and Dean or Vice-Provost.

3.3 Student Offence Record

An Offence Record is created for a student who commits a scholastic offence.

3.4 Penalties

The University will not treat lightly any incident of academic dishonesty and students should expect significant consequences for such actions. A serious incident or repeated offences may result in a requirement that the student withdraw from the program and may result in suspension or expulsion from the University.

4.0 APPEAL TO SRBA

A student may have a right of appeal to the Senate Review Board Academic (SRBA) if the decision falls within its jurisdiction. Appeals to SRBA must be made **within six weeks of the date of the Dean's (Undergraduate) or Vice-Provost's (Graduate) decision**.

The decision of the Dean, **or** Vice-Provost ~~or their designate~~ remains in full force and effect unless and until overturned or modified by SRBA.

See the *Senate Review Board Academic Appeals* policy and *Procedure for Senate Review Board Academic Appeals* for further information.

Last Reviewed: **May 15, 2026**

Senate Review Board Academic Appeals

Subject:	Senate Review Board Academic Appeals
Sections:	Introduction ; Definitions ; Appeals After the Course/Program Level ; Appeal Application for Appeal ; Jurisdiction ; Relief ; Initial SRBA Panel Review ; Onus ; Oral Hearings ; Further Appeal
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Senate Review Board Academic Appeals
Officer(s) Responsible for Procedure:	Provost & Vice-President (Academic)
Related Policies:	Scholastic Offences ; Requests for Relief from Academic Decisions ; Academic Integrity in Research Activities ; Academic Accommodation for Students with Disabilities
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 (NEW)

1.0 INTRODUCTION

Students may appeal some academic and scholastic disciplinary decisions by a Dean, Vice-Provost (Graduate and Postdoctoral Studies), or their designate, to the Senate Review Board Academic (SRBA). Previously decided rulings by Deans or the Vice-Provost (Graduate and Postdoctoral Studies) in academic and scholastic disciplinary matters are final unless overturned or modified on appeal to SRBA. SRBA is the final body to which students may appeal certain rulings of Deans or the Vice-Provost in academic matters, and its decisions are final.

~~References to the Dean in this policy and related procedures are to be interpreted as “Dean or their designate or equivalent”. In the case of graduate students, Dean is to be interpreted as “Vice-Provost (Graduate and Postdoctoral Studies) or their designate.” For an appeal based on a request for relief related to Western-~~

~~Continuing Studies course, “Dean” shall be interpreted as “Dean of the partnering Faculty”.~~

This policy applies to appeals of Graduate and Undergraduate Academic matters and Scholastic Offence decisions.

~~SRBA has jurisdiction to hear appeals of certain academic decisions of Deans. The Secretariat shall not accept, and SRBA shall not consider, allegations set out in an Application that fall outside of SRBA’s limited jurisdiction.~~

2.0 DEFINITIONS

Appellant – The student who filed the appeal.

Dean – for purposes of this policy and corresponding procedure only, is to be interpreted as Dean or their designate or equivalent. In the case of graduate students, Dean is to be interpreted as Vice-Provost (Graduate & Postdoctoral Studies) or their designate. For an appeal based on a request for relief related to a Western Continuing Studies course, Dean shall be interpreted as Dean of the partnering Faculty.

General marking or grading practices refers to the overall marking or grading structure of a course or an assessment as applied to all students in the course. It does not apply to a mark or grade given to an individual student.

Party – the parties to the appeal are the appellant and the respondent.

Reasonable Apprehension of Bias means that a reasonable and informed person, viewing the matter realistically and practically, would think that it is more likely than not that a decision maker was biased in respect of the decision under appeal.

Respondent – the Dean or Vice-Provost who made the initial decision that is under appeal in front of SRBA.

Scholastic Offences is defined in the policy on *Scholastic Offences*.

University, for the purposes of this policy, means Western University and its Affiliated University Colleges.

Unreasonable, for the purposes of appeals to SRBA, means the decision exceeds a reasonable expectation, or refers to anything beyond what would be considered common sense for the average person based on the evidence provided ~~is not supported by the evidence provided to the Dean~~. When determining whether a decision or severity of penalty is unreasonable, SRBA must consider that a high

degree of deference is given to the Deans in reaching their decisions. The question posed to SRBA isn't whether someone besides the Dean could have made a different decision, but whether the Dean's decision could have been made by a reasonable person based on the evidence provided to the Dean. SRBA will only intervene if the decision falls outside the range of possible acceptable outcomes that are defensible in respect of the facts and the policy.

3.0 APPEALS AFTER THE COURSE/PROGRAM LEVEL

- 1) Requests for relief are handled at the course/program level and are subject to the requirements in the policies on *Request for Relief from Academic Decisions* and *Scholastic Offences*.
- 2) Following the issuance of the Dean's written decision for the request for relief, a student may have a right of appeal to SRBA if the decision falls within the jurisdiction of SRBA.
- 3) Appeals to SRBA must be made **within six (6) weeks** of the date of the Dean's decision. The decision of the Dean or designate remains in full force and effect unless and until overturned or modified by SRBA.

4.0 APPEAL APPLICATION TO APPEAL

Appeals to SRBA must be made on an Appeal Application for Appeal (Application) which must be filed with the University Secretariat **within six (6) weeks of the date of the Dean's decision**. Requirements for the Application are detailed in the *Procedure for Senate Review Board Academic Appeals*.

5.0 JURISDICTION AND GROUNDS FOR APPEAL

SRBA has jurisdiction to review certain academic decisions of Deans or the Vice-Provost (Graduate & Postdoctoral Studies). The University Secretariat shall not accept, and SRBA shall not consider, allegations set out in an Application that fall outside of SRBA's limited jurisdiction.

SRBA will not re-examine the case on its merits, re-evaluate academic work, re-assess grades, or replace the academic judgment of instructors, Department Chairs, or Deans.

SRBA only has jurisdiction to hear appeals from certain academic decisions of Deans under the specific grounds set out below, provided that the student has followed the procedures set out for requesting relief at the earlier levels.

Senate Review Board Academic Appeals

- 1) ~~For scholastic offence appeals, a~~ A student has the right to an oral hearing before SRBA if the appeal is against a finding that the student's conduct amounted to a "scholastic offence" ~~and/or for relief against the penalty imposed by the Dean as a result of a "scholastic offence".~~
- 2) ~~For other appeals, a~~ A student may apply for, and SRBA may grant, an oral hearing ~~before SRBA in the following circumstances~~ if the student properly alleges that:
 - a) ~~The penalty issued by the Dean for the finding of a scholastic offence is unreasonable.~~
 - a b) The Dean ~~failed~~ fails to follow or to properly apply a Senate ~~policy regulation~~;
 - i. Students are required to list the policy or procedure and detail the alleged error in the Application.
 - ii. A failure to follow or properly apply a Senate policy that otherwise did not affect the outcome of the Dean's decision may be dismissed by SRBA as immaterial.
 - b) ~~New evidence, not available at the time of the earlier decision, has been discovered, which casts doubt on the correctness of the Dean's decision. New evidence will only be considered if:~~
 - i. ~~through due diligence, it could not have been provided to the Dean before the Dean's decision;~~
 - ii. ~~it is relevant in the sense that if believed, it could reasonably, when taken with the other evidence before the Dean, be expected to have affected the result; and~~
 - iii. ~~it is credible in the sense that it is reasonably capable of belief.~~
 - c) The ~~appeal is against~~ general marking or grading practices ~~were~~ unreasonable.
 - i. Students are required to describe the specific marking or grading practice at issue and identify the concern with the procedure in the Application. SRBA will not look for evidence of ~~unreasonableness unfairness or flaws~~ in the design or implementation of the overall marking or grading structure beyond what the appellant identifies.

~~3) In exceptional circumstances, SRBA may agree to an oral hearing of an appeal against a Dean's decision that does not fall within one of the grounds for appeal above, if a student alleges in the Application that there was:~~

- ~~a~~ d) a failure The Dean failed to observe a procedural requirement at the decanal level; or
 - i. Students are required to list the procedure and detail how the Dean failed to observe it in the Application.
 - ii. A failure to follow or properly observe a procedural requirement that otherwise did not materially affect the outcome of the Dean's decision may be dismissed by the SRBA as immaterial.
- ~~b~~ e) a Reasonable Apprehension of Bias in the Dean's decision at the decanal level.

4) The following grounds are outside SRBA's jurisdiction, without limitation:

- a) A denial of transfer into a Faculty, School, Affiliated University College or program following a requirement to withdraw from another Faculty, School, Affiliated University College or program at the University;
- b) Decisions related to admissions and advanced standing;
- c) Appeals falling under the *Policy on Academic Accommodations for Students with Disabilities*;
- d) Appeals relating to alleged discrimination; or
- e) Appeals of tuition refund or other financially-related decisions; or
- f) Decisions related to changes in graduate student supervision.

5) The following are not grounds for appeal to SRBA, without limitation:

- a) A student's dissatisfaction with a grade;
- b) A claim that the grade does not reflect the student's knowledge of the material, or the effort expended on an assessment or course; or
- c) Ignorance of Senate policies or particular program requirements.

5 6) Evidence of wrongdoing may result in criminal prosecution in addition to any proceedings within the University.

~~6.0~~ RELIEF

- ~~1) Where SRBA grants an appeal, SRBA will grant such relief as it deems appropriate and in accordance with University policy.~~

~~7.0~~ **6.0** INITIAL SRBA PANEL REVIEW

Except where a student has an automatic right to an oral hearing before SRBA in accordance with this policy, an SRBA Panel may, if it determines that the Appellant has set out sufficient facts that, if proven, could support the granting of the appeal, ~~in its discretion~~, order that an oral hearing be scheduled or deny the appeal based on the grounds and evidence provided in the Application and the Dean's response. The Panel may deny the appeal during the Initial Panel Review if the Panel is satisfied that the onus to prove the selected ground(s) of appeal was not met.

~~8.0~~ **7.0** ONUS

- 1) The onus is on the student to satisfy SRBA that the ruling of the Dean was unreasonable ~~or unsupportable~~ on the evidence before the Dean or, with respect to a sanction imposed for a "scholastic offence", that the penalty was unreasonable. In cases with new evidence, the reasonableness standard shall be applied to the Dean's decision after the Dean has reviewed and considered the new evidence.
- 2) Notwithstanding ~~8.0(1)~~ 7.0(1) above, in cases where a Dean made a finding that a student's conduct amounted to a "scholastic offence", and where the student denies either that the acts were committed or that the acts amounted to a "scholastic offence", the onus is on the Dean to satisfy SRBA that the student committed the alleged acts and that the acts amounted to a "scholastic offence".
- 3) If the Appellant ~~student~~ alleges a failure by the Dean to follow or properly apply a Senate policy or ~~failure~~ to observe a procedural requirement ~~at the decanal level or a reasonable apprehension of bias at the decanal level~~, the onus is on the Appellant ~~student~~ to satisfy SRBA, ~~on the basis of written documentation~~, that there was a failure to follow or properly apply a Senate policy or to observe a procedural requirement ~~or reasonable apprehension of bias at the decanal level~~. For matters where the Appellant satisfies this burden, the Appellant must then also satisfy SRBA that the Dean's decision was unreasonable based on the evidence before the Dean at the time the decision was issued.
- 4) If the student alleges a Reasonable Apprehension of Bias in the Dean's decision, the onus is on the student to satisfy SRBA that there was a Reasonable Apprehension of Bias in the Dean's decision.

- 4 5) The onus requirements set out in ~~8.0(1)~~ 7.0(1) and (2) above, for an appeal against a finding that a student's conduct amounted to a "scholastic offence" or against the sanction imposed for a scholastic offence, apply similarly to an appeal against a finding that there has been a breach of other University policies, such as the *Policy and Procedures for the Responsible Conduct of Research*, or an appeal against the sanction imposed for such breach.

9.0 8.0 ORAL HEARINGS

9.1 8.1 Retention of Legal Counsel

While legal counsel is not required, a student may retain legal counsel, at their own expense, to represent them in an appeal before SRBA. SRBA also reserves the right to retain counsel.

9.2 8.2 Costs

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

9.3 8.3 Previous Decisions

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

9.4 8.4 Official Record of the Appeal

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

10.0 9.0 FURTHER APPEAL

SRBA is normally the final level of academic appeal in the University; its decisions in substantive matters, and decisions as to jurisdiction and whether it will hear an appeal, are final.

In limited circumstances, the Chair of Senate (i.e., the President & Vice-Chancellor) may review decisions of SRBA if a party alleges a serious procedural error by SRBA, as set out in the *Procedure for Senate Review Board Academic Appeals*.

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

Last Reviewed: May 15, 2026

Procedure for Senate Review Board Academic Appeals

Governing Policy: [Senate Review Board Academic Appeals](#)

Sections: [Introduction](#); ~~Application for Appeal~~ [Application](#); [Reconsideration by the Dean](#); [Specific Application Requests](#); [Jurisdiction](#); [Initial SRBA Panel Review Process](#); [Evidence](#); [Scheduling an Oral Hearing](#); [Procedure at Hearings](#); [Further Appeal](#)

Officer(s) Responsible for Procedures: Provost & Vice-President (Academic)

Effective Date: [September 1, 2026](#) ~~September 1, 2025~~

Supersedes: [September 1, 2025](#) (NEW)

1.00 INTRODUCTION

Students may appeal some academic decisions or rulings issued by a Dean to the Senate Review Board Academic (SRBA) in accordance with the appeal procedures set out below. Previously decided rulings by Deans or the Vice-Provost (Graduate and ~~&~~ Postdoctoral Studies) in academic and scholastic disciplinary matters are final unless overturned or modified on appeal to SRBA.

These procedures are to be read in conjunction with the *Senate Review Board Academic Appeals* policy.

~~References to the Dean in this procedure and related policy are to be interpreted as “Dean or their designate or equivalent”. In the case of graduate students, Dean is to be interpreted as “Vice-Provost (Graduate and Postdoctoral Studies) or their designate”. For an appeal based on a request for relief related to Western Continuing Studies course, “Dean” shall be interpreted as “Dean of the partnering Faculty”.~~

This process applies to appeals of Graduate and Undergraduate Academic matters and Scholastic Offence decisions.

To learn more about the request for relief and appeals process, you may contact the Office of the Ombudsperson.

2.00 **APPEAL APPLICATION** ~~TO APPEAL~~

2.1 The Application

Appeals to SRBA must be made on an **Appeal** Application ~~for Appeal~~ (Application) and must be filed with the University Secretariat ***within six (6) weeks of the date of the Dean's decision.*** SRBA Application forms are available on the University Secretariat's website.

An application will not be accepted by the University Secretariat unless the application is complete **and submitted by the deadline.** A complete application will include the following:

- 1) details of the appeal, including a description of the matter under appeal and the reasons for challenging the Dean's decision;
- 2) the **relief** requested ~~relief~~;
- 3) a copy of the Dean's decision;
- 4) a copy of the ~~student's~~ **Appellant's** letter to the Dean requesting relief, if applicable; and
- 5) all relevant supporting documentation.

The **University** Secretariat strongly encourages all parties to electronically file their submissions.

2.2 Details of the Appeal

The Details of the Appeal shall be concise and comply with the following requirements:

- 1) the length shall be no more than ten pages (letter size);
- 2) the spacing shall be at least ~~one and one-half~~ **1.5** lines apart;
- 3) the font shall be 12-point size; and
- 4) the margins shall not be less than 2.5 cm/1 inch.

The Details of the Appeal shall be organized as follows for each ground for appeal:

- 1) identify the ground for appeal;
- 2) state the argument(s) for each ground;

Procedure for Senate Review Board Academic Appeals

- 3) describe the relevant evidence to support each argument, including references to consecutively numbered exhibits, if any, that are attached to the Details of the Appeal (e.g., Exhibits 1-5).

An Application shall not include any duplicative materials. ~~The Secretariat shall inform a student if their Application does not conform with these requirements and will provide an opportunity for a student to amend their submissions (e.g., remove duplicate materials, reorganize materials).~~

All allegations must be supported by evidence in the initial Application. A detailed description of the evidence supporting the allegation (including any supporting documentation) must be presented, in writing, as part of the Application.

~~SRBA appeal applications are available on the University Secretariat website.~~

3.0 RECONSIDERATION BY THE DEAN

After ~~a student~~ **an Appellant** has submitted a complete Application, including all supporting documentation, the **University** Secretariat shall notify the Dean of the appeal. The Dean shall be provided an opportunity to reconsider their decision, typically within seven (7) business days of the notification.

4.0 SPECIFIC APPLICATION REQUESTS

4.1 Request to Exceed Page Limit for the Details of Appeal

~~A student~~ **An Appellant** may submit a written request to extend the ten-page limit for the Details of the Appeal to a maximum of 15 pages prior to the expiration of the six-week timeline to file a complete Application.

The request must be submitted to the **University** Secretariat in the form of a letter addressed to the Chair of SRBA (the "Chair"), setting out the reasons for the request. The request will be submitted to the Respondent for a written response.

The request and response will then be submitted to the Chair for a ruling. If the request is granted, ~~a student~~ **an Appellant** may timely submit a complete Application, including no more than 15 pages for the Details of Appeal. If the request is denied, ~~a student~~ **an Appellant** may timely submit a complete Application, including no more than 10 pages for the Details of Appeal.

A request from a party to extend the page limit will be granted or denied at the discretion of the Chair. This decision is not subject to appeal.

4.2 Request for a Timeline Extension to File an Application

Before the application deadline, ~~a student~~ an Appellant may submit a written request to extend the six-week timeline to file an Application. The request must be submitted to the University Secretariat in the form of a letter addressed to the Chair, setting out the reasons for the request and a requested new deadline. A request submitted after the application deadline will not be considered except for medical or compassionate circumstances. The request will be submitted to the Respondent for a written response.

The Appellant's request and the Respondent's response will then be submitted to the Chair for a ruling. A request from a party to extend the application deadline will be granted or denied at the discretion of the Chair. This decision is not subject to appeal.

Filing a request for extension does not pause the filing deadline.

If the request is granted, the Application will be accepted no later than a date set out by the Chair. If the request is denied, the Application will not be accepted after the original filing deadline has passed.

5.0 JURISDICTION

5.1 Preliminary Review

For all appeals, the Chair will conduct a preliminary review of the submitted information to determine if SRBA has jurisdiction to hear the matter.

If the Chair determines SRBA does not have jurisdiction, the University Secretariat will provide the ~~student~~ Appellant notice of the intent to dismiss for lack of jurisdiction.

If the Chair determines SRBA does have jurisdiction, ~~the Secretariat will schedule an initial SRBA Panel Review~~ a panel meeting will be held as set out below.

5.2 ~~Student~~ Appellant Jurisdictional Submissions

If the ~~student~~ Appellant wishes to challenge a notice of intent to dismiss for lack of jurisdiction, the ~~student~~ Appellant may make written submissions with reasons detailing why they believe SRBA has jurisdiction within 10 days of receiving the notice of intention to dismiss.

5.3 Party Dean's Jurisdictional Challenge

If a party Dean wishes to challenge the jurisdiction of SRBA to hear a particular matter, the party Dean must give written notice with reasons to the Chair prior to the date of the panel meeting ~~initial panel hearing~~.

5.4 Chair Response

The Chair, upon receipt of a notice challenging either the determination of jurisdiction or notice of intent to dismiss, or in any other circumstances where it appears there is a question as to whether SRBA has jurisdiction to hear a matter, shall convene a panel to consider such written arguments and decide the issue of jurisdiction.

The decision of any such panel shall be binding on any subsequent panel hearing the merits of the appeal. If submissions are not received from the Appellant, the Chair will issue the dismissal of the appeal.

6.0 INITIAL SRBA PANEL REVIEW PROCESS

- 1) A student An Appellant has an automatic right to an oral hearing before SRBA if the appeal is against a finding by the Dean that the student's Appellant's conduct amounted to a "scholastic offence," ~~and/or for relief against the penalty imposed by the Dean resulting from a "scholastic offence"~~.
- 2) If the Chair determines SRBA has jurisdiction, a panel will convene to consider the written application and supporting documents submitted by the student Appellant and the Dean's response.
- ~~3) If a student alleges in the Application that there was a failure to observe a procedural requirement at the decanal level, or apprehension of bias at the decanal level, SRBA will request a written response from the Dean before making a decision. The student will be provided with a copy of the Dean's response and will be given the opportunity to reply to it in writing. The length of each of the Dean's response and the student's reply shall be no more than ten pages (letter size), spacing shall be at least one and one-half lines apart, the font shall be 12-point size, and the margins shall not be less than 2.5 cm. If SRBA is not satisfied on the basis of written documentation that there was a failure to observe a procedural requirement at the decanal level, it will deny the appeal. If SRBA is satisfied that there was a failure to observe a procedural requirement at the decanal level, it may instruct the Dean to reconsider the matter.~~
- 4 3) Upon receipt of a complete Application, the University Secretariat will provide the Dean with a copy of the Application to review. ~~For all grounds of appeal the~~ The Dean may provide ~~and SRBA will accept~~ a written response to the appeal ~~from the Dean before proceeding~~. If the Dean wishes to provide a written response,

Procedure for Senate Review Board Academic Appeals

they must ~~inform~~ submit the response to the University Secretariat within ~~a week~~ seven (7) business days of receiving notice of the appeal. The ~~student~~ Appellant will be provided with a copy of the Dean's response and will be given the opportunity to reply to it in writing ~~within seven (7) business days~~. The length of ~~each of~~ the Dean's response and the ~~student's~~ Appellant's reply shall be no more than ~~ten~~ four (4) pages ~~each~~ (letter size), spacing shall be at least one and one-half lines apart, the font shall be 12-point size, and the margins shall not be less than 2.5 cm.

~~5~~ 4) The ~~panel~~ Initial SRBA Panel, upon considering only the written application of the ~~student~~ Appellant and Dean's response, may in its discretion, order that an oral hearing be scheduled or deny the appeal based on the grounds and evidence provided in the Application and the Dean's response. In making its decision, SRBA will consider the grounds and evidence provided in the Application. ~~If the initial SRBA panel is satisfied that there was a failure to observe a procedural requirement at the decanal level, it shall instruct the Dean to reconsider the matter.~~

~~6) If the Application includes evidence that supports a ground for appeal that was not selected on the application, SRBA will consider that additional ground for appeal in addition to any that were selected on the application form.~~

~~7~~ 5) The onus requirements set out in the ~~SRBA~~ Senate Review Board Academic Appeals ~~policy~~ Policy apply to both the ~~Initial SRBA Panel~~ panel meeting and any oral hearings that follow the ~~initial~~ panel ~~hearing~~ meeting.

7.0 EVIDENCE

7.1 Evidence for Initial Panel Meeting

SRBA will consider only that evidence that was before the Dean whose decision is being appealed.

If additional documentary evidence is submitted with the completed Application, or at any point before the initial panel meeting, it must be accompanied by a written explanation as to why the evidence is relevant, significant, and credible, and why it was not previously available.

If new evidence is submitted, the University Secretariat shall notify and provide the new evidence to the other party, who will have the opportunity to object to the new evidence, with brief reasons, typically within seven (7) business days. If the Appellant provides new evidence, the Dean may also reconsider their decision, typically within seven (7) business days of the notification.

Procedure for Senate Review Board Academic Appeals

Evidence that was not before the Dean at the time of their decision will not be considered unless SRBA determines, that it is relevant, significant, credible, and could not have been available at an earlier stage through reasonable efforts. SRBA will consider both parties' submissions and responses in making this determination.

7.2 Evidence for Oral Hearing

SRBA will consider only that evidence that was before the Dean whose decision is being appealed ~~or, in the case of an oral hearing, given as testimony during the hearing.~~

Once an oral hearing date is set, the parties may submit documents or evidence that they intend to use during the hearing and a witness list to the University Secretariat by the date set out in the Notice of Hearing.

The evidence submitted by the Appellant under this subsection must have been provided to the Dean prior to the issuance of the Dean's decision. Any submitted documents or evidence that were not provided to the Dean prior to the issuance of their decision shall be considered "new evidence."

If new documentary evidence is submitted by the date set out in the Notice of Hearing, it must be relevant to the grounds for appeal being made and accompanied by a written explanation as to why the evidence is relevant, significant, credible and why it was not previously available.

Similarly, if either party intends to call a witness whose testimonial evidence was not before the Dean, the party must file with the University Secretariat, by the date set out in the Notice of Hearing, a written explanation as to what evidence will be provided in testimony, why such evidence is relevant, significant, credible, and why it was not previously available.

If either party submits new evidence, the University Secretariat shall notify and provide the new evidence to the other party, who will have the opportunity to object to the new evidence, with brief reasons, typically within three (3) business days. If the Appellant provides new evidence, the Dean may also reconsider their decision, typically within three (3) business days of the notification.

Evidence that was not before the Dean or given as testimony will not be considered unless SRBA determines that it is relevant, significant, credible, and could not have been available at an earlier stage through reasonable efforts. SRBA will consider both parties' submissions and responses in making this determination.

~~If additional documentary evidence is submitted, it must be relevant to the grounds for appeal being made and accompanied by a written explanation as to why the evidence is relevant and significant and why it was not previously available.~~

Procedure for Senate Review Board Academic Appeals

~~Similarly, in the case of a hearing, if either party intends to call a witness whose evidence was not before the Dean, the party must file with the University Secretariat, prior to the hearing, a written explanation as to why such evidence is relevant and significant and why it was not previously available.~~

~~If either party submits new evidence at any point of the process prior to a panel meeting or hearing, the Secretariat shall notify and provide the new evidence to the other party, who will have the opportunity to respond to the new evidence, typically within seven (7) business days. If the student provides new evidence, the Dean may also reconsider their decision, typically within seven (7) business days of the notification.~~

Any documentation, or evidence provided after the deadline in the Notice of Hearing will not be permitted to be used or referenced during the hearing.

Any witnesses added after the deadline in the Notice of Hearing will not be permitted to testify.

7.3 Testimony During Oral Hearing

The purpose of oral hearings is for SRBA to obtain information from the parties to help them determine whether to grant or deny the appeal.

During cross-examination, the parties may ask each other questions that are relevant to the matter and relate to evidence submitted before the Dean made their decision or prior to the oral hearing and approved by SRBA as admissible new evidence. Repetitive or abusive questions will not be permitted.

During the hearing, SRBA may ask questions relevant to the issues properly under the appeal.

7.4 Distribution to the Parties

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

7.5 Chair's Discretion

The Chair of the SRBA and University Secretariat may waive or vary these requirements under section 7.0 related to the submission of Evidence where reasonable and appropriate to do so.

8.0 SCHEDULING AN ORAL HEARING

~~If the appeal is regarding a scholastic offense or the SRBA panel decides to proceed with a hearing,~~ If an oral hearing is granted following a panel meeting or as required by policy, the parties will be contacted to arrange a hearing date. If, following receipt of an ~~application~~ Application, the University Secretariat is unable to contact the Appellant within a reasonable time to schedule a hearing, the Appellant will be notified by electronic mail, to the Appellant's Western email address, ~~at the address on the Application~~ of the deadline by which they must contact the University Secretariat (within, at most, six months from the date the Application was filed) to arrange a hearing.

If the Appellant has failed to respond to the University Secretariat for six (6) months from the date the Application was filed to arrange a hearing, the Application will be deemed abandoned and the file closed.

If a hearing is scheduled and the Appellant fails to appear at the hearing, the Appeal will be deemed abandoned by the Appellant and the file closed.

~~SRBA will proceed in the absence of one or more parties if it is satisfied that the parties were properly notified of the hearing date.~~

8.1 Request to Postpone a Scheduled Hearing or Delay the Scheduling of a Hearing

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

8.2 Request for Accommodations

If ~~a student~~ an Appellant with a disability requires reasonable accommodations to participate in any aspect of the appeal procedures, the ~~student~~ Appellant shall timely submit written notice to the University Secretariat in the form of a letter addressed to the Chair. The University Secretariat shall notify Accessible Education and the ~~student~~ Appellant of its receipt of the request and offer to share information on hearing procedures, if needed, to assist in Accessible Education's determination of reasonable accommodations for the ~~student~~ Appellant. Accessible Education shall provide written notice to the Chair and the ~~student~~ Appellant regarding its determination. If ~~a student~~ an Appellant disagrees with the decision of Accessible Education, they shall follow the appeal procedures set out in the *Western University Policy on Academic Accommodation for Students with Disabilities* and provide

written notice to the Chair that they have initiated the appeal procedures.

9.0 PROCEDURE AT HEARINGS

9.1 Order of Proceedings

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

9.2 Order of Proceedings – Scholastic Offence Appeals*

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

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

* Where the Appellant does not contest the allegations of a scholastic offence, but appeals against the sanction(s) imposed, the order of proceedings will be those set out in section 9.1 above.

Procedure for Senate Review Board Academic Appeals

In **Scholastic Offence** cases where the Appellant is challenging the finding of a **scholastic offence**, the Respondent is required to present its case first to ensure that SRBA has a full understanding of the nature and extent of the allegations against the Appellant prior to the Appellant presenting their case.

9.3 Adjournments

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

9.4 Expedience

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

9.5 Witnesses

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

9.6 Notice of Decision

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

10.0 SRBA'S DECISION FOLLOWING ORAL HEARING

If the SRBA grants an appeal following an oral hearing, it may grant the following relief:

- 1) SRBA shall void the Dean's decision if the Dean did not satisfy SRBA that the Appellant committed the alleged scholastic offence or that the act amounted to a scholastic offence.
- 2) SRBA shall instruct the Dean to reconsider the matter if it decides to grant the appeal under the following grounds:

Procedure for Senate Review Board Academic Appeals

- a) Failure to follow or properly apply a Senate policy; or
 - b) Failure to observe a procedural requirement at the decanal level.
- 3) SRBA shall instruct the Dean to reconsider the matter, and may provide recommendations, if it decides to grant the appeal on the following grounds:
- a) The penalty issued by the Dean for the finding of a scholastic offence is unreasonable; or
 - b) Unreasonable general marking or grading practices.
- 4) SRBA shall request that a different, unbiased decisionmaker reconsider the matter, and may provide recommendations if it finds that there was a Reasonable Apprehension of Bias in the Dean's decision.

~~10.0~~ 11.0 **FURTHER APPEAL**

The Chair of Senate (i.e., the President & Vice-Chancellor) will entertain appeals against decisions of SRBA following a hearing only when a party alleges a serious procedural error by SRBA. An appeal to the Chair of Senate must be filed in writing **within two (2) weeks of the date of the Reasons for Decision of SRBA.**

After inviting written arguments from the parties, the Chair of Senate may order that the matter be re-heard by SRBA if the Chair of Senate is satisfied that, as a result of a serious procedural error by SRBA, the parties did not have an opportunity to present their case in accordance with the **Procedure at Hearings** and it could not be said that the parties had been accorded a fair hearing.

Last Reviewed: May 15, 2026

Policy Amendments Relating to Western International College

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the following policies be revised as shown in Item 8.2.

Structure of the Academic Year

Registration and Progression in Three-Year, Four-Year and Honours Programs

Academic Advising for Undergraduate Students

Course Load

Executive Summary:

In June 2025, following Senate endorsement, the Board of Governors approved an affiliation with Navitas to establish Western International College substantially on the terms identified in the proposal presented with the recommendation. The initial student intake is scheduled for September 2026.

Western International College will offer a program equivalent to a first-year university experience for international undergraduate students. Students will complete Year 1 of their undergraduate degree at Western International College, taking a combination of credit and non-credit courses. Students who meet progression requirements will have a pathway to transition into Year 2 of their selected program (initially, Management and Organizational Studies, Science, or Social Science) at Western's Main Campus.

Western International College will also offer a separate pathway for international graduate students into professional master's programs. Students will complete one to three terms (depending on the Senate-approved pathway option) at Western International College, consisting of a combination of non-credit preparatory courses, prerequisite undergraduate courses, and for-credit graduate courses. Students who meet specified progression requirements will progress into their selected master's program on Main Campus.

As contemplated in the proposal, students will be recruited and admitted to Western International College through collaboration of Western International College and the University's Office of the Registrar and the School of Graduate and Postdoctoral Studies. Students admitted to Western International College will be integrated into the Western community and student experience from the start. They will be students of both

Western International College and the University while studying at Western International College.

Also as contemplated in the proposal, all for-credit curricula offered by Western International College will be University curriculum. All non-credit curricula will be the responsibility of Western International College, with the exception of English language training programming which is the responsibility of Western University.

Consequently, Western International College will be required to comply with the University's policies and procedures with respect to the implementation of for-credit curriculum and Western International College students will also be required to abide by all applicable University policies and procedures.

To give effect to these terms, certain Senate academic policies need to be revised to include provisions for Western International College and its students, as appropriate.

In this item, revisions are proposed to the following Senate academic policies:

- Structure of the Academic Year
- Registration and Progression in Three-Year, Four-Year and Honours Programs
- Academic Advising for Undergraduate Students
- Course Load

Proposals to revise additional Senate academic policies in preparation for Western International College's initial student intake are anticipated to come forward for Senate's consideration in June.

Structure of the Academic Year

The proposed revisions to the policy on the "Structure of the Academic Year" formally establish guidelines for the academic year at Western International College.

Western International College operates on a three-term model (Fall, Winter, Summer). Normally, the Fall and Winter terms align with the undergraduate Fall/Winter session dates. The Summer term is held from May to August.

The proposed revisions also clarify that Western International College sessional dates will be determined by Western International College and will be provided to the Senate Committee on Academic Policy through the Office of the Registrar for information and transmittal to Senate.

Registration and Progression in Three-Year, Four-Year and Honours Programs

The proposed revisions to the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs” expand the current definition of a full-time student by introducing additional definitions applicable to international undergraduate students and students registered at Western International College.

Under the proposed revisions, international undergraduate students admitted to Western in January, who are registered in at least 2.0 courses in the Winter term, will be deemed to have full-time student status for the purposes of a study permit and/or graduate work permit. In addition, students registered at Western International College will be recognized as full-time students.

The proposed revisions also clarify that a student registered **in 3.0 or fewer courses** in a *Fall/Winter session* will be deemed a part-time student.

Academic Advising for Undergraduate Students

The proposed revisions to the policy on “Academic Advising for Undergraduate Students” clarify and establish responsibility for the academic advising of students enrolled at Western International College.

Western International College will assume responsibility for providing academic advising to its registered students. The Executive Director of Western International College will appoint and oversee one or more academic advisors to fulfill this role.

Course Load

The proposed revisions to the policy on “Course Load” remove the definitions of course load for undergraduate students considered full-time and part-time during the Fall/Winter session.

The definitions of full-time and part-time status for undergraduate students are set out in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”. As a result, the definitions in the “Course Load” policy are redundant, and their removal improves clarity and consistency across policies.

With respect to Western International College, revisions are proposed to prohibit students in Western International College from taking courses by Distance Studies and allow them to take a maximum of 2.5 courses in the Spring/Summer session.

Editorial revisions are also included.

Documentation Provided:

Revisions to the Policy on the “Structure of the Academic Year”

Revisions to the Policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”

Revisions to the Policy on “Academic Advising for Undergraduate Students”

Revisions to the Policy on “Course Load”

Structure of the Academic Year

Subject:	Structure of the Academic Year
Sections:	Hours of Instruction ; National Day for Truth and Reconciliation ; Remembrance Day ; Guidelines for the Structure of the Undergraduate Academic Year ; Guidelines for the Structure of the Academic Year at Western International College ; Guidelines for the Structure of the Academic Year in the School of Graduate and Postdoctoral Studies ; Undergraduate Sessional Dates
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 ; September 1, 2022, January 1, 2022

1.0 HOURS OF INSTRUCTION

The hours of instruction at Western University are:

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

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at Western University are:

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

Notes:

- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean (or equivalent) of the Faculty, School, ~~or~~ Affiliated University College, or Executive Director of Western International College.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean).
- Graduate and second-entry professional programs and Scholar's Electives programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Academic Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.
- For scheduling of examinations see the policy on *Scheduling of Examinations and Responsibility for Printing*.

2.0 NATIONAL DAY FOR TRUTH AND RECONCILIATION

September 30 is recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries.

September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the National Day for Truth and Reconciliation will be observed on the Friday prior.

3.0 REMEMBRANCE DAY

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

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

4.0 GUIDELINES FOR THE STRUCTURE OF THE UNDERGRADUATE ACADEMIC YEAR

Note: The following provisions are not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, ~~and~~ certain programs in the Schulich School of Medicine & Dentistry (i.e., Doctor of Medicine (MD), Doctor of Dental Surgery (DDS)), and Western International College.

4.1 Guidelines for the Structure of the Undergraduate Fall/Winter Session

The Fall/Winter session is considered the regular academic session and is divided into two terms:

Fall term: normally from September to December.

Winter term: normally from January to April.

4.1.1 Scheduling and Length of the Fall and Winter Terms

- (a) The Fall and Winter terms will each be comprised of at least 60 instructional days including at least 12 of each day of the week.
- (b) The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the term (excluding weekends).
- (c) The first day of classes in the Fall term should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement) unless the cancellation of classes on those days would result in a term of less than 60 instructional days. In that case, classes will proceed as usual.

4.1.2 Scheduling Study Days and Examinations

- (a) There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination in December and April.
- (b) The final day of examinations will be no later than December 22 in the Fall term and April 30 in the Winter term.
- (c) The final examination period will be at least 12 days in the Fall term and at least 17 days in the Winter term.
- (d) No examinations are to be scheduled on Good Friday or Easter Sunday.
- (e) No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of

Passover, affected students may request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

4.1.3 Scheduling Fall Term Reading Week and Winter Term Reading Week

- (a) A Fall Term Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on the Sunday following Thanksgiving.
- (b) A Winter Term Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to Family Day and end at 11:59 p.m. on the Sunday following Family Day.
- (c) The following provisions apply to Fall Term Reading Week and Winter Term Reading Week:
 - (i) No lectures, tutorials, labs, or other regularly scheduled course-related academic activities may be held during either Reading Week.
 - (ii) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
 - (iii) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g., travel abroad) must take place during one of the Reading Weeks, may be exempt from the restrictions outlined in points (i) or (ii) upon approval of the Dean.

