Senate

Notice of Meeting

Friday, November 13, 2026, 1:30 p.m. - 4:30 p.m.

Ronald D. Schmeichel Entrepreneurship and Innovation, Room 4106

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 - November 13, 2026

Agenda

1.0 Land Acknowledgement	
2.0 Minutes of the Meeting of October 23, 2026	Approval
3.0 Report of the President	Information
4.0 Report of the Provost	Information
4.1 Institutional Cybersecurity Update	Information
5.0 Report of the Vice-President (Research)	Information
6.0 Report of the Operations/Agenda Committee (S. Roland)	Information
6.1 Questions for Senate	Information
7.0 Report of the Nominating Committee (G. Little)	
7.1 Membership – Selection Committee for the University Registrar	Action
7.2 Membership – Selection/Review Committee for the Vice-President (Research)	Action
8.0 Report of the Senate Committee on Academic Policy (N. Campbell)	
8.1 Ivey Business School: Revisions to the Policy on "Progression and Graduation Requirements – Business Administration"	Approval
9.0 Report of the Senate Committee on Academic Curriculum and Awards (R. Ramachandran) – Refer to Consent Agenda	
10.0 Report of the Senate Committee on University Planning (S. Schmid)	
10.1 Update on University Budget Planning Process	Information
11.0 Report of the University Research Board (P. Pexman)	Information
11.1 Renewal of the Western Institute for Earth and Space Exploration	Information
12.0 Report of the Academic Colleague (S. Roland) - No Report	

13.0 Unanimous Consent Agenda	Approval
13.1 Items from the Operations/Agenda Committee	
13.1(a) Senate Membership – Vacancies Filled by Appointment	Information
13.1(b) Order of Ceremony – Spring Convocation 2027	Information
13.2 Items from the Nominating Committee	
13.2(a) Replacement for Committee Member: Senate Committee on University Planning	Information
13.3 Items from the Senate Committee on Academic Policy	
13.3(a) Schulich School of Medicine & Dentistry: Revisions to the Policy on "Progression Requirements – Doctor of Medicine" and Addition of the Doctor of Medicine Program Requirements to the Academic Calendar	Approval
13.4 Items from the Senate Committee on Academic Curriculum and Awards	
13.4(a) Faculty of Social Science, Department of Sociology:	
13.4(a)(i) Withdrawal of Sociology Modules Formerly Offered by Brescia University College	Approval
13.4(a)(ii) Withdrawal of the Specialization, Major, and Minor in Sociology Formerly Offered by Brescia University College	Approval
13.4(b) School of Graduate and Postdoctoral Studies:	
13.4(b)(i) Major Modification to the Graduate Diploma in Accounting	Approval
13.4(b)(ii) Major Modification to Master of Professional Education (Field of Teaching English to Speakers of Other Languages)	Approval
13.4(b)(iii) Major Modification to the Master of Engineering in Electrical and Computer Engineering, Chemical and Biochemical Engineering, Mechanical and Materials Engineering, and Civil and	Approval

Environmental Engineering	
13.4(b)(iv) Major Modification to the Master of Arts and Doctor of Philosophy in Theory and Criticism	Approval
13.4(c) Cyclical Reviews of Undergraduate Programs in Philosophy	Information
13.4(d) Cyclical Reviews of Graduate Programs in Anatomy and Cell Biology	Information
13.4(e) New Donor-Funded Scholarships, Awards and Prizes	Information
13.5 Items from the Senate Committee on University Planning	
13.5(a) Dancap Private Equity Chair in Change and Innovation	Approval
13.6 Announcements and Communications	Information
13.6(a) Academic Administrative Appointments Information	Information
14.0 Items Removed from the Consent Agenda	
15.0 Question Period	
16.0 New Business	

Land Acknowledgement

Action: ☐ Approval ☐ Information ☐ Discussion

A land acknowledgement will be offered at the start of the Senate meeting.

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 SENATE

Unofficial Until Approved

October 23, 2026

The meeting was held at 1:30 p.m. at the Ronald D. Schmeichel Entrepreneurship and Innovation Building, Room 4106

Senators in attendance:

Z. Abawi
R. Abdulla
A. Ali
G. Amaral
C. Anderson
J. Antonelli
A. Ataullahjan
A. Awawdeh
K. Backtash
B. Begg
K. Big-Canoe
J. Binoy
S. Boe
A. Boller Krausz
A. Borchert
A. Bryson
B. Buchanan
N. Campbell
R. Charumbira
S. Clarke
K. Coley
C. Costello
S. D'Arcy
M. Davison
F. Dick
J. Doerksen
M. El-Sakka
Z. Fadlullah
G. Fanchini
M. Fox
P. Franck
A. Fremeth
A. Garnett
J. Gemson
M. Goltsman
L. Graham
S. Hafeez
N. Haggerty
A. Hassan
J. He
J. Herrera
E. Islam
M. Khimji
K. Kirkwood
S. Knabe
D. Kotsopoulos
E. Lawson
M. Lebo
D. Lee
J. Li
L. Logan
A. Logeswaran
J. Makaran
G. Malheiro
R. Martell
L. Melnyk Gribble
J. Minac
K. Mooney
B. Morton
A. Nocilla
A. Pero
P. Pexman
R. Ramachandran
S. Roland
M. Schmalz
S. Schmid
A. Shchepetkina
A. Shepard
L. Stark
F. Strzelczyk
J. Suljak
S. Sylvestre
J. Unger
K. Verwaayen
J. Voogt
L. Waller
S. Weerasinghe
H. Yan
K. Yeung
A. Yip
J. Yoo

Observers in attendance: C. Bressette, C. Cripps, N. de Gannes, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, S. Rezvani, J. Scott, S. Xia

LAND ACKNOWLEDGEMENT

A. Nocilla offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

Item 2.0 – Minutes of the Meeting of September 18, 2026

It was moved by J. Antonelli, seconded by B. Begg,

That the minutes of the meeting of September 18, 2026, be approved as circulated.

CARRIED

Item 3.0 – Report of the President

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, provided a verbal report on several matters, beginning with an overview of Fall Convocation and acknowledging the contributions of the volunteers who supported the four ceremonies held in October.

The President continued his report with a brief leadership update and commented on the reorganization of Western International and informed Senate that François Carrier, was appointed Executive Director, Global Engagement.

The President also highlighted recent research and funding achievements and extended congratulations to members of the Western community who had received special honours and awards. Additionally, he announced a new Canada Research Chair from the Schulich School of Medicine & Dentistry and reported on the progress of the “All in” campaign.

The President concluded his report by providing information about the upcoming Fall Open House, to be held on November 8, 2026, and encouraged Senators to take part in the event.

Item 4.0 – Report of the Provost

F. Strzelczyk, Provost & Vice-President (Academic) began her report by emphasizing the importance of internationalization, providing an update on the recent QS Higher Ed Summit. She noted that Western will host the Summit in Toronto next year, marking the first time the event will be held in North America. Additionally, the Provost highlighted new partnerships, including an agreement with The Hong Kong Polytechnic University, which will create opportunities for student engagement and collaborative research.

A Senator raised a question about the development by the School of Graduate and Postdoctoral Studies (SGPS) of AI modules for research and thesis writing, including whether SGPS would be open to discussing the module and receiving feedback. The Provost referred to the federal strategy on AI, which aims to ensure that graduate students have access to AI tools and receive training to use them effectively and ethically. L. Frederking, Associate Vice-Provost (Graduate and Postdoctoral Studies), noted that initial

discussions would involve the Associate Deans, with broader consultation to follow.

Item 5.0 – 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, highlighting two newly available research support services: French-language research support and institutional research project management support. She noted that feedback on these services is welcome.

The Vice-President (Research) continued her report with an update on the Canadian Institutes of Health Research (CIHR), noting that this year's national success rate had reached a particularly low level, creating additional pressures on the Project Grant program. She commented on the recent report issued by CIHR in response to concerns raised by the health research community and highlighted its key findings.

The Vice-President (Research) concluded her report by recognizing the achievement of the Centre for Functional & Metabolic Mapping, under the leadership of R. Menon, in securing its third consecutive Brain Canada Platform Support Grant.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

On behalf of the Operations/Agenda Committee, S. Roland presented the report of the Committee.

Item 6.1 – Senate Observership: Vice-Provost and Associate Vice-President (International)

It was moved by S. Roland,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective October 23, 2026, the Senate observership be revised as shown in item 6.1.

CARRIED

Item 6.2 – Questions for Senate

S. Roland informed Senate that no questions were received for the October meeting of Senate.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, M. Fox provided the Nominating Committee report.

Item 7.1 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

Giovanni Fanchini was acclaimed to serve on the Senate Committee on Academic Curriculum and Awards from July 1, 2026 to June 30, 2027.

Item 7.2 – Membership – Senate Review Board Academic (SRBA)

Tatyana Barron was acclaimed to serve on the Senate Review Board Academic for a term from July 1, 2026 to June 30, 2028.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, N. Campbell presented the Policy report.

Item 8.1 – Introduction of a Policy on "Examinations – Administration and Printing" (and Associated Procedures) and Withdrawal of the Policy on "Examinations – Administration"

S. Lewis, Vice-Provost (Academic Programs), provided clarification regarding the restrictions on food and drinks in examination areas in response to a question submitted in advance of the Senate meeting and stated that necessary accommodations for students with any medical conditions are facilitated through Accessible Education.

The Vice-Provost (Academic Programs) proposed a friendly amendment to remove the provision relating to the interpretation of the Associate Dean role for the Faculty of Health Sciences.

A Senator raised concerns about the increased responsibilities for examination proctors, including the need for additional training. The Vice-Provost (Academic Programs) confirmed that training materials would be provided centrally and noted that several Faculties already have relevant training materials available. Also, she clarified that any additional hours required to accommodate the increased responsibilities would be covered for the 2026-2027 year.

In response to a question from a Senator, the Vice-Provost (Academic Programs) noted that guidelines are in place regarding the appropriate number of proctors required for examinations and that staffing arrangements would be made to ensure that students' needs can be accommodated.

A discussion ensued regarding the provision requiring the use of clear water bottles, including potential challenges for students, additional stress, and sustainability considerations. The Chair suggested that further consideration be given to this provision to ensure an appropriate balance between accommodating students' needs and maintaining examination integrity.

Additionally, the Vice-Provost (Academic Programs) provided clarification on the scheduling

considerations and arrangements for administering longer examinations.

It was moved by N. Campbell,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective October 23, 2026, a policy on “Examinations – Administration and Printing” be introduced as shown in Item 8.1 as amended; and
>
> That the policy on “Examinations – Administration” be withdrawn.

CARRIED

Item 8.2 – Revisions to the Policy on “Examinations – Scheduling and Responsibility for Printing” and Withdrawal of the Policy on “Examination Conflicts”

It was moved by N. Campbell,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective October 23, 2026, the policy on “Examinations – Scheduling and Responsibility for Printing” be revised as shown in Item 8.2; and
>
> That the policy on “Examination Conflicts” be withdrawn.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

On behalf of the Senate Committee on University Planning, S. Schmid presented the report of the Committee.