4.2 Guidelines for the Structure of the Undergraduate Spring/Summer Session

- (a) The Spring/Summer session is normally an optional study period from May to August.
- (b) The Spring/Summer session shall be comprised of three periods:
 - Summer Evening and Spring/Summer Distance Studies:**
Twelve-week period - May to August.
 - Intersession:** Six-week period - May to June.
 - Summer Day:** Six-week period - July to August.
- (c) The last day of registration for Summer Evening, Spring/Summer Distance Studies, Intersession, and Summer Day will be two days before the start of classes.

(d) Scheduling of classes will be within the following hours:

- (i) 8:00 a.m. to 9:40 p.m. for Intersession;
- (ii) 8:00 a.m. to 3:40 p.m. for the Summer Day;
- (iii) 5:30 p.m. to 10:30 p.m. for the Summer Evening; and
- (iv) no classes will be held on statutory holidays.

Note: Scheduling of classes in the undergraduate Spring/Summer sessions may vary from the Hours of Instruction noted above.

(e) A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will normally begin:

- for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
- for Intersession, on the Monday following the first day of Summer Evening
- for Summer Day, on the first Monday in July after Canada Day.

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

(f) There will be two study days for Summer Evening, Summer Day and Spring/Summer Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.

(g) Examinations for Summer Evening, Intersession, and Summer Day will be held over two days and for Spring/Summer Distance Studies, over four days, with the exception of the Arthur Labatt Family School of Nursing's Accelerated Year 4 program.

5.0 GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR AT WESTERN INTERNATIONAL COLLEGE

(a) The academic year in Western International College consists of three terms:

Fall term: normally beginning September 1 and ending December 31.

Winter term: normally beginning January 1 and ending April 30.

Summer term: normally beginning May 1 and ending August 31.

(b) Normally, the Fall term and Winter term dates align with the Structure of the Undergraduate Fall/Winter Session dates.

5.0 6.0 GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR IN THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

(c) The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:

Fall term: normally beginning September 1 and ending December 31.

Winter term: normally beginning January 1 and ending April 30.

Summer term: normally beginning May 1 and ending August 31.

(d) Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

6.0 7.0 SESSIONAL DATES

Undergraduate sessional dates are published in the Academic Calendar per the *Academic Calendar* policy.

6.1 7.1 Undergraduate Sessional Dates

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will determine all applicable undergraduate sessional dates for the academic year in accordance with Senate Academic Policy and communicate them to the Senate Committee on Academic Policy for information and transmittal to Senate.

6.2 7.2 Faculty-Specific Undergraduate Sessional Dates and Western International College Sessional Dates

Faculty-specific undergraduate sessional dates are determined for programs that do not fall under the Guidelines for the Structure of the Undergraduate Academic Year established in section 4.0. These programs include:

- Ivey Business School (Honours Business Administration Program)
- Faculty of Education (Bachelor of Education Program)
- Faculty of Law (Juris Doctor Program)
- Schulich School of Medicine & Dentistry – Doctor of Medicine Program (MD)
- Schulich School of Medicine & Dentistry – Doctor of Dental Surgery (DDS)

Faculty-specific undergraduate sessional dates **and Western International College sessional dates** are determined by the relevant Faculty **or Western International College** in accordance with Senate Academic Policy and provided to the Senate Committee on Academic Policy through the Office of the Registrar for information and transmittal to Senate.



Last Reviewed: May 15, 2026



Registration and Progression in Three-Year, Four-Year and Honours Programs

Subject: Registration and Progression in Three-Year, Four-Year and Honours Programs

Sections: [Structure of the Degree](#)
[Breadth Requirements for Bachelor Degrees](#)
[Faculty of Registration](#)
[The Degree Structure](#)
[The Honours Bachelor Degree](#)
[The Bachelor Degree \(Four-Year\)](#)
[The Bachelor Degree \(Three-Year\)](#)
[Admission, Progression and Graduation Chart](#)
[Additional Modules](#)
[Post-Degree Modules](#)
[Second Degree](#)
[Registration in University Courses](#)
[Student Responsibility for Course Selection](#)
[Registration/Course Selection](#)
[Intramural Transfers to BA, BSc and BHSc](#)
[Progression Requirements](#)
[Elective Course Credit for all Music Courses](#)
[Guaranteed Admission of Music Education Graduates to Faculty of Education](#)
[Brescia Students Integrating with Western University Main Campus](#)
[Honours Program in French – Besançon](#)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedures: *

Related Policies: *

Effective Date: September 1, 2026

Supersedes: September 1, 2024; September 1, 2022

STRUCTURE OF THE DEGREE

Breadth Requirements for Bachelor Degrees

Students are required to meet the breadth requirements for bachelor degrees in order to widen their knowledge and understanding across a broader range of disciplines.

Exposure to different disciplines enables students to develop insight and experience in areas distinct from their main fields of study.

First-Year Program

Students registering in general first-year programs must choose courses that fulfill the basic requirement of 5.0 courses numbered 1000-1999. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. Additionally, students are subject to the Breadth Requirements outlined below. Students are encouraged to take an essay course in first year.

Except with Special Permission, a student must not register for a full program of senior courses (numbered 2000 to 4999) until the 5.0 courses of first year have been completed satisfactorily.

Students are responsible for choosing courses that fulfill the prerequisites for senior courses (numbered 2000 - 4999). Specific prerequisites are included in the individual course descriptions listed in the UNDERGRADUATE COURSE INFORMATION. If in doubt, students should seek appropriate advising and consult directly with the department(s) concerned. Prospective first-year students should seek help in choosing courses during the Summer Academic Orientation.

Part-time students who have completed 1.0 first-year course are eligible to register in senior courses (numbered 2000 - 4999) for which they have completed the prerequisite(s). Part-time students who have a substantial background and interest in a particular subject area are eligible, on written recommendation of the Dean of their Faculty, to register in a senior course pertinent to that subject prior to the completion of a first-year course. All part-time students must complete successfully the 5.0 first-year courses within their first 10.0 courses attempted.

Breadth Requirements for First Year

First-year students must include 1.0 course from **each of two of the three categories** (A, B, and C) shown below.

Breadth Requirements for Graduation

At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

CATEGORY A

Social Science

Anthropology, Economics, [Gender, Sexuality, and Women's Studies], Geography and Environment, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

Interdisciplinary and Multidisciplinary

American Studies, Analytics and Decision Sciences, Animal Ethics and Sustainability Leadership, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Social Innovation, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media and Communication Studies, Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Islamic Studies, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, School for Advanced Studies in Arts and Humanities, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

Languages

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

CATEGORY C

Engineering

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology, Public Health

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Materials Science, Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

Various

Communication Sciences and Disorders, Financial Modelling

Faculty of Registration

First-year students normally will be enrolled in a first-year program in their Faculty of Registration, e.g., Arts and Humanities, Health Sciences, Information and Media Studies, Engineering, Music, Science, Social Science and Affiliated University Colleges.

In subsequent years, normal entrance requirements apply for placement in modules and programs. The essential module(s) for the degree will determine the Faculty of Registration. However, for students enrolled in Year 2 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Faculty of Science. For students enrolled in Years 3 and 4 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Schulich School of Medicine & Dentistry. Students registered in Double Majors or Double Minors that include modules offered by two different faculties in Arts and Humanities, Science or Social Science must choose one of the two faculties as their Faculty of Registration. Students registered

in Double Majors or Double Minors that include modules offered by one of certain faculties such as Health Sciences or Information and Media Studies must register in that Faculty.

The Degree Structure

The Modules

There are four possible modules of study which may be entered after First Year:

- Honours Specialization (9.0 or more specified courses)
- Specialization (9.0 or more specified courses)
- Major (6.0 -7.0 specified courses)
- Minor (4.0 -5.0 specified courses)

The modular degree structure affords the opportunity to combine various subjects from different departments and faculties. The chart below shows how modules can be combined in the three different types of degrees offered. The modules taken must fit within these degree structures. Departments, schools, faculties and affiliated university colleges may offer some or all of the above modules. See faculty and department listings for details. Combinations other than those listed below have not been approved; consequently, they may not be taken. Enrolment in some modules may be limited.

Approved Module Combinations for Degrees

DEGREE TYPE	Honours Specialization Module	Specialization Module	Major Module	Major Module	Minor Module	Minor Module
Honours Bachelor	E					
Honours Bachelor	E		A			
Honours Bachelor	E				A	
Honours Bachelor			E	E		
Bachelor Four-Year		E				
Bachelor Four-Year		E	A			
Bachelor Four-Year		E			A	
Bachelor Four-Year			E	A		
Bachelor Four-Year			E			
Bachelor Four-Year			E		A	
Bachelor Four-Year			E		A	A
Bachelor Three-Year			E			
Bachelor Three-Year			E		A	
Bachelor Three-Year					E	E

E (Essential Modules) A (Additional Modules)

The Honours Bachelor Degree – (A minimum of 20.0 Courses)

15.0 courses after first year, including at least an Honours Specialization or a Double Major, as follows:

- **Honours Specialization** module (9.0 or more)
This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)

This combination requires **two** Major modules.

The Bachelor Degree (Four-Year) – (A minimum of 20.0 Courses)

15.0 courses after first year including at least a Specialization module or a Major module, as follows:

- **Specialization** module (9.0 or more)
This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)
- **Major** module (6.0 -7.0) plus **Minor(s)** modules(s) or **option(s)**.
- **Major** module (6.0 -7.0) plus **options**

The Bachelor Degree (Three-Year) - (15.0 Courses)

10.0 courses after first year including at least a Major module or a Double Minor, as follows:

- **Major** module (6.0 - 7.0) plus **option(s)**
- **Major** module (6.0 - 7.0) plus a **Minor** module (4.0-5.0)
- **Minor** module (4.0 - 5.0) plus a **Minor** module (4.0 - 5.0) plus **option(s)** (2.0 - 0)

This combination requires **two** Minor modules.

Notes on the Modules:

Module Combinations and Overlap

Modules in the same discipline normally may not be combined: e.g., an Honours Specialization module in Sociology may not be combined with a Major module or a Minor module in Sociology. However, if a department offers modules with different titles, e.g., Sociology and Criminology, the possibility for combination is at the discretion of the department and faculty concerned.

Modules require specific courses, some of which may be common to other modules. Students who wish to combine modules containing the same courses must consult

the department(s) and faculty concerned to see if such overlap is permitted.

NOTE: Some degrees limit the number of courses which may be taken in one subject.

Cross Disciplinary

A Cross-Disciplinary Major module consists of 6.0 senior courses (numbered 2000 - 4999) approved by the student's Dean's Office. Only available in the Bachelor of Arts Degree (Three-Year). Not offered in the Bachelor of Science Degree.

Undeclared Status

Second-year students who are taking prerequisite course(s) for a specific module may be registered temporarily in an Undeclared Status within a Bachelor Degree (Four Year) only. This status is available only in the Faculties of Arts and Humanities, Science, Social Science and the Affiliated University Colleges. Students progressing into third year must meet the requirements to enter a module. Transfer and Readmitted students who are admitted to an Undeclared Status must consult their Faculty regarding eligibility for specific modules. It is not possible to graduate with an Undeclared Three-Year or Four Year Bachelor Degree.

The Honours Bachelor Degree

The Honours Bachelor Degree must include at least an Honours Specialization module or double Major modules. Registration in an Honours degree usually begins in the second year, but admission may be gained in the third or fourth year provided the student has fulfilled the Year 1 principal course requirements and has achieved a minimum cumulative modular average of 70% with no mark less than 60% in the courses of the module and a passing grade in each option. Enrolment in some modules is limited and meeting the minimum requirements does not guarantee that students will be offered enrolment. Students intending to proceed to a four-year Honours degree should consider the degree requirements when selecting courses in first, second and third years. Four-year Honours degree programs are composed of not fewer than 20.0 successfully completed courses required for the degree.

Students admitted with advanced standing to an Honours program are required to complete a minimum of 10.0 courses offered by Western University or one of the Affiliated University Colleges.

Honours Specialization Module

Admission Requirements

Completion of first-year requirements, including at least 3.0 principal courses specified by the department. These principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited. Modules may have higher admission requirements.

Progression Requirements

For progression in an Honours Specialization module, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option.

Higher progression standards may be required in some modules. Refer to individual department listings.

In exceptional circumstances, a student who earns a minimum cumulative modular average of 68%, with a minimum mark of 60% in each course of the module and a passing grade in each option, may be permitted to progress by special permission of the Dean on the recommendation of the department concerned.

Students who fail to meet the progression requirements in an Honours Specialization may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or a Major module.

Graduation Requirements

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the “Graduation Regulations” section.

Double Major Modules

Admission Requirements

Completion of first-year requirements with at least 3.0 principal courses, including the courses specified for each of two Major modules. If fewer than 3.0 courses are specified, the best additional first-year course(s) will be included in the total of 3.0. In some combinations, more than 3.0 specific courses will be required as principal courses. The principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited.

Progression Requirements

For progression in an Honours Double Major, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option. The modular average for each Major will be calculated separately.

Higher progression standards may be required in some modules. Refer to individual department listings.

Students who fail to meet the progression requirements of an Honours Double Major may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or Major module(s).

Graduation Requirements

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

The Bachelor Degree (Four-Year)

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. Registration in the Bachelor Degree (Four-Year) usually begins in the second year, but admission may be gained in the third or fourth year. Students intending to proceed to a Bachelor Degree (Four-Year) should consider the degree requirements when selecting courses in first, second and third years. Bachelor Degree (Four-Year) programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Four-Year) are required to complete a minimum of 10.0 courses offered by Western University or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Specialization Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each of these course(s). Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Specialization module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete degree requirements, refer to the "Graduation Regulations" section.

Major Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department(s) with a minimum mark of 60% in each. Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See “Progression Requirements” section.

Higher progression standards may be required in some modules.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

The Bachelor Degree (Three-Year)

The Bachelor Degree (Three-Year) must include at least one Major module or at least two Minor modules. Registration in the Bachelor Degree (Three-Year) usually begins in the second year, but admission may be gained in the third year. Students intending to proceed to a Bachelor Degree (Three-Year) should consider the degree requirements when selecting courses in first and second years. Bachelor Degree (Three-Year) programs are composed of not fewer than 15.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Three-Year) are required to complete a minimum of 5.0 senior courses (numbered 2000 - 4999) offered by Western University or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Major Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See “Progression Requirements” section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete graduation requirements, refer to the “Graduation Regulations” section.

Double Minor Modules

Admission Requirements

Completion of first-year requirements, including the principal course(s), of each of **two** Minor modules with a minimum mark of 60% in each principal course. Enrolment in some modules may be limited.

Progression Requirements

For progression in double Minor modules, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete degree requirements refer to the "Graduation Regulations" section.

Admission, Progression and Graduation Chart

The Honours Bachelor Degree

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
<p>Honours Specialization</p>	<p>First-Year requirements</p> <ul style="list-style-type: none"> • Successful completion of all first-year requirements • 70% average on the principal courses for entry to the module • Minimum mark of 60% in each principal course for entry to the module <p>NOTE: Enrolment in some modules may be limited.</p> <p>NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> • Minimum cumulative modular average of 70% • Minimum mark of 60% in each course of the module • Passing grade in each option <p>NOTE: Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> • Minimum cumulative modular average of 70% in the Honours Specialization module • Minimum mark of 60% in each course of this module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed <p>• For complete graduation requirements refer to ‘Graduation Requirements for the Honours Bachelor Degree’</p>

Registration and Progression

<p>Double Major</p>	<p>First-Year requirements</p> <ul style="list-style-type: none"> • Successful completion of all first-year requirements • 70% average on the principal courses for entry to each module • Minimum mark of 60% in each principal course for entry to each module <p>NOTE: Enrolment in some modules may be limited.</p> <p>NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> • Minimum cumulative average of 70% in each module • Minimum mark of 60% in each course of each module • Passing grade in each option <p>NOTE: Higher progression standards may be required in limited enrolment modules.</p> <p>NOTE: No exceptions will be permitted.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> • At least 1.0 course numbered 3000 – 4999 completed satisfactorily in each Major module • Minimum cumulative modular average of 70% in each Major module • Minimum mark of 60% in each course of each module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses • For complete graduation requirements refer to “Graduation Requirements for the Honours Bachelor Degree” <p>NOTE: No exceptions will be permitted.</p>
----------------------------	--	---	---

The Bachelor Degree (Four-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
<p>Specialization</p>	<p>First-Year requirements</p> <ul style="list-style-type: none"> • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module <p>NOTE: Enrolment in some modules may be limited.</p> <p>NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> • Satisfy the Progression Requirements for the University (Level 1 and Level 2) <p>NOTE: Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> • Minimum cumulative modular average of 60% in the Specialization module. • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed <p>• For complete graduation requirements refer to “Graduation Requirements for the Bachelor Degree (Four-Year)”</p>
<p>Major</p>	<p>First-Year Requirements</p> <ul style="list-style-type: none"> • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module <p>NOTE: Enrolment in some modules may be limited.</p> <p>NOTE: Students who wish to enter this module in a senior</p>	<ul style="list-style-type: none"> • Satisfy the Progression Requirements for the University (Level 1 and Level 2) <p>NOTE: Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed <p>• For complete</p>

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	year must meet the above requirements and the progression requirements for the module.		graduation requirements refer to “Graduation Requirements for the Bachelor Degree (Four-Year)”

The Bachelor Degree (Three-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Major	<p>First-Year requirements</p> <ul style="list-style-type: none"> • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module <p>NOTE: Enrolment in some modules may be limited.</p> <p>NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> • Satisfy the Progression Requirements for the University (Level 1 and Level 2) <p>NOTE: Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 15.0 courses counted for graduation:</p> <ul style="list-style-type: none"> • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 15.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed <p>• For complete graduation requirements refer to “Graduation Requirements for Bachelor Degree (Three- Year)”</p>

Double Minor	<p>First-Year requirements</p> <ul style="list-style-type: none"> • Successful completion of all first-year requirements • 60% average on the principal courses for entry to each module • Minimum mark of 60% in each principal course for entry to each module <p>NOTE: Enrolment in some modules may be limited.</p> <p>NOTE: Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> • Satisfy the Progression Requirements for the University (Level 1 and Level 2) <p>NOTE: Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 15.0 courses counted for graduation:</p> <ul style="list-style-type: none"> • Minimum cumulative modular average of 60% in each Minor module • Minimum overall average of 60% in the 15.0 courses <p>• For complete graduation requirements refer to “Graduation Requirements for Bachelor Degree (Three- Year)”</p>
---------------------	--	--	---

Additional Modules

Major and/or Minor modules may be taken in addition to the essential modules for the degree in accordance with the degree structure outlined previously. Combinations other than those listed in the “Degree Structure” section have not been approved; consequently, they may not be taken. Students graduating with an additional Major or Minor module within their degree must successfully complete the additional module with a minimum average of 60%.

Post-Degree Modules (without completing a Second Degree)

After graduation with an undergraduate degree, students may complete additional Major and/or Minor modules(s) without completing a second degree. Students must consult the Dean’s Office of the Faculty in which the module is offered to request permission to register in a Post-Degree module. Permission may be denied if there is significant overlap with courses completed within the first degree. A Post-Degree module must be in a different subject area, not included in the undergraduate degree.

Students must complete the total number of courses required for this additional

module with an average on these courses of at least 60%. Courses successfully completed during the first degree that are considered “extra” courses by the Faculty offering the first degree may be considered for use towards the Post-Degree module, at the discretion of the Faculty offering the Post-Degree module. All courses required for the Post-Degree module must be completed through the course offerings of Western University. Completion of Post-Degree modules will be recognized only by a notation on the student’s transcript.

Second Degree (Excluding Professional Degrees)

After graduation with an undergraduate degree from Western University or another accredited university, students may wish to pursue a second undergraduate degree. In all cases, such students must seek permission from the Dean (or designate) of the Faculty in which the second degree is to be pursued.

Graduates of Western University:

- Students must apply to the appropriate Faculty for permission to pursue a second degree. The modular requirements of the second degree must be different, by at least 5.0 senior courses, from those of the first degree.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty’s discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.
- Western courses determined as “extra” to the first degree may be used towards the second degree only with permission of the Faculty concerned.
- The Faculty will consider the requirements for breadth, essay courses and residency in specifying the courses required to complete the second degree.
- At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60% with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements if not already satisfied within the first degree:
 - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed.

- Essay: at least 1.0 senior designated essay course must be completed.

Graduates of other accredited universities:

- Students must apply to the Faculty offering the second degree for admission as Special Students.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.
- The Faculty will consider the requirements for breadth and residency in specifying the courses required to complete the second degree.
- At least 10.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60%, with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements for graduation:
 - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed if not already satisfied within the first degree.
 - Essay: at least 1.0 senior designated essay course must be completed through Western University.

Notes:

Students applying to upgrade their previous degree conferred under the "old" Western University regulations should consult their Faculty regarding permissible upgrades.

Students whose previous degree is a professional degree (BA Honours Business Administration, BESC, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW(Hons), DDS, LLB, MD, MDiv, MTS) should consult the "Sequential Degree" section for information.

Second Degree (When One Degree is a Professional Degree)

Professional Degrees:

BA Honours Business Administration, BEd, BEdSc, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

1. Sequential Degree

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honours Bachelor Degree**

Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honours Bachelor Degree.

Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

- **Students who have completed a Three or Four-Year or Honours Bachelor Degree and are seeking a professional degree**

Students who have received a Three or Four-Year or Honours Bachelor Degree from this or another accredited university may be granted advanced standing toward a professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

- **Students who have already completed a professional degree and are seeking a second professional degree**

Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree.

Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

2. Concurrent Degrees - One Professional and One Bachelor Degree Taken at the Same Time

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honours Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honours Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

- a) The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.
- b) The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honours Specialization, Specialization or Major.
- c) These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is permitted to offer Concurrent Degree Programs where graduating students receive two Bachelor of Engineering Science (BESc) degrees:

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Biomedical Engineering
- one BESc degree for professional accreditation purposes in either Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Artificial Intelligence Systems Engineering

NOTE: In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic advising from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.

3. Combined / Joint Degrees

- **Students who wish to complete Combined or Joint Degrees**

Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

Bachelor of Engineering Science and Bachelor of Laws (BESc/JD) Doctor of Medicine and Doctor of Philosophy (MD/PhD)

REGISTRATION IN UNIVERSITY COURSES

Permission to register in any university course will be granted only upon prior fulfilment of the requirements for university admission.

STUDENT RESPONSIBILITY FOR COURSE SELECTION

A student in a degree program must select courses in accordance with the published requirements. Many courses have prerequisites or require the approval of the department. These requirements, and any enrolment limitations, should be noted carefully prior to registration. Substitutions for prescribed courses require the written approval of the department and the Dean. Students registering in the Fall/Winter Session and intending to take second-term half-courses must register for those courses during the course registration period.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been completed successfully, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from their Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites. The final date for registration is the last day of the second week of first-term classes. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by that date.

Students registered at Western or at an Affiliated University College (Huron, King's) should note that if a course appropriate to their program is offered in an academic unit other than their own, they may register in it providing that their academic unit does not offer the course. However, students must have the written permission of the Dean of their Faculty prior to registering in a course that is offered both at Western and an Affiliated University College.

REGISTRATION/COURSE SELECTION

Full-time and part-time studies are available at Western and its Affiliated University Colleges. Students may also take advantage of diverse course offerings during the Spring/Summer Sessions (Summer Evening, Intersession, Summer Day, Distance Studies), and the Fall/Winter Sessions by Distance Studies.

Each undergraduate student will be classified as regular or special, full-time or part-time. A student's registration status is determined as follows:

Regular Student

A student who registers in the course requirements for a program and is proceeding toward a degree in that program.

Special Student

- (i) A student who has received a degree from this (or another) university and who registers to take further courses but who is not a candidate for a degree.
- (ii) Students who have an undergraduate degree from Western University and who intend to complete the requirements for a second degree must apply to the department. Approval is at the discretion of the appropriate department and Dean's office (see Second Degree policy). Department(s) will take into account courses from the first degree and prescribe the courses to be completed to fulfill all of the Honours requirements. No fewer than 5.0 prescribed Honours courses may be required and some programs may require more than 5.0 courses. These prescribed courses must be taken at Western University. Graduation requirements will differ according to the program. Students should check with the appropriate Dean's Office to ensure specific graduation requirements are being met. In instances where a student wishes to pursue a second degree in the same discipline (upgrade), the Dean of the Faculty granting the degree may rescind the first degree.

Full-Time Student

A student who registers in **any a Fall/Winter session for in 3.5 courses credits** or more **is deemed a full-time student.** ~~(Also see the Course Load and Student Financial Services sections of the academic calendar.)~~

An international undergraduate student admitted in January is deemed to have full-time student status if they register in at least 2.0 courses in the Winter term, for the purposes of obtaining a study permit and/or graduate work permit.

Part-Time Student

A student who registers **for in 3.0 or fewer courses credits in any a Fall/Winter session is deemed a part-time student.**

Western International College

A student who is registered at Western International College is deemed to be a full-time student.

To register for courses, a student must:

1. Be admitted to Western or be a continuing student in good standing. Students who have registered at Western, have subsequently transferred to another educational institution, and who wish to resume studies at Western, **are not considered continuing students**. Such students are considered transfer students and will be required to submit an application for admission by the applicable deadline.
2. Select courses and ensure such courses are recorded by the Office of the Registrar by the appropriate deadline.
3. Pay or make arrangements to pay fees.

Failure to register during the designated time will result in a late registration fee.

First-Year and Transfer Students will be mailed registration information during the summer.

Continuing Undergraduate Students will complete an "Intent to Register" form in February. "Intent to Register" forms will be available on-line to students continuing in the same degree/program. The on-line form and further instructions will be available at <http://www.registrar.uwo.ca>

Students transferring between Western and its Affiliated University Colleges must indicate their intent on the February "Intent to Register" form.

Students in the **School of Graduate and Postdoctoral Studies** register for each of three terms.

Special Students wishing to register in 4000-level courses must obtain departmental permission for each course.

INTRAMURAL TRANSFERS TO BA, BSc AND BHSc PROGRAMS

Students registered at Western in an undergraduate degree program leading to a degree other than the Bachelor of Arts, Bachelor of Science or Bachelor of Health Sciences who wish to transfer into a Three or Four-Year BA, BSc or BHSc program, must submit a request for transfer to the dean of the faculty in which registration is sought. Advanced standing for courses toward a BA, BSc or BHSc degree will be granted in keeping with the program requirements of these degrees at the discretion of the Dean.

Approval of the transfer request must include an Intent to Register form completed by the dean of the faculty concerned indicating the courses for which advanced

standing is granted, the number and level of courses required to complete graduation requirements and progression requirements.

PROGRESSION REQUIREMENTS

Progression Requirements are designed to assist a student in improving their grades over time so that they may attain the required average for graduation or for entrance to and continuation in Honours or other specialized programs. Progression requirements establish the minimum requirements for a student to continue at the University but the expectation is that a student will aspire to excellence and seek to achieve results well above the minimum requirements for their program.

The **Adjudication Process** involves the assessment of a student's eligibility to progress at the University and/or enter or remain in a program. As part of the adjudication process, progression requirements will be checked twice a year during two adjudication periods: the May adjudication period based on marks obtained during the Fall/Winter term (for the September - December and January - April sessions) and the July-August adjudication period based on marks obtained during the Summer term (Intersession, Summer Evening and Summer Day sessions). Student records for those registered for the term are evaluated/adjudicated to ascertain if a student meets the progression requirements: (a) to remain in good standing at the University, (b) of their current program, and/or (c) for entrance to another proposed program in which they have indicated an *Intent to Register*.

Average Calculation for progression requirements includes both a term (sessional) and a cumulative average for all applicable courses. Average calculations INCLUDE failed grades. All grades below 50% are considered failures. Grades below 40% will be included in average calculations as 40%, grades from 40% to 49% will be included as the actual grade reported.

A **Course Attempt** is a course registration that is not dropped by the *Last day to drop* deadline date in the Undergraduate Sessional Dates in the Academic Calendar (the latest, including all revisions, will be found on the Office of the Registrar's website). The *Last day to drop* will vary according to type of course: full course, first-term half course, full-year half course, and second-term half course. A course that is dropped by the last date for adding a course will be removed from a student's record. A course that is dropped after the last date for adding a course but before the final day for dropping a course will be recorded as WDN (withdrawn) and is not considered a course attempt. A course that is dropped after the final day for dropping a course will be recorded as F (failure) and will receive a mark of 40% for *Average Calculation* purposes.

A **Course Repeat** is any course previously attempted and recorded at Western University. A course attempt having a passing grade may be repeated only once. A course attempt having a failing grade may be repeated only twice. Further course

repeats may be authorized only by the Dean of the Faculty in which the student is registered. Grades (including failures) for all course attempts will appear on the transcript and will be included in the accumulation of course attempts and maximum failures allowed. All but the most recent course attempt will appear on the transcript as *Repeated, No Credit* and will be excluded from cumulative average calculations used for progression requirements.

Progression decisions will result in an Academic Standing Status of:

In Good Standing - a student who satisfies the minimum progression requirements for continuation of study will be eligible to continue at Western University.

On Probation - a student who does not satisfy the minimum progression requirements for continuation of study at Western University but who will be allowed to continue at the University under *Conditions of Probation*:

A student must seek the advice of the Academic Advisor(s) in their Home Faculty.

A student will be permitted to take a maximum number of 2.0 courses during the Summer sessions and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean as part of the academic probation.

Academic probation will begin immediately upon official notification from the Office of the Registrar, and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:

- 1) A letter mailed to the student's home address;
- 2) An email sent to the student's official Western email account;
- 3) A notice posted to the Student Centre where student grades are posted.

A student on academic probation must achieve an average of at least 60% with no failures, on all courses taken during the probation period.

If the conditions of probation have been met as of the first adjudication period at which a minimum of 3.0 courses have been attempted and the cumulative average remains below 60%, the probation period will be extended automatically until the first adjudication period at which a minimum of 3.0 additional courses have been attempted.

A student who fails a course during a period of probation or probation extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since their last adjudication.

A student will be allowed only one period of probation in the time taken to

complete a degree and only one probation extension. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the University for a minimum of twelve months.

Required to Withdraw - A student who does not satisfy the minimum *Progression Requirements* for continuation of study at Western University and is not eligible for probation, or who has exceeded the maximum number of failed courses allowed, 6.0 courses, will be *Required to Withdraw* from the University for a minimum of twelve months. A student who has been *Required to Withdraw* from the University and whose academic standing has been jeopardized by serious medical or personal difficulties, if they have sought academic accommodation in a timely manner, may apply for a Dean's Waiver of Progression Requirements. A student granted a Dean's Waiver of Progression Requirements must meet the specific conditions imposed in the Dean's Waiver. For a student who has been required to withdraw, readmission will be at the discretion of the appropriate Admissions Office. See READMISSION FOLLOWING UNSATISFACTORY PERFORMANCE section.

Should an appeal be made to Senate on the ruling of a Dean, such an appeal shall be considered on behalf of Senate by the Senate Review Board Academic (SRBA). See the policy on *Senate Review Board Academic Appeals* and corresponding procedures.

A student's failure to read a notification is not grounds to appeal academic probation or Required to Withdraw.

Two levels of progression requirements are used to assess a student's *Academic Standing Status*:

Level 1 progression requirement:

A minimum cumulative average of 55% must be obtained at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. If a student has completed more than 3.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student reaches Level 2*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 50-54% will continue On Probation. Students with a cumulative average less than 50% will be Required to Withdraw.

Level 2 progression requirement:

A minimum cumulative average of 60% must be obtained at the first adjudication

period at which the student has completed a minimum of 8.0 course attempts completed through Western University or through one of its Affiliated University Colleges. If a student has completed more than 8.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student graduates*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 55-59% will continue On Probation. Students with a cumulative average less than 55% will be Required to Withdraw.

Academic Standing Status	Progression Requirement	Required Cumulative Averages*
In Good Standing	Level 1	> or = 55%
On Probation	Level 1	50 - 54%
Required to Withdraw	Level 1	< 50%
In Good Standing	Level 2	> or = 60%
On Probation	Level 2	55 - 59%
Required to Withdraw	Level 2	< 55%

Maximum number of failures allowed is 6.0 courses.

* **NOTE:** averages required for graduation may differ. Averages required on an overall program and Area of Concentration will not be less than 60%, and will be higher for some three-year and four-year programs and all Honours programs.

Students registered in a Fall/Winter Session, who have applied to register for courses in subsequent Intersession or Summer Evening Session but whose ineligibility for further registration has not yet been determined by the first day of classes, will be permitted to complete any such course(s). Although credit will be retained for courses completed successfully, such credit will not alter ineligibility for further registration. Any such student, required to withdraw for failure to achieve the minimum progression requirements, will not become eligible for further registration before the Summer Day Session in the subsequent year.

Progression Following Readmission

Progression following readmission will be according to Level 1 or Level 2 progression requirements or according to discretionary requirements established by the appropriate Admissions Office.

Students who fail to maintain satisfactory academic standing in any year subsequent to readmission usually will not be readmissible to the University for a second time.

Progression Following Admission with Transfer Credit (Advanced Standing)

To qualify for a bachelor degree, a transfer student must obtain credit in a minimum of 5.0 senior courses in a 15.0 course degree program, or 10.0 courses in a four-year or an Honours program. These courses must be taken through Western or an Affiliated University College. Students admitted with transfer credit (advanced standing) to a specific program of study must meet the progression and graduation requirements for that program. Progression following admission with transfer credit (advanced standing) will be normally according to Level 1 or Level 2 progression requirements, or according to discretionary requirements established by the appropriate Admissions Office.

Progression Requirements for Special Students

A Special Student is one who has been awarded a first degree equivalent to at least a three-year degree at Western.

Applicants admitted under regulations governing Special Students will be subject to Level 2 progression requirements (i.e., a minimum cumulative average of 60%) at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. Special Students will then be subject to Level 2 progression requirements for all subsequent adjudication periods. Students who fail to meet this standard will be Required to Withdraw. Readmission shall be at the discretion of the appropriate Admissions Office.

Course Residency Requirements

1. Students fulfilling all the requirements for graduation in any bachelor degree program at Western must complete at least 10.0 courses (including 5.0 senior courses) at Western or one of its Affiliated University Colleges;

or

Transfer students admitted with transfer credit must complete a minimum of 5.0 senior courses in the 15.0-course degree programs or 10.0 courses in the four-year and Honours programs.

2. Not more than 5.0 courses may be taken at another university on a Letter of Permission to fulfill graduation requirements for any baccalaureate program at Western.

ELECTIVE COURSE CREDIT FOR ALL MUSIC COURSES

At its meeting of May 20, 2005, Senate approved that all Music half (0.5) and full (1.0) credit courses will be accepted as elective options in all undergraduate degree programs that participate in New Academic Choices, subject to graduation requirements.

GUARANTEED ADMISSION OF MUSIC EDUCATION GRADUATES TO WESTERN UNIVERSITY FACULTY OF EDUCATION

Effective September 1, 2010, a student who graduates with a Bachelor of Music with Honours in Music Education degree and meets the criteria outlined below is assured acceptance into the Bachelor of Education program of the Faculty of Education at Western University.

For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Requirements for the Primary/Junior, Primary/Junior French as a Second Language, Junior/Intermediate, and Intermediate/Senior programs can be found on the Faculty of Education website.

Guaranteed Admission to the Faculty of Education

Guaranteed admission to the Faculty of Education is offered for students in Vocal Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70% average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at Western University, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.

BRESCIA STUDENTS INTEGRATING WITH WESTERN UNIVERSITY MAIN CAMPUS

For students registered at Brescia University College through April 30, 2024, Interdisciplinary Studies 1200A/B is a required course that counts among the 5.0 1000-level courses that constitute completion of first year. This requirement can be waived by the Dean of the Faculty of Registration if it has not already been met by 2023/24 fall/winter term.

HONOURS PROGRAM IN FRENCH – BESANÇON

Students who successfully complete a university sponsored year abroad study program at The University of Besancon are granted credit for these studies toward a Western University Honours degree in French only. If for reasons beyond their

control, students are unable to complete the Honours program at Western University, they may petition the Dean of the Faculty of Arts and Humanities for this regulation to be waived.

Last Reviewed: **May 15, 2026** ~~September 19, 2025~~

Academic Advising for Undergraduate Students

Subject:	Academic Advising for Undergraduate Students
Sections:	Academic Advising ; Student Responsibility for Course Selection
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	Registration and Progression in Three-Year, Four-Year and Honours Programs ; Adding and Dropping Courses
Effective Date:	September 1, 2026 May 1, 2024
Supersedes:	May 1, 2024 March 2009

ACADEMIC ADVISING

Academic advising will be on a continuous basis as a responsibility of the Faculties for full and part-time students. Academic advising for students registered at Western International College will be the responsibility of Western International College.

The Dean of each Faculty or the Executive Director of Western International College shall appoint a body of academic advisors, responsible directly to the respective Dean or Executive Director of Western International College, to help students in their choice of, and progression within, their programs of study.

Departments of the Faculties shall designate members to assist the coordination of academic advising in each faculty.

The recommendations for academic advising should not be construed as to prohibit use of students in academic advising.

No additional remuneration shall be paid to faculty members participating in

Academic Advising for Undergraduate Students

academic advising services, except those participating in the summer advising program.

Each department shall provide course outlines and reading lists for the Academic Advisors for all courses offered by the department.

Advising is compulsory for all undergraduate and special students who intend to register in courses at Western University. (This does not apply to students in programs in Medicine, Dentistry, Law and Education.)

STUDENT RESPONSIBILITY FOR COURSE SELECTION

A student in a degree program must select courses in accordance with the published requirements. Many courses have prerequisites or require the approval of the Department. These requirements, and any enrolment limitations, should be noted carefully prior to registration. Substitutions for prescribed courses require the written approval of the Department and the Dean. Students registering in the Fall/Winter Session and intending to take second-term half-courses must register for those courses during the course registration period.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from their Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites.