Item 10.1 – Bioconvergence Centre Update

L. Logan, Vice-President (Operations & Finance), P. Pexman, Vice-President (Research), and F. Strzelczyk, Provost & Vice-President (Academic), presented an update on plans for the Bioconvergence Centre.

The Vice-President (Operations & Finance) provided background information on the building's location and outlined the consultation process undertaken to gather input and incorporate feedback during the design development process.

The Vice-President (Research) outlined a new model for health research, education, and innovation and highlighted how the Bioconvergence Centre is intended to address complex health research challenges.

The Provost described plans for the future use of the facility, including commercialization opportunities and engagement with industry partners. The Provost also highlighted upcoming opportunities for students and trainees to gain the experience and skills needed to help transform health care.

The Vice-President (Operations & Finance) highlighted some of the project's logistics including the buildings to be demolished and the projected timeline for project completion.

A. Bettridge, Project Director (Bioconvergence Project), addressed a question regarding impacts on existing facilities during construction, including the Allyn and Betty Taylor Library and Einstein's Cafe. She outlined the measures planned to maintain access and facilitate their continued operation throughout the construction period.

The Vice-President (Operations & Finance) addressed a question from a Senator regarding London Transit operations during the construction period and confirmed that the Natural Science bus stop would remain accessible. Additionally, she provided clarification regarding the project timeline and plans to accommodate teaching space needs in other buildings during the renovation and responded to a question about accessing broader information on capital projects.

A Senator offered a suggestion regarding the wording used to describe the project as Canada's first purpose-built bioconvergence facility.

In response to a question regarding resource considerations associated with biomedical research, J. Yoo, Dean of the Schulich School of Medicine & Dentistry, explained that biomedical research, including drug discovery, is generally conducted through collaborative partnerships and that the project would support research across a broader range of areas.

Additionally, the Vice-President (Research) spoke to opportunities for broader engagement with Western's research community.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

Information Items Reported by Operations/Agenda Committee on Unanimous Consent:

- Item 13.1(a) – Appointment of Officers of Convocation
- Item 13.1(b) – Order of Ceremony – Spring Convocation 2027
- Item 13.1(c) – Senate Membership – Vacancies Filled by Appointment
-

[Secretariat note: item 13.1(b) has since been amended. Please see the November meeting agenda]

REPORT FROM THE SENATE NOMINATING COMMITTEE

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

- Item 13.2(a) – Replacement for Committee Member: Operations/Agenda Committee (OAC)

- Item 13.2(b) – Replacement for Committee Member: Honorary Degrees Committee
- Item 13.2(c) – Replacement for Committee Member: Senate Review Board Academic (SRBA)

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

Item 13.3(a) – Schulich School of Medicine & Dentistry: Revisions to the Policy on "Admission – Doctor of Medicine"

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Admission – Doctor of Medicine" be revised as shown in Item 13.3(a).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by the Senate Committee on Academic Policy on Unanimous Consent:

- Item 13.3(b) – School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Examinations and Final Submission

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

Item 13.4(a) – Faculty of Education: Revisions to the Bachelor of Education

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the Bachelor of Education, offered by the Faculty of Education, be revised as shown in Item 13.4(a).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(b)(i) – King's University College: Revisions to the Honours Specialization and Specialization in Accounting

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Honours Specialization and Specialization in Accounting, offered by King's University College, be revised as shown in Item 13.4(b)(i).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(b)(ii) – King's University College: Renaming of and Revisions to the BMOS Internship Program

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the "BMOS Internship Program" offered by King's University College be renamed as the "MOS Co-op Program" and that the program requirements be revised as shown in Item 13.4(b)(ii).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(c) – Withdrawal of Subject Areas

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Subject Areas be withdrawn as shown in Item 13.4(c).
>
> Chemical Biology
> Differential Equations
> Green Process Engineering
> Linear Algebra
> Materials Science
> Polish

CARRIED BY UNANIMOUS CONSENT

Item 13.4(d)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Business Administration

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective January 1, 2027, the Master of Business Administration be revised as shown in Item 13.4(d)(i).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(d)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics

It was moved by S. Roland, seconded by J. Antonelli,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Master of Science and

Doctor of Philosophy in Epidemiology and Biostatistics be revised as shown in Item 13.4(d)(ii).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(d)(iii) – School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts in Research for Policy and Evaluation

It was moved by S. Roland, seconded by J. Antonelli,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, admission to the Master of Arts in Research for Policy and Evaluation be discontinued and that the program be withdrawn.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by the Senate Committee on Academic Curriculum and Awards on Unanimous Consent:

- Item 13.4(e) – Cyclical Reviews of Undergraduate Programs in English Studies; Linguistics; Biomedical Engineering; Anatomy and Cell Biology; Biochemistry; Biology
- Item 13.4(f) – Cyclical Reviews of Graduate Programs in English; Microbiology and Immunology; Pathologists' Assistant; Pathology and Laboratory Medicine; Geography and Environment
- Item 13.4(g) – New Donor-Funded Scholarships, Awards, and Prizes

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

Information Items Reported by Senate Committee on University Planning on Unanimous Consent:

- Item 13.5(a) – McIntosh Gallery Annual Report

ANNOUNCEMENTS AND COMMUNICATIONS

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

- Item 13.6(a) – Election Results – Senate Committees

QUESTION PERIOD

In response to a question regarding Western's approach to cybersecurity and the resources available, the President outlined the current approach and related initiatives to support institutional cybersecurity, and noted that consideration would be given to inviting J. Oliver, Chief Technology Officer, to provide further information at an upcoming meeting.

ADJOURNMENT

The meeting adjourned at 3:06 p.m.

_____	_____
A. Shepard Chair	A. Bryson University Secretary

To: Senators

From: Alan Shepard

Date: November 6, 2026

Re: Monthly report for November 2026

Dear Senators,
Following are some noteworthy developments since my last written report to Senate of October 16, 2026.

Provincial funding announcement: on Friday, November 6, the Ministry of Colleges, Universities, Research Excellence and Security announced funding to support 5,013 new student spaces at Western over the next three years in selected programs. This is part of the Ministry's province-wide investment announced in February, 2026, and includes competitive Priority Growth Fund allocations and some funding previously announced in the Spring.

Grant to co-create Canada's first university Indigenous Community Research Circle: a Western team has received the Robbins-Ollivier Award for Excellence in Equity, a $100,000 federal grant to improve equity and break down systemic barriers in post-secondary research. The project aims to create a new framework guiding how Western engages with the priorities of Indigenous communities.

25-year Service Awards: On October 26, we recognized 106 Western staff and faculty members who reached their 25-year service milestone in 2026. Thank you for your dedication to Western.

Ivey Business Leader Dinner: the 34th annual Ivey Business Leader Award Dinner was held October 28, raising a record $1.4 million to support student bursaries. This year's event honoured **Darryl White** (HBA '94, LLD '23), CEO, BMO Financial Group.

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

- **Elizabeth Gillies** (Science) won the 2026 NSERC John C. Polanyi Award in recognition of her pioneering work in polymer science.

- **Amanda Grzyb** (Information & Media Studies) and the team responsible for *Surviving Memory in Postwar El Salvador* named a finalist for SSHRC 2026 Impact Awards.

- **Recent Mustangs Awards and Accolades:**
  - Mustangs Men's Tennis team won the OUA championship.
  - **Kennedy Johnstone** named OUA Player of the Year for Women's Rugby.
  - **Ella Delichte** of Women's Field Hockey named OUA Champion of EDI.
  - **Oliver Baker** named OUA Men's Athlete of the Year in Rowing.
  - **Liam Drover-Mattinen** was named OUA MVP for the 2026-27 season, and **Luke Adrian** was named OUA Rookie of the Year for men's tennis.
  - Co-head coaches **Maciek Gebczynski** and **Chantal Forristal** named 2026 OUA Coach of the Year for women's tennis.
  - Men's hockey head coach **Clarke Singer** celebrated his 500th career win.

- **Bill Morneau** (BA '86) named the next Chair of CIBC Board of Directors, effective January 1, 2027.

- **Greg Dick** (BSc '93) appointed Deputy Commissioner of the Canadian Football League

Leadership updates:

- **François Carrier** appointed Executive Director, Global Engagement.

- Active leadership review/selection committees are underway for the Vice-Provost (Academic Programs) and Dean of Information & Media Studies.

To: Senators

From: Florentine Strzelczyk

Date: November 6, 2026

Re: Report of the Provost & Vice-President (Academic) for November 13, 2026

Dear Senators,

Please see the following updates from across the Provost and Vice-President (Academic) portfolio:

University Affairs

Annual Budget Information Sessions

The Office of the Provost is hosting annual budget information sessions on November 17 (in-person) and November 18, 2026 (virtual). The Provost & Vice-President (Academic) and the Associate Vice-President (Institutional Planning & Budgeting) will outline the university's budget planning process during the sessions.

Autonomous and Intelligent Systems Hub

Western has launched a new Autonomous and Intelligent Systems Hub, bringing together researchers from across the Faculty of Engineering and the Faculty of Science. Connecting robotics with Western's core strengths in software engineering, secure communications and AI, the hub supports broader technological and economic development while offering hands-on experiential learning for students. The initiative will be anchored by a dedicated Autonomous Systems Core Facility in the new Engineering building, scheduled to open in 2027.

Internationalization

Western International College (WesternIC)

Following the arrival of WesternIC's inaugural cohort in September, recruitment and admissions activities continue to progress for the upcoming 2027 intakes. Applications and admission offers are currently being processed on a rolling basis for the January, May and September cohorts across approved pathway streams, including undergraduate International Year One programs in Management and Organizational Studies, Music,

Music Administrative Studies, Science, and Social Science, alongside professional master's pathways in Data Analytics and Engineering.

Institutional Cybersecurity Update

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Jason Oliver, Chief Technology Officer, will provide a presentation.