Students are responsible for determining the deadlines for adding and dropping courses. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by the last day to add a course in that term.

Students registered at Western or at an Affiliated University College (Huron, King's) should note that if a course appropriate to their program is offered in an academic unit other than their own, they may register in it providing that their academic unit does not offer the course. However, students must have the written permission of the Dean of their Faculty prior to registering in a course that is offered both at Western and an Affiliated University College.

Last Reviewed:

May 15, 2026

Course Load

Subject:	Course Load
Sections:	Course Load for Undergraduate Students
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*
Effective Date:	September 1, 2026 November 2014
Supersedes:	November 2014 *

COURSE LOAD FOR UNDERGRADUATE STUDENTS

Normal Course Load

1. The normal course load for a first-year program is 5.0 courses numbered 1000 to 1999.
- ~~2. Students enrolled in 3.5 courses or more in Fall/Winter session are considered full-time students; students enrolled in fewer than 3.5 courses in any term are considered part-time students.~~
- ~~3.~~ **2.** For students in second year and above, the normal course load is 5.0 courses, but 1.0 additional course may be included in any academic year with the consent of the Dean of the ~~faculty in which the student is registered~~ **student's Faculty of Registration.**
- ~~4.~~ **3.** In order to maintain a balanced course load, students may not take more than 2.5 courses in each of the Fall (September – December) and Winter (January – April) terms, unless the Dean of the student's faculty provides an

exemption, or the student is also registered in a course that is offered outside of a regular session (i.e. Y and Z course).

5. 4. Students may not take more than 3.0 courses by ~~distance studies~~ Distance Studies during ~~fall/winter~~ the Fall/Winter session. Students wishing to take more than the permitted number of ~~distance studies~~ Distance Studies courses must receive permission from the ~~dean~~ Dean of their ~~academic faculty~~ Faculty of Registration before course selection. Students registered at Western International College are not permitted to take courses by Distance Studies.

Spring/Summer Sessions, including Distance Education

6. 5. With the exception of students registered at Western International College, the ~~The workload~~ course load for the Spring/Summer/~~Distance~~ Sessions* (i.e., May to August) at this University or any other shall be restricted to a maximum of 2.5 courses, with no more than 2.0 courses to be taken simultaneously (excluding Distance Education courses). In the case where 2.0 courses are taken simultaneously, only 1.0 of them may be a laboratory course.
7. 6. The ~~dean~~ Dean of the faculty in which the student is registered may authorize enrolment different from the above.

*Because the Summer Evening ~~Session period~~ runs concurrently with Intersession and the regular Summer Day ~~Session period~~, the significance of "simultaneously" is that the limit of ~~two~~ 2.0 courses applies whether the ~~two~~ 2.0 courses are taken in a single ~~session period~~ or in two concurrent ~~sessions~~ periods.

Last Reviewed: May 15, 2026

Report of the Academic Colleague

Action: Approval Information Discussion

The Council of Ontario Universities (COU) Academic Colleagues met on April 14–15, 2026. Discussions focused primarily on the implications of artificial intelligence for the future of higher education, alongside updates concerning provincial policy and broader sector developments.

The evening session featured a presentation and discussion with Mark Daley on academic delivery in the context of rapidly advancing artificial intelligence technologies. The discussion emphasized that developments in AI are fundamentally reshaping the traditional value proposition of universities. Recent advances in self-improving AI systems were described as a significant inflection point for the sector, potentially requiring universities to reconsider aspects of their teaching, research, and social missions.

Discussion among colleagues explored the possibility that universities may increasingly distinguish themselves through functions that remain inherently human and community-based, including mentorship, credentialing, collaborative problem-solving, clinical and experiential learning, and their role as trusted public institutions. Considerable attention was given to the importance of teaching students not simply how to use AI tools, but also the value of intellectual effort, critical thinking, and independent learning. Participants also reflected on the broader social and geopolitical implications of AI, including the concentration of AI development within a small number of corporations and the ways in which embedded biases may shape knowledge production and dissemination.

Several participants observed that disciplines grounded in human inquiry and creativity—including the humanities and the performing and visual arts—may become increasingly important within an AI-enabled society. The importance of involving students directly in institutional discussions and decision-making regarding AI adoption and governance was also emphasized. Overall, there was broad agreement that universities should engage proactively in long-term strategic planning and scenario development concerning the future role of higher education.

During the April 15 session, colleagues shared updates regarding artificial intelligence initiatives at their respective institutions. Universities across the province are currently at varying stages of developing policies, guidelines, and educational supports related to AI. Common areas of focus include academic integrity and assessment practices, curriculum adaptation, faculty and student guidance regarding acceptable AI use, and the implications of AI for pedagogy and learning outcomes.

Academic Colleagues also prepared thematic presentations for the subsequent COU Members' Meeting. Topics included the future purpose and sustainability of universities;

pedagogy, students, and academic freedom in an AI environment; future institutional models under demographic and financial pressures; the transformation of university research through AI; and ethical considerations surrounding the preservation of essential human dimensions of education. These discussions reflected a growing sector-wide recognition that AI is likely to affect virtually all dimensions of university activity in the coming years.

Steve Orsini provided an update on current sector developments, including recent provincial funding and tuition announcements, ongoing discussions with the Premier and the Minister of Colleges, Universities, Research Excellence and Security, and recent survey findings highlighting the significant contributions of Ontario universities to research and commercialization activity.

The Unanimous Consent Agenda

Action: Approval Information Discussion

Recommended: That the items listed in the Consent Agenda be approved or received for information by the Senate by unanimous consent.

The Senate's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *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.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting 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, they can ask to have it removed from the consent agenda** by contacting the University Secretary (at senate@uwo.ca) 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 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. Those matters that have been struck from the consent agenda will be handled in the usual way.

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.

Senate Membership – Vacancies Filled by Appointment

Action: Approval Information Discussion

Executive Summary:

The Senate seats listed below were filled by appointment for the term indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures.

FACULTY OF SCIENCE	
Pauline Barmby <i>(To replace Blaine Chronik)</i>	April 22, 2026 – June 30, 2026

FACULTY OF EDUCATION	
Mi Song Kim <i>(To replace Julie Byrd Clark)</i>	May 6, 2026 – June 30, 2026

Faculty of Law: Revisions to the Policy on “Admission – Law”

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Admission – Law” be revised as shown in Item 13.2(a).

Executive Summary:

The Faculty of Law is proposing revisions to the policy on “Admission – Law” to:

- change the minimum academic eligibility requirements for the Juris Doctor program from three years of undergraduate university education to two years of undergraduate university education;
- change the processing of undergraduate combined degree applications; and
- clarify the admission requirements for combined degree programs.

Editorial revisions to the policy are also included.

1. Change to the Minimum Academic Eligibility Requirements

The Faculty of Law is seeking to reduce from three to two the number of years of undergraduate study required before a student can apply to the Juris Doctor (JD) program. The Faculty currently allows Mature applicants to apply with a minimum of two years of study and it wants to use the same minimum for all applicant categories.

Making this change would allow the Faculty the flexibility to attract exceptional students sooner than many of its competitor schools, who have a minimum eligibility requirement of three years of undergraduate education. This could serve as a differentiator at a time when recruiting the best students is challenging given increased competition among law schools whose class sizes are growing, including in the greater Toronto area.

The Faculty expects there are students with a strong two-year record who do not want to wait an additional year to apply to law school. Moreover, the ability to save a year of undergraduate tuition may make Western’s program appealing to those students.

Allowing admission after two years would not be an anomaly among Canadian law schools. Four schools outside of the province have a two-year minimum requirement.

This proposed change aligns with the Federation of Law Societies of Canada’s national requirement, which states: “Subject to special circumstances, the admission requirements for the law school include, at a minimum, successful completion of two

years of post-secondary education at a recognized university or CEGEP.”

2. Change in Processing of Undergraduate Combined Degree Applications

The Faculty of Law is seeking to change one aspect of the process by which combined degree applicants apply to its program. Instead of applying directly to the Faculty, Faculty is proposing that they apply through the Ontario Law School Application Service (OLSAS), the same service used by applicants not seeking to complete a combined degree (i.e., most of the Faculty’s applicants).

Currently, combined degree applications are processed manually in multiple Western University offices: the Law Admissions Office, the Law Finance Office, Western’s Financial Services Office, and the Professional Admissions Office in the Office of the Registrar. All this work would be automated if combined degree candidates applied to Western Law through OLSAS. The above offices have all been consulted and indicated strong interest in the proposed change.

OLSAS has confirmed that this change can be made for the 2026 application cycle. New applicant category codes have already been created. Applications have successfully been tested by the Office of the Registrar.

This amendment aligns with the application process for JD/MBA and JD/MSC (Geology or Geophysics) combined degree candidates, all of whom must apply through OLSAS.

While this change will result in an additional cost to combined degree applicants (the \$200 OUAC fee), and Western will lose 2% of its \$150 institutional fee (because OLSAS would be processing this fee on Western’s behalf), these costs are offset by multiple benefits to applicants, including increased flexibility in the application process, increased access to information and support, and standardization of application format.

3. Clarification of Admission Requirements for Combined Degree Programs

Current policy is incomplete regarding the admissions requirements for the Faculty’s combined degree programs. The JD/MSc (Geology or Geophysics) combined degree program, for example, is mistakenly omitted. Additions are being proposed to ensure comprehensiveness and add clarity. None of the additions change current standards or practices. Language is being added simply to make clear what has long been done.

The Calendar copy for the JD/BESc and JD/MSc (Geology or Geophysics) combined degree programs will be revised to remove duplication of admission requirements and direct to the policy on “Admission – Law”. The revised Calendar Copy for the combined degree programs is attached for the Committee’s information.

Documentation Provided:

Revisions to the Policy on “Admission – Law”

Revised Calendar Copy – Law/Chemical Engineering (*for information*)

Revised Calendar Copy – Law/Civil Engineering (*for information*)

Revised Calendar Copy – Law/Electrical Engineering (*for information*)

Revised Calendar Copy – Law/Integrated Engineering (*for information*)

Revised Calendar Copy – Law/Mechanical Engineering (*for information*)

Revised Calendar Copy – Law/Mechatronic Systems Engineering (*for information*)

Revised Calendar Copy – Law/Software Engineering (*for information*)

Revised Calendar Copy – Law/Geology or Geophysics – MSc (*for information*)

Admission – Law

Subject:	Admission – Law
Sections:	Admission – Law ; Combined Degree Undergraduate Programs ; JD/MBA Combined Degree Program
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2026 September 1, 2024
Supersedes:	September 1, 2024; September 2020

ADMISSION – LAW

A. Admission into First Year

There are two categories for admission into first year, General and Discretionary. Admission decisions are made by members of the Admissions Committee, which is comprised of the Associate Dean (Academic), Assistant Deans, faculty members and third-year law students.

For all applicants at least two years of full-time (10.0 courses) of undergraduate university study is required, although most admitted students will have a four-year degree.

General Category

~~At least three years of full-time (or equivalent) undergraduate university education is required, although the majority of admitted students will have a four-year degree.~~ A competitive candidate will have an overall undergraduate average of A- (80-84%) (GPA 3.7), and an LSAT score above the 80th percentile. The Admissions Committee considers the highest LSAT score and cumulative undergraduate GPA (including grades obtained on academic exchanges) but gives greater weight to the

last two full years of undergraduate university study.

The Admissions Committee considers factors other than undergraduate grades and LSAT scores, including employment, personal and professional achievements, extra-curricular engagement, volunteer activities, and other life experience. A full course load throughout the candidate's undergraduate academic career, research and writing experience, and graduate work are also very positive factors.

Discretionary Categories

Applicants can apply in one of four discretionary categories (Access, Black, Indigenous, or Mature). ~~Three years of full-time undergraduate university study (or equivalent, defined as 30 semestered courses) is required for candidates applying in the Access, Black or Indigenous categories and a minimum of two years of full-time undergraduate university study (or equivalent, defined as 20 semestered courses) is required for Mature candidates.~~ The Admissions Committee may interview applicants in the discretionary categories.

(1) Access

Access applicants are individuals whose undergraduate academic performance was affected by a proven disadvantage that may include, but is not limited to, cultural, socio-economic, medical or physical barriers, or a learning disability. Candidates applying in this category must describe how the disadvantage affected their undergraduate academic record, and provide supporting documentation. Applicants with disabilities should provide full documentation from qualified professionals on their disability and its effect on their undergraduate academic record or LSAT score(s) and indicate whether they received accommodations during their program of study. Candidates must show evidence of potential to succeed at law school. This requires at least one year of competitive grades among three years of full-time undergraduate university study. Special consideration for LSAT scores is given only where there is a causal connection between the disadvantage claimed and the LSAT performance.

(2) Black

Black applicants are individuals who self-identify as members of the Black community. The Faculty of Law recognizes that such individuals are not represented adequately within the legal profession and strongly encourages applications from members of this group.

(3) Indigenous

Indigenous applicants are individuals who are members of First Nations, Inuit or Métis communities. Candidates applying in this category must provide evidence confirming the basis of their application. The Faculty of Law recognizes that Indigenous individuals are not represented adequately within the legal profession and strongly encourages applications from members of this group. Indigenous candidates may be admitted unconditionally, or subject to the successful

completion of the Indigenous Law Centre Summer Program at the University of Saskatchewan. Upon successful completion of the Summer Program, credit will be given for Property Law.

(4) Mature

Mature applicants must have at least five years of non-university experience since leaving high school, which need not be consecutive, and must have attended university for a minimum of two years.

Extended-Time JD Program

The Extended-Time JD Program is available to students who have been admitted to the JD Program. The program is designed for students who cannot manage a full-time program because of family responsibilities, health issues, disabilities, financial necessity, or other special circumstances. These should be discussed in the Personal Statement.

Students in the Extended-Time JD Program are required to take Legal Research, Writing and Advocacy, a small-group core course, and one or two additional core courses in their first year of study. The balance of the first-year JD curriculum must be completed in the second year of study. The program must be completed within six years. Extended-Time students are allowed to transfer to full-time attendance and full-time students who meet the eligibility criteria are allowed to transfer into the Extended-Time program.

Extended-Time students are eligible for any entry scholarships or bursaries that are not restricted to full-time students, as well as any prizes or awards in individual courses.

B. Admission to Upper-Year

There are three categories of applicants for admission to upper year: Transfer, Advanced Standing and Letter of Permission. The Faculty of Law does not admit National Committee on Accreditation candidates.

A major consideration in admissions decisions for upper-year applicants is the availability of places in the Faculty. A competitive upper-year applicant will generally have a B average, or higher, in law school to date. Given the limited number of spaces that are available, primary consideration will be given to the most competitive applicants and those applicants who, for compassionate reasons, seek a transfer to Western University.

(1) Transfer

Students currently enrolled in first year at another Canadian law school may be admitted to the second year of the program as transfer students. If admitted, candidates who successfully complete the last two years of the program will be eligible to receive the Juris Doctor degree from Western University.

(2) Advanced Standing

Students who have successfully completed part or all of their legal education outside Canada may be considered for admission with advanced standing. Except in extraordinary circumstances, a student will not receive more than one year's advanced standing. If admitted, candidates who successfully complete the last two years of the program will be eligible to receive the Juris Doctor degree from Western University. The granting of advanced standing and the extent of credit to be given are at the discretion of the Admissions Committee.

(3) Letter of Permission

Students currently enrolled at a Canadian law school can apply to study for one academic year at Western on a Letter of Permission prescribing a program of courses approved by their current law school. Students who have been granted permission to study on a Letter of Permission do not receive the Juris Doctor degree from Western University.

C. Law School Admission Test (LSAT)

The Law School Admission Test is required for all applicants, although the LSAT need not have been written before applying.

For first-year applicants, the Admissions Committee will determine, on an annual basis, the latest acceptable test session for admission the following September.

For upper-year applicants and ~~internal~~ Western University combined-degree **undergraduate** applicants, the June LSAT is the latest acceptable test session for admission the following September.

~~Details about the LSAT, including how to register for the test, may be found at www.lsac.org.~~

D. English Requirements

Each student granted admission to Western must be proficient in spoken and written English.

Applicants for whom English is not a first language are required to achieve a satisfactory score on one of the following tests, within the last two years: Test of English as a Foreign Language (TOEFL) or the International English Language Testing Service (IELTS) of the British Council. Application forms and additional information may be obtained from the TOEFL and IELTS websites. Acceptable scores for Western Law are available **on the Faculty of Law website** at ~~www.law.uwo.ca~~.

E. Undergraduate Education Requirements

In assessing undergraduate education requirements, consideration will generally be given only to those candidates with acceptable standing at accredited degree-granting institutions where the content of studies completed is equivalent in content

to the courses offered by Western, and to the requirements of the program to which the student has applied. In appropriate circumstances, the university will review other candidates on an individual basis. Admission in all cases is competitive.

F. Application Procedure

All Ontario law school applications – for both first-year and upper-year applicants – are processed through the Ontario Law School Application Service (OLSAS). For full details about the application process and the Faculty of Law’s specific requirements ~~please~~ consult the OLSAS Application Guide **available on the OLSAS website.**
~~available at: www.ouac.on.ca/olsas~~

~~Ontario Law School Application Service
Ontario Universities' Application Centre
170 Research Lane
Guelph, Ontario
N1G 5E2
Telephone: 519-823-1063
Fax: 519-823-5232
olsas@ouac.on.ca
www.ouac.on.ca/olsas~~

Application Deadlines

For First-Year Applicants: November 1 (11:59 EST) for studies commencing the following September.

For Upper-Year Applicants **and Western Undergraduate Combined Degree Applicants:** May 1 (11:59 EST) for studies commencing the following September.

~~For further information, please contact:~~

~~Faculty of Law Admissions Office
Room 222 – Josephine Spencer Niblett Building
Western University
London, ON N6A 3K7
519-661-3347
lawapp@uwo.ca
<http://www.law.uwo.ca>~~

COMBINED-DEGREE UNDERGRADUATE PROGRAMS

G. Admission to Combined Undergraduate-Degree Programs: HBA/JD and BESC/JD

Students Western Honours Business Administration (HBA) and Bachelor of Engineering Science (BESC) students may apply to the Faculty of Law **directly** for admission to one of two undergraduate combined-degree programs (HBA/JD with the Ivey School of Business and BESC/JD with Western's Faculty of Engineering) by May 1 following the HBA1 year of study or Year 3 of Engineering, as the case may be, **through OLSAS**.

Applicants must meet Faculty of Law admission requirements. Generally, a competitive HBA/JD applicant will have a cumulative **weighted** average of 80% or more in HBA1 and a competitive BESC/JD applicant will have a cumulative **weighted** average of 80% or more across all three years of study. An LSAT score above the 80th percentile is considered competitive for all combined-degree candidates.

Entrance into a combined-degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in a combined program.

JD/MBA COMBINED DEGREE **GRADUATE** PROGRAMS

H. **Admission to Combined Degree Graduate Programs** Description

JD/MBA

The combined JD/MBA program is administered jointly by the Faculty of Law and the Ivey Business School. It provides an exceptional education for highly-motivated, talented students capable of managing the demands of two intensive programs simultaneously. Students are **required expected** to have a minimum of two years of quality work experience **before prior to** beginning the program. **An LSAT score is required.**

To be admitted to the JD/MBA program, candidates must have an undergraduate degree in any discipline. The program begins with MBA courses ~~the Business Essentials component of the MBA~~ from ~~March~~ January to August ~~before prior to~~ first-year Law. Because the JD/MBA program starts in **January March**, applicants must have taken the LSAT by the preceding November at the latest. Both degrees are completed in **40 38** months instead of the four academic years ~~that would be~~ required if the degrees were completed separately.

Applicants to the JD/MBA program must apply separately:

- 1. to the Faculty of Law, through OLSAS, by November 1; and**
- 2. to the Ivey Business School by early November.**

The applications must indicate the student's intention to pursue the combined degree program.

Admission

~~Applicants to the JD/MBA combined program must apply separately:~~

- ~~1. to the Faculty of Law, through the Ontario Law School Application Service, by November 1; and~~
- ~~2. to the Ivey Business School, directly, by early January.~~

Additional details may be found on the Ivey Business School website. ~~at:~~
~~www.ivey.uwo.ca/mba/academics/combined-jdmba-degree/~~

JD/MSc (Geology or Geophysics)

The combined JD/MSc program is designed for students who envision a career in areas where earth sciences and the law intersect. Both degrees are completed in three academic years instead of the four academic years required if the degrees were completed separately.

Applicants to the JD/MSc program must either:

1. apply separately for admission to the Faculty of Law, through OLSAS, by November 1, and to the MSc (Geology or Geophysics) program by the deadline established by the Geology or Geophysics program; or
2. having already commenced the first year of the JD program, apply to the MSc (Geology or Geophysics) program by the deadline established by the Geology or Geophysics program.

In either case, the applications must indicate the student's intention to pursue the combined degree program.

Applicants must meet the entrance requirements for each of the JD/MSc (Geology or Geophysics) programs.

Last Reviewed: May 15, 2026

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21444>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21262>

LAW/CHEMICAL ENGINEERING

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

- Western Main Campus - Law Combined Programs - D. CHEMICAL ENGINEERING/LAW
- Western Main Campus - Law Combined Programs - LAW/CHEMICAL ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Chemical Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean – Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESC/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering, and the second and third year program, Option D, in the Department of Chemical and Biochemical Engineering with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admissions Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21544>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21267>

LAW/CIVIL ENGINEERING

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

- Western Main Campus - Civil and Environmental Engineering - D. CIVIL ENGINEERING/LAW
- Western Main Campus - Civil and Environmental Engineering - LAW/CIVIL ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESc/JD combined degree programs.

Before entering the combined BESc/JD degree program, a student must have completed the first three years of the Civil Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean – Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESc/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering, and the second and third year program, Option D, in the Department of Civil and Environmental Engineering with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admissions Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21446>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21273>

LAW/ELECTRICAL ENGINEERING

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

- Western Main Campus - Law Combined Programs - D. ELECTRICAL ENGINEERING/LAW
- Western Main Campus - Law Combined Programs - LAW/ELECTRICAL ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Electrical Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean – Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESC/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering, and the second and third year program, Option D, in the Department of Electrical and Computer Engineering with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admission Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21452>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21284>

LAW/INTEGRATED ENGINEERING

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

- Western Main Campus - Law Combined Programs - D. INTEGRATED ENGINEERING/LAW
- Western Main Campus - Law Combined Programs - LAW/INTEGRATED ENGINEERING

Admission Requirements

See the policy on "[Admission – Law](#)" for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Integrated Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean – Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESC/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering, and the second and third year program, Option D, of the Integrated Engineering program with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admission Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21455>
<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21290>

LAW/MECHANICAL ENGINEERING

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

- Western Main Campus - Law Combined Programs - B. MECHANICAL ENGINEERING/LAW
- Western Main Campus - Law Combined Programs - LAW/MECHANICAL ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Mechanical Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESC/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering, and the second and third year program, Option B, in the Department of Mechanical Engineering with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admission Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21287>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21454>

LAW/MECHATRONIC SYSTEMS ENGINEERING

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

- Western Main Campus - Law Combined Programs - C. MECHATRONIC SYSTEMS ENGINEERING/LAW
- Western Main Campus - Law Combined Programs - LAW/MECHATRONIC SYSTEMS ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Mechatronic Systems Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean – Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESC/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first-year curriculum in the Faculty of Engineering, and the second and third-year program, Option C of the Mechatronic Systems Engineering Program, with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admissions Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21280>

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21450>

LAW/SOFTWARE ENGINEERING

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

- Western Main Campus - Electrical and Computer Engineering - Software Engineering Program - C. SOFTWARE ENGINEERING/LAW
- Western Main Campus - Electrical and Computer Engineering - Software Engineering Program - LAW/SOFTWARE ENGINEERING

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria for BESC/JD combined degree programs.

Before entering the combined BESC/JD degree program, a student must have completed the first three years of the Software Engineering program at Western. ~~(or equivalent). In addition to applying for the combined degree program through the Office of the Associate Dean - Academic of the Faculty of Engineering, a student must also make a separate application to the Faculty of Law for admission into the JD program by the published deadline, May 1. The application to Law must indicate that the student is applying to the combined BESC/JD program.~~

~~Admission Criteria~~

~~To be eligible for the combined degree program, students must have completed all the requirements of the first year curriculum in the Faculty of Engineering, and the second and third year program, Option C, of the Software Engineering program with either a minimum cumulative weighted average (CWA) of 80% or stand in the top 10% of the class. In addition, the applicant must meet the minimum LSAT requirement established by the Law School Admission Committee for all combined degree programs.~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined program.~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21305>

LAW/GEOLOGY OR GEOPHYSICS – MSC

The combined JD/MSc (Geology or Geophysics) program allows students to complete both the JD degree and the MSc (Geology or Geophysics) degree in three academic years instead of the four years required if the degrees were taken separately. The program is designed for students who envision a career in those areas where the earth sciences and the law intersect. The course load for the MSc (Geology or Geophysics) degree is the same as that for the Accelerated MSc (Geology or Geophysics) offered by the Department of Earth Sciences.

The combined degree program is administered on behalf of the Faculty of Law and the School of Graduate and Postdoctoral Studies (SGPS) by two Program Directors, one appointed by the Faculty of Law and the other appointed by the Department of Earth Sciences.

Admission Requirements

See the policy on “[Admission – Law](#)” for admission criteria.

Application Information

~~Applicants to the combined degree program must either (i) apply separately for admission to both the JD and the MSc (Geology or Geophysics) programs by the deadlines established for the Faculty of Law and the Geology or Geophysics Graduate Programs or (ii) having already commenced the first year of the JD program, apply for admission to the MSc (Geology or Geophysics) program by the deadline established by the program. In either case, the application must indicate the student’s intention to pursue the combined degree program.~~

~~Applicants must meet the entrance requirements for each of the JD and the MSc (Geology or Geophysics) programs.~~

~~A joint admissions committee appointed by the Faculty of Law and SGPS shall decide on admissions and admissions policy. The Department of Earth Sciences shall nominate one member to sit on this committee (normally its appointed Program Director).~~

~~Entrance into the combined degree program is competitive and limited. Meeting the minimum requirements does not guarantee a position in the combined degree program.~~

**Faculty of Health Sciences, Arthur Labatt Family School of Nursing:
Revisions to the Policy on “Nursing Applicants”**

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 1, 2026, the policy on “Nursing Applicants” be revised as shown in Item 13.2(b)(i).

Executive Summary:

This proposal modifies several aspects of the policy on “Nursing Applicants”. The proposed changes include:

1. Removal of the specification that applicants select program code ENW for *Western* on the Ontario Universities’ Application Centre, as the Western program is now the only program. Removal of information about citizenship requirements, as the policies in Nursing do not differ from the general requirements of the university. Also, the School will not be prioritizing students in Ontario over other provinces.
2. Clarification that students may take any grade 11 or 12 math as a prerequisite for the program, by listing the math courses that students may take in high school. The original requirements included a note that students with less than 70% in their grade 11 math course may use their grade 12 math course as a substitute.
3. Removal of the admission deadline date from the direct entry program only. The School can choose to retain the application deadline on the website (even keeping this as February 15), however the School is no longer constrained by the Ontario College system timing allowing it therefore to publish an application deadline on its website but make amendments to this from cycle to cycle without amending policy.

The goal is greater flexibility based on the cycle demands. Another identified goal is to encourage earlier applications in order to provide earlier decisions to applicants and to remain competitive with Fanshawe as they compete for applicants as well.

4. Removal of Casper from the admission requirements for the direct entry program because of equity concerns. This brings the direct entry program in line with the Compressed Time Frame programs (which removed the Casper some time ago).
5. Clarification of the meaning of “B” in the admission requirements. This adds additional qualifiers that will improve transparency for students applying from institutions with different grading scales.

6. Addition of a specification about the use of repeated courses that was originally in policy, but that was removed in error in a previous revision.
7. Edits to the section on transcript evaluation to improve clarity.
8. For Compressed Time Frame BScN Program (RPN Stream A), modification to the first bullet point under academic requirements to open the program to qualified students across Canada (i.e., students educated outside Ontario). This update also clarifies that students must have completed a *two-year* Practical Nursing Diploma program.
9. Addition of a deadline for evaluation of experiential requirements to the Compressed Time Frame BScN Program (RPN Stream A) requirements. This was intended to ensure that students do not enroll in the Compressed Time Frame program before obtaining their College of Nurses license.

Documentation Provided:

Revisions to the Policy on “Nursing Applicants”



Nursing Applicants

Subject:	Nursing Applicants
Sections:	Bachelor of Science in Nursing Program ; Compressed Time Frame BScN Program (Regular Stream) ; Compressed Time Frame BScN Program (RPN Stream A) ; Compressed Time Frame BScN Program (RPN Stream B) ; Academic Policies ; Admission Appeals Procedure
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Progression Requirements – Nursing Potential Health Risks/Immunization Requirements Undergraduate Degree Admissions
Effective Date:	May 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 ; March 14, 2025; September 1, 2024

BACHELOR OF SCIENCE IN NURSING PROGRAM

Admission Requirements – For Admission, September 2026 and beyond

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

Note: All students applying to the Bachelor of Science in Nursing (BScN) program do so through the Ontario Universities' Application Centre, choosing program code 'ENW' ~~for Western~~.

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

1. Prerequisite requirements:

All applicants must also have completed the following or equivalent Ontario secondary school courses with a minimum grade of 70% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
 - Functions MCR3U
 - Functions and Applications MCF3M
 - Advanced Functions MHF4U
 - Calculus and Vectors MCV4U
 - Math of Data Management MDM4U

~~Note: If an applicant does not meet the minimum Math requirement in one of the Grade 11 prerequisites, Western will check for a minimum of 70% in one of Advanced Functions MHF4U, Calculus and Vectors MCV4U, or Math of Data Management MDM4U.~~

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

~~2. Casper requirements (for Admission, September 2026 and beyond):~~

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

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

3.2. Academic Requirements:

Applicants Presenting an Ontario Secondary School Diploma

Applicants must complete an Ontario Secondary School Diploma (OSSD) and have a minimum of six Grade 12 U and/or M-level courses (excluding co-op courses), including the prerequisite courses with a minimum grade of 70% in each.

Applicants with High School Standing from other Canadian Provinces

Applicants from other provinces in Canada are eligible to apply for admission on the basis of senior matriculation if their academic records meet, in subject matter and standing obtained, both the requirements of admission to this School and to a recognized university in their own province. This must include the successful completion of (Grade 12 university preparation) courses in English, Biology, Chemistry and Mathematics with a minimum grade of 70% in each.

Applicants Currently Enrolled in a University, or who have Previously Attended University or other Post-Secondary Institutions

Applicants applying to enter the nursing program from Post-Secondary studies are considered on the basis of their high school prerequisite coursework and university, college or other post-secondary standing. Specifically,

- students applying with one year of full-time university study must have achieved a minimum 70% overall average;
- students having completed two or more full-time years of university study must have achieved a minimum 70% average in the final two years (10.0 courses credits) of study. If courses are repeated within the last 10.0 courses credits completed, both attempts are utilized in the admission average.
- students applying from a College of Applied Arts and Technology (CAAT) must have achieved a minimum cumulative average of 75% "B" (GPA of 3.0) in an acceptable and completed program.

All applicants must also have completed the equivalent of the following Ontario secondary school courses with a minimum grade of 70% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
 - Functions MCR3U
 - Functions and Applications MCF3M
 - Advanced Functions MHF4U
 - Calculus and Vectors MCV4U
 - Math of Data Management MDM4U

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

Mature Applicants

Applicants will be considered for admission who:

- meet Western's definition of mature applicant, and
- are able to demonstrate academic success within the last four (4) years by achieving a credit equivalent to the following Ontario secondary school courses, according to the general criteria at Western, with a minimum mark of 70% in each:
 - English ENG4U
 - Biology SBI4U
 - Chemistry SCH4U
 - One of:
 - Functions MCR3U
 - Functions and Applications MCF3M
 - Advanced Functions MHF4U
 - Calculus and Vectors MCV4U
 - Math of Data Management MDM4U

Indigenous Applicants

The Arthur Labatt Family School of Nursing recognizes that Indigenous Peoples are not represented adequately in the nursing profession and therefore welcomes their applications.

Eligible Indigenous applicants may be admitted to the nursing program from one of two paths:

1. Indigenous applicants who have successfully completed the program's admission requirements, and whose admission average has met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered for admission along with all other program applicants.
2. Indigenous applicants who have successfully completed the program's admission requirements, but whose overall average has NOT met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered on a discretionary basis set aside for applicants in this latter category.

Applicants from Degree Nursing Programs

Applicants in this category must have completed the requirements as outlined below

to receive admission consideration:

1. Meet admission requirements as stated in this policy;
2. Submit, in writing, the reason for leaving the previous or current program and for applying to a nursing program at Western University.

The applicant must provide written permission to the Arthur Labatt Family School of Nursing to contact the Dean, Director, Coordinator, or Head of the Nursing program in which the student was previously or is currently registered for release of information about the student's status in the previous or current nursing program (including matters pending) with regard to failures, probation, suspensions, determination of professional unsuitability, disciplinary action, or other related matters.

Applicants are not admitted into upper year studies. All core Nursing courses must be completed at Western University.

Submission of Applications for Admission

~~Applications for admission to the Bachelor of Science in Nursing Program must be submitted by February 15.~~ It is recommended that the application be made early to ensure all required documentation arrive in a timely manner. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)

Admission Requirements (for Admission, September 2025 and beyond)

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

1. Prerequisite requirements:

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

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

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

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

2. Academic requirements:

To be eligible to apply to the Compressed Time Frame Bachelor of Science in Nursing (BScN) program (Regular Stream), applicants:

- Must have completed at least ~~ten (10.0)~~ university-level full-course equivalents with a minimum **average of 75%** (3.0 GPA), and
- Have ~~no more than~~ **at least 5.0** courses at the **introductory senior** level (~~equivalent to courses numbered 1000 to 1999 at Western University~~).

If courses are repeated within the last 10.0 courses completed, both attempts are utilized in the admission average.

~~Students~~ **Applicants** with university preparation outside of North America must submit **course-by-course evaluation documentation from through** the World Education Services (WES).

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

Admission Requirements (for Admission, September 2025 and beyond)

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

1. Academic requirements:

- ~~Completion of a Practical Nursing program from an accredited College of Applied Arts and Technology in Ontario with a minimum GPA of 75%, or 3.5.~~
- **Completion of an accredited Canadian two-year Practical Nursing Diploma program with a competitive overall admission average. Students must have a minimum average of 75% (GPA of 3.0).**
- A minimum average of 65% in 5.0 degree-credit courses (equivalent to one full year) at a recognized university. For applicants with more than 5.0 **courses credits**, the top 5.0 course grades will be used.
- Applicants must complete the Practical Nursing diploma by the end of May in the year they are applying.

Applicants with university preparation outside of North America must submit a course-by-course evaluation through the World Education Services (WES).

2. Experiential and Registration Requirements:

To be completed by July 15 of the year seeking admission:

- A) For applicants who completed the Practical Nursing Diploma within five years prior to applying:
- Have RPN registration in good standing with the College of Nurses of Ontario
 - Be entitled to practice with no restrictions
- B) For applicants who completed the Practical Nursing Diploma more than five years prior to applying:
- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
 - Applicants must provide a complete Verification of Employment Hours form
 - Have RPN registration in good standing with the College of Nurses of Ontario
 - Be entitled to practice with no restrictions

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

Admission Requirements (for Admission, May 2026 and beyond)

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

1. Academic requirements:

- Completion of an accredited Canadian two-year Practical Nursing Diploma program with a competitive overall admission average. Students must have a minimum GPA average of 75% (GPA of 3.0), ~~or 3.5, and a competitive overall admission average.~~

2. Experiential and Registration Requirements:

To be completed by January 15 of the year seeking admission:

- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)

- Applicants must provide a complete Verification of Employment Hours form
- Have RPN registration in good standing with the College of Nurses of Ontario
- Be entitled to practice with no restrictions

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is December 1. It is recommended that the application be made early. The enrolment in this program is limited.

ACADEMIC POLICIES

The following applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

Advanced Standing and Transfer of Credit

Decisions regarding advanced standing and transfer of credit are governed by the policy of this University.

1. In exceptional circumstances, a student registered in a BScN program in another university may be able to transfer into a program offered by this University. Permission must be granted by the Admissions Committee, Arthur Labatt Family School of Nursing.
2. An applicant may request transfer of credit toward a degree at this University for courses taken prior to admission to the BScN program at this University. The Arthur Labatt Family School of Nursing reserves the right to determine what transfer of credit will be granted.
3. After admission to the Arthur Labatt Family School of Nursing, students intending to take courses at another university are required to obtain a Letter of Permission from Program Office for credit in their BScN program.

ADMISSION APPEALS PROCEDURE

The following admission appeals procedure applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

Decisions of the Admissions Committee are final.

Applicants may request a review of the decision by the Admissions Committee, provided that such a request is based upon significant new information, pertinent to the application and not available to the applicant prior to the complete submission of application material. This request must be filed with the Office of the Registrar's Office no later than **2** two weeks after the issuance of the original decision.

Last Reviewed: May 15, 2026 ~~September 19, 2025~~

**Faculty of Health Sciences, Arthur Labatt Family School of Nursing:
Revisions to the Policy on “Progression Requirements – Nursing”**

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Progression Requirements – Nursing” be revised as shown in Item 13.2(b)(ii).

Executive Summary:

Background

In September 2024, the Operations/Agenda Committee (OAC) established an *ad hoc* Working Group to review the three-year pilot of the Senate Committee on Academic Curriculum and Awards (ACA) and the Senate Committee on Academic Policy. As part of the review, the Working Group recommended that curriculum requirements be removed from academic policy and instead located in the Academic Calendar. This recommendation was intended to ensure that:

1. Revisions to curriculum requirements are routed through the appropriate Senate committees – specifically the Subcommittee on Undergraduate Academic Courses (SOC) or the Subcommittee on Program Review – Undergraduate (SUPR-U) and ACA – in accordance with Western’s Institutional Quality Assurance Process; and
2. Senate Academic Policy is aligned with the “Policy on Establishing Senate Academic Policies and Procedures”.

At its meeting on January 17, 2025, Senate approved, on the recommendation of OAC, that the Senate Committee on Academic Policy be tasked with determining a process to move curriculum requirements out of program-specific admission and progression policies and into the Academic Calendar.

Further information regarding Senate’s recommendation is available in the [January 17, 2025 Senate agenda](#) (pp. 29-59).

Subsequently, at its meeting on May 5, 2025, the Senate Committee on Academic Policy established the following process for moving curriculum out of policy and into the Academic Calendar:

- At the request of the Senate Committee on Academic Policy, the Vice-Provost (Academic Programs) issued a memorandum to the Associate Deans (Academic) (or equivalent) of impacted programs, notifying them of Senate’s recommendation to remove curriculum requirements from academic policy.

- Impacted programs were asked to review their program-specific admission and progression policies and identify curriculum requirements to be relocated to the Academic Calendar.
- Revised admission and progression policies (with curriculum removed) and the corresponding curriculum requirements for the Academic Calendar would be submitted to the relevant Senate committee or subcommittee for information.
- Any proposals that included changes beyond the separation of curriculum requirements from policy would be brought forward for approval in accordance with Western’s Institutional Quality Assurance Framework.
- Proposals would proceed through regular Senate channels to (1) remove curriculum requirements from academic policy and (2) incorporate the curriculum requirements in the Academic Calendar.

Current Proposal

As part of the work outlined above, this proposal moves the curriculum requirements for the Nursing programs from the policy on “Progression Requirements – Nursing” to the Academic Calendar. Although the curriculum is unchanged, the formatting of the curriculum has been altered for clarity, and to conform with typical practices for Calendar copy.

Additionally, several revisions to the policy on “Progression Requirements – Nursing” are proposed:

1. Progression plans:

A clarifying statement has been added to ensure students understand that failure in a course will, in most cases, necessitate the development of an alternative progression plan. This plan may result in a delay to the original anticipated graduation date. This clarification addresses a frequent area of misunderstanding and a common basis for student appeals.

2. Revision to the number of permitted course failures:

Following province-wide consultation with other Nursing programs, it was determined that the previously permitted number of full-course equivalent (FCE) failures was excessive. Transitioning to a course-based failure limit aligns more appropriately with comparable programs and reflects current academic practices, particularly given students’ ability to withdraw from courses up until the end of term.

3. Clarification of failed Nursing course language:

Additional language has been incorporated to improve clarity and transparency

regarding expectations and consequences related to failed Nursing courses, ensuring students have a clear understanding of progression requirements.

4. Addition of program completion timeframes and Leave of Absence provisions:

Program completion timeframes and Leave of Absence requirements have historically been outlined in the Nursing program manual. Including this information within the formal policy ensures greater consistency, visibility, and governance oversight, rather than relying solely on program-level documentation.

5. Removal of outdated clinical course grading language:

The clinical course grading structure language has been removed as it no longer reflects current evaluation practices. Clinical course assessment methods have since been updated, and the policy has been revised to align with the current evaluation framework.

Documentation Provided:

Revisions to the Policy on “Progression Requirements – Nursing”

Revised Calendar Copy – Western-Fanshawe Collaborative Bachelor of Science in Nursing Program (*for information*)

Revised Calendar Copy – Bachelor of Science in Nursing Program (*for information*)

Revised Calendar Copy – Compressed Time Frame Bachelor of Science in Nursing – Regular Stream (*for information*)

New Calendar Copy – Compressed Time Frame Bachelor of Science in Nursing – RPN Stream A (*for information*)

New Calendar Copy – Compressed Time Frame Bachelor of Science in Nursing – RPN Stream B (*for information*)

Progression Requirements – Nursing

Subject:	Progression Requirements – Nursing
Sections:	Programs ; Progression Requirements ; Courses Required for the Western-Fanshawe Collaborative BScN Program ; Courses Required for the Compressed Time Frame BScN Program (Regular Stream) ; Courses Required for the Compressed Time Frame BScN Program (RPN Stream A) ; Courses Required for the Compressed Time Frame BScN Program (RPN Stream B) ; Progression: Clinical Application Collaborative Evaluation ; Failure to Meet Progression Requirements
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025; September 1, 2024; September 1, 2023, January 1, 2023

This policy covers the following nursing undergraduate programs: the Western-Fanshawe Collaborative Bachelor of Science in Nursing, the **direct entry** Bachelor of Science in Nursing, and the Compressed Time Frame Bachelor of Science in Nursing.

Note: The last admission to the Western-Fanshawe Collaborative Bachelor of Science in Nursing is September 1, 2025, and students will complete that program on or before August 31, 2031. Students will be admitted to the **direct entry** Bachelor of Science in Nursing effective September 1, 2026.

PROGRAMS

Enrolment in non-Nursing courses is limited and in some cases demand exceeds that limit. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.

The Western-Fanshawe Collaborative Bachelor of Science in Nursing, the **direct entry** Bachelor of Science in Nursing, and Compressed Time Frame programs offer a Bachelor of Science in Nursing (BScN) degree that **qualify qualifies** graduates to apply to write the NCLEX-RN and subsequently register as a professional nurse with the College of Nurses of Ontario.

The Western-Fanshawe Collaborative BScN program is offered collaboratively by Western University and Fanshawe College. The first two years of the program are offered at both institutions. All students complete years 3 and 4 at the Western site. Program requirements are the same at both sites.

The **direct entry** Bachelor of Science in Nursing program is an 8-term program offered over 3.5 calendar years.

The Compressed Time Frame (CTF) Nursing program allows students to complete a BScN degree in five consecutive terms if enrolled in the CTF Regular Stream or the RPN Stream A, otherwise if enrolled in the RPN Stream B the program is completed in six consecutive terms.

PROGRESSION REQUIREMENTS

Students may proceed to the next year of their program if the following conditions are met:

- A PASS is required in clinical application courses
- A passing grade of at least 65% in Nursing theory courses
- A passing grade of at least 60% in the following courses: Physiology 1020, Nursing 1330A/B, Nursing 2440A/B, Nursing 3820A/B, Pharmacology 2060A/B
- A passing grade of at least 50% in all elective courses.

~~A student whose year average is below 65% may not proceed to the next year/level of the program until the average has been raised to 65% or above.~~

Students who fail a course should be aware that this will likely require the development of an alternative progression plan and will likely delay graduation. Approval of this progression plan is at the discretion of Academic Advising in the Arthur Labatt Family School of Nursing and will depend upon the availability and timing of course offerings. Concerns over delayed graduation are not an acceptable

basis for appeal.

Students who entered the program prior to September 2025 are permitted a **A** maximum of 2.0 full course equivalent **credit** (FCE) failures **are permitted** throughout their program.

Students entering the program in September 2026 and beyond are permitted three course failures throughout their program. Note that this is not 3.0 FCE, but rather three courses regardless of the course weighting.

Failed Nursing courses may be repeated only once. If a second Nursing course failure occurs the student will be withdrawn from the Nursing program. In the event of a failed elective, students may choose to complete an alternative elective (i.e., they need not repeat the original elective). ~~Students who fail a theory or clinical application course will be required to repeat the corequisite theory/clinical application course.~~

Program Completion Time Frame

The Western-Fanshawe Collaborative BScN program must be completed within seven academic years calculated from the initial date of registration in the Arthur Labatt Family School of Nursing, inclusive of any Leave of Absence (LOA).

The direct entry BScN program must be completed within seven academic years calculated from the initial date of registration in the Arthur Labatt Family School of Nursing, inclusive of any LOAs.

The Compressed Time Frame BScN program must be completed within four academic years calculated from the initial date of registration in the Arthur Labatt Family School of Nursing, inclusive of any LOAs.

Leave of Absence from the Western-Fanshawe Collaborative BScN, direct entry BScN, or the Western Compressed Time Frame BScN Programs

Procedure:

1. LOA from the program may be granted by the Academic Advisor (Western)/Year Coordinator (Fanshawe). The LOA applicant understands that space within the undergraduate programs is limited, and placement is not guaranteed on the completion of the LOA.
2. A student requesting a LOA must meet the following criteria:
 - request the LOA as soon as possible.
 - the student will meet with their Academic Advisor/Program Coordinator
 - eligibility for re-entry to the program following long term absence is at the sole discretion of the School.

Progression Requirements – Nursing

To re-enter the program **THE STUDENT** must inform the Academic Advisor (Western)/Program Coordinator (Fanshawe) by March 31 of the year absent.

Failure to notify the Academic Advisor (Western)/Program Coordinator (Fanshawe) may result in loss of registration in the program.

~~COURSES REQUIRED FOR THE WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM~~

~~Admission to this program is discontinued, effective September 1, 2026. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.~~

~~Nursing Requirements~~

~~(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)~~

Theory Course— Western	Theory Course— Fanshawe	Clinical- Application- Course— Western	Clinical- Application- Course— Fanshawe
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing- 2231A/B	NRSG 7064
Nursing 2270A/B			
		Nursing- 2271A/B	
Nursing 1140A/B	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing- 3911A/B	
Nursing 3920A/B			
		Nursing- 3921A/B	
Nursing 3310A/B			

Progression Requirements – Nursing

Nursing 3340A/B			
Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			
Nursing 4401W/X			
		Nursing-4410A/B	
Nursing 4440A/B			
		Nursing-4461W/X or Nursing-4451W/X	

Science and Writing Requirements

(must achieve 60%)

Western Course Number	Fanshawe Course Number
Nursing 1330A/B	ANAT 7002
Physiology 1020	NRSG 7039
Pharmacology 2060A/B	PHRM 7004
Nursing 2240A/B or the former Pathology 2420A/B ¹	NRSG 7043
Nursing 3820A/B	

¹if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs the student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

COURSES REQUIRED FOR THE BScN PROGRAM

Admission to this program will commence September 1, 2026.

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1040A/B	

Progression Requirements – Nursing

Nursing 1050A/B	
Nursing 1190A/B	
Nursing 1080A/B / Nursing 1180A/B	
Nursing 1120A/B	
Nursing 2630A/B	
Nursing 2290A/B	
	Nursing 2231A/B
Nursing 2270A/B	
	Nursing 2271A/B
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 3630A/B	
	Nursing 3911A/B
Nursing 3920A/B	
	Nursing 3921A/B
Nursing 3310A/B	
Nursing 3340A/B	
Nursing 3440A/B	
Nursing 3500A/B	
Nursing 3456A/B	
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

~~Science and Writing Requirements~~

~~(must achieve 60%)~~

Course Number
Nursing 1330A/B
Physiology 1020
Pharmacology 2060A/B
Nursing 2240A/B or the former Pathology 2420A/B¹
Nursing 3820A/B

¹~~if taken prior to 2024-25~~

~~One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs the student will be withdrawn from the nursing program.~~

~~In the event of a failed elective, students must successfully complete an elective, not~~

~~necessarily repeat the failed elective.~~

~~COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)~~

~~Nursing Requirements~~

~~(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)~~

Theory Course	Clinical Application Course
Nursing 1201A/B	
	Nursing 1335A/B
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
	Nursing 3700Q/R/S/T
	Nursing 3800Q/R/S/T
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

~~Science Requirements~~

~~(must achieve 60%)~~

Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2240A/B or the former Pathology-2420A/B¹

¹~~if taken prior to 2024-25~~

Progression Requirements – Nursing

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3800Q/R/S/T
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
Nursing 4999U	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements

(must achieve 60%)

Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B or the former Pathology 2420A/B ¹

¹ if taken prior to 2024-25

Progression Requirements – Nursing

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1050A/B	
Health Sciences 1001A/B	
Health Sciences 1002A/B	
Nursing 1101A/B	
Nursing 1102Q/R/S/T	
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
	Nursing 3800Q/R/S/T
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
Nursing 4999U	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements

(must achieve 60%)

Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B

~~One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.~~

PROGRESSION: CLINICAL APPLICATION COLLABORATIVE EVALUATION

Components of a clinical application course include practice, laboratory and/or simulated professional practice and written work. ~~Professional practice courses are graded as:~~

~~Satisfactory (S) – Satisfactory performance in relation to the course goals~~

~~Unsatisfactory (U) – Unsatisfactory performance in any of the course goals~~

~~Needs Development (ND) – Used at midterm evaluation to identify performance in any of the course goals requiring focused attention~~

In order for students to ~~achieve satisfactory~~ **pass a** clinical application **course** ~~performance~~, they are required to:

- Complete the Pre-Placement Requirements for clinical application agencies by date specified prior to course start;
- Meet all course goals;
- Keep appointments with assigned clients, families and faculty;
- Advise appropriate people of inability to keep appointments in a timely manner;
- Attend classes, seminars, clinical application experiences, tutorials, simulation and laboratories;
- Notify the Academic Advisor (Western), Year 1 or 2 coordinator (Fanshawe), clinical instructor and clinical application agency/unit prior to any absence or late arrival;
- Be prepared for all clinical application assignments;
- Adhere to/comply with all professional Guidelines and Standards of Practice of the College of Nurses of Ontario;
- Successfully meet all requirements of the Collaborative Success Plan (CSP) if applicable.

Unacceptable Clinical Application

Behaviors leading to unacceptable clinical application place students, the institution and/or its clients at risk. Examples include but are not limited to:

- Lack of judgment, knowledge or skill;
- Unprofessional comments or conduct;
- Inadequate preparation;
- Abuse of the position of trust;
- Unsafe practice;
- Violation of confidentiality and/or privacy.

NOTE: It is strictly forbidden that any audio/video/photographic images be taken in any clinical application setting, including lab and simulation for any reason.

Any student who exhibits signs or behaviours that jeopardize the welfare of the client or agency will be asked to leave the agency. Any instance of unacceptable practice will be reported to the Associate Director, Undergraduate Programs (Western) or the Chair of the Collaborative BScN program (Fanshawe College). Removal from any clinical application course may result in a course failure and/or withdrawal from the program.

FAILURE TO MEET PROGRESSION REQUIREMENTS

Students who fail to meet progression requirements are advised to contact the following individuals regarding continuation in the program:

Western collaborative students, Western BScN students, and Western CTF students: Academic Advisors, Arthur Labatt Family School of Nursing

Fanshawe site students: Year Coordinator

Last Reviewed: **May 15, 2026** ~~February 13, 2026~~

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21495>

[**Secretariat Note:** The Calendar copy below will replace the information currently posted in the Academic Calendar at the link noted above for the Western-Fanshawe Collaborative Bachelor of Science in Nursing Program]

WESTERN-FANSHAWE COLLABORATIVE BACHELOR OF SCIENCE IN NURSING PROGRAM - ADMISSION DISCONTINUED

Admission to this program is discontinued effective September 1, 2026. Students currently enrolled in the program will be permitted to graduate upon fulfilment of the program requirements by August 31, 2031.

Admission Requirements

See policy on "[Nursing Applicants](#)".

Module/Program Information

Program

20 courses:

First Year

2.5 theory courses: Nursing 1040A/B, Nursing 1050A/B, Nursing 1120A/B, Nursing 1140A/B; Nursing 1190A/B.

1.0 lab, simulation, and clinical application course: Nursing 1080A/B; Nursing 1180A/B.

1.5 science courses: Nursing 1330A/B, Physiology 1020.

Second Year

2.0 theory courses: Nursing 2250A/B, Nursing 2270A/B, Nursing 2630A/B, Nursing 3340A/B.

1.0 lab, simulation, and clinical application course: Nursing 2231A/B, Nursing 2271A/B.

1.0 science course: Nursing 2440A/B, Pharmacology 2060A/B.

1.0 additional course at the 1000-level or above.

Third Year

2.0 theory courses: Nursing 3456A/B, Nursing 3500A/B, Nursing 3630A/B, Nursing 4320A/B.

1.5 lab, simulation, and clinical application courses: Nursing 3911A/B, Nursing 3920A/B, Nursing 3921A/B.

0.5 science course: Nursing 3820A/B.
1.0 additional course at the 1000-level or above.

Fourth Year

1.0 theory course: Nursing 3310A/B, Nursing 4440A/B.
3.5 lab, simulation, and clinical application courses: Nursing 4401W/X,
Nursing 4410A/B, (Nursing 4451W/X or Nursing 4461W/X).
0.5 additional course at the 1000-level or above.

Accelerated Year Four

Students may apply to commence their fourth year in May (immediately after completing their third year). Students selected for the Accelerated Year Four option will complete Nursing 3310A/B, Nursing 4401W/X, Nursing 4410A/B, Nursing 4440A/B, and a 0.5 additional course at the 1000-level or above in the Summer term, and will complete Nursing 4451W/X and Nursing 4461W/X in the Fall term. Selection for the Accelerated Year Four is limited by the number and type of available placement locations.

Note: The Western-Fanshawe Collaborative Bachelor of Science in Nursing program is offered collaboratively by Western University and Fanshawe College. The first two years of the program are offered at both institutions. All students complete years 3 and 4 at the Western site. Program requirements are the same at both sites.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21738>

[**Secretariat Note:** The Calendar copy below will replace the information currently posted in the Academic Calendar at the link noted above for the Bachelor of Science in Nursing Program]

BACHELOR OF SCIENCE IN NURSING PROGRAM

Admission Requirements

See policy on "[Nursing Applicants](#)".

Module/Program Information

Program

20 courses:

First Year

2.5 theory courses: Nursing 1040A/B, Nursing 1050A/B, Nursing 1120A/B, Nursing 1140A/B; Nursing 1190A/B.

1.0 lab, simulation, and clinical application course: Nursing 1080A/B; Nursing 1180A/B.

1.5 science courses: Nursing 1330A/B, Physiology 1020.

Second Year

2.5 theory courses: Nursing 2250A/B, Nursing 2270A/B, Nursing 2290A/B, Nursing 2630A/B, Nursing 3340A/B.

1.0 lab, simulation, and clinical application course: Nursing 2231A/B, Nursing 2271A/B.

1.0 science course: Nursing 2440A/B, Pharmacology 2060A/B.

0.5 additional course at the 1000-level or above.

Third Year

2.5 theory courses: Nursing 3440A/B, Nursing 3456A/B, Nursing 3500A/B, Nursing 3630A/B, Nursing 4320A/B.

1.5 lab, simulation, and clinical application courses: Nursing 3911A/B; Nursing 3920A/B; Nursing 3921A/B.

0.5 science course: Nursing 3820A/B.

0.5 additional course at the 1000-level or above

Fourth Year (Accelerated)

1.0 theory course: Nursing 3310A/B, Nursing 4440A/B.

3.5 lab, simulation, and clinical application courses: Nursing 4401W/X, Nursing 4410A/B, (Nursing 4451W/X or Nursing 4461W/X).

0.5 additional course at the 1000-level or above.

Note: The Bachelor of Science in Nursing program is an 8-term program offered over 3.5 calendar years. The fourth year begins in May (immediately after the completion of third year), and students complete the program in December.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21494>

[Secretariat Note: The Calendar copy below will replace the information currently posted in the Academic Calendar at the link noted above for the Compressed Time Frame Bachelor of Science in Nursing Program]

**COMPRESSED TIME FRAME BACHELOR OF SCIENCE IN NURSING PROGRAM –
REGULAR STREAM**

Admission Requirements

See policy on “[Nursing Applicants](#)”.

Module/Program Information

Program

13 courses:

First Term / Level 1 (September to December)

1.5 theory courses: Nursing 1120A/B, Nursing 1140A/B, Nursing 1201A/B.

0.5 lab, simulation, and clinical application course: Nursing 1335A/B.

1.0 science course: Nursing 2440A/B, Nursing 3820A/B.

Second Term / Level 2 (January to April)

1.5 theory courses: Nursing 2600A/B, Nursing 2630A/B, Nursing 3456A/B.

0.5 lab, simulation, and clinical application course: Nursing 2500Q/R/S/T,
Nursing 2660Q/R/S/T.

0.5 science course: Pharmacology 2060A/B.

Third Term / Level 3 (May to August)

1.5 theory courses: Nursing 2250A/B, Nursing 3500A/B, Nursing 3630A/B.

1.0 lab, simulation, and clinical application course: Nursing 3700Q/R/S/T,
Nursing 3800Q/R/S/T, Nursing 3900A/B.

Fourth Term / Level 4 (September to December)

1.5 theory courses: Nursing 3310A/B, Nursing 4320A/B, Nursing 4440A/B.

1.5 lab, simulation, and clinical application courses: Nursing 4401W/X,
Nursing 4410A/B.

Fifth Term / Level 5 (January to April)

2.0 clinical application course from: Nursing 4451W/X, Nursing 4461W/X.

Note: The Regular Stream of the Compressed Time Frame Nursing program allows students to complete a Bachelor of Science in Nursing degree in five consecutive terms.

NEW CALENDAR COPY

COMPRESSED TIME FRAME BACHELOR OF SCIENCE IN NURSING PROGRAM –RPN STREAM A

Admission Requirements

See policy on [“Nursing Applicants”](#).

Module/Program Information

Program

12.75 courses:

First Term / Level 1 (September to December)

1.5 theory courses: Nursing 1140A/B, Nursing 1201A/B, Nursing 2630A/B.

0.25 lab, simulation, and clinical application course: Nursing 3800Q/R/S/T.

1.0 science course: Nursing 2440A/B, Nursing 3820A/B.

Second Term / Level 2 (January to April)

1.5 theory courses: Nursing 2600A/B, Nursing 3456A/B, Nursing 3630A/B.

0.75 lab, simulation, and clinical application course: Nursing 2660Q/R/S/T;
Nursing 3900A/B.

0.5 science course: Pharmacology 2060A/B.

Third Term / Level 3 (May to August)

1.5 theory courses: Nursing 2250A/B, Nursing 3310A/B, Nursing 3500A/B.

1.5 lab, simulation, and clinical application courses: Nursing 4401W/X,
Nursing 4410A/B.

Fourth Term / Level 4 (September to December)

2.0 lab, simulation, and clinical application course from: Nursing 4451W/X,
Nursing 4461W/X.

Fifth Term / Level 5 (January to April)

2.25 theory courses: Nursing 1120A/B, Nursing 3340A/B, Nursing 4320A/B, Nursing 4440A/B, Nursing 4999U.

Note: RPN Stream A of the Compressed Time Frame Nursing program allows students to complete a Bachelor of Science in Nursing degree in five consecutive terms.

NEW CALENDAR COPY

COMPRESSED TIME FRAME BACHELOR OF SCIENCE IN NURSING PROGRAM – RPN STREAM B

Admission Requirements

See policy on [“Nursing Applicants”](#).

Module/Program Information

Program

15.25 courses:

Preliminary Summer Term (May to July)

2.25 courses: Health Sciences 1001A/B, Health Sciences 1002A/B, Nursing 1050A/B, Nursing 1101A/B, Nursing 1102Q/R/S/T.

First Term / Level 1 (September to December)

1.5 theory courses: Nursing 1140A/B, Nursing 1201A/B, Nursing 2630A/B.
0.25 lab, simulation, and clinical application course: Nursing 3800Q/R/S/T.
1.0 science course: Nursing 2440A/B, Nursing 3820A/B.

Second Term / Level 2 (January to April)

1.5 theory courses: Nursing 2600A/B, Nursing 3456A/B, Nursing 3630A/B.
0.75 lab, simulation, and clinical application courses: Nursing 2660Q/R/S/T, Nursing 3900A/B.
0.5 science course: Pharmacology 2060A/B.

Third Term / Level 3 (May to August)

1.5 theory courses: Nursing 2250A/B, Nursing 3310A/B, Nursing 3500A/B.
1.5 lab, simulation, and clinical application courses: Nursing 4401W/X, Nursing 4410A/B.

Fourth Term / Level 4 (September to December)

2.0 lab, simulation, and clinical application course from: Nursing 4451W/X,
Nursing 4461W/X.

Fifth Term / Level 5 (January to April)

2.5 theory courses: Nursing 1120A/B, Nursing 3340A/B, Nursing 4320A/B,
Nursing 4440A/B, Nursing 4999U.

Note: RPN Stream B of the Compressed Time Frame Nursing program allows students to complete a Bachelor of Science in Nursing degree in six consecutive terms.

Schulich School of Medicine & Dentistry:
Revisions to the Policy on “Progression Requirements – Dentistry”

Action: Approval Information Discussion

Executive Summary:

Background

This proposal relates to a Senate directive to move curriculum requirements from academic policy to the Academic Calendar. For complete information on this Senate directive, see the “Background” section of Item 13.2(b)(ii).

Current Proposal

As of September 1, 2026, the policy on “Progression Requirements – Dentistry” will be revised to remove the following curriculum-related information:

“No supplemental examinations will be permitted in the clinical component of third or fourth-year courses, 5320 and 5420. If, by the end of the academic year, a student in third or fourth year has a failing grade in a clinical discipline within 5320 or 5420, that student shall be given a grade of “Fail” in 5320 or 5420.”

The revised policy on “Progression Requirements – Dentistry” is attached for the Committee’s information.

The above curriculum requirements will instead be included in the relevant course entries in the Academic Calendar. To that effect, at its meeting on April 29, 2026, SOC approved revisions to Dentistry 5320 and Dentistry 5420 (effective September 1, 2026) to add the above information to the course entries in the Academic Calendar. The revised Calendar copy for these courses is attached for Senate’s information.

As part of the broader initiative to remove curriculum from policy and house all curriculum requirements in the Academic Calendar, additional proposals will come forward through Western’s governance structure to:

- Add the Doctor of Dental Surgery program requirements to the Academic Calendar (see item 13.3(b)).
- Add all Dentistry courses to the Academic Calendar (proposal approved by SOC on April 29, 2026).

Documentation Provided:

Revisions to the Policy on “Progression Requirements – Dentistry” (*for information*)

Revised Calendar Copy – Dentistry 5320 (*for information*)

Revised Calendar Copy – Dentistry 5420 (*for information*)



Progression Requirements – Dentistry

Subject:	Progression Requirements – Dentistry
Sections:	Program Requirements and Progression ; Program Regulations ; Assessment
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Dean’s Honour List and Graduation “With Distinction”
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025; September 1, 2024; September 1, 2022; March 2019

Doctor of Dental Surgery (DDS) Program and DDS Advanced Standing Program for International Dental Graduates (IDG), Schulich School of Medicine & Dentistry

PROGRAM REQUIREMENTS AND PROGRESSION

The Doctor of Dental Surgery (DDS) program in the Schulich School of Medicine & Dentistry is a four-year program, however for international dental graduates it is a three-year program with students starting in Year 2. The program is divided into integrated years of learning offering large and small group, laboratory, pre-clinical Simulation Clinic, Dental Clinic, and Community Service.

Years 1 and Year 2 courses involve both in-person and online learning; laboratory experiences; pre-clinical dental simulation; large group learning; and small group learning. Students are required to successfully complete all course requirements in Year 1 before transitioning to Year 2, as well as successfully complete all Year 2 requirements before transitioning to Year 3.

Progression Requirements – Dentistry

Year 3 courses involve both in-person and online learning. Year 3 is a clinically intensive year in the Dental Clinic, providing students with a broad-clinical experience emphasizing a comprehensive patient-centered approach to oral health. Students are required to successfully complete all requirements prior to transitioning to Year 4.

Year 4 courses involve both in-person and online learning and the majority of courses occur in the Fall. Year 4 is a clinically intensive year in the Dental Clinic providing students with a broad clinical experience emphasizing a comprehensive patient-centered approach to oral health. Students are required to successfully achieve competence in all requirements to be recommended for graduation.

The Academic Year

The academic year at the Schulich School of Dentistry comprises a period of approximately 32 weeks and is divided into two-terms. (See Schulich Dentistry – Sessional Dates).

The timetable for the first term is available one-week prior to the first day of classes. Schulich Dentistry may, on notice, schedule compulsory classes and seminars additional to those indicated on the timetable.

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

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

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

No lectures, seminars, laboratory or preclinical or clinical sessions shall be scheduled for Years 1, 2, 3, and 4 during the examination week(s).

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

A study week shall be scheduled during the March Break to coincide with the Schulich Doctor of Medicine Program.

PROGRAM REGULATIONS

Attendance

It is expected that students attend all scheduled curricular learning experiences in the DDS program, including laboratory, pre-clinical and clinical. Failure to attend curricular learning experiences, including scheduled pre-clinical and clinical sessions, without prior advanced approval will be considered a breach of professionalism and may result in a failing grade, remediation or dismissal.

Professional Ethical Standards

All candidates registered in the program are expected to be in compliance with Western University's Degree Level Expectations, and all other applicable policies or statements governed by Western University, including the Code of Student Conduct, MAPP 1.35 – Non-Discrimination/Harassment/Sexual Misconduct Policy, and MAPP 1.46 – Safe Campus Community. In addition, candidates must develop and demonstrate the attributes of a professional as outlined and regulated by the Royal College of Dental Surgeons of Ontario (RCDSO), the Schulich Dentistry Professionalism Policy, and Schulich Medicine and Dentistry Charter of Professionalism.

Immunizations

On admission and for annual clearance, students are required to provide immunization documentation as it relates to the requirements of the Schulich School of Medicine & Dentistry listed on the Learner Experience Office website.

Police Checks

Students enrolled in the DDS program are engaged in patient care, including vulnerable sectors (i.e., children, adolescents, special needs, adults, seniors, etc.) during their learning. To fulfill legal obligations that support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the Program prior to beginning Year 1 studies and prior to the beginning of Years 3 and 4. Year 2 students must provide a signed declaration before beginning Year 2. This must be completed independently by the learner and submitted to the Learner Experience Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit or update required documentation of a clean police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner Experience Office (Years 2, 3, and 4) about processes to follow in the event of a failed check.

Time Limitation for Completion of Program

The DDS program is a full-time, four-year professional academic program (or three-year for International Dental Graduates). Students on request to the Vice-Dean and Director of Dentistry may be granted a leave of absence while enrolled in their program studies. The DDS program however must be completed within five consecutive years (or four years for international dental graduates) of the original date of enrollment.

A student who fails to complete the DDS program within the stipulated consecutive time period, for any reason, must withdraw from the DDS program. Only under extenuating circumstances may a student apply for readmission to the DDS program, and there is no guarantee that a student will successfully gain readmission to the program. All applications for readmission to the DDS program are reviewed by the Vice-Dean and Director of Dentistry.

ASSESSMENT

Assessment in the DDS program occurs via different testing methods and the principal function is to provide feedback to support student learning and achievement of competence. All assessment activities are aligned with the competencies of a beginning dental practitioner in Canada which were established by the National Dental Examining Board of Canada.

Satisfactory Progression without Condition

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

- a) Satisfactorily complete the prescribed assignments for both credit and non-credit courses;
- b) Obtain at least a Pass level of performance in each credit course.

Notes:

- i) The pass level of performance will transition to 65% effective September 1, 2024 and 70% effective September 1, 2025.

“Transition Year”: September 1, 2024 to August 31, 2025.

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

Eligibility for Awards

Students are required to achieve a passing grade without benefit of supplemental examination(s) in all courses of the academic year, as well as have no breaches of professionalism, to be eligible for Professional Awards in that year.

Conditional Progression

A student may be given permission by the Vice-Dean and Director of Dentistry to progress or continue in the dental program with conditions as noted below:

First and Second Years

A first or second-year student who fails either the written and/or preclinical laboratory component(s) of a course may be granted permission to write a supplemental examination in either or both components of that course. If a student is granted permission to take a supplemental examination in either or both components, the student:

1. must achieve a minimum Pass level of performance on the supplemental examination(s), otherwise the student will receive a grade of “fail”;
2. will be given a grade of 70% (Transition Year – 65%) in the course, regardless of the passing grade achieved on the supplemental examination

Third and Fourth Years

A third or fourth-year student who fails the written component of a course may be granted a supplemental examination in that component. If a student is granted permission to take a supplemental examination in either or both components, the student:

1. must achieve a minimum pass level of performance on the supplemental examination(s), otherwise the student will receive a grade of “fail”;
2. will be given a grade of 70% (Transition Year – 65%) in the course regardless of the passing grade achieved on the supplemental examination.

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

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

Progression Requirements – Dentistry

If a student fails to satisfactorily complete the clinical cases in the prescribed time necessary to remove the course grade of “incomplete”, this will result in a failure of the course.

~~No supplemental examinations will be permitted in the clinical component of third or fourth-year courses, 5320 and 5420. If, by the end of the academic year, a student in third or fourth-year has a failing grade in a clinical discipline within 5320 or 5420, that student shall be given a grade of "Fail" in 5320 or 5420.~~

Unsatisfactory Standing

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

1. Less than a Pass level of performance in one or more courses or components of courses where supplemental examination(s) are not granted;
2. Less than a Pass level of performance in a supplemental examination.
3. Fails 30% of their course load in a single year. Course load will be determined by the number of course credits. Each course is equivalent to one course credit whether it is a half-year or full-year course.

Requirement to Repeat a Failed Year

Students who have been considered to have failed the year will be required to either repeat the year or withdraw from the program, which will be dependent on the number and magnitude of the failures. The Competency and Progressions Committee and Vice-Dean and Director of Dentistry will determine if a student is required to repeat a year or withdraw from the DDS program.

If a student is required to repeat the year, they must repeat the entire year. Only in extenuating circumstances will the Vice-Dean and Director of Dentistry grant an exemption.

Supplemental examination privileges are not extended to students repeating a year.

A student granted the privilege of repeating a year will be responsible for all applicable tuition and Dentistry fees outlined in the Fee Schedule of the year being repeated.

Requirement to Withdraw

A student who has not met the requirements listed for “Satisfactory Progression” above or was not successful in demonstrating sufficient achievement and progression after appropriate remediation and/or supplemental examinations shall be required to withdraw from the DDS program for any of the following reasons:

Progression Requirements – Dentistry

1. The student has not met the conditions listed under “Conditional Progression” and, therefore is not eligible for supplemental assessment.
2. The student has met the conditions listed under “Conditional Progression” but permission for supplemental assessment is not granted by the Competency and Progressions Committee and Vice-Dean and Director of Dentistry.
3. The student is offered and completes a repeat year of supplementary learning and is not successful in progression.
4. The student has failed a second year of studies (does not have to be consecutive).
5. The student has failed 30% or more of their course load in a single year.
6. The student that has met the requirements under “Satisfactory Progression” but may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Western University Code of Student Conduct.
7. The student has met the requirements under “Satisfactory Progression” but has not been compliant with the Professional Ethical Standards defined above.
8. The student has not met the requirements for immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of pre-clinical or clinical privileges and failure to complete academic requirements.
9. The student has failed to remit tuition or student fees and has been sent to collection, resulting in suspension of pre-clinical or clinical privileges and failure to complete academic requirements.
10. The student has met the requirements under “Satisfactory Progression” but has not adhered to the “Program Regulations” identified in this document, including (but not limited to) professional conduct.

Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the policy on *Requests for Relief from Academic Decisions* and corresponding *Procedure for Undergraduate Student Academic Requests for Relief*.

Readmission

If a student has been asked to withdraw from the DDS Program for unsatisfactory standing, readmission to the Program will be subject to the following conditions:

1. A student may be permitted to repeat the failed year. Permission to repeat first year is seldom given, and then only under extenuating circumstances. Permission to repeat one of the subsequent years is normally given, but is subject to a vacancy being available in the year to be repeated.

Progression Requirements – Dentistry

2. Applications for readmission must be submitted in writing to the Director of Dentistry on or before August 15 of the year in which readmission is being sought.
3. A student who is granted permission to repeat a year is required to repeat the entire year, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from the Faculty of Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

A student who voluntarily withdraws from a specific year of instruction before the end of the Fall-Term may apply for readmission to the Vice-Dean and Director of Dentistry by July 1 of the following year. In such event, the year from which the student withdrew would not be counted within the sixty-month period (or forty-eight months for International Dental Graduates) allowed to complete the program.

Grading

Students are able to access their grades at the end of each academic term through the Student Center. The key to grades is:

In the Transition Year (September 1, 2024 to August 31, 2025) 65% to 100% will be a “pass” and below 65% will be a “fail”.

Effective September 1, 2025:

70% and above:	Pass
Below 70%:	Fail
IPR:	Course in Progress
INC:	Incomplete

Students must satisfactorily complete all course requirements to receive a Pass level of performance, which includes formative assessments and a minimum grade of 70% (Transition Year – 65%) on summative assessments.

Note: Effective September 1, 2025, the Pass level of performance and minimum grade on summative assessments will change to 70%.

Remedial Work/Supplemental Examination

A grade of 70% (Transition Year – 65%) is given to students who have failed a course and have successfully completed remediation work and/or a supplemental examination.

Honours

See the “Dean’s Honour List and Graduation “With Distinction”” policy.

Graduation Requirements

A student who successfully completes the work of their final year of the DDS program shall be recommended for graduation.

Last Reviewed: **May 15, 2026** ~~June 6, 2025~~

REVISED CALENDAR COPY

**DENTISTRY 5320
CLINICAL PRACTICE I**

Course Description

Students are assigned patients for comprehensive care and rotate through Out-of-Clinic Assignments for specific treatments. Supervised by faculty, learners work in designated cubicles, booking appointments, and managing cases. The course emphasizes hands-on experience, continuity of care, and clinical responsibility in preparation for real-world dental practice.

Prerequisite(s): Registration in Year 3 of the Doctor of Dental Surgery Program.

Extra Information: No supplemental examinations will be permitted in the clinical component of the course. If by the end of the academic year, a student has a failing grade in a clinical discipline within the course, that student shall be given a grade of "Fail" in the course. In-person. 867 total hours.

Course Weight: 1.00

REVISED CALENDAR COPY

**DENTISTRY 5420
CLINICAL PRACTICE II**

Course Description

This clinical course prepares students for comprehensive patient care in Canadian dental practice. Learners manage assigned patient portfolios, continue care from Year 3, and rotate through Out-of-Clinic Assignments. Supervised by faculty, students provide treatment in designated cubicles, gaining experience across disciplines, and developing clinical competence and responsibility.