Documentation Provided:

Institutional Cybersecurity Update (slide deck)

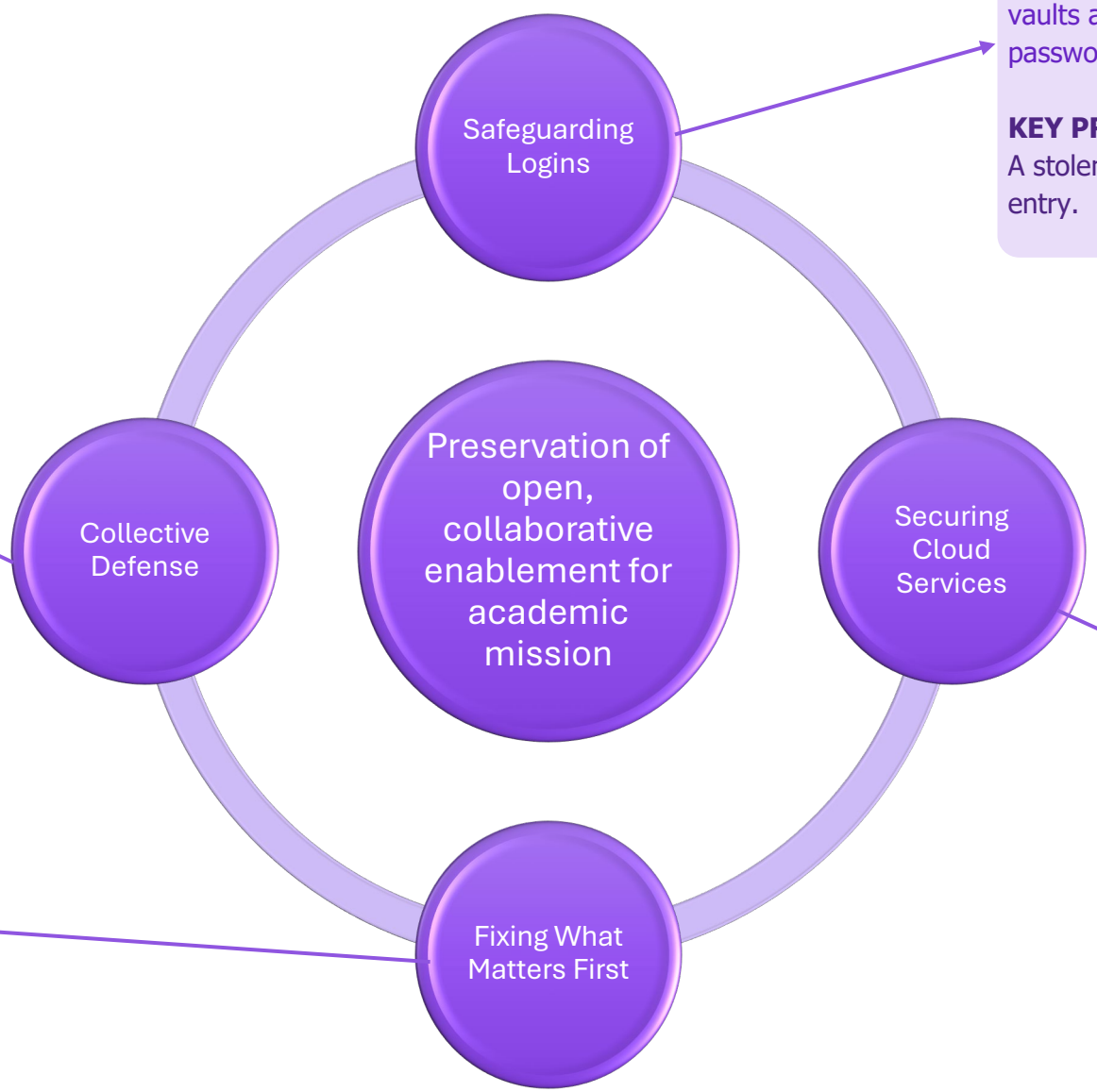
Institutional Cybersecurity Update

A briefing for Senate on Western's SOC operations, incident response, provincial compliance readiness, and our future resilience roadmap.

Examples of Campus Protection

Western enforces multi-factor login (MFA) and vaults administrative accounts so compromised passwords cannot open campus doors.

KEY PRINCIPLE
A stolen password alone must never grant entry.



Western partners with Ontario's ORION network and Canadian Higher-Ed security alliances to share real-time threat intelligence.

KEY PRINCIPLE
An early warning at one school protects all of us.

Western conducts rigorous vendor assessments (TRAC, Bitsight, etc) and monitors external connections to ensure partners meet institutional standards.

KEY PRINCIPLE
We can outsource technology, but not accountability.

Western focuses immediate patching on actively weaponized threats - as proven when WTS proactively protected campus research portals.

KEY PRINCIPLE
Prioritize active danger over endless to-do lists.

Enterprise Defense in Numbers: SOC Performance

2025–2026 Reporting Year

EVENT TELEMETRY

504B

Events analyzed

NOISE FILTERING

88%

Detections resolved autonomously

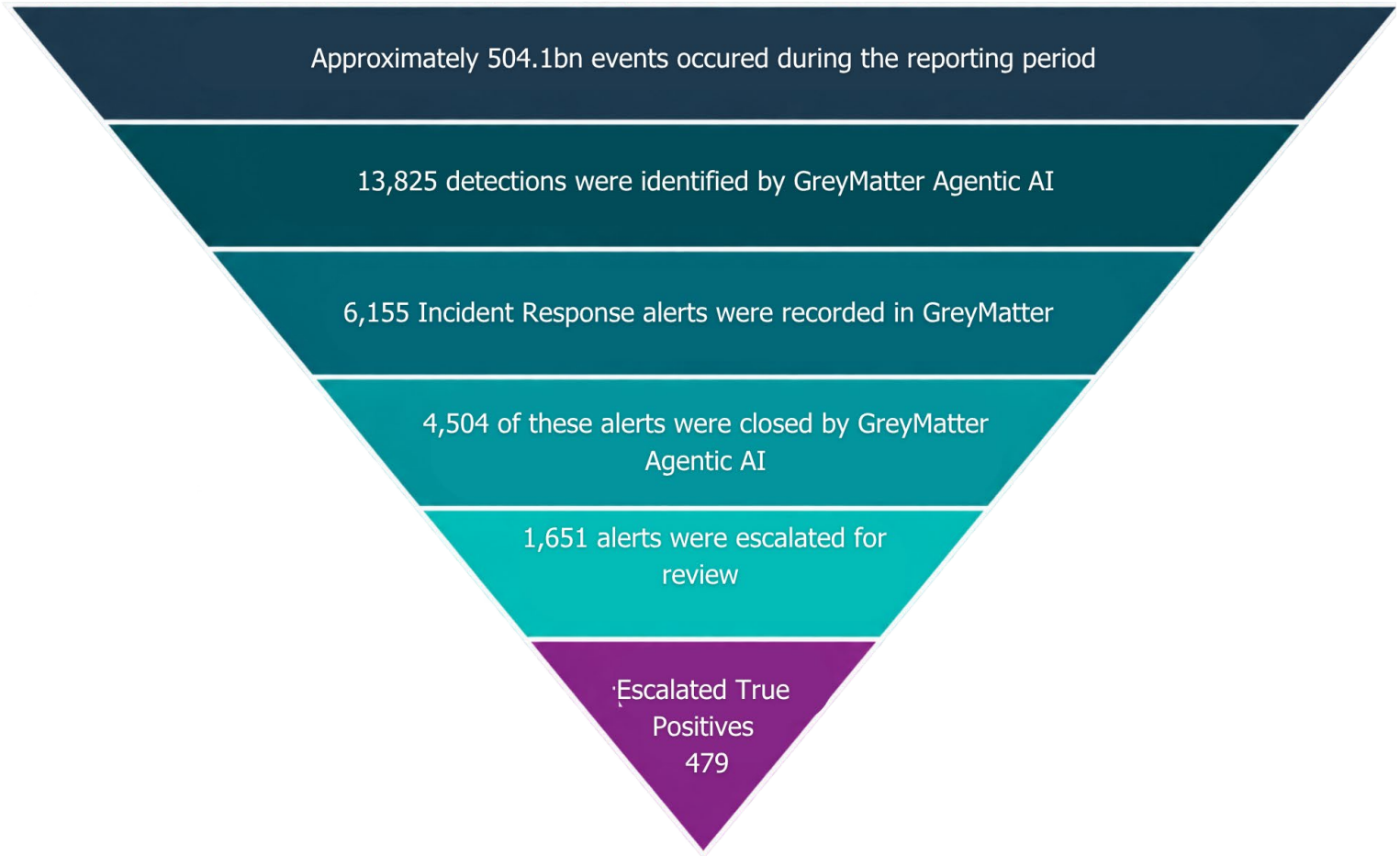
Prevents team fatigue & burnout

RESOLUTION SPEED

1.7 Days

Slashed from 5.72 days last year

70% faster containment rate



- **MITRE ATT&CK Framework Coverage:** **Western's institutional threat coverage expanded from 65% to 85%, placing us well ahead of the Canadian higher education benchmark.**

Sector Leading

Managing Real-World Sector Disruptions

VENDOR SUPPLY CHAIN: CANVAS BREACH (May 2026)

- ✓ Preemptively disabled single sign-on to prevent external credential harvesting.
- ✓ Verified that no high-risk passwords or banking records were exposed in our tenant.
- ✓ Collaborated directly with Ontario university CIOs (COU/MCURES) on collective response.

Assurance: Proven playbook for containing vendor supply chain compromises. Restoration within 36 hours.

INFRASTRUCTURE: PHP VULNERABILITY (October 2026)

- ✓ Executed automated vulnerability scans to find insecure servers.
- ✓ Coordinated urgent patch deployment cycles across whole visible ecosystem.
- ✓ Accelerated onboarding of our Tanium endpoint automation tool to eliminate legacy gaps.

Assurance: Continuous discovery and remediation keep servers protected.

- **Minimizing Risk:** **Incidents in higher education are inevitable; Western's disciplined containment protocols ensure minimal systemic compromise.**

Repeatable Processes

Ontario's EDSTA: The New Regulatory Era

In Force July 1, 2026

OBLIGATION 1

Designated Points of Contact

Status: Completed ahead of deadline

OBLIGATION 2

72-Hour Critical Reporting

Status: IR playbooks updated & aligned

OBLIGATION 3

Children & Camper Data Trust

Under EDSTA Section 1(3) and FIPPA, third-party vendor platforms hosting minor data for Western youth camps are deemed university actions.

Status: Comprehensive tool audit completed – Amilia selected

- **Senate Governance Significance**

EDSTA transforms cybersecurity from an internal operational practice into a legally binding public sector compliance framework audited by the province.

Full Compliance Ready

Independent Assurance: Expert Consultancy Cyber Engagement

01 Mandatory Maturity Review

Independent audit aligned **NIST Cybersecurity Framework 2.0** across all 6 core pillars.

· Govern · Identify · Protect · Detect · Respond · Recover

02 Peer Benchmarking

Benchmark Western's cyber defense posture against leading Ontario and Canadian universities.

Validating leadership in higher education

03 Investment ROI Heatmaps

Review direct risk-reduction yield returned from 3 years of strategic university cyber investments

Transparent reporting for Board

Executive Takeaway

External auditing removes self-assessment bias, providing leadership with third-party validation that Western's cyber defense investments are sound and effective.

Objective Governance

Future-Proofing Western: Strategic Roadmap

12 Month Commitments

1 **Modernizing Institutional Cyber Policies**

2 **Culture Shift: Training and Awareness**

3 **Continued Roll-out of Automated Patching**

4 **IRMC & Faculty Tabletop Exercises & Cloud Defense**

5 **Changing Risk Landscape**

6 **Address Visibility Challenges**

- **Diverse Coverage** — **A balanced portfolio combining advanced automation, external auditing, continuous user education, and clear policy oversight.**

Deliberate Planning

Cyber at Western, and in the Age of AI =

Continuous realignment to balance **Academic Freedom, Research Integrity,** and constantly evolving **Threat Defenses** to protect our campus

Learn more about Western University

Learn more about the *All in* Campaign

Thank you.