Prerequisite(s): Dentistry 5320 and Registration in Year 4 of the Doctor of Dental Surgery Program.

Extra Information: No supplemental examinations will be permitted in the clinical component of the course. If by the end of the academic year, a student has a failing grade in a clinical discipline within the course, that student shall be given a grade of "Fail" in the course. In-person. 726.5 total hours.

Course Weight: 1.00

Revisions to the Policy on “Definitions of Types of Examinations”

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Definitions of Types of Examinations” be revised as shown in Item 13.2(d).

Executive Summary:

The proposed revisions to the policy on “Definitions of Types of Examinations” will introduce a handling fee when a student fails to attend a scheduled Special Examination for a deferred final examination within the designated Special Examination period. The handling fee will apply to the administration of an additional Special Examination. The fee (approved by the Board of Governors on April 30, 2026) reflects the administrative costs incurred by the University when a student misses a scheduled Special Examination. The administration of an additional Special Examination outside of the established Special Examination period often requires the preparation of a new examination, the arrangement of examination space and proctoring, and the grading of the examination. These activities involve expenses, some of which are non-recoverable when a student does not attend the originally scheduled Special Examination. Fees will be collected centrally and distributed to the units where the expenses have been incurred. The proposed fee aligns with the practices of other Ontario universities, several of which charge a handling fee for the initial administration of a Special Examination.

Documentation Provided:

Revisions to the Policy on “Definitions of Types of Examinations”

Definitions of Types of Examinations

Subject:	Definitions of Types of Examinations
Sections:	Definition of Final Examination ; Special Examinations ; Supplemental Examinations ; Aegrotat Standing ; Examination Reports
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2026 September 1, 2024
Supersedes:	September 1, 2024; May 1, 2024; December 2015

1.0 DEFINITION OF FINAL EXAMINATION

The University defines a Final Examination as a test scheduled within an official examination period which serves as the final evaluation of student performance in a course.

2.0 SPECIAL EXAMINATIONS

A Special Examination is any examination other than the regular or Supplemental Examinations, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates as outlined below:

Definitions of Types of Examinations

<u>Fall-Winter Session</u>	
First Term Half Course	On or after the 1 st Thursday in January following the beginning of classes
Second Term Half Course	On or after the 5 th business day in May following the April exam period
Full year course	On or after the 5 th business day in May following the April exam period
<u>Summer Session</u>	
Intersession	No more than 30 days after the exam period
Summer Day	No more than 30 days after the exam period
Summer Evening	No more than 30 days after the exam period
Distance Studies	No more than 30 days after the exam period
*Exceptions to the above listed scheduling	
<ul style="list-style-type: none"> • Affiliated University College courses 	<ul style="list-style-type: none"> • Faculty of Engineering
<ul style="list-style-type: none"> • Richard Ivey Business School of Business 	

Definitions of Types of Examinations

Under unusual circumstances, an alternate date for a Special Examination may be approved by the Dean of the student's Faculty of registration in consultation with the Instructor and Chair of the Department offering the course. This date will be communicated to the Office of the Registrar.

Special Examinations must be written at the University or recognized exam center or an Affiliated University College, and supersede any lectures, tutorials, laboratories, etc., in which the student is registered. Note that students are responsible for any coursework, etc., missed while writing the Special Examination.

A student can be required to write up to two Special Examinations in a single day. Any outstanding Special Examinations will be deferred to the scheduled date of the final examination the next time the course is offered, and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred.

If a student fails to write a scheduled Special Examination (as outlined on the dates above OR as approved under exceptional circumstances), permission to write another Special Examination will be granted only with the permission of the Dean in exceptional circumstances and with appropriate supporting documents. A handling fee will be charged to cover the administration of the additional Special Examination. The fee will be added to the student's tuition account. ~~In such a case, the~~ The date of this Special Examination normally will be the scheduled date for the final exam the next time the course is offered and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred. If permission for such a further deferral or other accommodation is not granted, a course grade based on an examination mark of zero (0) will be entered.

When approved under exceptional circumstances, a handling fee will be charged for examinations to be written at any location other than the University, a recognized exam center or an Affiliated University College. ~~Fees are due and payable to the Office of the Registrar within two weeks of the approval of the Special Examination.~~ The handling fee will cover only the administration cost of the examination. Any additional cost associated with hiring a proctor, room rental, etc., is the sole responsibility of the student. The student's Dean will ensure that candidates are aware of these regulations.

Fees are due and payable within two weeks of the approval of the Special Examination.

When a grade of Special (SPC) or Incomplete (INC) appears on a student's record, the notations will be removed and replaced by a substantive grade as soon as the grade is available.

3.0 SUPPLEMENTAL EXAMINATIONS

The privilege of a Supplemental Examination is offered ONLY to undergraduate students registered in courses offered by the Faculties of Education, Engineering, Law, and Medicine & Dentistry. The privilege of one supplemental examination is also offered to students in the preliminary year at Western University. Eligibility for a Supplemental Examination will be made in accordance with policies established by the appropriate Faculty faculty.

A student will receive either a "pass" or "failed" grade for a course after a Supplemental Examination. A "pass" will give the student credit for the course but will not change the student's sessional average for the year, i.e., although the course grade will be "pass", the average for the year will be calculated using the original mark if that was a passing grade. A failing grade will not be included and the average will be calculated on the remaining courses.

However, a student passing a Supplemental Examination will receive a mark of 50% to be used in the following cases:

- a) for a graduating average, e.g., if an overall average such as 60% is required by the program on all courses
- b) for area of concentration averages, e.g., if an overall average such as 60% is required by the program on all senior courses for an area of concentration
- c) for scholarship/award/prize calculations.

Fees, as approved by the Board of Governors, are due and payable within two weeks of the approval of the Supplemental Examination. The student's Dean will ensure that candidates are aware of this requirement.

4.0 AEGROTAT STANDING

Aegrotat Standing shall be defined as granting of credit for a course requiring a final examination. The credit shall be a mark/grade based on evaluation of achievement in the term work of the course. Aegrotat Standing may be granted only for a student who a) has been unable to take the required final examination for medical or compassionate reasons and b) is not able to take a make-up examination within 6 months of the original date of that exam.

A request for Aegrotat Standing must be submitted to the Dean of the Faculty/School of registration, normally before the end of the regular examination period. The application must be accompanied by documents supporting the reason for the request. The Dean may grant Aegrotat Standing on the recommendation of the Instructor or Department concerned. It shall be denied if, in the opinion of the Dean and the Instructor or Department concerned, there is insufficient evidence on which to base a mark/grade. In any case, Aegrotat Standing will not be granted if the

student has completed less than 60% of the course requirements. The Dean shall inform the student and the **University** Registrar, in writing, of the decision as soon as possible.

If Aegrotat Standing is awarded, the student's record shall show the mark/grade assigned only.

5.0 EXAMINATION REPORTS

The University Registrar is authorized to issue to registered students examinations marks or grades submitted to them by instructors and/or departments. ~~The Secretary of Senate was instructed, on behalf of Senate, to authorize the University Registrar to issue to registered students examination marks or grades submitted to them by instructors and/or departments.~~

Last Reviewed: **May 15, 2026**

Revisions to the Policy on “Certificates, Diplomas and Micro-credentials”

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 15, 2026, the policy on “Certificates, Diplomas and Micro-credentials” be revised as shown in Item 13.2(e).

Executive Summary:

At the January 5, 2026 meeting, the Senate Committee on Academic Policy approved revisions to the policy on “Certificates, Diplomas and Micro-credentials” that added a definition for Advanced Qualifications (AQ) courses.

The definition is now being revised to correct the title of the courses and clarify that they are non-credit undergraduate courses. Students are admitted to Western by the Faculty of Education.

Documentation Provided:

Revisions to the Policy on “Certificates, Diplomas and Micro-credentials”



Certificates, Diplomas and Micro-credentials

Subject:	Certificates, Diplomas and Micro-credentials
Sections:	General Definitions of Undergraduate Certificates and Diplomas , Procedures and Criteria for the Establishment of Undergraduate Certificate and Diploma Programs Offered by Continuing Studies at Western ; Approval and Administration of Undergraduate Certificate and Diploma Programs Offered Through the Continuing Studies at Western ; Convocation Guidelines for Certificate and Diploma Recipients ; Undergraduate Certificates and Diplomas – Process for Approvals by Senate and its Committees ; Admission Deadlines for Undergraduate Diploma and Certificate Programs ; Graduate Diplomas at Western ; General Definition of OSAP-Eligible Micro-credentials and Non-credit Programming
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Convocation; Graduation Diplomas and Certificates
Effective Date:	May 15, 2026 January 16, 2026
Supersedes:	January 16, 2026; May 1, 2022; July 2021

GENERAL DEFINITIONS OF UNDERGRADUATE CERTIFICATES AND DIPLOMAS

An undergraduate Certificate should be awarded when the following criteria are met:

1. normally a pre-degree program;
2. normally requiring up to the equivalent of one calendar year or more to complete; and

Certificates, Diplomas and Micro-credentials

3. normally consisting of a minimum of 3.0 degree-credit courses, frequently in combination with a certificate-credit component.

An undergraduate Diploma should be awarded when the following criteria are met:

1. normally a post-degree program;
2. normally requiring the equivalent of one calendar year or more to complete; and
3. normally consisting of a minimum of 5.0 degree-credit courses.

PROCEDURES AND CRITERIA FOR THE ESTABLISHMENT OF UNDERGRADUATE CERTIFICATE AND DIPLOMA PROGRAMS OFFERED BY WESTERN CONTINUING STUDIES

General

1. A Certificate offered through Western Continuing Studies is a non-degree credential. It will be awarded to candidates who have successfully completed an approved program with a coordinated curriculum which usually will have a professional or an applied focus. A program normally will require completion of a set of degree-credit courses from the undergraduate offerings of the University combined with a set of specially designed certificate-credit courses, practica and/or workshops. The workload effort required in each certificate program normally will be equivalent to that of at least one academic year of full-time undergraduate study.
2. To be eligible to enter a certificate program, a candidate must be admitted to Western University and must have completed the prerequisites for any degree-credit courses in the program. Any additional requirements for entry into a specific certificate program will be defined in the proposal for the program. Students may be granted advanced standing in a certificate program for university courses already completed.
3. Generally, certificate programs will be designed so that they may be pursued concurrently with a Bachelor's degree.
4. To maintain registration in the program and to be eligible to obtain a certificate, a student must be in good standing in the University. Additional requirements to maintain registration in a program will be defined as part of each certificate program proposal. To be granted a certificate, a student must obtain pass standing in all courses in the program and, in the credit courses in the program, obtain a mark of at least 60% in each course and an overall average of 70%. Certificate-credit components must be completed in no more than five years following admission into the certificate program.

5. Students will retain their academic standing for the degree-credit courses completed in a certificate program in accordance with the rules applicable to the partnering Faculty or Affiliated University College.

APPROVAL AND ADMINISTRATION OF UNDERGRADUATE CERTIFICATE AND DIPLOMA PROGRAMS OFFERED THROUGH WESTERN CONTINUING STUDIES

The Role of Program Advisory Committees

Western Continuing Studies will strike a Program Advisory Committee for each existing and proposed Certificate and Diploma program offered by Western Continuing Studies. Each Program Advisory Committee will be chaired by the Director of Continuing Studies at Western (or delegate). Membership shall include:

- faculty members with relevant academic expertise;
- representatives from appropriate professional organizations;
- the Coordinator of Certificate and Diploma Programs of Western Continuing Studies;
- staff members from Western Continuing Studies, or any other department of the University with expertise in the certificate or diploma area.

The Program Advisory Committee shall have responsibility for:

- designing the curriculum of the certificate program, including selection of courses to provide a coherent program reflecting academic and professional needs and objectives;
- determining the appropriateness of individual courses in level, scope and sequencing;
- determining the entry and progression requirements of the program;
- ensuring appropriate consultation with departments and faculties whose disciplines are contributing to the program.

Any new proposal for the establishment of a certificate program will be considered in light of the following criteria:

- that it is consistent with and promotes the mission of Western Continuing Studies;
- that it is not in conflict with the mission of any other academic unit of the University;
- that there is an adequate base of expertise and resources to support the proposed program;
- that there is a demonstrated need for the program.

The Role of Western Continuing Studies for approved programs:

Western Continuing Studies will present to the Senate Committee on Academic Curriculum and Awards (ACA) for recommendation to Senate for its approval each proposal for a certificate program which will include the structure of the program, an outline of the degree-credit component and descriptions of the certificate-credit components.

When a certificate program is approved, its general administration will rest with Western Continuing Studies, which will be responsible for overall coordination, coordination of the diploma-credit and certificate-credit components, student record-keeping, marketing, providing information to students, and other administrative issues.

Western Continuing Studies at Western, in conjunction with the Program Advisory Committee, will prepare an annual report for the information of the Dean of the relevant Faculty.

The Role of the Dean's Office for approved programs:

The Dean of the relevant Faculty in consultation with the Western Continuing Studies' Coordinator of Diplomas and Certificates shall name representatives of the faculty to an ad hoc committee to adjudicate candidates for admission to, progression in and graduation from certificate programs.

The Dean's Office shall also provide academic advising for certificate and diploma program students.

The Role of the Registrar's Office for approved programs:

The Registrar shall:

- receive calendar copy that generally describes certificate programs and lists by name the approved programs, for inclusion in the Academic Calendar.
- when a certificate is awarded, place an entry on the student's academic record giving the name of the certificate and date awarded.

Students admitted into a certificate program shall, in addition to their ordinary tuition fee, pay to Western Continuing Studies, such other prescribed fees established for each certificate program.

CONVOCATION GUIDELINES FOR CERTIFICATE AND DIPLOMA RECIPIENTS

Recipients of Certificates and Diplomas will be listed in the Convocation Program and will be permitted to participate in the graduation ceremonies.

All Diplomas and Certificates will be signed by the Registrar, Dean of the relevant Faculty/School or the Vice-Provost (Graduate and Postdoctoral Studies), and the names of graduands from Diploma and Certificate programs will be listed under the heading for that Faculty/School in the Convocation Program.

Candidates who meet the requirements for graduation in Diploma and Certificate programs will be issued a Notification of Eligibility to Graduate (rather than an application to graduate, required of potential degree recipients).

UNDERGRADUATE CERTIFICATES AND DIPLOMAS - PROCESS FOR APPROVALS BY SENATE AND ITS COMMITTEES

- 1) Major changes, i.e., a Diploma or Certificate name change; an exception to the usual definitions of a diploma or a certificate; or the introduction or withdrawal of a diploma or certificate program, must be recommended to ACA for recommendation to Senate for approval using the process approved by Senate.
- 2) Structural changes or changes of calendar copy within a diploma or certificate program or courses within the program must be submitted to the Subcommittee on Undergraduate Academic Courses (SOC). The proposal should include a reference to the existing calendar copy on the Continuing Studies website.

[Secretarial Note: In each case, Western Continuing Studies is partnered with a Faculty on campus, if there is a degree-credit course component.]

ADMISSION DEADLINES FOR UNDERGRADUATE DIPLOMA AND CERTIFICATE PROGRAMS

For admission deadlines of diploma and certificate programs offered by Western Continuing Studies, please consult the Western Continuing Studies website.

GRADUATE DIPLOMAS (GDip)

A Graduate Diploma is a complete set and sequence of courses, combinations of courses and/or other units of study prescribed by a university for the fulfillment of the requirements for each particular for-credit graduate diploma.

Certificates, Diplomas and Micro-credentials

A Type 2 Graduate Diploma program is intended to demonstrate mastery of a topic area that is usually complementary to, but not embedded within, a graduate student's home program. The Type 2 diploma is to be completed concurrent with a student's home degree program. The goal of the Type 2 Graduate Diploma is to encourage breadth at the graduate level, often through interdisciplinary studies. A student who completes a program and a Graduate Diploma should have achieved different learning outcomes than a student who has completed only the normal degree requirements.

Type 2 Graduate Diplomas are achieved by successfully completing the academic requirements of the student's home degree program and additional academic requirements associated with the Graduate Diploma. These additional Graduate Diploma requirements are minimally equivalent to 1.0 Full Credit Equivalents (FCEs) achieved through courses or milestones. These requirements must be additional to the requirements of the home program.

The home graduate program participating in the Graduate Diploma may allow specified Graduate Diploma courses to also be counted as electives in the student's home program. However, a minimum of 1.0 FCE requirements must be unique to the Graduate Diploma and can not also be counted towards the home program's requirements.

A Type 3 Graduate Diploma program has requirements minimally equivalent to 1.5 FCEs achieved through courses or milestones. An interdisciplinary Graduate Diploma program may be proposed by one or more academic units.

GENERAL DEFINITION OF OSAP-ELIGIBLE MICRO-CREDENTIALS AND NON-CREDIT PROGRAMMING

A micro-credential is a certification of assessed competencies, skills and knowledge that is additional, stand alone, complementary to, or a component of a formal qualification. Indicators of a micro-credential are a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community.

A micro-credential is typically offered through Western Continuing Studies and results in an official Grade Report being available for the student where the evidence of achievement of outcomes will be embedded and visible to employers.

Advanced Additional Qualification (AQ) courses offered by the Faculty of Education are non-credit **undergraduate** courses that are included in the category of micro-credentials as recognized by the Ministry for OSAP-eligible funding. AQ courses appear on a student's transcript. ~~Students register directly in AQ courses and do not need to be admitted to the university.~~ Normally, AQ courses represent a time commitment from students of 125 hours per course and are accredited by the

Ontario College of Teachers (~~OCT~~).

OSAP-eligible non-credit programming includes programs that have been brought forward for review and approval at Western and are submitted to the relevant Ministry for approval for OSAP eligibility.

Guiding Principles

- Micro-credentials can be a complement to traditional credentials (certificate, diploma, degree, or post-graduate certificate) or stand alone, and will be designed to facilitate a continuous pathway for lifelong learning, where possible.
- Micro-credentials are instruments that can deepen equity, diversity, and inclusion (EDI), decolonization and Indigenization efforts at Western University, as [per Western's Indigenous Strategic Plan \(2016\)](#).
- Micro-credentials are subject to a robust and rigorous quality assurance process.
- Micro-credentials should represent competencies identified by employers/industry sectors to meet employer needs while also highlighting competencies needed within the overall workforce.
- Micro-credentials must have a total workload (or study time) of normally 12-24 hours, including completion of a summative assessment that demonstrates evidence of achievement of learning outcomes.
- Micro-credentials may provide clear and seamless pathways across different credentials (both non-credit and credit) and may be stackable. A program leading to an academic qualification may include micro-credentials as components of learning, provided the overall design of the micro-credential(s) is coherent and meets the qualification outcomes and strategic purpose of the program.
- Micro-credentials are based on assessed proficiency of a competency, not on time spent learning.
- Micro-credentials are secure, trackable, and portable, and competency is documented through the unit providing the learning such as Western Continuing Studies.

Approvals

ACA approves proposals for OSAP-eligible non-credit micro-credentials and ~~Advanced Qualification~~ **AQ** courses on behalf of Senate.

All non-credit programming that is not OSAP-eligible is administered and approved by the unit offering the programming.

Last Reviewed: **May 15, 2026** ~~January 16, 2026~~

School of Graduate and Postdoctoral Studies:
Revisions to the Policy on “Graduate Degree Admissions”

Action: Approval Information Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 15, 2026, the policy on “Graduate Degree Admissions” be revised as shown in Item 13.2(f)(i).

Executive Summary:

These revisions are proposed for specific purposes. Process revisions are proposed to better reflect practice and ensure clarity across programs in that the Vice-Provost (Graduate & Postdoctoral Studies) grants offers of admission upon recommendation by the program, that the School of Graduate and Postdoctoral Studies may rescind or deny an offer of admission, and that programs have maximum flexibility to determine when a supervisor is chosen, as not all programs practice as currently stated in the policy. The Test of English as a Foreign Language scale has also changed, thus a revision was required.

Documentation Provided:

Revisions to the Policy on “Graduate Degree Admissions”

Graduate Degree Admissions

Subject:	Graduate Degree Admissions
Sections:	General ; Proficiency in English
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Admission Application
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	*
Effective Date:	May 15, 2026 September 1, 2025
Supersedes:	September 1, 2025 ; September 13, 2024; March 15, 2024; September 16, 2022

1. General

~~The Vice-Provost (Graduate and Postdoctoral Studies) grants admission to graduate students, only on~~ Upon the recommendation of the program in which the applicant intends to pursue studies, the Vice-Provost (Graduate & Postdoctoral Studies) grants admission to graduate students. Admission to graduate programs at Western University is competitive. Thus, applicants meeting or even exceeding minimum admission standards, as described below, are not guaranteed admission to any of Western's graduate programs ~~Graduate Programs~~. Admission decisions are not subject to appeal.

For purposes of admission, the School of Graduate and Postdoctoral Studies (SGPS) determines accreditation, degree, and standing equivalencies for all non-Western degrees.

For students undertaking a thesis as part of their degree requirements, the Graduate Chair ~~must~~ determines the availability of ~~that~~ an appropriate thesis supervisor(s) ~~Supervisor is available for the student's declared field of research before offering the student admission.~~

For admission to Master's programs, applicants must possess a four-year degree from a recognized university or college. SGPS requires at least a 70% average in senior level academic courses, as determined by SGPS taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

For admission to most Doctoral programs, applicants must possess a Master's degree or equivalent from a recognized university or college, and provide evidence of research potential. SGPS requires at least a 70% average in the Master's degree, as determined by SGPS. Some Western programs provide transfers from Master's to Doctoral degree status without achieving a Master's degree. Some Western programs offer direct entry to begin a doctoral degree without having a completed Master's degree. Consult the program's regulations for details.

Individual programs commonly have higher admission standards than the minimum. Applicants should contact their program of choice to get information on its admission requirements.

SGPS may rescind an admission offer or deny admission, in consultation with the graduate program, for misrepresentation in the application or other instances that compromise the authenticity of the application.

2. Proficiency in English

Applicants whose first language is not English must provide 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): For TOEFL scores as of January 21, 2026, the minimum acceptable score is 4.5 with no individual score below 4. For TOEFL scores prior to January 21, 2026, ~~The~~ the minimum acceptable score is 86, with no individual score below 20.
- The International English Language Testing Service (IELTS Academic). The minimum acceptable score is 6.5 out of 9.
- The Duolingo English Test. The minimum acceptable score is 115.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60.
- Western English Language Centre. The requirement is successful completion of the High-Advanced level.
- Fanshawe College's EAP Program. The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

*Programs at Western may require a higher minimum score than those listed above.

Graduate Degree Admissions

Applicants who are required to present evidence of proficiency in English must make their own arrangements to complete one of the above tests or programs and to have the official results sent directly to SGPS by the testing agency.

Exemptions:

Applicants may request an exemption from the English proficiency requirement by contacting their graduate program(s) of interest.

For the French Studies program only, evidence of proficiency in English is a degree requirement but not a requirement for admission.

Last Reviewed: May 15, 2026 ~~June 6, 2025~~

Student Progress in Multi-Year Research-Based Graduate Programs” to remove duplication and ensure the content of both policies is aligned.

Documentation Provided:

Revisions to the Policy on “Registration in Graduate Programs”

Revisions to the Procedure for Registration in Graduate Programs (*for information*)

Revisions to the Policy on “Convocation; Graduation Diplomas and Certificates”

Revisions to the Policy on “Assessing Student Progress in Multi-Year Research-Based Graduate Programs”

Registration and Progression in Graduate Programs

Subject: Registration and Progression in Graduate Programs

Sections: [Initial Registration](#); [Registration Requirements](#); [Categories of Registration](#); [Transferring Between Graduate Degree Levels](#); [Laddering to Another Graduate Degree](#); [Leave of Absence](#); [Progression and Withdrawal](#); [Admission After Withdrawal](#); [Time Away from Studies and Vacation Time](#)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: [Procedure for Registration in Graduate Programs](#)

Officer(s) Responsible for Procedures: Vice-Provost (Graduate & Postdoctoral Studies)

Related Policies: [Assessing Student Progress in Multi-Year Research-Based Graduate Programs](#) *

Effective Date: September 1, 2026 ~~November 8, 2024~~

Supersedes: November 8, 2024; May 17, 2024; March 15, 2024; September 16, 2022

1. Initial Registration

A candidate whose application for admission has been approved by the School of Graduate and Postdoctoral Studies (SGPS) must register in the term indicated on the “Offer of Admission”. In exceptional circumstances, registration may be deferred, with approval of the program and SGPS. The candidate should consult the appropriate program for details about registration.

2. Registration Requirements

a) Continuous Registration

Graduate students must maintain continuous registration in the SGPS in each successive term from initial registration until all requirements for the degree are completed.

b) Maximum Registration Period

The maximum registration period for completing a Master's degree is three calendar years from initial registration and, in the case of a Doctoral degree, six calendar years from initial registration. For students who transfer from a Master's program to a Doctoral program without completing the Master's program or Direct-Entry to a Doctoral program, a maximum of seven calendar years from the initial registration in the Master's program or Doctoral program (Direct Entry) will be given to complete the Doctoral degree. For students admitted part-time to an approved part-time Master's program, the maximum registration period is four years.

The student will be withdrawn at the end of their maximum registration time limit unless the Vice-Provost (Graduate and Postdoctoral Studies) has approved an extension.

3. Categories of Registration

a) Full-Time Student

To be registered as a full-time student, a student must meet the following criteria:

- Make satisfactory progress toward degree completion in alignment with full-time program expectations and requirements. Failure to meet progression requirements may result in being required to withdraw from the program.
- Be present on campus as required by their program.
- Have paid, or make arrangements to pay, full-time tuition fees.

b) Part-Time Student in Approved Part-Time Program

Students may be admitted as part-time students in approved part-time programs as stipulated in the program's regulations. During the course of study, and with the approval of the program and SGPS, such a part-time registrant may be approved to register as a full-time student; they may then register as a part-time student at a later date by meeting the requirements as stipulated in (c) below. Students who begin as full-time students in programs that have an approved part-time course of study may only change to part-time registration as stipulated in (c) below.

Registration and Progression in Graduate Programs

Students registered part-time may take no more than two courses in a term. Undergraduate courses taken as extra courses or as degree requirements are to be included in the totals above.

c) **Part-Time Students in Full-Time Programs**

Part-time registration in full-time programs may be granted in exceptional circumstances and only with the approval of both the Graduate Program and the Vice-Provost (Graduate and Postdoctoral Studies). Examples of such circumstances are: admission to another full-time university program or medical or compassionate circumstances that make it impossible for the student to continue to devote full-time attention to their program of study. Supporting documentation must be submitted with the request for part-time status.

Part-time status is not to be used as a means for reducing or avoiding tuition fees. Being beyond the funding eligibility period will not, by itself, constitute grounds for a change from full-time to part-time status. Part-time status may be granted for up to a cumulative total of three terms.

Students registered part-time may take no more than two courses in a term. Undergraduate courses taken as extra courses or as degree requirements are to be included in the totals above.

d) **Thesis Defense Only Student**

The purpose of this status is to allow a student who: a) has completed all program requirements (including thesis submission), but b) has not been able to defend their thesis before the end of term, to register at the University in the subsequent term without paying tuition fees. Thesis Defense Only registration (TDO) can be held for only one term.

- This registration category will not require payment of tuition fees; however, students will be required to pay part-time ancillary fees.
- In order to be considered for TDO status students must upload their thesis electronically.
- TDO status will be granted to those students who have submitted a thesis by the final official day of term but have not been able to secure an examination board and/or examination date that falls before the end of the term.
- Programs are required to inform SGPS as soon as possible (and in any case no less than 10 working days before the last working day of the term) when a thesis examination will need to be scheduled into the subsequent term.
- The thesis examination must be successfully completed, all required revisions done, and the final thesis submitted to SGPS prior to the end of the TDO term. A student who does not meet these conditions will be required to pay part-time tuition for the TDO term and will continue to be registered until the final thesis is submitted.
- TDO applies only to students in programs that have a thesis requirement.

Registration and Progression in Graduate Programs

- A student will be given TDO status for no more than one term.
- When the thesis examination is unsuccessful at either the preliminary or examination stages, the student will not have met the TDO conditions and will be required to pay part-time tuition and fees for the TDO term.

e) **Non-degree Part-time Student**

Non-degree part-time students must meet normal admission requirements. If a student in this category is subsequently admitted to a degree program, no more than 20% of the course requirements for the degree may be credited from courses taken while a non-degree student. Non-degree part-time students are not required to maintain continuous registration. For each term in which they are registered, however, they must inform their Graduate Chair before the start of the next term whether they plan to take courses during that term or whether they plan to withdraw. Without withdrawal, they will receive a tuition bill for the following term, as if they were in a degree program. Once withdrawn, they must apply for readmission to resume their non-degree part-time studies. In such cases, SGPS waives the readmission fee.

f) **Concurrent Degree Student**

Students in the following programs will be registered in both programs and are eligible to receive degrees in each:

- MD-PhD
- MBA-LLB in Business and Law

g) **Doctoral Flex-time Registration**

Students must select flex-time registration prior to commencing their program of study and cannot alter their registration status once selected.* Students enrolled in flex-time studies pay full-time tuition fees for the first four years of their registration, and part-time fees until they complete their program. As the flex-time option is intended for working professionals, Western's doctoral funding guarantee does not apply to students in flex-time studies. Flex-time enrolment will normally require two additional years of study for students to complete the program, in comparison to students in a regular full-time enrolment status. Completion within six to eight years while in flex-time enrolment is expected.

*Please note that the flex-time registration option is available only for doctoral programs with an approved flex-time option.

h) **Interdisciplinary Combined PhD**

A Western Interdisciplinary Combined PhD entails the completion of the combined degree requirements of two Western doctoral programs (Home Program and Partnering Program) ~~simultaneously under the supervision of a faculty member from each program.~~ The Interdisciplinary Combined PhD Program duration is the same as a regular PhD Program.

Registration and Progression in Graduate Programs

DEFINITIONS

Home Program: ~~For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Home Program" will~~ refers to the graduate program that in which the student is registered and which has administrative responsibility for the student, including, if appropriate, providing work/office space, assignment of GTAships, completion of annual progress reports, etc. The Home Program is also the "fall-back" program in the event that the student wishes to discontinue in the combined option.

Partnering Program: ~~For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Partnering Program" will~~ refers to the second graduate program.

To enrol in an Interdisciplinary Combined PhD Program, students must meet the entrance requirements of both the Home Program and Partnering Program and be admitted by both. The registration in the Interdisciplinary Combined PhD Program must be completed prior to the first term but no later than two terms into the student's registration in the Home Program.

Although the Partnering Program should reasonably contribute to the student's funding package, the Home Program has ultimate responsibility for the student's funding. If one program has a higher funding level, the student should receive the higher level, shared appropriately by the Home and Partnering Programs. The funding eligibility period for the Interdisciplinary Combined PhD Degree Program is the same as regular PhD Programs.

i) Program Structure

- A student in an Interdisciplinary Combined PhD Degree Program participates in two doctoral programs, a Home Program and a Partnering Program, and is required to progress toward and meet the respective requirements of the two doctoral programs concurrently.
- The student shall have two supervisors – one supervisor with doctoral membership in each graduate program. In exceptional circumstances, a single supervisor, with doctoral membership in both programs may be approved by SGPS, conditional upon the supervisory committee representing both programs. If variation in the structure of the supervisory committee is warranted, such variation must be clearly described and must be in alignment with SGPS Regulations.
 - All thesis submission and examination-related forms must be completed and submitted to SGPS by the designated Home Program.
- ~~One of the two programs will be identified as the "Home Program" for the purpose of registration and administration.~~
- ~~Programs are encouraged to~~ It is expected that programs "share" or "merge" some of their usual requirements. ~~For example, a required course~~

Registration and Progression in Graduate Programs

~~in one program can also be counted as an optional or elective course in the second program.~~

- For example, comprehensive/qualifying examinations can be restructured to meet the expectations of both programs.
- One thesis is to be completed; the thesis must meet the expectations of both programs; the content of the thesis should represent a blending of the disciplines. The composition of the Thesis Examination Board for the dissertation will include representation of both participating programs and disciplines to ensure that the examination board appropriately represents the research conducted in the Interdisciplinary Combined PhD Program. If variation from the usual PhD Examination Board structure is necessary (e.g., adding an additional member), approval by SGPS is required. Composition and approval of the Thesis Examination Board, the public presentation, and examination date will be administered by the Home Program, in consultation with the Partnering Program.
- ~~The composition of the examining board for the dissertation will include representation of both participating programs and disciplines. Some variation from the usual PhD Examination Board structure may be needed to achieve this; such variation must be approved by SGPS.~~
- The student's individual program (structured in the same way as regular PhD programs ~~to support completion in 4 years~~) must be determined and agreed upon by the two programs (Graduate Chairs or equivalent, Supervisors and student) normally no later than ~~by~~ the second term, including: The student's individual program design, timeline and plan must meet the learning outcomes of both programs and include:
 - ~~All courses to be completed to meet the learning outcomes of both programs~~
 - The topic of the dissertation/research
 - The course requirements
 - ~~The nature and timing of comprehensive(s)/qualifying exams to satisfy both programs (if feasible, the comprehensive exam requirements of the two programs can be merged into one exam)~~
 - Any additional milestones ~~required to meet the learning outcomes of both programs~~
 - ~~The topic of the dissertation/research~~

~~i. Inclusion on Transcripts and Degrees~~

- ~~One degree/parchment will be awarded; it will list both graduate programs.~~
- ~~The student's transcript will note registration in both graduate programs, with one degree awarded upon completion of all requirements.~~
- ~~The student's transcript will read under "Academic Program History":~~
- ~~Program: Home Program
Plan: Interdisciplinary Combined Doctor of Philosophy
Home Program and Partnering Program
Status: Active in Program (or later, "Completed Program")~~

Registration and Progression in Graduate Programs

- ~~The final degree awarded will appear on the parchment as: DOCTOR OF PHILOSOPHY, Home Program and Partnering Program~~

4. Transferring Between Graduate Degree Levels

Transferring refers to a situation where a student leaves an unfinished degree program and registers in a different degree-level in the same graduate program. Students are normally given recognition for prior work in these instances. Transferring can occur from a lower-level degree program to a higher-level degree program (e.g., Graduate Diploma (GDip) to Master's or Master's to Doctoral) or from a higher-level degree program to a lower-level degree program (Doctoral to Master's). When transferring, the credential from the former degree program is not granted to the student, as they have not completed all requirements of the former degree program. Transfers must be approved by the graduate program and SGPS.

5. Laddering to Another Graduate Degree

Laddering refers to an established process where a student completes a program and is given recognition for this prior work towards a subsequent degree program via this approved pathway. In the case of laddering, a student has completed the lower-level program and has been awarded the credential (e.g., a student completes a GDip program and is provided credit for prior work in a specific Master's program with an approved laddering process). The remaining requirements for the higher-level degree in these cases are also pre-determined. Students must apply for admission to the laddering degree program; admission is not guaranteed.

6. Leave of Absence

The Vice-Provost (Graduate and Postdoctoral Studies) may grant a leave of absence on pregnancy/parental, medical or compassionate grounds normally to a maximum of three terms or 12 months, on the recommendation of the program.

When recommending a leave of absence to the Vice-Provost (Graduate and Postdoctoral Studies), programs should contact SGPS about any academic considerations for outstanding coursework.

While on leave, students are expected to be away from normal activities as graduate students (e.g., attending classes, conducting research). However, students and supervisors may negotiate ongoing communication during this period. Before the end of the approved leave of absence, students notify the Graduate Chair/Director, the Graduate Assistant and, where relevant, the Supervisor(s), to discuss the transition back to their studies. If students are applying for an additional leave of absence, it is important that the program and SGPS be notified as soon as possible.

Registration and Progression in Graduate Programs

To ensure that they are optimally supported throughout their degree, students requiring leaves of absence that extend beyond three terms are encouraged to communicate with programs about potential professional, academic or research implications of the extended period away from their studies.

The start and finish of the leave may begin or end at any point in the term; normally the leave will coincide with the start and end of terms. Students are advised to consult with their graduate program to make special arrangements especially if taking courses during this period.

The date for degree completion and funding of the degree program will be extended by the duration of the time taken on leave, i.e., one, two or three terms as appropriate.

a) **Pregnancy and/or Parental**

Pregnancy/Parental Leave is intended to recognize the need for leave at the time of pregnancy, birth or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. Either parent may request up to three terms of leave, which must be started within twelve months of the date of birth or custody.

Provided the student has been a registered full-time graduate student for at least one term and is not receiving additional Tri-Agency benefits, they are entitled to a \$1,500 pregnancy and parental bursary per leave.

During a Pregnancy/Parental leave international students can opt into UHIP for up to 12 months.

b) **Medical**

Graduate students may apply for a medical leave by providing a Medical Certificate completed by a health care practitioner. During a Medical leave, international students can opt into UHIP for four months in a 12-month leave period. It is possible to extend UHIP for another four months subject to the approval of the insurance provider.

c) **Compassionate**

Graduate students may apply for a compassionate leave for care and support of a seriously ill family member. This leave is not intended to cover circumstances related to travel, employment or other financial concerns.

d) **Internship**

Graduate students in programs without an internship requirement who secure an internship through Western's Internship Program may apply for an internship leave.

Registration and Progression in Graduate Programs

Students may apply for a leave of absence by completing an online request via the Graduate Student Web Services Portal. The request is then reviewed by the graduate program. If approved by the program, it is reviewed by SGPS.

Once on leave, students are not registered with the University nor will they be required to pay tuition and ancillary fees for this period; however, they are entitled to receive/maintain certain benefits as described in the related Procedures.

7. Progression and Withdrawal

To maintain good standing in their program, graduate students must meet program expectations toward degree requirements for the timely completion of the degree.