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1151 Richmond St, London, ON, Canada
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Western

To: Senators
From: Penny Pexman, Vice-President (Research)
Date: November 3, 2026
Re: Report of the Vice-President (Research) for **November 13, 2026**

Dear Senators,

Please find below a brief overview of my update to the Senate on November 13, 2026.

UNDERSTANDING THE IMPACT OF AI IN RESEARCH

In September, Western Research launched a survey to better understand how artificial intelligence is reshaping the research enterprise and how to best support our community's current and future research activities. Thank you to everyone who took time to respond. We are currently analyzing the responses, and I provide some early observations here. While preliminary, they provide useful insight into how members of our research community are navigating rapidly evolving changes within their disciplines.

Overview

- The survey asked members of the research community about the use of AI in their work, overall stance toward AI, how they use it and how much they expect it to change their field.
- It also explored needed support from Western Research, interest in agentic AI for specific research tasks and familiarity with categories of AI tools.
- Of 434 completed responses, 185 identified as faculty members, 190 as graduate students or postdoctoral scholars, 45 as research support staff and 14 as other roles.
- Respondents represented a wide range of perspectives, from enthusiastic adopters to principled opponents, although most held a middle ground.

Key Findings

- Approximately two-thirds of faculty respondents expect AI to have significant impact on what they research and on how research is conducted in their field.
- Views on AI were divided, rather than uniformly cautious, with faculty respondents more likely than trainees to be enthusiastic about AI and less likely to be opposed to its use.
- AI use is widespread, but selective, with two-thirds of respondents using AI for some research-related tasks.

- Around 17 per cent of faculty and 24 per cent of graduate students and postdoctoral scholars have chosen not to use AI on principle.
- Perceptions of the support Western Research provides are mixed, ranging from 'not enough' (37 per cent) to 'moving too fast' (21 per cent).
- Most respondents have used general-purpose AI assistants, but many have never heard of specialized research tools.

These preliminary findings suggest there is no single perspective on AI within Western's research community. Rather, they point to a research environment characterized by significant interest and meaningful caution, underscoring the need for balanced supports that address the needs of adopters, skeptics and those still determining if or how AI fits into their research practice.

WAFAR GLOBAL CHALLENGE AWARD

The Western Academy for Advanced Research (WAFAR) has launched the Global Challenge Award to catalyze interdisciplinary research teams. It funds focused, in-person time at Western with at least one international collaborator, giving teams the momentum to make real progress on a major challenge facing humanity and to build a compelling case for large-scale external funding.

- Teams receive up to $85,000 over six months to bring their collaborator(s) to campus, advance shared work and lay the groundwork for a major grant application.
- Teams must include at least two Western researchers from different disciplines, one trainee and at least one international scholar who will spend time on campus.
- Applications are due December 15, 2026, with project start dates of February 1, May 1 or September 1, 2027, determined by applicants.
- Application guidelines and forms are available on the WAFAR website.

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 received for the November meeting of Senate.

Membership – Selection Committee for the University Registrar

Action: ☒ Action ☐ Information ☐ Discussion

Executive summary:

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:

- the Provost & Vice-President (Academic) who shall be Chair
- the Vice-Provost (Academic Programs)
- Vice-Provost (Students)
- 3 members elected by Senate, one of whom must be an associate dean (academic)
- 1 Student Senator elected by Senate

Required: One (1) Student Senator elected by Senate

Nominees: TBD (Student Senator)

Required: Three (3) members elected by Senate, one of whom must be an Associate Dean (Academic)

Nominees: Wolfgang Lehmann (SS) (Associate Dean (Academic))

Ken Yeung (Sci) (Associate Dean (Academic))

Nicole Campbell (Schulich) (Member)

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

Action: ☒ Action ☐ Information ☐ Discussion

Executive summary:

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:

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

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

Nominees:

Varsha Vasudevan (GRAD) (Student)

Elizabeth Gillies (Sci) (Member)

Ingrid Johnsrude (SS) (Member)

Sophie Roland (Dean, Music) (Member)

Shawn Whitehead (Schulich) (Member)

Ivey Business School: Revisions to the Policy on "Progression and Graduation Requirements – Business Administration"

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 and Graduation Requirements – Business Administration" be revised as shown in Item 8.1.

Executive Summary:

Background

Senate accepted a recommendation from an Operations/Agenda Committee (OAC) working group that curriculum requirements be removed from academic policy and 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 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 removes the curriculum requirements for the Honours Business Administration (HBA) Program from the policy on "Progression Requirements – Business Administration". A related proposal came forward through Western's governance structure to add the HBA curriculum to the Academic Calendar (proposal approved by the Subcommittee on Undergraduate Academic Courses on October 28, 2026).

Additionally, the Ivey Business School is proposing revisions to the policy on "Progression Requirements – Business Administration" to modernize and clarify the policy by more explicitly articulating the academic foundations of the HBA Program, particularly its reliance on in-person, case-based learning, active classroom dialogue, sustained participation, and professional engagement. The updates consolidate and clarify for students a new program-level framework that aligns policy language with the current HBA structure, Academic Calendar requirements, and the educational principles that underpin the Ivey learning model. By defining attendance, academic consideration, Leave of Absence, and Unsatisfactory Standing more directly, the revised policy provides students, faculty, and administrators with clarified expectations and a consistent and transparent basis for program level decision-making.

The changes also strengthen transparency, fairness, and academic integrity by distinguishing between related but separate processes, including reporting an absence, requesting academic consideration, and receiving approval for alternate academic arrangements. The revised language makes clear that attendance and participation are essential academic requirements, while also recognizing that legitimate circumstances may require formal academic relief through established processes, such as formal accommodations. Overall, the revisions support a more coherent, student-facing policy that reflects current practice, reduces ambiguity, and ensures that progression, graduation, and academic standing decisions are grounded in clear expectations, documented procedures, and the essential learning outcomes of the HBA Program.

The HBA Program's policy on progression differs from Western's in one material respect. HBA progression is assessed in January, in addition to May and August. This additional progression assessment allows the Ivey Business School to provide more timely feedback to students who have not met the progression requirements to continue in the HBA Program. In doing so, students are able to resume a Western degree path without delay and save the expense of typically higher Ivey tuition.

Documentation Provided:

Revisions to the Policy on “Progression and Graduation Requirements – Business Administration”

Progression and Graduation Requirements – Business Administration

Subject:	Progression and Graduation Requirements – Honours Business Administration
Sections:	The Honours Business Administration (HBA) Program; Attendance Requirement; Leave of Absence; Academic Consideration; Progression and Graduation; Unsatisfactory Standing; Academic Requests for Relief and Appeals Procedures; Extended-Time HBA Program; Special Students
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, 2022; September 2020

THE HONOURS BUSINESS ADMINISTRATION (HBA) PROGRAM

The HBA Program is a two-year program taken in Year 3 (HBA1) and Year 4 (HBA2) of an undergraduate degree. For full information on the HBA Program requirements, please refer to the Academic Calendar.

Students in the HBA Program must complete all HBA degree requirements within three consecutive academic years, beginning with the academic year in which they first enter HBA1.

~~The Third Year (HBA1)~~
~~The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of~~

~~the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.~~

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

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

~~The Fourth Year (HBA2)~~
~~The fourth year consists of required and elective courses (6.0 courses). The elective courses allow students to design a personal program of study best suited to their individual needs. A few students concentrate mainly in one functional area; most prefer to select courses from several areas.~~

~~Required (2.5):~~
~~International Perspective Requirement: Business Administration 4505A/B.~~

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

~~Managerial Accounting Requirement: Business Administration 4624A/B~~

~~Applied Project Requirement: Business Administration 4569.~~

~~Electives (3.5):~~
~~3.5 elective courses chosen from 4000 level Business courses (students may substitute a 0.5 2000-4000 level course that is career-related and is not management/business-focused. The course may be from any faculty or affiliate college. Permission of the HBA Program Director is required).~~

1.0 ATTENDANCE REQUIREMENT

A defining feature of the HBA Program is in-person, case-based learning through classroom discussion and dialogue that requires analysis, critical thinking, judgement, and managing for ambiguity.

Learning within the HBA Program occurs through active participation in real-time discussion in which students collectively analyze business problems, evaluate evidence, challenge assumptions, and engage with differing viewpoints. The learning process depends upon interaction among students and faculty and cannot be fully replicated through independent reading, asynchronous review, or written assessment alone.

Students are ordinarily required to attend a minimum of 80% of scheduled class sessions in each HBA course. In most HBA courses, this expectation equates to no more than five missed 80-minute class sessions per course. Individual faculty may prescribe a specific attendance policy for their course, which must be provided in the course outline.

2.0 LEAVE OF ABSENCE

A voluntary, non-medical Leave of Absence (Leave of Absence) allows an eligible student to pause their HBA2 studies for:

- one academic term; or
- two consecutive academic terms.

Students are not required to disclose, explain, or provide documentation concerning their reason for requesting the Leave of Absence. Requests are assessed in accordance with the Leave of Absence eligibility criteria (see section 2.1) and progression requirements of the HBA Program (see section 4.0).

A Leave of Absence is not an academic consideration (see section 3.0) or academic accommodation as defined in the policy on “Academic Accommodations for Students with Disabilities”. It is a student-initiated decision to pause participation in the HBA Program.

2.1 Eligibility

To be eligible for a Leave of Absence, a student must:

- be enrolled solely in the HBA degree program;
- have successfully completed all HBA1 requirements;
- be in satisfactory academic standing;
- not be on academic probation;
- not be in Unsatisfactory Standing;
- remain able to complete all HBA degree requirements within three consecutive academic years of initially entering HBA1.

Eligibility must be maintained until the Leave of Absence is formally approved by the HBA Program Director.

If grades, alleged academic-integrity matters, academic-standing reviews, or other progression decisions are outstanding, consideration of the application may be deferred until the student’s academic standing has been confirmed.

2.2 Exclusions

A Leave of Absence:

- is not available to a student enrolled in an HBA combined degree program;
- cannot be used to pursue or participate in an exchange;
- cannot be used to avoid or delay an academic standing decision;
- does not remove, suspend, or overturn an existing academic standing decision; and
- does not pause, restart, or extend the maximum period for completing the HBA degree.

2.3 Leave Conditions and Return Requirements

The period of an approved Leave of Absence is included within the three-year completion period for the HBA Program. The Leave of Absence does not pause, restart, or extend that period.

A student may not remain registered in HBA courses during a Leave of Absence.

A Leave of Absence applies to participation in the HBA Program as a whole during the approved period. It is not a mechanism for reducing course load while continuing to participate selectively in HBA courses or program activities.

Approval of a Leave of Absence does not guarantee:

- return to a particular section or cohort;
- access to a particular course, elective, instructor, schedule, or experiential learning opportunity;
- continuation under the same curriculum or academic policies that applied before the Leave of Absence; or
- completion of the degree according to the student's preferred schedule.

3.0 ACADEMIC CONSIDERATION

Academic consideration is a formal academic process through which students may request academic relief when an eligible short-term, unforeseen circumstance affects their ability to complete a graded, non-contribution-based academic requirement.

Within the HBA Program, academic consideration applies only to:

- illness (physical or mental health conditions);
- catastrophic life events, including bereavement, serious accidents, or other significant personal circumstances; and

- participation in approved Western Varsity Athletics or approved Ivey Case Competitions that conflict with a graded academic requirement.

Academic consideration does not apply to classroom contribution or participation grades, which reflect sustained engagement in the HBA learning environment. Reporting an absence does not constitute academic consideration and does not automatically result in approval of an alternate academic arrangement for missed contribution.

Approval of academic consideration is not automatic. Each request is reviewed individually in relation to the circumstances presented, the supporting documentation, the timing of the request, the academic requirement affected, and the available options for maintaining fairness and academic integrity. Students must request academic consideration as soon as possible and no later than 48 hours after missed assessment unless their circumstances prevent communication (e.g., hospitalization or incapacitation).

Where academic consideration is approved by an HBA Program Academic Advisor, an alternate academic arrangement may be provided. Students remain responsible for successfully achieving the learning outcomes of the course.

4.0 PROGRESSION AND GRADUATION ~~REQUIREMENTS~~

To be eligible for registration in HBA2 ~~the fourth year~~, HBA1 ~~third-year~~ students must meet the following requirements:

1. Pass all courses with a grade of at least 50%.
2. Achieve ~~an overall~~ a cumulative average of 70% or better in HBA1, as defined by the program.
3. Participate in two Ivey research studies as part of the program. If a student chooses not to participate in the research studies, they can fulfill this requirement by writing review essays of ~~3~~ three to five ~~5~~ pages each, double spaced, on articles of their choice from an approved list of research articles.

To be eligible for graduation, ~~fourth-year~~ HBA2 students must meet the following requirements:

1. Pass all courses with a grade of at least 50%.
2. Achieve ~~an overall~~ a cumulative average of at least 70% over all courses taken in HBA2, as defined by the program.

Students may be "passed by faculty action" by a majority of the teaching faculty attending the HBA1 or HBA2 grades meetings.

A period of academic assessment determines a student's eligibility for admission to,

progression in, or graduation from the HBA Program.

There are three periods of adjudication:

- May (assessment of a student's final grades from the Winter term)
- January (assessment of student's final grades from the Fall term)
- August (assessment of a student's final grades from the Summer term)

5.0 UNSATISFACTORY STANDING

Unsatisfactory Standing is a temporary academic status. If the HBA Program Director determines that a student is at imminent risk of not fulfilling program requirements, the student will be placed in Unsatisfactory Standing. A student who has not met program requirements may be moved into Unsatisfactory Standing but permitted to continue temporarily in the program instead of being removed immediately from the program. A student in Unsatisfactory Standing will be offered an opportunity for remediation and will be provided with conditions for remediation. The student will be monitored by the HBA Academic Advising team while in Unsatisfactory Standing.

Circumstances that may result in students being placed in Unsatisfactory Standing include, but are not limited to:

- failure to satisfy the academic progression requirements of the HBA Program;
- failure to meet the minimum attendance requirements;
- repeated failure to complete required academic work;
- repeated or significant concerns regarding professional conduct or engagement;
- failure to comply with the conditions of remediation assigned to them;
- failure to satisfy conditions established through previous academic decisions; or
- other circumstances that significantly impair a student's ability to meet the requirements of the HBA Program.

Each case is reviewed individually. Decisions are based on the student's overall academic record, the circumstances presented, previous interventions, and the likelihood that the student can successfully return to good academic standing.

A student will be informed of being placed in Unsatisfactory Standing in writing by the HBA Program Director.

If a student meets the conditions for remediation, they will be removed from Unsatisfactory Standing and reinstated fully in the program.

If a student does not meet the conditions for remediation, the student will be required to withdraw from the HBA Program.

If a student has previously been in Unsatisfactory Standing and there are subsequent incidents jeopardizing the student's progression requirements, the student's prior experiences in Unsatisfactory Standing will be taken into consideration when determining the academic progression of the student.

A student will be informed by the HBA Program Director in writing when they are no longer in Unsatisfactory Standing.

6.0 ACADEMIC REQUESTS FOR RELIEF AND APPEALS PROCEDURES

Students wishing to appeal an academic decision of the Ivey Business School should refer to the policy on *Requests for Relief from Academic Decisions* and the corresponding procedures. Students who submit a request for relief to the Dean must do so through the HBA Program Director.

Each step of the appeals process should be initiated as soon as possible and within the timelines as specified in the policy on *Requests for Relief from Academic Decisions* and policy on *Senate Review Board Academic Appeals* and their corresponding procedures.

7.0 EXTENDED-TIME HBA PROGRAM

~~All students are expected to complete the HBA program on a full-time basis.~~ The Extended-Time HBA Program ~~program~~ is intended for HBA2 students who are not able to complete the final year of the HBA Program ~~program~~ because of significant extenuating compassionate or medical circumstances. The Extended-Time HBA Program ~~program~~ is available only with the permission of the HBA Program Director and with supporting documentation.

8.0 SPECIAL STUDENTS

HBA graduates may enroll in HBA2 electives as special students only with permission of the HBA Program Director.

~~Unsatisfactory Standing~~
~~The teaching faculty of each year of the program meet to consider individually the case of each student who has not met the requirements either for progression or graduation. Given the academic performance of the student and all other information available to the Faculty,~~

~~A third year student may be:~~

~~1. Passed by Faculty action~~
~~2. Required to follow a course of action deemed appropriate by the Faculty~~
~~3. Required to withdraw from the Ivey Program~~

~~A fourth year student may be:~~

~~1. Passed by Faculty action~~
~~2. Required to follow a course of action deemed appropriate by the Faculty~~
~~3. Required to withdraw from the Ivey Program~~

~~Academic Requests for Relief and Appeals Procedures~~
~~A request for relief is a request for an exemption from a Senate regulation or a request that a grade on a particular piece of work or a final standing in a course or program be changed. The successive levels for an academic request for relief and appeals are as follows:~~

~~1. consultation with the faculty member~~
~~2. submission of a written request to the Dean, through the Program Director~~
~~3. submission of a written application to the Senate Review Board Academic~~

~~Each step of the appeals process should be initiated as soon as possible and within the timelines as specified in the policy on *Requests for Relief from Academic Decisions* and policy on *Senate Review Board Academic* and their corresponding procedures.~~

Last Reviewed: November 13, 2026 ~~June 6, 2025~~

Update on University Budget Planning Process

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

F. Strzelczyk, Provost & Vice-President (Academic), will provide an update on the university budget planning process.

The guidelines to support Faculties in the development of their budgets is provided for information.

Documentation Provided:

Planning for 2027-28 to 2029-30: Year 1 of a Three-Year Planning Process Guidelines for the Faculties

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Western University

Planning for 2027-28 to 2029-30: Year 1 of Three-Year Planning Process
Guidelines for the Faculties

September 25, 2026

A. Introduction

A year ago, we launched a 2-year budget/plan (for 2026-27 and 2027-28) in the context of a very constrained fiscal environment – where government grants had been frozen since 2016-17, domestic in-province tuition fees frozen since 2019-20, and significant declines in international enrolments and associated tuition revenue. Our planning for the two years involved no new base expenditures.

On February 12, 2026, the provincial government – after a year-long review of the financial situation of Ontario's post-secondary institutions – announced much-needed changes to the domestic tuition framework as well as new funding investments in Ontario's universities. The announcement included the following elements:

1. Tuition rates for domestic in-province students can increase by 2% in each of the next 3 years – 2026-27 through 2028-29.

2. Core operating grant increases over a 2-year period (2026-27 and 2027-28) as follows:
    a. Full funding for all unfunded domestic/eligible students in all programs up to the 2024-25 levels.
    b. Funding weight increases for selected "government priority programs" (known as Weighted Grant Units – WGUs) – welcome news in that these weights have remained constant for nearly 35 years.
    c. Funding rate for all domestic/eligible students (measured in WGUs) to increase in each of 2026-27 and 2027-28 – from $3,165 per WGU in 2025-26 to $3,235 in 2026-27 and then to $3,365 in 2027-28. This is also welcome news in that the rate (i.e. $3,165) has not changed for over 30 years.
    d. Two other changes were also included in the government announcement. The STEM funding (announced in April 2025 as time-limited for three years) was converted to base funding and the Sustainability grant (which was also announced as time-limited in February 2024) was confirmed to end after 2026-27.

The February 12, 2026, provincial announcement also signaled funding for an additional 40,000 student spaces in government's priority program areas. Western, in consultation with the relevant Deans, made proposals for expansion in seven programs and government has confirmed support for five programs. We are currently working to understand government's decisions and will follow up with the Deans in the near future.

In response to the new fiscal parameters, we have already made the following investments in Faculties and Support Units – in 2026-27 (i.e. the current year):

- In recognition of the domestic in-province tuition increases, we committed to base budget increases of $3.2 million to the Faculties and $1.0 million in the Support Units.
- In recognition of the incremental grant funding, we committed to base budget increases of $17 million to the Faculties, $1.3 million to the Support Units, $4 million in support of our deferred maintenance needs, and $4 million for information technology infrastructure renewal expansion.

The much-welcome new government investments and the allowable increase to domestic tuition provides us flexibility in the coming years – and our intention is to return to a normal multi-year planning process/cycle. Therefore, ***we are starting a new 3-year planning cycle spanning the period 2027-28 through 2029-30.*** Through this process, we will be able to respond to university priorities and the associated needs and priorities of our Faculties and Support Units.

Our planning for the upcoming three years will continue to be guided by the priorities outlined in our **Strategic Plan** – ***Towards Western at 150*** – and its focus on our commitment to an outstanding educational experience and scholarship, research, and creativity.

The general approach to the new multi-year process will be as follows:

1. Faculties are initially provided with 3-year budget forecasts – including base budgets, enrolment-related revenue-sharing allocations, and known one-time funding.

2. Each Faculty's planning submission will include confirmation (or update) of its Academic Plan highlighting the Unit's academic priorities and the links to the University's Strategic Plan – including metrics to track progress towards objectives.

3. Based on the budget forecasts, each Faculty's planning submission will include 3-year faculty and staff complement plans, enrolment plans, and space/capital requirements.

4. As part of their planning submissions, Faculties will be invited to make proposals for priority initiatives (and associated resource requirements) for the 3-year planning period.

5. The outcome of the current planning process will include multi-year recommendations for the Faculties – including budgets, enrolments, faculty/staff complements, and space/capital.

6. In the subsequent two planning cycles (i.e. years two and three of the 3-year planning period), the process described in 1 through 5 above will be repeated – i.e. the Faculties will have the opportunity to bring forward new proposals that involve incremental resources and reflect new and existing priorities in their evolving Academic Plans.