To support students in meeting program expectations, graduate programs are expected to (i) communicate degree requirements and program expectations to students (for example, through a program handbook), and (ii) monitor and assess student progress toward the degree over the course of the program.

~~The Graduate Chair of a program:~~

- ~~• Must approve the student's plan of study.~~
- ~~• Must ensure the preparation and filing of an annual progress report for each student.~~

Graduate faculty must (iii) provide students with timely feedback on their progress with respect to courses, milestones, examinations, or other program expectations and degree requirements, and (iv) guide students to appropriate support and resources available at the University, as applicable.

When a student fails to meet program expectations and/or degree requirements, program withdrawal may be warranted. More specifically, graduate programs, ~~The program~~ may require a students to withdraw from the program if ~~they~~ the student fails to meet the following standards:

- students must make satisfactory progress toward the degree by meeting course and milestone requirements, as set out by the graduate program, according to the program timeline.
- ~~Students~~ students must maintain a cumulative average of at least 70% calculated each term over all courses taken for credit, with no grade less than 60%. Individual graduate programs may have grade requirements that are different from this standard and may exceed this standard.
- ~~• Students must make satisfactory progress towards the degree according to milestones set by the program.~~

Withdrawal from a graduate program can occur in two ways. A student can voluntarily withdraw, ~~following formal notification to the program~~. Alternatively, the program or

Registration and Progression in Graduate Programs

SGPS can withdraw a student for failure to meet admission conditions, progression expectations and/or degree requirements, specified deadlines for degree completion, or failure to pay fees. Once withdrawn from a graduate program (and SGPS), the person withdrawn is no longer a student of the University and may not attend classes, receive supervision, or have access to any resources of the University.

8. Admission After Withdrawal

Students who have voluntarily withdrawn or who have been withdrawn and wish to complete their program must formally re-apply for admission. Credit for previous work completed must be approved by the program and SGPS.

Students who are withdrawn for non-payment of fees will be considered for admission under the following payment conditions:

- Any student who has withdrawn or has been withdrawn may be required to pay fees for the terms in which registration has lapsed if readmitted.
- Payment of all fees owing at the time of withdrawal including all penalty fees incurred as a result of the default.
- Prepayment of full fees for the term in which admission is sought.
- ~~These payments must be money order, cash, direct debit, or certified cheque.~~

9. Time Away From Studies and Vacation Time

Full-time graduate students in research-based programs are expected to be active in their program for all three terms of the university year, as specified in Section 2. While engaging in their program, we recognize that personal time (i.e., time away from studies) is beneficial for student health, well-being and academic achievement. It is acceptable and expected that Supervisors, Supervisory Committee Members and Graduate Chairs will discuss expectations around students' study and research schedules; they will mentor students and support their need for time off and their pursuit of work/life balance. Time away from studies must take into account the impact on timely progression and the impact on research and other responsibilities.

It is expected that students devote a reasonable number of hours each weekday to study and to research. It is acceptable for students to take days off. In making these time management decisions, it is expected that students will learn to discern when time away from studies supports academic productivity, and when it undermines timely progression.

Graduate Chairs are encouraged to ensure that both student and supervisor needs and expectations are met. See SGPS Regulation regarding supervisor expectations.

In addition to the above, students are entitled to be away from their studies and research responsibilities during:

Registration and Progression in Graduate Programs

- the closing of the University from late December until early January
- statutory holidays when the University is closed
- religious holidays in accordance with University policy

Graduate students are also entitled to at least two weeks of vacation time from their studies per year.

Last Reviewed: May 15, 2026



Procedure for Registration in Graduate Programs

Governing Policy:	Registration and Progression in Graduate Programs
Sections:	Registration and Fee Payment ; Refunds ; Enrolling in an Interdisciplinary Combined PhD Option ; Leave of Absence
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Effective Date:	September 1, 2026
Supersedes:	March 15, 2024

1. Registration and Fee Payment

To be registered graduate students must pay or make arrangements to pay all fees by the established deadline each term (refer to the Fees **Refund** Schedule on the Office of the Registrar website).

2. Refunds

Fee refunds will be made on a pro rata basis to students who have completed all of their degree requirements, withdraw, or are required to withdraw before the end of a term. Detailed information on graduate tuition refunds is available on the Office of the Registrar's website.

Scholarships received from [the School of Graduate and Postdoctoral Studies \(SGPS\)](#) are also subject to pro-rating. Contact SGPS for details.

3. Enrolling in an Interdisciplinary Combined PhD Option

- It is recommended that the Home Program consult with an Associate Vice-Provost in SGPS prior to initiating the enrollment process.

- The student is accepted first into a “Home Program” and then **requests** applies for admission to the “Partnering Program”. The Home Program contacts SGPS and completes the Interdisciplinary Combined PhD Agreement Form (see Appendix A). This should be completed prior to the student’s first term of registration ~~ideally before the beginning~~ but no later ~~two terms into the student’s registration in the Home Program~~ **than by the second term after beginning in the “Home Program”**.
- The student must meet the entrance requirements of both graduate programs and must be admitted by both programs.
- Following completion and approval of the “Interdisciplinary Combined PhD Degree Agreement” and admission to the Partnering Program, the student is transferred into the **Interdisciplinary Combined PhD Degree Program** ~~combined degree program~~.
- ~~Normally the Interdisciplinary Combined PhD Agreement will be completed prior to the student’s first term of registration but no later than two terms into the student’s registration in the Home Program.~~

4. Leave of Absence

Financial Benefits:

- Graduate students may qualify for pregnancy/parental benefits such as paid pregnancy/parental leave or sick leave if they are employed as Graduate Teaching Assistants (GTA); consult the GTA Collective Agreement for further information.
- Graduate Students who are awarded funding through an external agency e.g. Tri-Agency (Research Grant or External Scholarship), OGS etc. may be entitled to certain benefits and should check with the particular granting agency for further information.

Service Benefits:

- Graduate students while on leave may opt into the Society of Graduate Students (SOGS) health plan which includes coverage of prescription drugs, as well as basic dental care and vision coverage.
- Graduate students while on leave may opt into Campus Recreation Services.
- Graduate students will retain email and library privileges.
- Student Health Services are available to those on leave.
- Graduate students on medical leave can retain bus pass service. Contact **SOGS** ~~the Society of Graduate Students~~ for more information.
- During a Compassionate leave international students can opt into UHIP for up to four months.

Last Reviewed:

May 15, 2026

APPENDIX A
Interdisciplinary Combined PhD Degree Agreement Form
(a link to this form is available on the SGPS website)

	Home Program	Partnering Program	Interdisciplinary Combined Program
Student Name:			
Supervisor(s):			
Supervisory committee members:			
Course and milestone requirements:			
Comprehensive examination(s) / Qualifying Examination milestones:			
Additional program requirements:			
Thesis topic:			
Funding Details:			

APPROVALS:

Student			
	Student: Name	Student: Signature	Date
Home Program			
	Supervisor: Name	Supervisor: Signature	Date

Home Program			
	Graduate Chair: Name	Graduate Chair: Signature	Date
Partnering Program			
	Supervisor: Name	Supervisor: Signature	Date
Partnering Program			
	Graduate Chair: Name	Graduate Chair: Signature	Date
Home Program			
	Associate Dean-Graduate: Name	Associate Dean-Graduate: Signature	Date
Partnering Program <i>(if in a Faculty different from Home)</i>			
	Associate Dean-Graduate: Name	Associate Dean-Graduate: Signature	Date
SGPS			
	Vice-Provost: Name	Vice-Provost: Signature	Date



Convocation; Graduation Diplomas and Certificates

Subject:	Convocation; Graduation Diplomas and Certificates
Sections:	Convocation Ceremonies ; Graduation Diplomas and Certificates ; Degree Diploma Wording
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Academic Records and Student Transcripts
Effective Date:	September 1, 2026 November 8, 2024
Supersedes:	November 8, 2024; September 2022; February 2020

CONVOCATION CEREMONIES

Scheduling Convocation Ceremonies

- The in absentia February Convocation will normally be scheduled for the last Friday in February.
- June Convocation ceremonies will normally be scheduled from Monday to Friday in the second or third full week in June.
- The Huron University College (Theology) Convocation ceremonies will be scheduled in consultation with the Affiliated University College.
- October Convocation ceremonies will normally be scheduled in the first full week following Thanksgiving.

Recipients of Certificates and Diplomas will be listed in the Convocation Program and will be permitted to participate in the graduation ceremonies.

Recipients of Two Degrees, Diplomas or Certificates

When a candidate is to be awarded two degrees, diplomas or certificates (or any combination of these) during one convocation period, the Registrar will be permitted

to release both diplomas to the graduand at the convocation ceremony of the first degree program scheduled in the convocation period.

Awarding Double Degrees at Convocation

For students who are eligible to receive two degrees at convocation:

1. If both degrees are to be awarded at the same convocation ceremony, the student may cross the stage only once, and must make a choice as to the degree grouping with which they will process.
2. If the two degrees are to be awarded at different convocation ceremonies, the student may cross the stage in one or both ceremonies. Both diplomas will normally be given to the graduate at the first of the ceremonies in which they participate.

Degrees, Diplomas and Certificates [to be conferred officially at convocation ceremonies]

Degrees, diplomas and certificates will be officially conferred or awarded at the appropriate convocation ceremony following successful completion of the program requirements and an application to graduate if required, or will be available for pickup by the graduate within three business days subsequent to the ceremony. Degrees, diplomas and certificates are retained in the Office of the Registrar for two years after Convocation.

Candidates who meet the requirements for graduation in diploma and certificate programs will be issued a Notification of Eligibility to Graduate (rather than an application to graduate, required of potential degree recipients).

Degrees, diplomas and certificates normally will not be awarded in advance of convocation ceremonies. A degree, diploma, or certificate may be released early at the discretion of the Office of the Registrar if the student demonstrates that the document is required by an employer or for a work visa, and if it is determined that the student is eligible and has applied to graduate. Students presenting an official offer of employment or deadline relating to an application for a visa may, by application and payment of the appropriate fee to the Office of the Registrar, request release of their document no sooner than four weeks prior to their scheduled convocation. The document released will bear the date of the appropriate scheduled convocation ceremony.

All other students who require notice of confirmation that their program has been completed (in addition to an official transcript) may apply to the Office of the Registrar with a request for a letter attesting to the fact that they have completed the requirements of their program.

If a student's degree, diploma or certificate has been lost, stolen or destroyed OR the student requires a duplicate or duplicates, subsequent diplomas can be produced by application and payment of the appropriate fee to the Office of the Registrar. All subsequent degrees, diplomas and certificates will be issued:

Convocation; Graduation Diplomas and Certificates

- using the current Western diploma printing standards and Officers
- with the words "Duplicate Copy" affixed to the parchment

Degree Diplomas for DDS Graduates (Exception for DDS graduates who satisfy requirements between June and October)

In order to practice dentistry, graduates of the DDS program must present a copy of their diploma to the Royal College of Dental Surgeons and thus obtain a certificate of registration. In April 1994, Senate approved that the degree of Doctor of Dental Surgery (DDS) be granted retroactively to June for students who satisfy all of the requirements for graduation after the June convocation date for Dentistry but before the October convocation. Based on this precedent, Senate approved procedures for granting a DDS degree to a student in the program who completes the degree requirements after Autumn Convocation in October. The date that will appear on the degree is the date on which all degree requirements were completed. The graduate's name and the date of the degree will appear in the Program of the Spring Convocation that next follows, and the graduate may request the opportunity to participate in the Spring Convocation next following.

***In Absentia* Convocation in February**

Senate approved the establishment of an *in absentia* convocation to be held in mid-February for students who complete their degree requirements by the end of the preceding fall term. Students who have their degrees conferred in February will be given the opportunity to participate in the appropriate June convocation ceremony.

Statement re Posthumous Degrees

Contingent on approval by the Dean or Vice-Provost (Graduate and Postdoctoral Studies), in consultation with the Provost, a posthumous degree may be granted at a Convocation ceremony.

GRADUATION DIPLOMAS AND CERTIFICATES

1. The designation of "Bachelor" will be used on diplomas with the designation of "Baccalaureate" approved for use on diplomas upon request by individual students. For diplomas of Masters and Doctoral degrees the designation "Master" or "Doctor" will be used.
2. Undergraduate students who qualify for Graduation "With Distinction" will receive the designation on diplomas.
3. All diplomas (for degree programs and diploma programs) and certificates (for certificate programs) will be in English.
4. All and only Honorary Degree diplomas will be in Latin.
5. Programs approved by Senate for diplomas/certificates not in English, e.g., the Certificat de Français Pratique, will be exceptions to this policy.

Convocation; Graduation Diplomas and Certificates

For graduation diplomas, the wording of the program taken will follow this format:

Honours Degree	BACHELOR OF ARTS <i>Honours Philosophy</i>
Combined Honours Degree	BACHELOR OF ARTS <i>Honours Anthropology and English</i>
Honours Degree with an Area of Concentration in another Subject	BACHELOR OF SCIENCE <i>Honours Mathematics with French</i>
Three-Year Degree	BACHELOR OF ARTS <i>English</i>
Four-Year Degree	BACHELOR OF ARTS Four Year Program <i>Computer Science</i>
Four-Year Degree with an Area of Concentration in another Subject	BACHELOR OF ARTS Four Year Program <i>French with Philosophy</i>

When appropriate, all Bachelor/Baccalaureate degree diplomas will have the name of the degree with Honours Specialization, Major(s), or Specialization module(s) earned by the student and “With Distinction”, if appropriate. For example,

BACHELOR OF SCIENCE
Honours Specialization in Geology and Biology
BACHELOR OF ARTS
Major in English Language and Literature
Major in Film Studies
BACHELOR OF SCIENCE
Specialization in Environmental Science

If Minor modules have been successfully completed, this will show on students’ transcripts and academic records only. They will not appear on the diploma. Students who have successfully completed the Dentistry Qualifying Program from 1999 to 2005 may return their Qualifying Program certificates and, following payment of a diploma replacement fee, receive a DDS degree diploma.

Students who have successfully completed the LLB program prior to 2009 be permitted to exchange their LLB diploma for a JD diploma, upon payment of an administrative fee for the replacement diploma.

DEGREE DIPLOMA WORDING

Degree diplomas will have the following wording:

"The Senate on the recommendation of the (Faculty/School/College) has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations.

Convocation; Graduation Diplomas and Certificates

Given at London, Canada, on the (date) day of (month), (year), in the (appropriate year, e.g., 2021 will be the one hundred and forty-third year) of the University."

The University of Western Ontario will be the only institution cited on the degree diploma unless specific approval is granted by Senate.

Degree Diploma Wording for Graduate Student Diplomas

Degree diplomas for graduate students will state that "Senate on recommendation of the School of Graduate and Postdoctoral Studies has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations." Any student who graduated prior to June 30, 2008, will have the Faculty of Graduate Studies cited on their diploma.

Exception for Programs offered in Collaboration with Fanshawe College:

Collaborative programs offered with Fanshawe College recognize both Western and Fanshawe on Western's graduation diplomas, e.g., "The Senate on the recommendation of the Faculty of Health Sciences in collaboration with the Faculty of Health Sciences and Human Services, Fanshawe College, has conferred upon (graduate's name) the degree of Bachelor of Science in Nursing."

Exceptions for the Bachelor of Medical Sciences Program

The Bachelor of Medical Sciences program is offered jointly by the Schulich School of Medicine & Dentistry and the Faculty of Science and as such, both names will appear on BMSc diplomas.

i.e., "The Senate on the recommendation of the Schulich School of Medicine & Dentistry and the Faculty of Science has conferred upon (graduate's name) the degree of (degree name) with all its rights, privileges and obligations...."

Exception for the Interdisciplinary Combined PhD Option

The degree awarded will appear on the parchment as: DOCTOR OF PHILOSOPHY, *Home Program and Partnering Program*.

Approvals and Signatures:

On behalf of the Senate, the Provost approves the list of Candidates for Degrees upon the recommendation of the Registrar. The list of Candidates approved by the Provost is deemed to be those names identified electronically within the student records system. The list of Candidates for Degrees will be archived as appropriate.

Signatures required for degree and diploma program diplomas and for certificate program certificates are those of the Registrar, Dean of the relevant Faculty/School/Affiliated University College and President of the University.

Convocation; Graduation Diplomas and Certificates

Format:

The parchment used for degrees, diplomas and certificates will be of a format and quality commensurate with the stature of Western University.

Last Reviewed: May 15, 2026



Assessing Student Progress in Multi-Year Research-Based Graduate Programs

Subject:	Assessing Student Progress in Multi-Year Research-Based Graduate Programs
Sections:	Overview ; Meeting Program Expectations ; Annual Progress Evaluations
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Assessing Student Progression in Multi-Year Research-Based Graduate Programs
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	Registration and Progression in Graduate Programs
Effective Date:	September 1, 2026 September 19, 2025
Supersedes:	September 19, 2025 ; September 16, 2022

~~1. Overview~~

The progression requirements in this policy are applicable to students in multi-year research-based programs. Students must also meet the progression requirements in the [Registration and Progression in Graduate Programs](#) policy.

~~To maintain good standing in their program, graduate students are expected to meet program expectations for the timely completion of the degree.~~

~~Monitoring and assessing student progress are key to maximizing graduate student engagement and success, timely completion of the degree, and graduate program quality. Regular student progress assessment helps programs and students identify academic excellence. It also helps to make visible and address problems or challenges students are experiencing that may interfere with thriving and with degree completion.~~

To support student progress, programs ~~are expected to clearly communicate their degree requirements and the expected timing of these requirements to students.~~ They are **also** required to monitor and assess student progress at least annually, and to communicate these results to their students.

~~2.~~ **1. Meeting Program Expectations**

~~It is expected that degree~~ **Degree** requirements across the duration of the program are clearly communicated to students in progress meetings, via program web pages, program guides, and/or through the online Pathfinder degree planning portfolio.

~~Throughout their time in the program,~~ **It is the responsibility of students to make themselves** ~~are expected to be~~ aware of how degree expectations for maintaining good standing in the program align with their own progress.

At a minimum, supervisory committee members and Graduate Chairs (or equivalent) will support their students' timely progression by regularly (at least annually) assessing and documenting student progress and then by discussing these outcomes with students.

~~3.~~ **2. Annual Progress Evaluations**

At regular intervals, and at least **annually yearly**, graduate programs **will** request that ~~their~~ students submit a Pathfinder Portfolio for review, evaluation, and feedback. Submitting a Pathfinder Portfolio is **considered** a degree requirement; and to maintain good standing in a graduate program, a Pathfinder Portfolio must normally be completed by the assigned due date.

Last Reviewed: **May 15, 2026**

School of Graduate and Postdoctoral Studies:
Revisions to the SGPS Regulation: Supervision

Action: Approval Information Discussion

Executive Summary:

The SGPS Regulation on Supervision will be revised to provide more clarity and guidance in process and expectation, specifically the responsibilities of the Graduate Chair to inform all relevant parties, original and new supervisors, if a change has occurred.

SGPS Regulations are under the purview of the Graduate Education Council. The revised Supervision regulation is provided to the Senate Committee on Academic Policy for information.

All SGPS Regulations are available on the [SGPS website](#).

Documentation Provided:

Revisions to the SGPS Regulation: Supervision (*for information*)

Supervision

Effective Date Updated: May 15, 2026 ~~September 16, 2022~~, superceding ~~September 16, 2022~~ ~~previous regulation~~

Approval Authority: Graduate Education Council; Senate (for information)

For further supervision information and guidance, please visit <https://grad.uwo.ca/academics/supervision.html>.

One of the most important aspects of graduate training is the timely, clear identification of a Supervisory Committee for each graduate student participating in a research program. Although there are wide variations in the pattern of finding a Supervisory Committee, it is this group who plays a key role in the direction of the graduate student's research. ~~Although reasonable effort will be made to accommodate individual student research preferences, the graduate program cannot guarantee to provide a particular supervisor or particular committee members, nor can the program accommodate every topic of research proposed by a graduate student. As one illustration, some programs may only accept students to work on specific projects that are funded by a faculty member's research grant or contract-based funding.~~

1. General

Although reasonable effort will be made to accommodate individual student research preferences, the graduate program cannot guarantee to provide a particular supervisor or particular committee members, nor can the program accommodate every topic of research proposed by a graduate student.

As one illustration, some programs may only accept students to work on specific projects that are funded by a faculty member's research grant or contract-based funding.

A supervisor is required for all **thesis-based** ~~research~~-degree students. At admission, students are given an offer letter that outlines the contractual obligations between the student and the program.

~~Each program will ensure that students receive appropriate supervision.~~

When the supervisor is determined (either at admission or some later point) the supervisor commits to assuming the roles and responsibilities specified by the School ~~for~~ **of** Graduate and Postdoctoral Studies and the program.

2. Graduate Program's Role

Each program will ensure that students receive supervision as appropriate.
The program must document the supervisory assignment in the appropriate student record (e.g. Peoplesoft).

If there is any change to the supervisory relationship, the program must inform the supervisor(s), the student, and any other relevant person(s) about the change and document it in the appropriate student record.

2. 3. Supervisory Roles

A Supervisory Committee consists of at least one Supervisor and at least one Committee Member (who is not also one of the supervisors).

The Supervisory Committee may:

- assist in the development of the candidate's research plan and thesis proposal
- provide advice and constructive feedback on the planning and writing of the thesis
- evaluate progress

All members of the committee must hold the appropriate level of SGPS Membership as outlined herein.

Supervisor

- This designation indicates that the faculty member(s) have primary responsibility for overseeing the ~~Master's or Doctoral~~ student's thesis research program.
- Up to two Supervisors can participate in a Supervisory Committee.
- Supervisors must meet the following SGPS membership requirements:
 - For doctoral students, a Supervisor must have Doctoral Membership in the student's home program.
 - An additional Supervisor could have Doctoral, Master's or Associate membership in any program.
 - For Master's students, a Supervisor must have Doctoral or Master's Membership in the student's home program.
 - ~~For Master's students, a Supervisor must have Doctoral or Master's Membership in the student's program.~~
 - An additional Supervisor could have Doctoral, Master's or Associate membership in any program.

Committee Member

- All supervisory committees must contain at least one Committee Member (in addition to Supervisor(s)).
- This designation indicates that the Committee Member has a secondary responsibility for the ~~Master's or Doctoral~~ student's thesis research program.
- Up to three Committee Members can participate in a Supervisory Committee.
- Committee members must have any level of SGPS membership in any program.

3. 4. Expectations and Requirements of Supervisors

43.1 All supervisors are expected to:

- adhere to standards of ethical behaviour, academic integrity, and professionalism
- commit the time, energy, and focus reasonably necessary to enable students to achieve the progress expected in their program
- demonstrate effective management and leadership skills
- demonstrate effective interpersonal communication skills
- respect diversity and demonstrate intercultural competency
- endeavor to develop insights into their strengths and weaknesses as a supervisor and to pursue opportunities to build further strength, particularly in areas of weakness
- recognize the supervisor—student power differential and demonstrate respect for the student's rights and goals
- respect and provide support for the student's academic and career goals
- respect the student's personal circumstances (e.g., the student's need to fulfill personal obligations, such as childcare)
- differentiate between their own and their students' needs
- explicitly discuss with the student expectations regarding authorship on publications and ownership of intellectual property

43.2 All supervisors are required to:

- provide continuous supervision through the duration of the student's studies. This includes ensuring that supervision continues through periods of supervisor absence from campus (e.g., maintaining full supervision during sabbatical; securing co-supervision if needed/appropriate)
- adhere to the academic requirements of the program, and SGPS regulations, and Senate Academic Policies
- contribute to the program's evaluation of the student's progress as required by the program and SGPS
- ensure regular meetings of the student with the ~~full-Thesis~~ Supervisory Committee as per the program's and/or SGPS's regulations
- actively involve ~~Thesis~~ Supervisory Committee in the process of guiding the student.
- meet with their graduate student no later than one month after assignment of supervision, or initial registration as a student at Western, with the purpose of discussing and clarifying expectations for the role of the supervisor and the role of the student in the supervisory relationship.
- provide timely feedback on documents/reports/~~thesis-related~~ materials/scholarship applications, etc. – normally 2 weeks is reasonable for a thesis chapter or equivalent
- provide timely response (whether acknowledgment or a substantial reply) when contacted by students, for example responding to emails within 72 hours

- in collaboration with the student, set and adhere to reasonable timelines for all aspects of the student's academic work, consistent with the program's milestones to completion
- respect interpersonal boundaries and demonstrate professional behaviour with the student
- respect appropriate times and means for communication with the student
- as far as allowed by the logistics of the research setting, allow and respect the student's right to set their own daily schedule
- make good-faith efforts to provide the resources needed for the student's work
- allow and not undermine the student's engagement in professional development
- adhere to all health and safety policies
(http://www.uwo.ca/univsec/pdf/policies_procedures/section3/mapp31.pdf)
- adhere to all policies related to research ethics
(http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp712.pdf and http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp714.pdf)
- adhere to Non-Discrimination/Harassment policy
(http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp135.pdf)
- adhere to the University policy on Academic Integrity in Research Activities
(http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp70.pdf)
- adhere to the University policy on Accessibility
(https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp147.pdf)
- adhere to SGPS Policy
(http://grad.uwo.ca/postdoctoral_scholars/current/policies_procedures.html)

4. 5. Expectations and Requirements of Students in Thesis-Based Programs

54.1 All students are expected to:

- adhere to the highest standards of ethical behaviour, academic integrity, and professionalism
- commit the time, energy, and focus necessary to achieve the progress expected in their program
- engage in self-directed learning
- endeavor to develop insight into their strengths and weaknesses as a student and to pursue opportunities to build further strength, particularly in areas of weakness
- demonstrate effective interpersonal communication skills
- give supervisor, ~~Thesis~~Supervisory Committee members, and other faculty members sufficient notice and time to provide constructive feedback or to write thoughtful letters of reference
- seek and give serious consideration to constructive feedback and advice.
- provide timely response (whether acknowledgment or a substantial reply) when contacted by supervisor or department, for example responding to emails within 72 hours

- respect the work, environment, and equipment/materials of others, and show tolerance and respect for others sharing the same environment, equipment and materials
- openly discuss with the supervisor expectations regarding authorship on publications and ownership of intellectual property

5.4.2 All students are required to:

- adhere to the program's progression requirements
- be aware of the requirements and timelines of their program
- adhere to all program, ~~and~~ SGPS regulations, ~~and~~ Senate Academic Policies
- communicate regularly with the supervisor and the ~~Thesis~~-Supervisory Committee with respect to progress in the thesis
- give serious consideration and response to comments and advice from the supervisor and/or ~~Thesis~~ Supervisory Committee
- know who else to go to for advice and guidance, in addition to the supervisor, when needed (for example, ~~Thesis~~-Supervisory Committee members, the Graduate Program Chair, the Department Chair, the Associate Dean-Graduate Studies in the Faculty, an Associate Vice-Provost or the Vice-Provost in SGPS, the Ombudsperson, and Equity and Human Rights Services)
- set their own daily schedule within the logistics of the research setting, which includes working reasonable hours and informing their supervisors of any change in their schedule that could affect the work of others
- explore and articulate academic and career objectives and goals
- notify the program of any request for accommodation
- adhere to all health and safety policies
(http://www.uwo.ca/univsec/pdf/policies_procedures/section3/mapp31.pdf)
- adhere to all policies related to research ethics
(http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp712.pdf and http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp714.pdf)
- adhere to Non-Discrimination/Harassment policy
(http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp135.pdf)
- adhere to the University policy on Academic Integrity in Research Activities
(http://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp70.pdf)
- adhere to the University policy on Accessibility
(https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp147.pdf)
- adhere to SGPS Policy
(http://grad.uwo.ca/postdoctoral_scholars/current/policies_procedures.html)

5. 6. Changing a Supervisor

The School of Graduate and Postdoctoral Studies is committed to resolving any conflicts between students and supervisors as early as possible. When the process breaks down, the following apply:

- Students have the right to request a change of supervisor. If the student requests a change, they should contact their Graduate Program Chair.
- Supervisors cannot unilaterally terminate the thesis supervisory relationship. If a supervisor initiates this change, then the appropriate processes must be followed. Questions about the process should be directed to the Graduate Chair or the Associate Dean (Graduate) of the Faculty.
- Student and faculty member requests for changing the supervisory relationship will be reviewed by the Graduate program. ~~If the supervisor and student agree that a change to the supervisory relationship is needed, normally t~~The Graduate Chair will work with the student and supervisor to find a solution as early as possible. It is not necessary that the supervisory relationship will change based on such requests. If the supervisory relationship is changed, it is the responsibility of the Graduate Chair to document and inform the supervisor(s), the student, and any other relevant person(s) about the change. Although reasonable effort will be made to accommodate student's preference for the new supervisor, the graduate program cannot guarantee to provide a particular new supervisor or research topic.
- The new supervisor, normally from the student's program, will assume the roles and responsibilities specified by SGPS and the program.
- Normally, the normal duration of the degree program for the student will not be increased.

School of Graduate and Postdoctoral Studies:
Revisions to the SGPS Regulation: SGPS Membership

Action: Approval Information Discussion

Executive Summary:

The SGPS Regulation on SGPS Membership will be revised to include a section to define responsibilities and expectations under each of the categories of SGPS membership.

SGPS Regulations are under the purview of the Graduate Education Council. The revised Supervision regulation is provided to the Senate Committee on Academic Policy for information.

All SGPS Regulations are available on the [SGPS website](#).

Documentation Provided:

Revisions to the SGPS Regulation: SGPS Membership (*for information*)

SGPS Membership

Effective Date: May 15, 2026 ~~June 20, 2023~~, superceding June 20, 2023 ~~previous regulation~~

Approval Authority: Graduate Education Council; Senate (for information)

In accordance with [The School of Graduate and Postdoctoral Studies' Composition and Rules of Procedure](#), only members of the School of Graduate and Postdoctoral Studies (SGPS) may be involved in graduate student education, supervision and formal teaching. Meeting minimum requirements does not guarantee that membership will be granted.

1. Categories of Membership

The categories of membership are:

- Teaching/Advisory
- Associate
- Master's
- Doctoral

2. Duration

Master's and Doctoral memberships are permanent in the home department. Master's or Doctoral memberships held outside of the home department are not permanent and may be subject to audit and inactivation at each Institutional Quality Assurance Process review or at other timelines specified by the program. Consideration will be given to the potential for conflict of interest or bias in situations that may arise in the context of membership.

Teaching/Advisory Membership (TAM) is temporary up to a maximum of three years, renewable.

Associate Membership is temporary, up to a maximum of five years, renewable.

3. Privileges, Criteria and Qualifications

Summary of Privileges by Membership Level

	Teaching/Advisory	Associate	Master's	Doctoral
Supervise Doctoral Students	No	Yes*	Yes*	Yes
Supervise Master's Students	No	Yes*	Yes	Yes
Chair Doctoral Thesis Exam	No	No	Yes	Yes
Chair Master's Thesis Exam	Yes	Yes	Yes	Yes
Participate as Thesis Examiner	Yes	Yes	Yes	Yes

Participate as Supervisory Committee Member	Yes	Yes	Yes	Yes
Teach Graduate Course	Yes	Yes	Yes	Yes

*Only alongside another Supervisor holding the appropriate Master’s/Doctoral Membership

Summary of Criteria and Qualifications Required by Membership Level

	Teaching/Advisory	Associate	Master's	Doctoral
PhD or Equivalent	Yes	Yes	Yes	Yes
Faculty Appointment	No	Yes	Yes	Yes
Satisfactory Supervision Record	No	No	No	Yes
Nomination by Program	Yes	Yes	Yes	Yes

Complete criteria for, and privileges associated with each category are listed below:
[Teaching/Advisory Membership \(TAM\)](#)

Criteria and Qualifications

- Nomination by a Western graduate program offering a Quality Assurance Council approved graduate degree
- Ph.D. degree or qualification appropriate to the discipline
- Appropriate expertise and experience commensurate with program activities and responsibilities
- Elders, Indigenous knowledge keepers and practicing professionals are eligible for SGPS Membership

Privileges May Include

- Teach graduate courses
- Serve as member of thesis supervisory committee
- Participate as thesis examiner
- Chair master's thesis examinations
- May be involved in graduate student education (i.e., student advisor, teaching, non-thesis research paper second reader) except sole thesis supervision.

Responsibilities

- A commitment to adhere to Senate Graduate Academic Policies and SGPS Regulations
- A commitment and willingness to support graduate student learning with professionalism and integrity

Associate Membership

Criteria and Qualifications

- Faculty appointment including adjunct, at Western or an Affiliate University College
- Nomination by a Western or Affiliate University College graduate program offering a Quality Assurance Council approved graduate degree
- Ph.D. degree or qualification appropriate to the discipline
- Appropriate expertise & experience commensurate with program activities and responsibilities

Privileges

- Supervise thesis (with another Supervisor holding appropriate membership (Master's or Doctoral) in the student's program)
- Teach graduate courses
- Serve as member of thesis supervisory committee
- Participate as thesis examiner
- Chair Master's thesis examinations
- May be involved in graduate student education (i.e., student advisor, teaching, non-thesis research paper second reader) except sole thesis supervision

Responsibilities

- A commitment to adhere to Senate Graduate Academic Policies and SGPS Regulations
- A commitment and willingness to support graduate student learning with professionalism and integrity

Master's Membership

Criteria and Qualifications

- Nomination by a Western graduate program offering a Quality Assurance Council-approved graduate degree with a Master's thesis
- An established program of research or performance and, where appropriate, research funds from an external source
- A record of successful participation in graduate education
- A Full-time Academic Appointment at Western as Assistant Professor or higher, OR a current Full-time Academic Appointment with a Western Affiliated University College as Assistant Professor of higher with a Western [Adjunct Academic Appointment](#).
- Nomination by a Western graduate program offering a Quality Assurance Council-approved graduate degree
- Ph.D. degree or equivalent qualification appropriate to the discipline

- Appropriate scholarly and/or professional record commensurate with program activities and responsibilities

Privileges

- Supervise Master's Students theses
- Supervise Doctoral Students Theses (with another Supervisor holding Doctoral membership in student's program)
- Supervise Master's Visiting Graduate Students - Research Only
- Supervise Doctoral Visiting Graduate Students - Research Only (with another Supervisor holding Doctoral membership in Student's program)
- Chair Doctoral/Master's Thesis Examinations
- May be given access to Graduate Application System
- Teach graduate courses
- Serve as member of thesis supervisory committee
- Participate as thesis examiner
- Other facets of graduate student education (i.e., student advisor, non-thesis research paper second reader)

Responsibilities

- A commitment to adhere to Senate Graduate Academic Policies and SGPS Regulations
- A commitment and willingness to support graduate student learning with professionalism and integrity
- Expected to serve as Chair of Thesis Examination Board at least once a year or as requested by Graduate Program or SGPS

Doctoral Membership

Criteria and Qualifications

- A Full-time Academic Appointment at Western as Assistant Professor or higher, OR a current Full-time Academic Appointment with a Western Affiliated University College as Assistant Professor of higher with a Western [Adjunct Academic Appointment](#).
- Nomination by a Western graduate program offering a Quality Assurance Council approved graduate degree
- Ph.D. degree or equivalent qualification appropriate to the discipline
- Appropriate scholarly and/or professional record commensurate with program activities and responsibilities
- Nomination by a Western graduate program offering a Quality Assurance Council approved graduate degree with a Doctoral thesis
- Satisfactory supervision of at least one Master's candidate.

Privileges

- Supervise Doctoral/Master's Student's theses
- Supervise Doctoral/Master's Visiting Graduate Students - Research Only
- Chair Doctoral/Master's Thesis Examinations
- May be given access to Graduate Application System
- Teach graduate courses
- Serve as member of thesis supervisory committee
- Participate as thesis examiner
- Other facets of graduate student education (i.e., student advisor, non-thesis research paper second reader)

Criteria and Qualifications

- A Full-time Academic Appointment at Western as Assistant Professor or higher, OR a current Full-time Academic Appointment with a Western Affiliated University College as Assistant Professor of higher with a Western [Adjunct Academic Appointment](#).
- Nomination by a Western graduate program offering a Quality Assurance Council approved graduate degree
- Ph.D. degree or equivalent qualification appropriate to the discipline
- Appropriate scholarly and/or professional record commensurate with program activities and responsibilities
- Nomination by a Western graduate program offering a Quality Assurance Council approved graduate degree with a Doctoral thesis
- Satisfactory supervision of at least one Master's candidate.

Privileges

- Supervise Doctoral/Master's Student's theses
- Supervise Doctoral/Master's Visiting Graduate Students - Research Only
- Chair Doctoral/Master's Thesis Examinations
- May be given access to Graduate Application System
- Teach graduate courses
- Serve as member of thesis supervisory committee
- Participate as thesis examiner
- Other facets of graduate student education (i.e., student advisor, non-thesis research paper second reader)

Responsibilities

- A commitment to adhere to Senate Graduate Academic Policies and SGPS Regulations
- A commitment and willingness to support graduate student learning with professionalism and integrity
- Expected to serve as Chair of Thesis Examination Board at least once a year or as requested by Graduate Program or SGPS

4. Retirement

Upon retirement:

- Faculty members with continuing students and masters or doctoral membership, who hold an adjunct appointment and emeritus status can supervise their continuing students for a maximum of two years while the student(s) complete their degree without changing their membership status of doctoral or masters.
- Faculty members without continuing students will have their current membership converted to TAM membership, which would need to be renewed every three years.

To supervise students for more than two years after retirement, the following must be in place:

- an adjunct appointment, and
- emeritus status, and
- nomination from the program for Associate Membership or higher*, and
- an additional supervisor holding the appropriate membership.

*Two years after retirement, with program nomination, emeritus faculty can only hold Associate Membership.

To be a supervisory committee member, emeritus faculty must have TAM membership or higher. TAM membership does not require an adjunct appointment.