B. Resources Available to each Faculty and the Budget Planning Exercise for 2027-28 through 2029-30

A set of revenue projections for the Faculty for the 3-year planning period has been provided in Appendix A – and includes the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted (by the inflationary budget adjustment – IBA) to provide for University-level cost increases, program expansion funding, and self-funded program revenues.

- Funding associated with **Canada Research Chairs (CRCs)** and **Western Research Chairs (WRCs)**.

- Estimated allocations from **the Enrolment-related Revenue Sharing Mechanism** – based on each Faculty's projected undergraduate and graduate enrolments as well as undergraduate teaching responsibilities.

- Funding from the program aimed at supporting Faculties with **PhD enrolment growth**.

- Any **previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

The revenue projections for the Faculty shown in Appendix A do not include possible additional resources which may be allocated as an outcome of this planning cycle – or through each annual planning cycle during the 3-year planning period.

Appendix A shows historical operating revenue information for the Faculty and the 2027-28 through 2029-30 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2026-27 and beyond.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2027 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and negotiated salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times during each year of the 3-year planning period.

C. Elements of the Planning Submission

1. Summary of the Faculty Academic Plan

Deans are asked to include an update on the Faculty's Academic Plan including metrics/data. Discussions at the planning meetings will focus on the Academic Plan priorities, expected outcomes and timelines, measuring progress annually, and aligning resources to outcomes.

2. Enrolment Planning

To support overall University planning and budgeting, Deans are asked to:

a. In the case of Faculties with direct-entry programs, complete Appendix D to provide the preferred first-year class size broken out by domestic and international. Deans should take into consideration the proposals made to the Province for the Priority Growth Fund. It should be noted that the final actual first-year intake plans will be formalized in consultation with the Registrar's Office and based on the application patterns and program-specific entrance standard requirements.

b. Update/confirm the graduate enrolments provided by the Faculties as an outcome of last year's planning process (shown in Appendix E). *Please note that for revenue sharing calculations included in these guidelines, we have reviewed the fall 2026 projected preliminary graduate enrolments and compared them to the fall 2026 plans provided by the Faculties in March 2026, and have made adjustments for future years to reflect major differences in the fall 2026 figures. IPB will follow up with Deans (as necessary) to review the graduate enrolment plans. Deans are asked to carefully review the graduate enrolment plans included in the revenue sharing calculations.*

We do not yet have final data on Western International College (WIC) enrolments, and therefore, Appendix D and E exclude WIC related enrolments.

3. Enrolment-related Tuition Revenue Sharing

In order to support the growth aspirations of the University and the Faculties, we will continue with the sharing of incremental enrolment-related revenues with the Faculties. Appendix C summarizes the preliminary overall enrolment forecasts underlying the revenue-sharing calculations.

Important Note: *for the upcoming 3-year planning period, the Faculties will be provided with 50% of incremental enrolment-related revenues (tuition only) – which is an increase from last year's amount of 40%. Appendix F describes the proposed revenue-sharing mechanism for the upcoming 3-year planning period.*

Our revenue sharing calculations are based on the new government framework for domestic tuition and modest increases in international tuition rates.

4. Faculty/Staff Complement Plan

Deans are asked to provide a faculty and staff complement plan that supports the Faculty's priorities by completing Appendix B. The Faculty complement plan should include approved/pending Canada Research Chairs (CRCs) and Western Research Chairs (WRCs), describe the contract years for limited-term appointments and renewals (e.g. years 1-3; 9-12), and clearly indicate the Unit and academic area of any proposed new hire (not "replacement for X").

5. Resources to Support New University-wide Academic Initiatives: The Academic Priorities Fund (APF)

The University will revert back to its approach of retaining central funds (base and one-time) in order to support Academic Priorities that are in direct support of the University's Strategic Plan.

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available in each year of the 3-year planning period. Proposals should include only academic initiatives and should be directly linked to the University's strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal. Deans are asked to complete the template in Appendix I for each proposal. Please note that APF proposals (in total) are capped at the higher of 0.5% of the Faculty's 2026-27 base budget or $200,000 – in each of the three years and for both base and one-time requests.

6. Capital Projects and Space/Facilities

Deans can submit requests for capital funding (in 2027-28 only) – to support minor capital projects – up to a maximum of $300,000. Prior to submission of capital funding requests, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention. Requests for incremental space should include a clear description of the need and alignment with the Faculty's academic priorities and the University's Strategic Plan. Please use the templates in Appendix J and K for capital and space requests respectively.

Larger space/facilities proposals (e.g. major renovations, building expansion, new facilities) to support the Faculty's academic priorities – in particular "growth" – should be included in the Academic Plans section (C.1).

7. Budget Planning Template

Appendix A provides the budget planning template for the 3-year planning period. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and adjust the revenue lines (excluding the base budget line) as necessary. Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2026-27). As we get

closer to the official November 1 enrolment count date, IPB will update the revenue-sharing estimates. If there are major changes, Deans will be notified of the changes.

The total budget must be balanced at the end of the 3-year planning period (i.e. cumulative surplus/deficit must be greater than or equal to zero), and the in-year deficit in the final year (2029-30) must be within 1% of the Faculty's base budget plus revenue sharing for that year.

Important note: In assessing the in-year deficit level (to meet the 1% threshold), major one-time expenses will be excluded from the calculations. Please consult with your Planning Analyst in IPB.

8. Fundraising and Other Restricted Funding Sources

Fundraising (through endowment income and expendable donations) provides substantial additional resources to the University and the Faculties in the areas of Chairs/Professorships, Student Aid, Research Initiatives, Academic Enrichment, and Other Priority Needs. In addition, Faculties also generate revenues through continuing education initiatives and research partnerships. Appendix L provides a high-level summary of these non-operating resources available to your Faculty. Colleagues from Financial Services and IPB will meet with you and your Directors of Administration to review Appendix L and provide additional detailed information. Deans are asked to review Appendix L and comment on the opportunities available to integrate these resources into your budget planning – to support your priorities in an optimized manner. These non-operating resources should be treated as an important funding source to support our priorities.

D. University-wide Planning Policies/Considerations

In preparing their planning submissions, Deans should consider the following University-wide planning and budgeting policies:

- The policy of ***guaranteeing courses to first-year students*** has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.

- The ***Faculty Turnover Recovery Policy*** – which has been suspended since 2016-17 – was re-instated starting in 2026-27. The specifics of the policy are as follows:
    - The policy applies to retirements or other exits of tenured/probationary faculty members over the age of 55.
    - The policy will apply to retirements signed on or after May 1, 2026 – including phased retirements.
    - Under this policy, the retiring/exiting members salary plus benefits will be returned to the central budget – and a sum equal to 1.4 times the assistant professor floor salary plus benefits will be transferred to the Faculty budget.

- In the case of phased retirements, the turnover recovery will be applied on the date the member actually leaves Western – i.e. at the end of the phased retirement period.

The re-instatement of faculty turnover recovery policy was formally confirmed in the February 2026 budget letter to the Faculties.

- Faculties will continue to receive one-time funding (to support ***spousal hiring***) equal to one third of the annual salary plus benefits – for a maximum of three years – in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term appointment. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for an off-cycle tenured/probationary hiring approval may be submitted to the Provost. All provisions of the UWOFA Collective Agreement must be observed. It should be understood that such a request may replace other tenured/probationary positions currently in the plan. *Please note that, after the 3-year period, central funding comes to an end – and the Faculties involved are responsible for the full salary of the spousal appointment.*

- ***Supplementary Fees*** provide resources to offset specific program-related costs and are approved formally by our Board of Governors. **Changes to existing fees and new fee proposals must be brought forward through the annual planning process**. Please use Appendices G and H for supplementary fee related proposals, in consultation with IPB. *Please note that new fees and changes to existing fees must be brought forward through the planning submissions in order to receive approval by the Board of Governors*.

E. Conclusion

Western's planning process, both at the University-level and the Faculty-level, allows for systematic investment in areas of strength and priority. Our planning approach is the vehicle by which the University Strategic Plan, Faculty Academic Plans, and Support Unit Operational Plans are implemented within the resources available in a competitive environment. Through this process, we also fulfill our ongoing obligation to plan for our University's future in a selective, transparent, and accountable fashion.

Our thanks to you and all your colleagues for your support and commitment to Western – and your contributions to our planning process.

Please submit an Electronic Version (single PDF file) to Ruban Chelladurai 10 days prior to your Planning Meeting Date. This timeline is required in order to complete the final review of the plans.

Western University

Faculty

Budget Planning, 2027-2028 through 2029-2030

		<a>	<b>	<c>	<d>	<e>	<f>	<g>
		2023/2024	**2024/2025**	**2025/2026**	**2026/2027**	**2027/2028**	**2028/2029**	**2029/2030**
		Year-End Actual	Year-End Actual	Year-End Actual	Projected Year-End	Budget Plan	Budget Plan	Budget Plan
1	***Funds Available***							
2	**Base Operating Budget (excluding CRCs)**							
3	Canada Research Chairs							
4	Other Approved Base Budget Adjustments							
5	Revenue Sharing on Incremental Enrolments							
6	ECF, GEF, and GEF+							
7	One-Time Funding							
8	Operating Revenues/Transfers In							
9	Recoveries							
10	***Funds Available excluding Carryforward***							
11	Carryforward from Previous Year							
12	***Total Funds Available***							
13	***Expenditures***							
14	Full-Time Faculty Salaries							
15	Part-Time Faculty Salaries							
16	Faculty: Contracted Service							
17	Full-Time Staff Salaries							
18	Part-Time Staff Salaries							
19	Staff: Contracted Service							
20	GTA Salaries							
21	Other Graduate Student Salaries							
22	**Total Salaries**							
23	Employee Benefits: Full-Time Faculty							
24	Employee Benefits: Full-Time Staff							
25	Employee Benefits: Other							
26	**Sub-Total Employee Benefits**							
27	**Total Salaries and Benefits**							
28	**Non-Salary Expenses**							
29	Graduate Student Awards / Scholarships							
30	Provision for Equipment / Computers							
31	Computing Equipment, Software and Maintenance							
32	Travel							
33	Receptions & Entertainment							
34	Canada Research Chairs Expense							
35	All Other Expenses							
36	**Total Non-Salary Expenses**							
37	***Total Expenditures***							
38	**Cumulative Surplus/(Deficit)**							
39	**Less: Carryforward (from line 11)**							
40	**In-Year Surplus/(Deficit)**							

Western University

Faculty

Full-Time Faculty / Staff Complement Planning, 2027-2028 through 2029-2030

	2023-2024	2024-2025	2025-2026	2026-2027 **(as of Aug. 31/26)**	2026-2027 **Proj. Year-End**	2027-2028 **Plan**	2028-2029 **Plan**	2029-2030 **Plan**
Faculty								
Tenured/Probationary								
Canada Research Chairs: Tier 1								
Canada Research Chairs: Tier 2								
Continuing / Probationary Teaching Scholars								
Limited-Term/Permanent								
Other (excluding Physicians)								
Sub-Total Faculty								
Partially Non-Operating Funded Included Above (Excluding CRCs)								
Fully Non-Operating Funded Included Above (Excluding CRCs)								
Joint Appointments (Included Above)								
Joint Appointments (Not Included Above)								
Staff								

Notes:

All data are as of April 30th, except for 2026-27, which are as of August 31, 2026.

Data includes all regular full-time appointments, regardless of funding source, and excludes employees on LTD.

Western : Constituent University

PRELIMINARY ESTIMATES FOR 2026-27 ENROLMENTS AND PROJECTIONS FOR 2027-28 TO 2031-32

		Actuals				2026-27		Projections				
		2022-23	2023-24	2024-25	2025-26	Plan	Est'd Nov 1	2027-28	2028-29	2029-30	2030-31	2031-32
1	**Constituent University**											
2	**Full-Time Undergraduates**											
3	Arts & Humanities	864	923	1,030	990	987	1,007	1,018	1,007	1,008	995	995
4	Business (HBA)	1,210	1,336	1,376	1,368	1,356	1,356	1,356	1,356	1,356	1,356	1,356
5	Dentistry	281	281	283	284	284	285	284	284	284	284	284
6	Education	703	783	887	866	864	865	886	886	886	886	886
7	Engineering	2,497	2,590	2,919	3,109	3,195	3,247	3,505	3,613	3,758	3,891	3,891
8	Health Sciences											
9	Foods & Nutrition			237	229	173	190	189	212	221	225	225
10	Family Studies			140	168	169	200	207	249	246	233	233
11	BHSc Program	1,437	1,546	1,603	1,755	1,924	1,848	1,849	1,842	1,772	1,716	1,716
12	Kinesiology	1,311	1,293	1,337	1,350	1,409	1,435	1,507	1,538	1,566	1,560	1,560
13	Nursing	1,180	1,326	1,325	1,417	1,556	1,582	1,711	1,597	1,435	1,452	1,452
14	Law	496	503	510	509	530	524	530	530	530	530	530
15	MACS (Media and Communication Studies)	880	909	994	961	976	948	956	923	912	922	922
16	Medicine											
17	MD Program	689	698	716	742	749	774	754	754	754	754	754
18	B.Med.Sci. Program	1,305	1,199	1,117	1,151	1,217	1,161	1,155	1,203	1,259	1,302	1,302
19	Music	410	375	414	425	460	419	440	437	451	470	470
20	Science - B.Med.Sci.	1,546	1,500	1,529	1,609	1,725	1,684	1,796	1,856	1,855	1,856	1,856
21	Science - Computer Science			481	1,317	1,538	1,329	1,007	786	754	804	817
22	Science - All Other	4,416	4,763	4,377	3,388	2,951	3,067	3,386	3,710	3,904	4,045	4,076
23	Social Science - MOS	3,397	3,457	3,433	3,315	3,350	3,262	3,200	3,207	3,264	3,291	3,291
24	Social Science - All Other	4,280	4,469	4,510	4,282	4,189	4,100	4,050	4,100	4,209	4,251	4,257
25	**Total Full-Time Undergraduates**	**26,902**	**27,951**	**29,218**	**29,235**	**29,602**	**29,283**	**29,786**	**30,090**	**30,424**	**30,823**	**30,873**
26	Concurrent Programs	370	384	381	370	370	311	370	370	370	370	370
27	ISSAP			7	15	15	0	15	15	15	15	15
28	Medical Residents	999	1,023	1,048	1,084	1,100	1,098	1,134	1,159	1,159	1,159	1,159
29	**Full-Time Graduates**											
30	Masters	4,231	4,370	4,664	4,410	4,582	4,269	4,714	4,758	4,797	4,825	4,825
31	Doctoral	2,415	2,477	2,557	2,602	2,546	2,634	2,504	2,504	2,495	2,493	2,493
32	**Total Full-Time Graduates**	**6,646**	**6,847**	**7,221**	**7,012**	**7,128**	**6,903**	**7,218**	**7,262**	**7,292**	**7,318**	**7,318**
33	**Total Full-Time Enrolment**	**34,917**	**36,205**	**37,875**	**37,716**	**38,215**	**37,595**	**38,523**	**38,896**	**39,260**	**39,685**	**39,735**
34	**Part-Time FTEs**											
35	Undergraduate	2,537	2,671	2,614	2,625	2,600	2,684	2,600	2,600	2,600	2,600	2,600
36	Education (AQs)	416	452	361	348	375	244	375	375	375	375	375
37	Masters	111	96	89	90	90	80	90	90	90	90	90
38	Doctoral	32	30	29	30	30	33	30	30	30	30	30
39	**Total Part-Time FTEs**	**3,096**	**3,249**	**3,093**	**3,093**	**3,095**	**3,041**	**3,095**	**3,095**	**3,095**	**3,095**	**3,095**
40	**Total Constituent FTEs**	**38,013**	**39,454**	**40,968**	**40,809**	**41,310**	**40,636**	**41,618**	**41,991**	**42,355**	**42,780**	**42,830**
	Rows 59 to 98 Included above											
41	**International Students**											
42	Constituent Full-Time											
43	Undergraduates	2,593	2,398	2,212	1,949	1,731	1,735	1,754	1,818	1,992	2,144	2,233
44	Medical Residents	189	207	225	235	225	231	225	225	225	225	225
45	Masters (excluding Ivey)	818	905	1,016	655	698	517	729	759	792	816	816
46	MBA (Regular), Ivey MSc	222	239	254	281	245	230	254	233	233	233	233
47	Executive MBA	1	0	0	2	0	5	0	0	0	0	0
48	Doctoral	875	941	954	954	901	962	885	875	868	863	863
49	**Year 1 Only**											
50	**Constituent**											
51	Arts & Humanities	202	257	281	259	265	272	260	260	260	260	260
52	Engineering	893	848	948	985	950	1,018	1,190	1,190	1,190	1,190	1,190
53	Health Sciences											
54	Foods & Nutrition			39	58	60	59	60	60	60	60	60
55	Family Studies			17	52	50	60	50	50	50	50	50
56	BHSc Program	387	477	466	528	525	522	460	460	460	460	460
57	Kinesiology	351	344	369	373	370	406	400	400	400	400	400
58	Nursing	142	176	187	208	205	214	235	235	235	235	235
59	MACS (Media and Communication Studies)	212	244	324	287	290	259	275	275	275	275	275
60	Music	88	98	144	114	135	110	135	135	135	135	135
61	Science - B.Med.Sci.	1,000	981	920	1,028	1,020	1,052	1,150	1,150	1,150	1,150	1,150
62	Science - Computer Science			481	332	330	194	250	260	270	270	270
63	Science - All Other	1,033	1,084	518	564	600	604	670	680	690	690	690
64	Social Science - MOS	1,151	1,200	1,054	909	1,000	955	1,000	1,000	1,000	1,000	1,000
65	Social Science - All Other	1,009	990	900	905	1,000	965	1,000	1,000	1,000	1,000	1,000
66	**Total Year 1 - Constituent**	**6,468**	**6,699**	**6,648**	**6,602**	**6,800**	**6,690**	**7,135**	**7,155**	**7,175**	**7,175**	**7,175**
67	**Masters**											
68	All Programs (excluding MBAs)	3,429	3,512	3,803	3,550	3,664	3,423	3,738	3,768	3,807	3,835	3,835
69	Ivey (excl EMBA)	631	653	654	687	738	670	789	799	799	799	799
70	Executive MBA	171	205	207	173	180	176	187	191	191	191	191
	For Information											
71	Year 1 Constituent International Students	684	622	523	427	465	447	510	560	610	610	610

Fall 2027 Enrolment Planning -- First Year Intake -- Input from Deans

September 25, 2026

	Fall 2023 actual	Fall 2024 actual	Fall 2025 actual	Fall 2026 est (as of Sep 25, 2026)	Fall 2027	Fall 2028	Fall 2029	Fall 2030	Fall 2031
Total Full-Time First Enrolment History <a>									
Domestic									
International									
Total									
% International									
Input from Deans									
Preferred Total First-Year Class Size									
Max Total First-Year Class Size									
Maximum % International									
or . . . . Maximum # of International									

<a> All enrolment counts are as of November 1st of each year.

Deans are asked to fill in the blue-shaded cells

Table 1

Western University

Graduate Enrolment Summary: Faculty

--- To be Updated by Faculty ---

	2024-25 Actual				2025-26 Actual				2026-27 Plan	2026-27 Estimated	2027-28p	2028-29p	2029-30p	2030-31p	2031-32p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Masters															
Domestic															
International															
Total Masters															
Ph.D															
Domestic															
International															
Total Ph.D															
Total															
Domestic															
International															
Total Graduate															

<1> All figures are as of November 1st of each year.

Appendix F

Enrolment-related Revenue Sharing for 2027-28 through 2029-30

A. Previous Revenue Sharing System and Allocations

1. The previous revenue sharing system ended with the 2026-27 allocations – which were based on 2025-26 enrolments/teaching.

2. The 2026-27 allocations were rolled into Faculty base budgets in August 2026 – and became part of the Faculties' 2026-27 base budgets, which were used to launch the current 3-year budget cycle (i.e. for 2027-28 to 2029-30). Interdisciplinary programs are included in the overall Faculty budgets.

B. Looking forward: Maintaining overall Enrolment Levels, by Faculty

3. The new enrolment baselines for the Faculties are the 2025-26 enrolments/teaching. This includes program enrolments, undergraduate direct-entry course registrations, and weighted teaching units (WTUs). *Note: "Weighted Teaching Units (WTUs)" is a composite measure that captures overall teaching activity in the Faculty – including domestic and international students in all undergraduate and graduate programs. Using the WTUs in measuring the baseline gives the Faculties maximum flexibility in planning/managing enrolments in order to achieve the baseline enrolment level.*

4. Faculties must maintain overall enrolment/teaching levels such that their annual WTUs are maintained at the 2025-26 figures. Under the corridor system, the University must maintain overall enrolments (2024-25) in order to receive our base operating grants. Therefore, Faculty-specific enrolment levels will be reviewed in detail as part of the planning process.

C. Revenue Sharing in the New 3-Year Cycle

5. There are two separate revenue-sharing systems – one for undergraduate enrolments/teaching and one for graduate enrolments.