5. Faculty Members Who Leave Western for Reasons Other Than Retirement

Membership status is automatically terminated for faculty members who leave Western. To continue to supervise continuing or new students, the following must be in place:

- an adjunct appointment
- nomination from the program for Associate membership
- an additional supervisor holding the appropriate membership

**Faculty of Health Sciences, Brescia School of Food and Nutritional Sciences:
Revisions to Family Studies and Human Development Modules**

Action: Approval Information Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the following Family Studies and Human Development modules, offered by the Brescia School of Food and Nutritional Sciences in the Faculty of Health Sciences, be revised as shown in Item 13.3(a).

Honours Specialization in Family Studies and Human Development – BA (Human Ecology)

Specialization in Family Studies and Human Development – BA (Human Ecology)

Major in Family Studies and Human Development – BA (Human Ecology)

Minor in Family Studies and Human Development

Executive Summary:

The Family Studies and Human Development program is seeking to become a Certified Family Life Educator-approved program from the National Council on Family Relations (NCFR). This approval from NCFR allows graduates of approved programs the opportunity to apply for the Certified Family Life Educator (CFLE) credential using an abbreviated application process. To become approved, the program must offer 10 Family Life Education Content areas. The proposed changes will support the Family Studies and Human Development program's efforts to become a Certified Family Life Educator-approved program from the National Council on Family Relations.

In this proposal, the Family Studies and Human Development modules are revised to retain required courses in human sexuality (Family Studies and Human Development 3352A/B), research methods (Family Studies and Human Development 2300F/G), and family diversity (Family Studies and Human Development 4325A/B), while adding additional required courses, including parenting (Family Studies and Human Development 3226A/B) and three life span development courses (Family Studies and Human Development 2245A/B, Family Studies and Human Development 2260A/B, Family Studies and Human Development 2265A/B).

The proposal also removes some psychology and sociology courses (e.g., Psychology 2850A/B, Sociology 2205A/B) from the Honours Specialization and Specialization modules. Minimizing the reliance of the Family Studies and Human Development modules on psychology and sociology courses will help deepen students' knowledge of family studies content areas and increase their interest in

pursuing a graduate degree in Health and Rehabilitation Sciences, with a focus on Food, Nutrition and Human Ecology.

Finally, the proposal adds 1.0 course to the Honours Specialization module, for a total of 10.0 courses. Increasing the total number of courses required for the Honours Specialization module will help distinguish it from the Specialization and will encourage students to enroll in the Family Studies practicum courses, required for NCFR approval.

Students currently enrolled in the modules will be permitted to graduate with the criteria for their current module or (at their option) using the criteria for the revised module.

Documentation Provided:

Revised Calendar Copy – Honours Specialization in Family Studies and Human Development – BA (Human Ecology)

Revised Calendar Copy – Specialization in Family Studies and Human Development – BA (Human Ecology)

Revised Calendar Copy – Major in Family Studies and Human Development – BA (Human Ecology)

Revised Calendar Copy – Minor in Family Studies and Human Development

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20813>

HONOURS SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in these 2.0 principal courses, with no mark less than 60%:

- 1.0 course from Family Studies and Human Development at the 1000-level.
- 1.0 course from Sociology at the 1000-level or 1.0 course from Psychology at the 1000-level.

~~1.0 from Family Studies and Human Development 1000-level courses, 1.0 from Sociology 1000-level courses or 1.0 from Psychology 1000-level courses~~

Module

~~9.0~~ 10.0 courses:

~~0.5 course: Family Studies and Human Development 3310F/G to be taken no later than the 3rd year.~~

~~1.5 courses: Family Studies and Human Development 2300F/G, Family Studies and Human Development 3325A/B; Psychology 2850A/B or Sociology 2205A/B.~~

~~0.5~~ 4.5 courses from: Family Studies and Human Development 2245A/B, Family Studies and Human Development 2260A/B, or Family Studies and Human Development 2265A/B, Family Studies and Human Development 2300F/G, Family Studies and Human Development 3226A/B, Family Studies and Human Development 3230A/B, Family Studies and Human Development 3352A/B, Family Studies and Human Development 4220A/B, Family Studies and Human Development 4325A/B.

0.5 course: Health Sciences 3801A/B.

2.0 courses from: Family Studies and Human Development 2220A/B, Family Studies and Human Development 2236A/B, Family Studies and Human Development 2237A/B, Family Studies and Human Development 2250A/B, Family Studies and Human Development 2252A/B, Human Ecology 2222A/B.

2.0 courses from: Family Studies and Human Development 3300A/B, Family Studies and Human Development 3305F/G, Family Studies and Human Development 3310F/G, Family Studies and Human Development 3320A/B, Family Studies and Human Development 3340A/B, Family Studies and Human Development 3345A/B, Human Ecology 3033A/B.

~~1.0 course from: any of the Family Studies and Human Development 2000-level courses.~~

1.0 course from: any of the Family Studies and Human Development at the 3000-level courses or 4000-level.

~~1.5 courses from: any Family Studies and Human Development 2000-level or above course, Human Ecology 2222A/B, Psychology 2042A/B, Psychology 2043A/B, Psychology 2054A/B, Psychology 2620A/B, or Sociology 2267A/B.~~

~~1.5 courses from: any Family Studies and Human Development 3000- or 4000-level~~

~~course, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Sociology 3341F/G.~~

~~1.5 courses: Family Studies and Human Development 3230A/B, Family Studies and Human Development 4220A/B, Family Studies and Human Development 3352A/B.~~

Note: Students interested in pursuing the Certified Family Life Educator (CFLE) credential must acquire 120 hours of practica or work experience. Options for Family Studies and Human Development practica in the Brescia School of Food and Nutritional Sciences include: Family Studies and Human Development 4403, Family Studies and Human Development 4406A/B/Y, Family Studies and Human Development 4407A/B/Y. Consult with your academic advisor to learn more about your options.

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20819>

SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 60% in the following 2.0 principal courses, with no mark less than 60%:

- 1.0 **course** from Family Studies and Human Development **at the** 1000-level **courses**
- 1.0 **course** from Sociology **at the** 1000-level **courses** or 1.0 **course** from Psychology **at the** 1000-level **courses**

Module

9.0 courses:

~~0.5 course: Family Studies and Human Development 3310F/G to be taken no later than the 3rd year.~~

~~2.5 courses: Family Studies and Human Development 2300F/G, Family Studies and Human Development 3230A/B, Family Studies and Human Development 3325A/B, Family Studies and Human Development 3352A/B; Psychology 2850A/B or Sociology 2205A/B.~~

~~0.5~~ **4.0 courses from:** Family Studies and Human Development 2245A/B, Family Studies and Human Development 2260A/B, ~~or~~ Family Studies and Human Development 2265A/B, Family Studies and Human Development 2300F/G, Family Studies and Human Development 3226A/B, Family Studies and Human Development 3230A/B, Family Studies and Human Development 3352A/B, Family Studies and Human Development 4325A/B.

0.5 course: Health Sciences 3801A/B.

2.0 courses from: Family Studies and Human Development 2220A/B, Family Studies and Human Development 2236A/B, Family Studies and Human

Development 2237A/B, Family Studies and Human Development 2250A/B, Family Studies and Human Development 2252A/B, Human Ecology 2222A/B.

2.5 courses from: Family Studies and Human Development 3300A/B, Family Studies and Human Development 3305F/G, Family Studies and Human Development 3310F/G, Family Studies and Human Development 3320A/B, Family Studies and Human Development 3340A/B, Family Studies and Human Development 3345A/B, Family Studies and Human Development 3350A/B, Family Studies and Human Development 4220A/B, Human Ecology 3033A/B.

~~1.0 course from: any of the Family Studies and Human Development 2000-level courses.~~

~~1.0 courses from: any of the Family Studies and Human Development 3000-level courses.~~

~~2.0 courses from: any Family Studies and Human Development (formerly Family Studies) 2000-level or above course, Human Ecology 2222A/B, Psychology 2042A/B, Psychology 2043A/B, Psychology 2054A/B, Psychology 2620A/B, Sociology 2267A/B.~~

~~1.5 courses from: any Family Studies and Human Development 3000- or 4000-level course, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Sociology 3341F/G.~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20816>

MAJOR IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BA (HUMAN ECOLOGY)

Admission Requirements

Completion of first-year requirements. Students must have no mark less than 60% in the following 2.0 principal courses:

- 1.0 **course** from Family Studies and Human Development **at the** 1000-level **courses**
- 1.0 **course** from Sociology **at the** 1000-level **courses** or 1.0 **course** from Psychology **at the** 1000-level **courses**

Module

6.0 courses:

~~0.5 course: Family Studies and Human Development 3310F/G to be taken no later than the 3rd year.~~

~~1.5 courses: Family Studies and Human Development 2300F/G, Family Studies and Human Development 3325A/B, Family Studies and Human Development 3352A/B.~~

~~0.5 **3.5 courses** from:~~ Family Studies and Human Development 2245A/B, Family Studies and Human Development 2260A/B, **or** Family Studies and Human Development 2265A/B, Family Studies and Human Development 2300F/G, Family Studies and Human Development 3226A/B, Family Studies and Human Development 3352A/B, Family Studies and Human Development 4325A/B.

1.0 course from: Family Studies and Human Development 2220A/B, Family Studies and Human Development 2236A/B, Family Studies and Human Development

2237A/B, Family Studies and Human Development 2250A/B, Family Studies and Human Development 2252A/B, Human Ecology 2222A/B.

1.5 courses from: Family Studies and Human Development 3230A/B, Family Studies and Human Development 3300A/B, Family Studies and Human Development 3305F/G, Family Studies and Human Development 3310F/G, Family Studies and Human Development 3320A/B, Family Studies and Human Development 3340A/B, Family Studies and Human Development 3345A/B, Family Studies and Human Development 4220A/B, Human Ecology 3033A/B.

~~1.0 course from: any of the Family Studies and Human Development 2000-level courses.~~

~~1.0 course from: any of the Family Studies and Human Development 3000-level courses.~~

~~1.5 courses from: any Family Studies and Human Development 2000-level or above courses, Human Ecology 2222A/B, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B, Psychology 2042A/B, Psychology 2043A/B, Psychology 2054A/B, Psychology 2620A/B, Sociology 2267A/B, Sociology 3341F/G.~~

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20818>

MINOR IN FAMILY STUDIES AND HUMAN DEVELOPMENT (TO BE COMBINED WITH ANY ELIGIBLE DEGREE)

Admission Requirements

Completion of first-year requirements. Students must have no mark less than 60% in the following 2.0 principal courses:

- 1.0 **course** from Family Studies and Human Development **at the** 1000-level **courses**
- 1.0 **course** from Sociology **at the** 1000-level **courses** or 1.0 **course** from Psychology **at the** 1000-level **courses**

Module

4.0 courses:

~~1.0 course from: any of the Family Studies and Human Development 2000-level courses.~~

0.5 2.0 courses from: Family Studies and Human Development 2245A/B, Family Studies and Human Development 2260A/B, **or** Family Studies and Human Development 2265A/B, Family Studies and Human Development 3352A/B.

1.0 course from: Family Studies and Human Development at the 2000-level or above.

1.0 course from: Family Studies and Human Development at the 3000-level.

~~1.0 course: Family Studies and Human Development 3325A/B, Family Studies and Human Development 3352A/B.~~

~~1.5 courses from: any Family Studies and Human Development 2000- or 3000-level courses, Human Ecology 2222A/B, Human Ecology 3033A/B, Human Ecology 3338A/B, Human Ecology 3343A/B.~~

Schulich School of Medicine & Dentistry:
Revisions to the Doctor of Dental Surgery Program

Action: Approval Information Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Dental Surgery program, offered by the Schulich School of Medicine & Dentistry, be revised as shown in Item 13.3(b).

Executive Summary:

Background

This proposal relates to a Senate directive to move curriculum requirements from academic policy to the Academic Calendar. For complete information on this Senate directive, see the “Background” section of Item 13.2(b)(ii).

As part of this work, the program requirements for the Doctor of Dental Surgery (DDS) program will be added to the Academic Calendar.

Additional proposals will come forward through Western’s governance structure to:

- Add all Dentistry courses to the Academic Calendar (proposal approved by SOC on April 29, 2026).
- Revise the policy on “Progression Requirements – Dentistry” to remove curriculum-related information (see item 13.2(c)).

Current Proposal

The current proposal seeks to add a course in dental public health - Dentistry 5157: *Dental Public Health* - to Year 1 of the DDS program.

The dental public health course will introduce students to basic concepts in oral epidemiology, oral health care policy, evidence-based dentistry, and preventive dentistry. The course is integrated in nature (i.e., clinical sciences, behavioural sciences, policy sciences, and population health sciences), lecture- and discussion-based, and encourages open debate.

At present, there is limited teaching in the areas of dental public health, evidence-based dentistry, and preventive dentistry within the DDS program. Current teaching in dental public health sits within Dentistry 5255: *Practice Administration*, which is too late in the program to introduce dental public health material, much less not a good fit for the course nor an efficient use of the course’s time given other teaching requirements. The previous Institutional Quality Assurance Process (IQAP) program review for Dentistry identified the need for more teaching in evidence-based dentistry. Recent surveys and focus groups of students conducted for Dentistry’s curriculum renewal efforts and accreditation preparations demonstrate a student desire for more teaching in preventive dentistry.

The addition of Dentistry 5157 to Year 1 of the DDS program will increase the total number of course required for the DDS program by 1.0.

Note: All Dentistry courses are weighted 1.0.

Documentation Provided:

Revised Calendar Copy – Doctor of Dental Surgery Program

REVISED CALENDAR COPY

DOCTOR OF DENTAL SURGEY PROGRAM

Admission Requirements

See the policy on [“Admission – Dentistry”](#).

Program

~~50.0~~ **51.0** courses:

Year 1

~~46.0~~ **17.0** **courses:** Dentistry 5102, Dentistry 5124, Dentistry 5125, Dentistry 5130, Dentistry 5131, Dentistry 5140, Dentistry 5144, **Dentistry 5157**, Dentistry 5160, Dentistry 5161, Dentistry 5162, Dentistry 5165, Dentistry 5170, Dentistry 5185, Dentistry 5186, Dentistry 5187, Dentistry 5188.

Year 2

15.0 courses: Dentistry 5220, Dentistry 5221, Dentistry 5222, Dentistry 5224, Dentistry 5225, Dentistry 5226, Dentistry 5227, Dentistry 5228, Dentistry 5230, Dentistry 5232, Dentistry 5233, Dentistry 5235, Dentistry 5248, Dentistry 5252, Dentistry 5255.

Year 3

11.0 courses: Dentistry 5320, Dentistry 5321, Dentistry 5324, Dentistry 5329, Dentistry 5331, Dentistry 5332, Dentistry 5333, Dentistry 5335, Dentistry 5348, Dentistry 5352, Dentistry 5368.

Year 4

8.0 courses: Dentistry 5420, Dentistry 5429, Dentistry 5445, Dentistry 5446, Dentistry 5448, Dentistry 5452, Dentistry 5455, Dentistry 5462.

School of Graduate and Postdoctoral Studies:
Major Modification to the Master of Science in Occupational Therapy

Action: Approval Information Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2027, the Master of Science in Occupational Therapy be revised as shown in Item 13.3(c).

Executive Summary:

In this proposed major modification, the Master of Science in Occupational Therapy program is requesting a restructuring of three existing fieldwork education courses and the introduction of a new fieldwork preparation course.

Documentation Provided:

Major Modification Proposal

MAJOR MODIFICATION PROPOSAL

In this proposed major modification, the Master of Science in Occupational Therapy (MScOT) program is requesting a restructuring of three existing fieldwork education courses, such that the three course names and numbers will change, and some content from each of the three courses will be removed and placed into a new course.

The MScOT program is requesting the following modifications:

- Remove fieldwork preparation course content from the OT9581, OT9680 and OT9681 fieldwork courses and introduce a stand-alone fieldwork preparation course that contains this content (OT9631: *Fieldwork Preparation*). The new course will be a three-term course, occurring from terms 3-5 (summer of year 1 to winter of year 2).

As part of the MScOT program's Canadian Association of Occupational Therapy's accreditation standards, students must complete 1000 hours of fieldwork education prior to graduation. Currently the MScOT program has four fieldwork courses:

- a. OT9580: *Fieldwork: Knowledge in Action (Level 1) Preparation and Simulated Fieldwork Experience*
- b. OT9581: *Fieldwork Reflection on Action (Level 2) Preparation and Placement*
- c. OT9680: *Fieldwork Towards Reflection in Action (Level 3A) Preparation and Placement*
- d. OT9681: *Fieldwork Reflection in Action (Level 3B) Preparation and Placement*

For the purposes of this major modification, the MScOT program is NOT proposing any changes to OT9580: *Fieldwork: Knowledge in Action (Level 1) Preparation and Simulated Fieldwork Experience*.

For the remaining three fieldwork courses, OT9581, OT9680 and OT9681, each course includes a fieldwork preparation component, and a fieldwork placement component. The fieldwork preparation content is provided to students in the term prior to the fieldwork placement. The MScOT program is proposing to remove the fieldwork preparation course content from the three fieldwork experience courses and introduce a stand-alone fieldwork preparation course (OT9631) to be offered to students at the same time as the previous fieldwork preparation content was offered (terms 3-5, i.e., summer of year 1 to winter of year 2). This proposed modification does not involve changing learning outcomes but instead shifts learning expectations from the current combined fieldwork preparation and placement courses to a stand-alone, 3-term fieldwork preparation course.

- Change course names and numbers to align with the new, Occupational Therapy Fieldwork Assessment in Canada evaluation tool. The MScOT program would like to rename and re-number its fieldwork courses as follows:
 - a. OT9580 – no change to course, this will continue to be Level 1 fieldwork
 - b. OT9581 will change to OT9632: *Fieldwork Reflection on Action (Level 2)*
 - c. OT9680 will change to OT9633: *Fieldwork Towards Reflection in Action (Level 3)*
 - d. OT9681 will change to OT9634: *Fieldwork Reflection in Action (Level 4)*

The rationale for removing fieldwork preparation content from three courses and placing it into a new course is related to a previous change to the clinical placements in the MScOT program. Three placements are now offered in the 2nd year of the program (fall, winter, summer), with the final two placements offered consecutively, with no academic term between them (as was previously the case). Fieldwork preparation content is offered in three terms prior to the fieldwork courses (summer, fall, winter). Having a single fieldwork preparation course that crosses these terms will:

- Enable the instructor to flexibly move content from term to term, where it is most needed, and to where it fits best according to student and instructor workload. Content can be better scaffolded to support student learning.
- Enable the use of a single Brightspace course site (OT 9631), that students can continue to access throughout the program.

The rationale for changing course names and numbers is that in fall of 2026 a new national fieldwork education evaluation tool, the Occupational Therapy Fieldwork Assessment in Canada will be required for all accredited occupational therapy programs in Canada. As part of the new fieldwork evaluation tool, the four fieldwork levels are now identified as Levels 1, 2, 3, and 4, rather than the current Levels 1, 2, 3a and 3b.

Current program	Proposed Change(s)
<p>Course Requirements (20.0 Credits) Total Courses: 26 Milestones: 1</p> <p>Courses impacted by this Major Modification:</p> <ul style="list-style-type: none"> • OT9631: <i>Practice in Context I</i> (1.5 credits) • OT9581: <i>Fieldwork Reflection on Action (Level 2) Preparation and Placement</i> (1.0 Credits) • OT9680: <i>Fieldwork Towards Reflection in Action (Level 3A) Preparation and Placement</i> (1.0 Credits) • OT9681: <i>Fieldwork Reflection in Action (Level 3B) Preparation and Placement</i> (1.0 Credits) <p>Courses Not Impacted:</p> <p>23 courses totaling 17.0 credits</p> <p>Milestones:</p> <p>Academic Integrity Module</p>	<p>Course Requirements (20.0 Credits) Total Courses: 27 Milestones: 1</p> <p>Courses impacted by this Major Modification:</p> <ul style="list-style-type: none"> • OT9631: <i>Fieldwork Preparation (0.75 credits)</i> (re-naming and re-weighting an old course that has been inactive since 2022, using the course number for a new course as the inactive course will no longer be offered) • OT9632: <i>Fieldwork Reflection on Action (Level 2) (0.75 Credits)</i> • OT9633: <i>Fieldwork Towards Reflection in Action (Level 3) (0.75 Credits)</i> • OT9634: <i>Fieldwork Reflection in Action (Level 4) (0.75 Credits)</i> <p>Courses Not Impacted:</p> <p>23 courses totaling 17.0 credits</p> <p>Milestones:</p> <p>Academic Integrity Module</p>

There will be no changes to the Program Learning Outcomes.

The proposed modifications take effect May 1, 2027, and will be applied to students who begin the program in September 2026. The proposed changes will not be implemented for current students.

These changes will impact students enrolled in the MScOT program and the combined MScOT/PhD program.

**Introduction of an Articulation Agreement for
Admission of Graduates from the Nutrition and Food Service Management
Diploma Program at Conestoga College into the Bachelor of Science
(Foods and Nutrition) Program at Western**

Action: Approval Information Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2026, an articulation agreement for admission of graduates from the Food Service Management Diploma Program at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition at Western be introduced as shown in Item 13.3(d).

Executive Summary:

This agreement relates to students studying in the Nutrition and Food Service Management Diploma Program at Conestoga College. Effective May 1, 2026, Western proposes to accept students from this program into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition as set out in an Articulation Agreement between the two institutions. The details of the agreement are set out in Appendix 1 of the Articulation Agreement.

The objective of the agreement is to provide graduates from Conestoga College, who satisfy the criteria described in this agreement, with the opportunity to apply for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program and obtain a Western degree.

Documentation Provided:

Articulation Agreement for Admission of Graduates from the Nutrition and Food Service Management Diploma Program at Conestoga College into the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, Honours Specialization in Foods and Nutrition, and Specialization in Foods and Nutrition at Western

AGREEMENT FOR OUTBOUND ARTICULATION

BETWEEN:

CONESTOGA COLLEGE

2909 Doon Valley Drive, Kitchener, ON N2G 4M4

hereinafter referred to as "**Conestoga**" of the first part.

-and-

WESTERN UNIVERSITY

1285 Western Rd, London, ON N6G 1H2

hereinafter referred to as "**Western**" of the second part;

THIS AGREEMENT made this **May 2026**

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called "Western")

and

CONESTOGA COLLEGE
(hereinafter called "Conestoga")

WHEREAS Western and Conestoga wish to increase student mobility between, Western and Conestoga, and the parties recognize that credit transfer is a key means to encourage such mobility:

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of Nutrition and Food Service Management program at Conestoga to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics program, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between Conestoga and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to the Bachelor of Science (Foods and Nutrition): Honours Specialization in Nutrition and Dietetics, or Honours Specialization in Foods and Nutrition, or Specialization in Foods and Nutrition program graduates of the Nutrition and Food Service Management diploma program from Conestoga who meet the following requirements:
 - a. Successful completion of the Nutrition and Food Service Management program with a competitive overall admission average for the year in which they apply as calculated by Western;
 - b. Completion of the prescribed set of courses within the Food Service Management diploma with a minimum grade of "C" or 2.00 GPA in each college course as outlined in Appendix 1; and
 - c. Successful completion of Ontario Secondary School Functions (MCF3M or MCR3U), Biology (SBI4U) and Chemistry (SCH4U): or equivalents.
2. To be considered for admission, Conestoga students must apply to Western by March 1st of the year in which they are seeking admission.

3. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year. Final determination of the validity of all admissions under this agreement rests with the Registrar at Western.

TRANSFER CREDIT

4. Western shall grant transfer credit to successful applicants for the completion of Conestoga courses in accordance with **Appendix 1**.
5. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to Conestoga's course names or numbers may result in denial of admission and transfer credit to qualified applicants.
6. The parties acknowledge that the granting of transfer credit is based on an assessment of the Nutrition and Food Service Management diploma program curriculum and the courses as of the date of this Agreement. It is the responsibility of Conestoga to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

GENERAL

7. Students who subsequently transfer to another program or Faculty will have the transfer credit removed from their academic record and credit for College courses will be assessed by the University on a course-by-course basis.
8. The College and the University shall provide College students with information about the transfer credit and encourage qualified students to apply.
9. The parties shall each designate a program representative to assist with the operation of this Agreement. The program representatives and other relevant staff at each institution shall meet at least once every two (2) years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

- 10. (a) This Agreement is effective May 2026 and shall continue in force unless terminated by either party as set out herein.
- (b) Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
- (c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to the Conestoga's curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after (i) written notice of termination is given to Conestoga and (ii) the date that the changes were made by Conestoga.
- (d) Students accepted for admission under this Agreement prior to issuance of a notice of termination shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

CONESTOGA COLLEGE

*

Norma McDonald Ewing
Interim President

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. Susan Lewis
Vice-Provost (Academic Programs)

Date

Dr. Shaun Boe, PhD
Dean, Faculty of Health Sciences

Date

*1 have authority to bind the institution.

APPENDIX 1
 Articulation Agreement between The University of Western Ontario and
 Conestoga College,
 May 2026
 Nutrition and Food Service Management Diploma

Course Equivalencies			
Conestoga Course	Credits	Western Equivalent	Weight
FIN 1080	3	Foods and Nutrition 2449A/B	0.5
HRM 2020	3		
MATH 1355	3		
DIET 2170	3	Foods and Nutrition 3348A/B	0.5
MGMT 2140 (from level 4)	3		
FOOD 1700	3		
FOOD 1710	3		
FOOD 1690	4		
NUTR 2030	3	Foods and Nutrition 2100TRN	0.5
NUTR 2060	3	Foods and Nutrition 2100TRN	0.5
NUTR 1030	2	Foods and Nutrition 1241A/B	0.5
NUTR 2030	3		
NUTR 1005	4	Foods and Nutrition 1070A/B	0.5
NUTR 1040	4		
COMM 1085	3	Foods and Nutrition 1020TRN	1.0
MGMT 1305	4		
NUTR 2050	2		
OHS 1320	1		
FPLT 2170	8		
		Foods and Nutrition 2100TRN	0.5

*TRN indicates general transfer credit in the subject area

Total: 4.5 credits

**Report of the Subcommittee on Program Review – Undergraduate:
Cyclical Review of the Undergraduate Program in Disability Studies
(King’s University College)**

Action: Approval Information Discussion

Executive Summary:

At its meeting on May 5, 2026, ACA approved the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate program in Disability Studies at King’s University College.

The following cyclical review of an undergraduate program was conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
King’s University College	Disability Studies	December 8-9, 2025	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

Documentation Provided:

Final Assessment Report – Disability Studies (King’s University College)

Disability Studies
Final Assessment Report & Implementation Plan
March 2026

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Arts (BA)	
Date of Last Review	2016-2017	
Modules Reviewed	Major in Disability Studies Minor in Disability Studies	
External Reviewers	Dr. Jay Dolmage Professor University of Waterloo	Dr. Michelle Owen Professor University of Winnipeg
Internal Reviewer	Vicki Sweeney, Associate Dean, Huron University College	Morgan DeCampos Undergraduate Student English Language & Literature
Date of Site Visit	December 8 & 9, 2025	
Date Review Report Received	January 21, 2026	
Date Program/Faculty Response Received	February 27, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: April 21, 2026 ACA: May 5, 2026 Senate (for information): May 15, 2026	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Disability Studies Program delivered by King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Academic Dean, King’s University College

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review – Undergraduate (SUPR-U) and the Senate Committee on Academic Curriculum and Awards (ACA), then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, King’s University College, and SUPR-U.

Executive Summary

The Disability Studies program began as a handful of courses in the Department of Interdisciplinary Programs in 2012. In 2014, Disability Studies was formalized as a Minor module, with the Major module following in 2016. The Disability Studies program aims to change how students imagine disability through an engaging and innovative education that empowers leaders who are both motivated, and able to facilitate systemic change. This is accomplished through accessible pedagogy focused on inquiry-based learning methodologies with ample opportunity for praxis; bringing the work of the classroom out into the broader London Community.

The Disability Studies program at King's University College (King's) is structured into three informal thematic streams designed to support students as they prepare to enroll in classes each term. These include *Changing Systems and Structures*, *Changing Imaginations and Representation*, and *Approaching Disability Studies with a Focus on Intellectual and Developmental Disability*. The program is designed to be accessible to a variety of students, including those that are first generation university students and mature students. Running over 20 half credit courses, the 2023-2024 academic year had a total enrolment of 124 students across the Major and Minor modules.

The self-study was informed by a student focus group and a series of alumni surveys receiving a total of 92 responses. Equally, full-time faculty members and sessional instructors reviewed the program's learning outcomes and subsequently undertook a curriculum mapping exercise.

The external reviewers shared a positive assessment of the Disability Studies Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Deep and sustained community engagement, including long-term partnerships with disability organizations, paid guest lectures by disability advocates, public panels, and disability arts programming.
 - Hosting public theatre performances of disability focused plays like *Awkward Hug*, *Destiny USA* and *Project Qyzra*.
- Inquiry-based, praxis-oriented pedagogy that emphasizes applying theory to real-world contexts through case studies, community-engaged projects, policy analyses.
- Courses work to bring conversations of intersectionality into the classroom, where interrelations between ableism, eugenics, and anti-Blackness are made.
- Many syllabi have an option for students with lived experience to propose alternatives to existing assignments wherein they can research and examine their own experiences with disability, inclusion/exclusion, and ableism, while still accomplishing the assignment's core learning objectives.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Imbalance across curricular pathways, with a heavier concentration of courses in the *Changing Imaginations and Representations* stream.
- Reliance on 3000-level courses as terminus experiences due to the program's lack of a formal 4000-level capstone.
- Limited formal experiential learning opportunities, including the absence of a sustained internship, co-op, or regularly offered community-embedded placements,
 - o Inability to sustain earlier innovative experiential initiatives (e.g., field trips, ACCESS Project, City Studio participation) due to staffing shortages, budget constraints, and faculty leaves.
- Perceived redundancy and repetition of foundational content, especially around models of disability, reported by students in upper-year courses.
- Gaps in decolonization and Indigenous expertise. Need for relationship-building and external support to deepen this work responsibly.
- Alumni and students seeking stronger connections between coursework, labour-market skills, and post-graduation opportunities.

Review Process

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer, and an internal student reviewer were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President of King's University College
- Interim Vice President Academic Dean
- Interim Associate Academic Dean
- Associate University Librarian
- Dean of Students (Student Affairs)
- Department Chair
- Academic Planning and Analysis Manager
- Director, Information Technology Services
- Registrar (King's)
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Disability Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers noted that they were “*quite impressed with the DS department at King’s University. The faculty is doing a great job and the students enjoy their classes.*” [...] “*This is a very valuable and thriving program, unique in the region, the province and the country. We look forward to tracking its continued growth.*”

Key Strengths of the Program

- The Disability Studies program is exemplary in terms of its modern modes of teaching and assessment. Core faculty and sessional instructors are doing a terrific job with the curriculum, and contract faculty feel very well-supported by the department and Chair.
- An impressive number of graduates go on to attain further education and credentials: in health, education, physical therapy, rehabilitation, and social services.

Prospective Improvements for the Program to Consider

- Consider streamlining scheduling - some courses and opportunities are not offered as frequently as they might be, given staffing, timing, and other constraints.
- Support for instructors to build more flexible and experiential pedagogy and strengthen these opportunities via a structured internship and/or field trips in the program.
- Work with the local school boards and the Faculty of Education at Western University to see how the program can help prepare future and current teachers.
- Support with setting up a student club that would bring them together outside of class.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

The following are the reviewers’ recommendations in the order listed by the external reviewers.

Reviewers’ Recommendations	Program/Faculty Response
<p>Recommendation #1 Class Scheduling and Size:</p> <ul style="list-style-type: none"> - Consider experimenting with 90 min classes 2x a week. - Work toward greater consistency with required course scheduling to meet degree requirements, including the 4000 level Research course. - Consider scheduling in two- year increments. 	<p>Program: The program has begun piloting adjustments to class scheduling and long-term course planning to improve consistency and student progression. In 2025-26, Disability Studies 1010A/B is being offered in a revised format (2-hour lecture plus 1-hour tutorial), with encouraging early results. Building on this pilot, we will identify two additional 2000-level courses to adopt either 2 x 90-minute or 2 x 60-minute formats in 2027–28, followed by two 3000-level courses in 2028–29. These changes will be implemented in consultation with faculty and monitored through student evaluations and targeted post-course focus groups.</p> <p>To improve consistency in required course scheduling, including the 4000-level Research course, the Disability Studies Chair is developing a five-year course rotation plan to provide greater predictability for students and instructors. In parallel, discussions within the newly formed School of Policy, Law & Social Change (SPLSC) are exploring the possibility of a unified 2000-level research methods course and 4000-level capstone model. Given the interdepartmental coordination required, this initiative is anticipated to unfold over a three- to five-year timeframe.</p> <p>Faculty: The Academic Dean’s Office supports the program response and will continue to collaborate with the program to ensure consistency and responsiveness in course scheduling.</p>
<p>Recommendation #2 Explore and (if possible) Expedite the Pathway to an Honours Degree:</p> <ul style="list-style-type: none"> - Consider how this pathway may further open doors to students interested in graduate or professional programs. 	<p>Program: During the initial formation of Disability Studies, informal discussions assessed the feasibility of an Honours Specialization (HSP); however, given limited faculty resources at the time (one full-time faculty member and one new hire), we felt the most viable honours pathway for students was through a double major structure. This approach allowed students to graduate with an honours degree while preserving program sustainability and intentionally strengthening interdisciplinarity at the College.</p> <p>In recent years, enrolment patterns at King’s indicate that students increasingly prefer double majors over HSPs, and several programs have experienced declining HSP enrolment, in some cases pausing admissions. In this context, without a broader institutional reconsideration of how HSPs are structured, resourced, and incentivized, the creation of a standalone Disability Studies HSP is not</p>

	<p>feasible in the near term. We will continue to monitor enrolment trends and institutional direction and remains open to revisiting this discussion should conditions shift.</p> <p>Faculty: The Academic Dean’s Office supports the program response, emphasizing judicious exploration of an HSP within the context of broader academic planning that emphasizes interdisciplinary collaboration.</p>
<p>Recommendation #3 Experiential Learning:</p> <ul style="list-style-type: none">- Seek additional resources to increase sustainability and frequency of Experiential Learning opportunities in- and outside of class. For instance, via an Experiential Learning Coordinator.- Explore a partnership with Social Justice and Peace Studies regarding their full-year internship.	<p>Program: To enhance sustainability beyond individual courses, we hope to reconstitute our Program Advisory Committee over the next two years to include community partners, improving information flow and strengthening relationships that can support placement and project-based opportunities. While the creation of a dedicated Experiential Learning Coordinator would require new institutional resources and is not currently feasible, we have been trying to work strategically within existing structures to expand access to placements.</p> <p>This year, an informal pathway has been opened for Disability Studies students into the Social Justice and Peace Studies (SJPS) full-year internship, and the Program will actively promote this opportunity beginning Spring 2026. In addition, the Program has connected with a Child and Youth Studies (CYS) spring course that places students in London-area primary schools to support outdoor education initiatives. Several Disability Studies students have already applied, and outcomes will be reviewed following the summer term. Over the next five years, we will continue to explore placement opportunities, particularly in collaboration with SJPS and CYS, leveraging existing courses to increase experiential access without duplicating infrastructure.</p> <p>Faculty: The Academic Dean’s Office supports the program response. Enhanced support for experiential learning across departments and programs is part of King’s institutional strategic framework. The Academic Dean’s Office supports and encourages further collaboration among programs as described by the program.</p>

Recommendation #4
Program Promotion:

- Work with local schoolboards and the Faculty of Education to determine how the program can help prepare teachers.
- Integrate Disability Studies courses into other program plans.
- Engage 1st year students, prospective high school students and students at Fanshawe College to advise on the program pathway and potential career opportunities.

Program: The program agrees that targeted promotion and strategic integration are essential to sustained enrolment growth. This will require support from Marketing & Recruitment, which the program hopes to grow over five years. Regarding teacher preparation, CYS and SJPS have direct-entry pathways to Education, and early discussions are underway. The Program has initiated conversations with Social Work and Management and Organizational Studies (BMOS) to identify curricular gaps around accessibility and inclusion, alongside cross-listing discussions with CYS. The program aims to expand college articulation agreements, building on the Fanshawe Developmental Services Worker (DSW) Program partnership, with guest lectures beginning March 2026. High school engagement through "DS @ King's Nights" has doubled participation, with continued growth expected.

Faculty: The Academic Dean’s Office will support the program in engaging with prospective partners to enhance program promotion and to explore pathway opportunities.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Class Scheduling and Size	<ol style="list-style-type: none"> 1. Pilot revised scheduling formats for 2000 and 3000-level courses. 2. Develop and implement a five-year course rotation plan. 3. Explore unified research methods and capstone structure within SPLSC. 4. Improve timetable coordination and reduce overlap. 	<ol style="list-style-type: none"> 1. Program Chair Program Faculty 2. Program Chair 3. Program Chair Department Chairs School Director 4. Associate Dean's Office 	<ol style="list-style-type: none"> 1. 2000-level courses by Sept 2027 3000-level courses by Sept 2028 2. By Sept 2027 3. By Sept 2028 4. By Sept 2026
Recommendation #2: Explore and (if possible) Expedite the Pathway to an Honours Degree	<ol style="list-style-type: none"> 1. Monitor institutional HSP enrollment trends and policy direction annually. 2. Reassess feasibility of an honours pathway within SPLSC framework (e.g., student interest, examining pathways to graduate offerings). 	<ol style="list-style-type: none"> 1. Program Chair Associate Dean's Office 2. Program Chair SPLSC Director 	<ol style="list-style-type: none"> 1. Ongoing with check-in at June 2028 progress report 2. By Sept 2031
Recommendation #3: Expand Experiential Learning Opportunities	<ol style="list-style-type: none"> 1. Reconstitute Program Advisory Committee with community partners. 2. Formalize and promote Disability Studies pathway into SJPS internship. 3. Evaluate participation in CYS outdoor education placement course. 	<ol style="list-style-type: none"> 1. Program Chair 2. Program Chair SJPS Chair 3. Program Chair CYS Chair 	<ol style="list-style-type: none"> 1. By Sept 2028 2. By Sept 2026 3. By Sept 2026

Report of the Subcommittee on Program Review – Graduate:
Cyclical Review of the Graduate Program in Biology

Action: Approval Information Discussion

Executive Summary:

At its meeting on May 5, 2026, ACA approved the recommendation of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Biology.

The following cyclical review of a graduate program was conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Science	Biology	January 19-20, 2026	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

Documentation Provided:

Final Assessment Report – Biology

Biology

Final Assessment Report & Implementation Plan
April 2026

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	MSc, PhD	
Date of Last Review	2017-2018	
Approved Fields	Cell and Molecular Biology Ecology and Evolution Physiology and Biochemistry	
External Reviewers	Dr. Kathreen Ruckstuhl Department of Biological Sciences University of Calgary	Dr. Nicholas Provart Department of Cell & Systems Biology University of Toronto
Internal Reviewers	Dr. Anabel Quan-Hasse Associate Dean, Faculty of Information & Media Studies	Desmond Oklikah PhD Student, Geography and Environment
Date of Site Visit	January 19 and 20, 2026	
Date Review Report Received	February 3, 2026	
Date Program/Faculty Response Received	Program Response: February 19, 2026 Faculty Response: February 20, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: April 20, 2026 ACA: May 5, 2026 Senate (for information): May 15, 2026	
Year of Next Review	2033-2034	
Progress Report	June 2029	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Graduate Biology Program, delivered by the Faculty of Science.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the Program; and
- the response from the Dean, Faculty of Science.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review - Graduate (SUPR-G) and the Senate Committee on Undergraduate Curriculum and Awards (ACA), then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the cyclical review process that is made public; all other documents are confidential to the Graduate Biology Program, the Faculty of Science, the School of Graduate and Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Department of Biology was established at Western University from the merger of the Department of Plant Sciences and the Department of Zoology in 2003. This was accompanied by the merger of the Plant Sciences and Zoology graduate programs into the Biology graduate program, which graduated its first student in 2005. The Biology graduate program is a thesis-based research graduate program that prepares students for success in academic and non-academic scientific settings. Total enrolment (with new admits) in the MSc program in 2023-2024 was 82 students. Total enrolment in the PhD program in the same academic year was 84.

The self-study was informed by two focus groups as well as a student survey organized by the Society of Biology Graduate Students (SOBGS). To deliberate and draft the self-study section on EDIDA, a dedicated committee was put in place.

The external reviewers shared a positive assessment of the Biology Graduate Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Access to unique research facilities. The Biotron for Environmental Research and the Advanced Facility for Avian Research which houses the only hypobaric wind tunnel in the world.
- Integration within the multidisciplinary Centre for Animals on the Move (CAM), offering students access to cross-disciplinary research networks, specialized seminars (“Movement Mondays”), and collaborative research culture.
- Strong external research partnerships, particularly with Agriculture and Agri-Food Canada (AAFC) and Birds Canada, enabling supervision and training that expand applied research opportunities beyond campus.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Recent loss of faculty members in conjunction with the slowing/freezing of hiring research faculty in the short term, could extend to the long term and have consequences for the department.
- Reduced funding and support from Agriculture and Agri-Food Canada (AAFC) will reduce the proportion of students trained at AAFC.
- Persistent concerns about the effectiveness and usability of the department website, particularly for clearly communicating supervisors’ research areas and opportunities to prospective students.
 - o Administrative and staff capacity pressures, including the loss of key staff positions and limited ability to replace them, resulting in challenges with graduate program administration and website maintenance.

- Recruitment risks looking forward, including reduced capacity to admit students due to fewer funded supervisors, uncertainty around international student visas.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, Graduate & Postdoctoral Studies
- Associate Vice-Provost, Graduate & Postdoctoral Studies
- Director, Office of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Head, Collections & Content Strategies
- Teaching and Learning Librarian, eLearning
- Dean, Faculty of Science
- Associate Dean, Graduate & Postdoctoral Studies, Faculty of Science
- Department Chair
- Graduate Chair
- Graduate Education Committee Members
- Program Faculty Members
- Graduate Program Staff
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR). The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that they *“observed a Biology Graduate Program at Western that is well structured and well run, with strong student support and a high level of engagement from both faculty and graduate students”*.

Strengths of the Program:

- Collegial, supportive culture with high levels of faculty and student engagement.
- Highly competent, research-active faculty with strong supervisory capacity, characterized by high-impact publications, effective graduate supervision, and consistent involvement of students as co-authors or lead authors.
- Attractive three-stream program structure (Cell and Molecular Biology; Ecology and Evolution; Physiology and Biochemistry), highlighted by reviewers as a strength that supports breadth, choice, and sustained student demand across the program.
- Clear, comprehensive Graduate Handbook and robust progress-tracking framework, providing well-defined milestones, expectations, and assessment mechanisms that support timely completion and student success.
- Research-intensive training environment supported by world-class facilities and infrastructure.

Prospective Areas of Improvement for the Program to Consider

- Reliability of infrastructure i.e., Power Outages, and a Biotron-wide failure which disrupted research and student progression and timely communication of infrastructure disruptions.
- Accessibility limitations in older buildings i.e., narrow lab spaces and limited entry points.
- Need for additional technical training in the areas of statistics, bioinformatics AI/Machine learning, grant writing and other skills needed for modern biological research and non-academic careers.
- Incentives or scholarships to attract indigenous graduate students.
- Prioritize increasing numbers of racialized faculty in future hiring plans.
- Outdated and difficult-to-navigate departmental website.
- Limited cohort cohesion and community formation, attributed to the program's dispersion across multiple buildings and the three-stream structure.
- Perceived inequities and lack of transparency in TA funding adjustments, especially for students holding major external scholarships, where reductions in TA allocations were experienced as stressful and difficult to understand.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

The following are the reviewers’ recommendations in the order listed by the external reviewers.

Reviewers’ Recommendation	Program/Faculty Response
<p>Recommendation #1: Curriculum and professional development. Biology graduate students expressed strong demand for additional technical training—especially in statistics, bioinformatics, AI/machine learning, grant writing, and other skills.</p> <ul style="list-style-type: none"> a) Many comparator graduate programs have moved to providing focused 0.25 credit courses. To cover specific laboratory skills, data analysis, and statistics. b) Potentially reach out to other departments or universities to have Biology graduate students be able to take courses at those locations, in a reciprocal manner. c) Work with the SOBGS, SGPS, and/or CTL to provide structured grant writing training workshops. d) Consider organizing additional events to improve cohort building. 	<p>Program: The Program does offer two courses on a regular near-annual basis. The number of technical training courses may increase with the ability to offer 0.25 credit courses; for example, a short course on Microscopy.</p> <ul style="list-style-type: none"> a) At the Biology departmental meeting held on February 12, 2026, two straw polls were held. The two polls suggested a strong interest by the faculty members present at the departmental meeting in offering 0.25 credit courses starting Sept. 1, 2027. b) Courses offered at other universities: The Program already has an underutilized mechanism (forms and a procedure) to do this and do have students taking our courses and our students taking courses at other universities and units within Western. This option will be better circulated among the graduate students and their supervisor starting in the Fall of 2026. c) The students have organized popular writing workshop sessions this year and writing courses have been offered in the Biology Graduate Program. The Biology Program would welcome participation of its graduate students in courses offered by SGPS and/or CTL. d) SOBGS does organize a biannual Biology Graduate Research Forum where students present their research. After the orientation for new graduate students in September of every year, there is a social gathering at the Graduate Lounge which is also open to existing graduate students for the development of comradery among graduate students. The Biology Social Committee, which is composed of both faculty and graduate students, is coming up with different ideas for departmental cohort building. The first Bio Brews is being held on February 18, 2026 in the late afternoon which features short talks to spark conversations. <p>Faculty:</p> <ul style="list-style-type: none"> a) The Dean’s office will support the Biology program for any major or minor program modifications required to introduce new 0.25 credit courses. In our faculty the Chemistry program has a good selection of 0.25 courses that have allowed them to provide a diverse set of course topics. In the winter 2026 term, the Faculty of Science offered a new graduate course (Science 9424) on the use of AI in Science, that is accessible to Biology graduate students.

Consent Agenda – Item 13.3(f)

	<ul style="list-style-type: none"> b) The Dean’s office supports graduate students that want to take courses at other universities through the Ontario Visiting Graduate Student (OVGS) program. c) The Biology program has provided many in-house professional training opportunities for their students and they seem willing to offer more and encourage their students to participate in Own Your Future (OYF) and Center for Teaching and Learning (CTL) programming. Allowing students to earn a 0.25 credit for taking some of these professional development courses is a great way to incentivize participation. d) The Dean’s office agrees with the program’s plan to immediately introduce more events that encourage interaction among students, staff and faculty to develop a stronger sense of community.
<p>Recommendation #2: Address infrastructure concerns.</p> <ul style="list-style-type: none"> a) A University-wide review of aging infrastructure might be considered, especially in light of failures of “red line” generator-powered outlets. b) Consider installing a physical key system for locations that need to be accessed if power goes down. c) Establish clear lines of communication for graduate students as to what to do in an emergency. d) For power outages that disrupted research timelines and pushed some students into unfunded “Year X” status, consider providing GSAs (partial financial support). 	<p>Program: Controlling power outages and initial communication of power outages is not an issue that the Biology Graduate Program can easily address. A plan will be developed to disseminate emergency information to graduate students when the power goes out at night, weekends and holidays. This information will be presented to students at the orientation meeting held in September.</p> <p>Funding year X students affected by the power outage: The portion of the biology budget that supports graduate students is not large enough to fund a large number of students who may have been affected by the power outage delaying their progress potentially and putting them in year X.</p> <p>Faculty:</p> <ul style="list-style-type: none"> a) The Dean’s Office acknowledges that recent power outages affected research and training and has taken steps to mitigate future risk. PIs have been reminded about the parameters of backup power, a Science Lab Safety Committee will address training gaps, and the Faculty is working with Facilities to assess aging generator capacity and plan upgrades based on lab-identified needs. b) The Dean’s Office is agreeable to Biology exploring changing the means by which facilities allocated to them (such as the Biotron) are accessed. c) The Faculty of Science tasked its Technology Team (STS) to create an “in-house” tool that alerts units to potential power outages. d) Student research delays can arise from circumstances beyond their control, and no dedicated funding exists for these cases. As the power outage occurred in August, affected students were

Consent Agenda – Item 13.3(f)

<p>e) Address accessibility to buildings and lab space, where needed.</p>	<p>likely mid-program. Students should meet promptly with their supervisory committees to discuss impacts and identify timely paths forward.</p> <p>e) The Dean’s office welcomes discussion with Biology on their accessibility needs and encourages them to report anything that is not AODA compliant.</p>
<p>Recommendation #3: Improve TAsHips.</p> <p>a) Investigate funding adjustments tied to major scholarships that reduce a student’s TA allocation. There should indeed be some reward.</p> <p>b) Ensure that students receiving split TAsHips (two 70 hour assignments) aren’t overworked and that loads throughout the term are evenly spaced.</p> <p>c) Address concerns with TA assignment mismatches and management issues with the first year Biology course TAsHips.</p> <p>d) Attempt to assign proctoring duties by mid-term so that students can plan their schedules in a timely manner during exam periods.</p>	<p>Program:</p> <p>a) Presently non-scholarship holders are offered up to 280 hours of TAing per annum and scholarship holders up to 140 hours per annum. Scholarship students may opt to reduce hours per annum below 140 hours which is in-line with the GTA collective agreement section 13.04. Major scholarship holders may refuse TA opportunities presented to them if they want.</p> <p>b) The Program cannot in all cases guarantee that no student will receive a 70 hour split TA as there are courses that only have a 70 hour TA allocated. The personnel responsible for organizing the TA assignments is undergoing change and this split TA issue will be taken into consideration as much as possible in this new organization. This will also hopefully also reduce TA assignment mismatches.</p> <p>c) First year Biology management issues: The Chair and Associate Chairs (Undergraduate and Graduate) have discussed this with the SOBGS executive. We understand that there is an issue and appropriate channels are being consulted with to solve this issue.</p> <p>d) The suggestion of assigning proctoring hours by mid-term may only apply to some larger courses and we will see if proctoring can be assigned by mid-term across all courses. If the graduate budget situation has improved enough proctoring may be able to be removed from the TA contract and be available for all graduate students to apply for.</p> <p>Faculty:</p> <p>a) The Dean’s office supports Biology’s efforts to distribute their TA budget fairly while respecting the requirements of the TA collective agreement.</p> <p>b) Biology has made plans to examine how TAs are assigned, and we hope this will relieve some of the pressure on students. Because some students might find it awkward to discuss overtime with instructors, the program should also make instructors aware of the strict limitations to total hours and weekly limits.</p>

Consent Agenda – Item 13.3(f)

	<p>c) The reviewers identified that TAs across first year courses were not receiving fair or equal treatment. The department has already consulted with their graduate student group (SOBGS) and the undergraduate chair to resolve this issue.</p> <p>d) Section 17.06 of the TA collective agreement stipulates that TAs “shall be advised of their scheduled proctoring duties no later than five (5) business days prior to the scheduled exam.” It is commendable that Biology stated they are willing to try to assign proctoring for larger courses by the middle of the term (e.g. 6 weeks before the exam period) for larger courses, but it is not required and often not possible if exam schedules are not set.</p>
<p>Recommendation #4: Increase numbers of racialized faculty/faculty diversity and support indigenous students The goal here would be to better reflect the composition of the student population at Western. Similarly, special incentives or scholarships could be put place to attract and support indigenous graduate students.</p>	<p>Program: When Biology has searches ongoing in the future, this is definitely an issue that the appointments committee is sensitive to. The Western Biology Program, like other Canadian Biology Programs, presently graduates many racialized students into the job applicant pool which is likely to increase the racialized hires at Western University and at other Canadian institutions in the future. The Program would support any initiative that creates funding opportunities for Indigenous students, but the department does not have the financial resources to create these awards.</p> <p>Faculty: Biology attracted a Western Research Chair holding faculty member through a strategic hiring plan at Western several years ago. Currently Western is seeking faculty applicants for the CIRC programs and this can be an immediate way for Biology to recruit someone from an equity deserving group.</p> <p>The Dean’s office values the reviewer’s suggestion to provide funding incentives specifically for indigenous graduate students and will explore ways to develop these, and other awards for equity deserving groups through the Faculty of Science. In addition, the Faculty of Science will endeavor to advertise external funding opportunities for indigenous students to our programs like Biology.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Curriculum and professional development.</p> <p>a) provide focused 0.25 credit courses.</p> <p>b) Support students to increasingly take courses in other Units or at other Universities.</p> <p>c) Provide structured grant writing training workshops.</p> <p>d) Consider organizing additional events to improve cohort building.</p>	<p>a) Develop a proposal for introducing 0.25 credit technical courses in the Fall of 2027.</p> <p>b) This option will be circulated among the graduate students and their supervisor starting in the Fall of 2026.</p> <p>c) Explore options of extending current in-house offerings with the support of the SGPS and other campus units, which could be 0.25 credit courses in the future.</p> <p>d) Develop different ideas for departmental cohort building. The first Bio Brews is being held on February 18, 2026 in the late afternoon which features short talks to spark conversations.</p>	<p>Graduate Committee</p> <p>Graduate Chair</p> <p>Biology Social Committee</p>	<p>By Sept 2027</p> <p>By Sept 2026</p> <p>By Sept 2026</p> <p>By Sept 2026 and ongoing</p>
<p>Recommendation #2: Address infrastructure concerns.</p> <p>a) Review of aging infrastructure in light of failures of “red line” generator-powered outlets.</p> <p>b) Consider installing a physical key system for locations that need to be accessed if power goes down.</p> <p>c) Establish clear lines of communication for graduate</p>	<ul style="list-style-type: none"> - Plan to be developed to disseminate emergency information to graduate students when the power goes out at night, weekends and holidays. This information will be presented to students at the orientation meeting held in September. - Devise a plan for infrastructure upgrades. - Create an “in-house” tool that alerts units to potential power outages. - Establish a Science Lab Safety Committee that will explore (among other things) formalized refresher 	<p>Dean’s Office</p> <p>The Faculty of Science Technology Team (STS)</p>	<p>By Sept 2026</p>

Consent Agenda – Item 13.3(f)

<p>students as to what to do in an emergency.</p> <p>d) For power outages that disrupted research timelines, consider providing GSAs (partial financial support).</p> <p>e) Address accessibility to buildings and lab space, where needed.</p>	<p>training for all PIs to ensure gaps in understanding are closed.</p> <ul style="list-style-type: none"> - Collaborate with Facilities to assess current generator capacity and its ability to respond to increased demand from researchers and graduate student trainees. - Report any accessibility needs to the Decanal Office. 		
<p>Recommendation #3: Improve TAsHips.</p> <p>a) Investigate funding adjustments tied to major scholarships that reduce a student’s TA allocation.</p> <p>b) Ensure that students receiving split TAsHips (two 70-hour assignments) aren’t overworked.</p> <p>c) Address concerns with TA assignment mismatches and management issues with the first year Biology course TAsHips.</p> <p>d) Attempt to assign proctoring duties by mid-term so that students can plan their schedules in a timely manner during exam periods.</p>	<ul style="list-style-type: none"> - Continue ensuring that all graduate students, including major scholarship holders, be assigned some TA teaching, as per the collective agreement. - Work with the new personnel responsible for organizing the TA assignments regarding the split TA issue. - Issues related to TA assignment mismatches are being resolved with the support of the SOBGS executive. - Explore if proctoring hours can be assigned by mid-term across all courses. 	<p>Graduate Chair</p>	<p>By Sept 2026</p>

Consent Agenda – Item 13.3(f)

Recommendation #4: Increase numbers of racialized faculty/faculty diversity and support indigenous students	<ul style="list-style-type: none">- Explore ways to develop and provide incentives specifically for Indigenous graduate students, and other awards for equity deserving groups through the Faculty of Science.- Advertise external funding opportunities for indigenous students for our programs, including Biology.- Examine opportunities for more diverse Faculty hires as part of upcoming recruitments.	Dean's Office	By Sept 2026
--	---	---------------	--------------

New Donor-Funded Scholarships, Awards, and Prizes

Action: Approval Information Discussion

Executive Summary:

At its meeting on May 5, 2026, ACA approved on behalf of the Senate the terms of reference for the new donor-funded scholarships, awards, and prizes shown in Item 13.3(g), for recommendation to the Board of Governors through the President & Vice-Chancellor.

Documentation Provided:

New Donor-Funded Scholarships, Awards and Prizes

New Donor-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Myron Ng First-Generation Student Bursary

Awarded to full-time undergraduate students in any faculty and any program based on financial need. Preference will be given to candidates who are First-Generation students. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: Effective: May 2026-2027 to 2030-2031 academic years inclusive

This bursary supports first generation university students by easing the financial barriers that can stand in the way of pursuing a degree. By supporting a student's momentum, this award aims to spark a ripple effect - encouraging siblings, relatives, and peers to imagine their own future in higher education and inspiring broader change within their community.

Athletics

Vertex Athletic Award

Awarded to full-time undergraduate or graduate students at Western, including the Affiliated University Colleges, who are in a program in Engineering or Science and are making a significant contribution as a member of a varsity team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Vertex is a leading provider of engineering and environmental solutions whose strengths reflect the adaptability and excellence Western's student athletes bring to their sport. This award recognizes a Science or Engineering student athlete who embodies the "Vertex Way": pairing technical expertise with a competitive, high-performance mindset. At Vertex, the discipline required to excel in varsity athletics—resilience, teamwork, and strategic execution—mirrors the attributes of a world class professional scientist. This scholarship celebrates the "competitive scientist" whose commitment to academic rigor and athletic excellence prepares them to lead the next generation.

Faculty of Education

Margery (Nonnie) Butson Memorial Award

Awarded to full-time undergraduate students enrolled in the Primary/Junior program in the Faculty of Education based on academic achievement and excellence in practice teaching. The Faculty of Education will select the recipients.

Value: 2 at \$2,500 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established by the family and friends of Nonnie to honour and celebrate her enthusiasm and unwavering commitment to early education. Nonnie was an admired and respected educator, both in the classroom and in her role as a Primary Consultant with the Thames Valley District School Board. She enriched the lives of the children she taught and inspired her colleagues through her wisdom, dedication, and lasting influence. Nonnie's legacy will live on through this award, inspiring future educators to teach with the same passion, care, and commitment that defined her life's work.

Faculty of Engineering

Shamrock Foundation Graduate Award in Engineering

Awarded to full-time graduate students in the Faculty of Engineering based on financial need and academic achievement. A recipient may receive this award only once. A committee in the Faculty of Engineering will select the recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$15,000 awarded annually

Effective Date: May 2026 to April 2031 inclusive

This award was established by a generous gift from Terrence Killackey (BESc '85) and Andrea Killackey (BESc '85), through their family foundation, the Shamrock Foundation.

Faculty of Health Sciences

BScN Class of '85 Scholarship

Awarded to full-time undergraduate students pursuing a Nursing degree program in the Arthur Labatt Family School of Nursing, Faculty of Health Sciences, based on academic achievement. Preference will be given to candidates in Year 3 or 4. The Office of the Registrar will select the recipients.

Value: 1 at \$1,000 awarded annually

Effective Date: 2026-2027 academic year

This award was established by members of the BScN Class of 1985 on the occasion of their 40th reunion. They hope to recognize an exceptional nursing student who demonstrates strong leadership qualities, a collaborative and inclusive approach, compassion for their peers and patients, and a passion for the nursing profession

Faculty of Law

Fasken Prize in Indigenous Law

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement in the Indigenous Peoples and the Law course. The Faculty of Law will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This prize is made possible by a generous gift from Fasken.

John Unruh Memorial Award

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis). The Faculty of Law will select the recipients.

Value: 1 at \$10,500 awarded annually

Effective Date: Effective: 2026-2027 to 2030-2031 academic years inclusive

The family of John E. Unruh is pleased to support an award for an Indigenous student in Western's Faculty of Law. John was a Mennonite whose family came to Ontario after fleeing religious persecution in Ukraine. He remained grateful to the Indigenous peoples on whose lands his family found safety. A businessman and community volunteer in the Waterloo region, John passed away in 2021. Throughout his life, he inspired his family to give back and support others. His family believes Canada benefits when Indigenous students can pursue legal education and strengthen the profession through their cultural knowledge and lived experience.

Ivey Business School

David Postowoj Entrepreneur Award

Awarded to a full-time student entering the HBA Program at the Ivey Business School, based on academic achievement and interests in entrepreneurship. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$10,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established through a generous estate gift from David Richard Postowoj, HBA '85.

UWinnipeg Model School Business Award

Awarded to a student graduating from The Model School, located within The University of Winnipeg Collegiate, who is entering Year 1 of a full-time undergraduate program at Western University with Ivey Advanced Entry Opportunity (AEO) status. Candidates must have a minimum 70% academic average. The award will continue for up to four years, through Year 2, HBA1, and HBA2, provided the student maintains their AEO status prior to entry into the Ivey Business School and maintains an average of 70%. If the recipient does not retain the award, a replacement recipient will not be selected. Only one student may hold this award in any given year. The Ivey Business School will select the recipients.

Value: 1 at \$40,000/year in years 1 and 2, continuing, and then 1 at \$60,000/year in HBA1 and HBA2, continuing.

Effective Date: 2026-2027 to 2029-2030 academic years inclusive

This award was established with a generous gift by Bob Stuebing, MBA '74.

Election Results – Senate Committees

Action: Approval Information Discussion

Executive Summary:

At the April 17, 2026 Senate meeting the following nominations were received, resulting in electronic votes:

1. Three additional nominations to serve on the Operations/Agenda Committee for terms from July 1, 2026 to June 30, 2028.
2. Four additional nominations to serve on the Operations/Agenda Committee for terms from July 1, 2026 to June 30, 2027.
3. One additional nomination to serve on the Senate Committee on Academic Policy as an undergraduate student for a term from July 1, 2026 to June 30, 2027.
4. One additional nomination to serve on the Senate Committee on Academic Policy as a graduate student for a term from July 1, 2026 to June 30, 2027.
5. One additional nomination to serve on the Senate Committee on Academic Curriculum and Awards as an undergraduate student for a term from July 1, 2026 to June 30, 2027.
6. Two additional nominations to serve on the Senate Committee on Academic Curriculum and Awards as the faculty members from the Faculty of Health Sciences.
7. Two additional nominations to serve on the Subcommittee on Program Review – Undergraduate (SUPR-U) as undergraduate students for terms from July 1, 2026 to June 30, 2027.
8. One additional nomination to serve on the Subcommittee on Undergraduate Academic Courses (SOC) as an undergraduate student for a term from July 1, 2026 to June 30, 2027.
9. One additional nomination to serve on the Senate Committee on University Planning (SCUP) as a graduate student for a term from July 1, 2026 to June 30, 2027.
10. Two additional nominations to serve on the Senate Committee on University Planning (SCUP) as an administrative staff representative for a term from July 1, 2026 to June 30, 2028.

11. One additional nomination to serve on the University Research Board (URB) as an undergraduate student for a term from July 1, 2026 to June 30, 2027.
12. One additional nomination to serve on the Honorary Degrees Committee as a student Senator for a term from July 1, 2026 to June 30, 2027.
13. One additional nomination to serve on the Honorary Degrees Committee for a term from July 1, 2026 to June 30, 2028.
14. Three additional nominations to serve on the Board of Governors for a term from July 1, 2026 to June 30, 2030.

An electronic vote was subsequently held on April 21 – 23, 2026.

The following individuals have been elected:

- OAC: Katie Big-Canoe, Michael Fox, Alfonso Nocilla, Joanna Redden and Ken Yeung were elected to OAC as members of Senate for terms from July 1, 2026 to June 30, 2028.
- OAC: Ana Boller Krausz, Geoffrey Robert Little and Marisa Modeski were elected to OAC as members of Senate for terms from July 1, 2026 to June 30, 2027.
- Senate Committee on Academic Policy: Jasmine Antonelli and Senuli Weerasinghe were elected to the Senate Committee on Academic Policy as undergraduate students for terms from July 1, 2026 to June 30, 2027.
- Senate Committee on Academic Policy: Antonia Yip was elected to the Senate Committee on Academic Policy as a graduate student for a term from July 1, 2026 to June 30, 2027.
- ACA: Hanna Thummel was elected to ACA as an undergraduate student for a term from July 1, 2026 to June 30, 2027.
- ACA: Laura Graham was elected to ACA as a faculty member for a term from July 1, 2026 to June 30, 2028.
- SUPR-U: Rachael Kotsopoulos, Ryan Martell and Sara Sharma were elected to SUPR-U as undergraduate students for terms from July 1, 2026 to June 30, 2027.
- SOC: Cristina Masciantonio and Olivia Matthews were elected to SOC as undergraduate students for terms from July 1, 2026 to June 30, 2027.
- SCUP: Maxwell Campbell and Antonia Yip were elected to SCUP as graduate students for terms from July 1, 2026 to June 30, 2027.
- SCUP: Kristin Hoffmann was elected to SCUP as an administrative staff representative for a term from July 1, 2026 to June 30, 2028.
- URB: Zahra Nadeem as elected to URB as an undergraduate student for a term from July 1, 2026 to June 30, 2027.
- Honorary Degrees: Grace Malheiro was elected to the Honorary Degrees Committee as a student Senator for a term from July 1, 2026 to June 30, 2027.

- Honorary Degrees: Katie Big-Canoe, Cody Groat, Jennifer Robinson and Chris Smith were elected to the Honorary Degrees Committee for terms from July 1, 2026 to June 30, 2028.
- Board of Governors: Alison Hearn was elected as a faculty member to serve on the Board of Governors for a term from July 1, 2026 to June 30, 2030.

The certified Simply Voting election results are attached.

Documentation Provided:

Simply Voting Certified Results

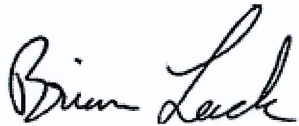
Apr 23, 2026

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Senate Elections Arising from April 17, 2026 Meeting

Start: 2026-04-21 12:00:00 America/Toronto

End: 2026-04-23 12:00:00 America/Toronto

Turnout: 62 (64.6%) of 96 electors voted in this ballot.

OAC - Senator - Two year term - FIVE positions electable

Option	Votes
BIG-CANOE, Katie	39 (15.4%)
FOX, Michael	39 (15.4%)
YEUNG, Ken	35 (13.8%)
REDDEN, Joanna	34 (13.4%)
NOCILLA, Alfonso	30 (11.8%)
QUIÑONES-MATEU, Miguel	28 (11.0%)
HERRERA, Jose	26 (10.2%)
RAMACHANDRAN, Rithwick	23 (9.1%)

VOTER SUMMARY

Total Voters	62
Abstain	2 (3.2%)

OAC - Senator - One year term - THREE positions available

Option	Votes
LITTLE, Geoffrey Robert	39 (25.3%)
BOLLER KRAUSZ, Ana	34 (22.1%)
MODESKI, Marisa	30 (19.5%)
AWAWDEH, Asad	27 (17.5%)
KAMAL, Rayyan	24 (15.6%)

VOTER SUMMARY

Total Voters	62
Abstain	2 (3.2%)

Policy - Undergraduate student - TWO positions electable

Option	Votes
ANTONELLI, Jasmine	39 (42.4%)
WEERASINGHE, Senuli	27 (29.3%)
FAIZI, Iman	26 (28.3%)

VOTER SUMMARY

Total Voters	62
Abstain	11 (17.7%)

Policy - Graduate student - ONE position electable

Option	Votes
YIP, Antonia	31 (68.9%)
ZARENIA, Erfan	14 (31.1%)

VOTER SUMMARY

Total Voters	62
Abstain	17 (27.4%)

ACA - Undergraduate student - ONE position electable

Option	Votes
THUMMEL, Hanna	32 (65.3%)
SELEEM, Youssef	17 (34.7%)

VOTER SUMMARY

Total Voters	62
Abstain	13 (21.0%)

ACA - Faculty member - ONE position electable

Option	Votes
GRAHAM, Laura	28 (54.9%)
JOHNSON, Andrew	23 (45.1%)

VOTER SUMMARY

Total Voters	62
Abstain	11 (17.7%)

SUPR-U - Undergraduate student - THREE positions electable

Option	Votes
MARTELL, Ryan	34 (26.4%)
SHARMA, Sara	25 (19.4%)
KOTSOPOULOS, Rachael	24 (18.6%)
LOGESWARAN, Amrithaa	24 (18.6%)
HAFEEZ, Sameer	22 (17.1%)

VOTER SUMMARY

Total Voters	62
Abstain	15 (24.2%)

SOC - Undergraduate student - TWO positions electable

Option	Votes
MATTHEWS, Olivia	40 (44.0%)
MASCIANTONIO, Cristina	27 (29.7%)
BINOY, Jeff	24 (26.4%)

VOTER SUMMARY

Total Voters	62
Abstain	16 (25.8%)

SCUP - Graduate student - TWO positions electable

Option	Votes
CAMPBELL, Maxwell	31 (38.8%)
YIP, Antonia	25 (31.3%)
OGUNSANYA, Fuhad	24 (30.0%)

VOTER SUMMARY

Total Voters	62
Abstain	18 (29.0%)

SCUP - Administrative staff - ONE position electable

Option	Votes
HOFFMANN, Kristin	20 (36.4%)
HALANEY, Rachel	19 (34.5%)
HAYWARD, Mariam	16 (29.1%)

VOTER SUMMARY

Total Voters	62
Abstain	7 (11.3%)

URB - Undergraduate student - ONE position electable

Option	Votes
NADEEM, Zahra	29 (59.2%)
LU, Rainy	20 (40.8%)

VOTER SUMMARY

Total Voters	62
Abstain	13 (21.0%)

Honorary Degrees - Student Senator - ONE position electable

Option	Votes
MALHEIRO, Grace	34 (70.8%)
RANASINGHE, Nadith	14 (29.2%)

VOTER SUMMARY

Total Voters	62
Abstain	14 (22.6%)

Honorary Degrees - Members - FOUR positions electable

Option	Votes
GROAT, Cody	44 (23.7%)
ROBINSON, Jennifer	43 (23.1%)
BIG-CANOE, Katie	38 (20.4%)
SMITH, Chris	34 (18.3%)
WANG, Xianbin	27 (14.5%)

VOTER SUMMARY

Total Voters	62
Abstain	9 (14.5%)

Board of Governors - Faculty Senator - ONE position electable

Option	Votes
HEARN, Alison	31 (51.7%)
CAMPBELL, Nicole	11 (18.3%)
NOCILLA, Alfonso	9 (15.0%)
YEUNG, Ken	9 (15.0%)

VOTER SUMMARY

Total Voters	62
Abstain	2 (3.2%)



Election ID: 289951
To validate the authenticity of this
report please contact Simply
Voting at info@simplyvoting.com.

Academic Administrative Appointments

Action: Approval Information Discussion

Executive Summary:

Faculty Relations advised of the following academic administrative appointments as of May 15, 2026.

Start Date	End Date	Name	Department	Admin. Appointment
3/1/2026	6/30/2028	Maznevski,Martha	Ivey - Associate Dean	Associate Dean (Ugrd Program)
3/23/2026	8/31/2027	Cato,Jacqueline	WL - Content Mgmt (CMDA)	Acting Library Head
3/30/2026	3/29/2029	Zoricic,Christina	Office of the Chief Librarian	Associate Chief Librarian
4/13/2026	9/30/2026	Purdy,Lyn	Ivey - Associate Dean	Acting Associate Dean (Faculty Development)
5/1/2026	8/31/2026	Carlisle,Emily	WL-User Experience Student Eng	Acting Library Director
5/1/2026	7/31/2027	Mills,Melanie	Info & Media Studies - General	Acting Library Director
5/1/2026	8/31/2026	Meert-Williston,Deborah	WL-Archives / Special Collect	Acting Library Head
5/4/2026	5/3/2031	Green,Jennifer	Office of the Chief Librarian	Associate Chief Librarian

Items Removed from the Consent Agenda

Action: Approval Information Discussion

Executive Summary:

The following items have been removed from the Consent Agenda by request:

Question Period

Questions for Senate to be addressed during the agenda.

The following questions pertain to Item 4.0

Christopher Alcantara, Senator:

1. How many Western International College offers have been issued thus far and how many students have accepted those offers?

Miranda Green-Barteet, Senator:

1. How many students have applied and been accepted to Western International College?
2. How has Western International changed the way it recruits students in light of Western International College's recruitment strategies?

The following questions pertain to Item 4.1

Miranda Green-Barteet, Senator:

1. Can the Steering Committee for "Western's Future of Teaching and Learning: Strategic Action Areas" speak to Strategic Action Area 3.5 "Support transparency on use of Generative AI in courses, assessments, and other academic activities"? The Steering Committee seems to be promoting the use of Generative AI in teaching and assessments. Can the committee explain why? Additionally what are the "other academic activities" to which the committee refers?
2. Can the Steering Committee also say more about piloting a new digital assessment platform "that allows faculty to create high-quality assessment experiences for students"? First, what sorts of digital assessment platforms? I'm concerned about the emphasis on digital assessment. Research indicates that students generally learn better and receive feedback better when it is not given exclusively through digital platforms. We have also spent significant time, energy, and funds to move from Sakai to Brightspace. Can the committee explain why they are advocating the addition of another digital platform?
3. The suggestions the committee offers are detailed and many require significant revision of learning outcomes, assessments, etc. What assistance can faculty expect to receive as they undertake these revisions?

The following questions pertain to Item 6.3

Christopher Alcantara, Senator:

1. With respect to "the standing committees and subcommittees' structure and function" (on p. 96 of the agenda), was there any discussion about confidentiality rules? My quick look at the U15 suggests that about half of the U15 have closed

meetings and the rest have open meetings, going in-camera when sensitive issue arise.

2. The working group report briefly mentions in passing the problem of senator disengagement. I agree this is a significant problem. Was this issue examined by the Working Group? Were any data gathered? What the percentage of Senators, for instance, participated verbally (through questions or discussion) during Senate meetings from 2020 to the present?

Questions for Senate to be addressed during question period.

No questions were submitted in advance of the Operations/Agenda Committee meeting for consideration at the May 15, 2026 Senate meeting.

Excerpt from Senate's Adopted Policies and Procedures:

4. Questions for Senate

4.1 Questions regarding matters on the agenda

- (a) It is suggested, though not required, that Senators and Official Observers (collectively "members") who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

4.2 Question Period

The Question Period has two functions:

- (a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.
- (b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2.1 Questions and Issues for Discussion

- (a) Questions and issues for discussion shall be submitted to the

Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.

- (b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

4.2.2 General Regulations

- (a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least eight days prior to the next OAC meeting will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.
- (b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.
- (c) No motions may be put forward or considered during the Question Period.
- (d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- (e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- (f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- (g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.
- (h) If after an answer is received or discussion of an issue concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate unit on campus.
- (i) If there are issues or questions that have not been addressed at the end of the 30-minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Question Period of the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.

* The deadline for submitting questions and issues for discussion for consideration by OAC is 4:00 p.m. on:

Submission Deadline (to OAC)	OAC Meeting Date
Tuesday, September 2, 2025	Wednesday, September 10, 2025
Tuesday, September 30, 2025	Wednesday, October 8, 2025
Tuesday, October 21, 2025	Wednesday, October 29, 2025
Tuesday, November 18, 2025	Wednesday, November 26, 2025
Tuesday, December 16, 2025	Wednesday, January 7, 2026
Tuesday, January 27, 2026	Wednesday, February 4, 2026
Tuesday, February 24, 2026	Wednesday, March 4, 2026
Tuesday, March 31, 2026	Wednesday, April 8, 2026
Tuesday, April 28, 2026	Wednesday, May 6, 2026
Tuesday, May 19, 2026	Wednesday, May 27, 2026

Questions or issues for discussion submitted after the deadline will be considered by OAC at a subsequent meeting.