6. In order to receive funding from one/both of the two systems, Faculties must meet the criteria set out in B.4. above. *Note: since we are into a new enrolment/budget environment (largely due to government funding changes), this criteria (i.e. the requirement for Faculties to maintain overall WTUs at the 2025-26 levels) will be waived for the 2026-27 enrolments which will result in revenue sharing in 2027-28.*

7. If the criteria in B.4. is met, funding will be allocated – on a **slip-year basis** – as follows:

    a. ***Undergraduate***: In the undergraduate component, revenue sharing will recognize both the students' Faculty of registration as well as the teaching of the direct-entry program students by all Faculties. ***The overall level of undergraduate revenue sharing is 50% of incremental revenues.***

For direct-entry undergraduate programs/teaching, revenue sharing will be as follows:

- 30% of incremental tuition will be provided to the Faculties where the students are registered.
- In addition, the equivalent of 20% of incremental undergraduate direct-entry tuition (in total) will be distributed based on incremental full-course-equivalent (FCE) course registrations over the baseline year.
    - i.e. funds will be distributed using an "average rate" per incremental FCE – which shall be calculated by dividing the incremental tuition revenue by the incremental full-year FTE enrolment, which will further be divided by the normal full-time student load of 5 FCEs.
    - The average rate per incremental FCE will be set at a minimum (i.e. floor) of $222 FCE course registration which is based on the current domestic direct-entry undergraduate tuition net of 10% government-required set-aside for student aid. The specifics of the calculation are as follows:
        - Current (2026-27) tuition rate $6,171
        - Net of 10% set-aside for student aid $5,554
        - Per course registrant (based on normal load of 5) $1,111
        - 20% based on teaching activity $ 222

      If the actual rate is higher than the $222, then the actual rate will be used.
- The combination of these two components equates to 50% of the incremental tuition revenue flowing to the Faculties.
- Both domestic and international students will be captured in the calculations. Therefore, it should be noted that, if there is growth in one category and decline in the other, there will be a "netting" impact.

For second-entry programs (i.e. JD, MD, DDS, B.Ed.), 50% of incremental tuition will flow to the Faculties – both domestic and international.

Note: "New direct-entry undergraduate courses" must receive explicit Provostial approval – in order to be eligible for revenue sharing funding. Such approval must be received prior to taking the course forward through the Senate committee approval process. It is important that Deans respect this requirement.

b. ***Graduate – Tuition***: For each incremental student above the 2025-26 enrolment level, 50% of the tuition rate (domestic or international) will flow to the Faculties. For programs with domestic tuition higher than $12,000 or international tuition higher than $32,000, 60% of the tuition will flow to the Faculties. The $12,000/$32,000 thresholds apply to the 2027-28 allocations – and will be adjusted in subsequent years by the rate of increase/decrease applied to category 2 graduate tuition fees.

D. Other General Parameters

8. Enrolments will be measured as full-year FTE counts (i.e. capturing all 3 terms) – in the undergraduate and graduate revenue sharing calculations.

9. The tuition rates to be used in the undergraduate revenue sharing calculations will be net of the following two central costs:
    a. To account for the costs associated with international recruitment activities, the rates will be reduced by 2.5%.
    b. The University will set aside 10% of incremental domestic tuition revenue and 5% of incremental international tuition revenue to augment centrally-funded undergraduate student aid programs. Therefore, the tuition rates will be adjusted downwards accordingly – 10% for domestic rates and 5% for international rates.

10. Based on government regulations, some international students are exempt from paying the higher international tuition rates (e.g. refugees, children of diplomats). In revenue sharing, these students will be counted as domestic students. *Please note that, in recent years, the proportion of international students exempt from paying international tuition has continued to increase*.

11. The province now allows for increases (up to 5%) for domestic out-of-province students. Western implemented these increases starting with the 2023-24 budget year. However, for revenue sharing in the new 3-year planning period, domestic out-of-province students will be treated as domestic Ontario students.

E. Glossary

Full-Course Equivalent Course Registrations (FCEs)

At Western, undergraduate courses are offered primarily as half courses or full courses – but also include a small number of quarter courses and three-quarter courses. FCE course registrations in a particular class (i.e. a section of a course) are calculated by multiplying the number of students registered in that class by the following weights:

Quarter Courses	0.25
Half Courses	0.50
Three-Quarter Courses	0.75
Full Courses	1.00

The above calculation provides the FCE course registration for that course. The sum of the FCE course registrations in all course sections taught by a Faculty results in the total FCE course registrations (FCEs) for that Faculty. This approach is consistent with the approach used by the provincial government in calculating FTEs which are used in government operating grant calculations.

Full-Year Full-Time Equivalent Enrolments (FTEs)

Undergraduate

Undergraduate direct-entry program FTE enrolment in a Faculty is the sum of FTEs in each of the three terms – summer, fall, winter.

- Summer term FTEs are calculated – on a student-by-student basis – by dividing the FCE courses taken by each student divided by the expected normal full-time course load for the student's program of registration. For example, if a student registered in English in the Faculty of Arts & Humanities takes 3 half courses (which equates to 1.5 FCEs), this student equates to 0.3 FTEs.
- The same approach is taken in the fall and winter terms combined. For example, if a similar student in Arts & Humanities takes 4 half courses in the fall term (which equates to 2.0 FCEs), 5 half courses in the winter term (which equates to 2.5 FCEs), and 1 full course that spans both terms (which equates to 1.0 FCE) – resulting in 5.5 FCEs for that student – then the student equates to 1.1 FTEs.

For undergraduate professional/2nd-entry programs, the fall term FTEs are used as a rough-justice measure of full-year FTEs – with full-time students counted as 1 FTE and part-time students counted as 0.3 FTE.

Graduate

Graduate FTE enrolment in a Faculty is also the sum of FTEs in each of the three terms – summer, fall, winter. In each term, each full-time student is counted as 1.0 FTE and each part-time student is counted as 0.3 FTE – consistent with the approach used by the provincial government. The sum of FTEs in each term are then divided by 3 because each term is 1/3rd of the full academic year – giving a per-term total graduate FTE for that Faculty. The sum of the per-term FTEs for all three terms gives the total graduate FTE for that Faculty. Graduate FTE calculations are done separately for masters and doctoral programs.

Weighted Teaching Units (WTUs)

Weighted Teaching Units capture overall teaching activity within the Faculties. WTUs incorporate graduate enrolments from programs housed within each Faculty, undergraduate enrolments in professional/2nd-entry Faculties, and undergraduate teaching – which is measured by full-course-equivalent (FCE) course registrations, irrespective of the students' Faculty/program of registration. WTU calculations include domestic and international students in an equal manner. The specific weights assigned to the various categories are:

Undergraduate Course Registrations (3 terms)	0.4	(equates to 2.0 per FTE student)
Education, Law FTEs (fall term)	2.0	
Medicine (M.D.) FTEs (fall term)	4.0	
Medical Residents (fall term)	1.0	
Dentistry (D.D.S.) FTEs (fall term)	4.0	
Graduate Diplomas	2.5	
Master's FTEs (fall term)	3.5	
Ph.D. FTEs (fall term)	7.0	

The following self-funded programs are excluded from WTU calculations: International Medical Residents, International Dentistry (DDS) Students, Additional Qualification (AQ) enrolments in the Faculty of Education, and all non-credit programs/courses.

Western University

Proposed 2027-28 PROGRAM-SPECIFIC TUITION FEES

			2026-27	Proposed 2027-28	
			Amount	Amount	% change
1					
2					
3					
4					
5					

Western University

Proposed 2027-2028 PROGRAM-RELATED FEES

			2026-27 Amount	Proposed 2027-28 Amount
1				
2				
3				
4				
5				

Western University

Proposed 2027-28 APPLICATION FEES

			2026-27 Amount	Proposed 2027-28 Amount
1	**Graduate Programs**			
2				
3				
4				

Western University

Proposed 2027-28 SUPPLEMENTAL FEES AND OTHER CHARGES

				2026-27 Amount	Proposed 2027-28 Amount
1					
2					
3					
4					
5					

Western University

Supplementary Fee Proposal: New Fee or Change to Existing Fee

Faculty:

Title of Proposal:

Is this a new fee? Yes ☐ No ☐

Summary of Proposal

Background and Rationale

Contact Person – Name, Phone, email

Western University

Academic Priorities Fund (APF) Request

Faculty:	
Title of Proposal:	
Rank:	

Base Funding

	2027-28	2028-29	2029-30	Total
Total Cost				
APF Request				
Balance from Faculty				

One-Time Funding

	2027-28	2028-29	2029-30	Total
Total Cost				
APF Request				
Balance from Faculty				

Description/Summary of Proposal – including Relationship to Academic Plan:

Western University

Capital Project Request

Faculty:	
Title of Proposal:	
Rank:	
FM Quote	***(please do not submit detailed quote)***

Budget Request

	2027-28
Total Cost	
Capital Request	
Balance from Faculty	

Description/Summary of Proposal – including Relationship to Academic Plan:

Western University

Additional Space Request

Faculty:	
Description of Space:	
Rank:	

Type of Space	2027-28 Space Request (s.f.)	2028-29 Space Request (s.f.)	2029-30 Space Request (s.f.)
Office			
Research			
Office/Research (Hybrid)			

Description/Summary of Proposal – including relationship to Academic Plan:

Faculty Proposal To Fund 50% of Additional Operating Costs (Estimated at $23/sf; 50% = 11.5/sf):

Faculty

Fund 4 Balances - Endowment Income, Expendable Donations & Other Restricted Funds

	2025-26						2026-2027	
Project Type	**Balance Forward**	**May 2025 Allocation for Spending**	**In-Year Expendable Revenue**	**Recapitalization**	**Expenses and Transfers**	**Ending Balance**	**May 2026 Allocation for Spending**	**Starting Position for 2026-27**
Academic Enrichment								
Chairs, Professorships, Fellowships								
Continuing Education								
Highest Priority Needs								
Miscellaneous								
Research								
Student Aid								
Grand Total								

Notes

Allocation for Spending is the annual funding provided by endowments that can be spent as per MAPP 2.11 - Investment Payout Policy

Revenue includes donations, sponsorships, interest and other revenues

Continuing Education includes on-going initatives only.

Renewal of Western Institute for Earth and Space Exploration

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups provides for the renewal of established Institutes. Per section III, 2.00:

> "The initial term of a Centre or Institute shall normally not exceed five years. Upon application, additional terms, each normally not exceeding five years in duration, may be granted by the Vice-President (Research) in consultation with the Provost & Vice-President (Academic) and the relevant Dean(s), and subject to the satisfactory review of the objectives, operation and budget of the Centre or Institute. The Vice-President (Research) will notify the URB of any renewal or expiration of the term of a Centre or renewal of an Institute."

In 2025, the Vice-President (Research) initiated an external review of the Western Institute for Earth and Space Exploration. The Institute has been renewed for a second five-year term ending December 31, 2031.

The External Review Outcome Report & Renewal Status is attached.

Documentation Provided:

Institute for Earth and Space Exploration (Western Space) External Review Outcome Report and Renewal Status

Institute for Earth & Space Exploration (Western Space) External Review Outcome Report & Renewal Status

Review Process Summary

In 2025, Western's Vice-President (Research) initiated an external review of Western Space through consultation with the director and the Western Research Institute Governing Board. Throughout the fall, the office of the Vice-President (Research) worked with the institute director to finalize the review process and external review board nominations and to review and approve package details. The director led the consultation phase from January-May 2026, producing a term report, supporting materials and a draft five-year strategic plan.

Consultation activities included meetings with internal constituents, surveying members of the Western Space community, thematic workshops and development meetings. These materials were subsequently shared with the external review board, which spent two days on campus in June to gather further information for its report. The review board was tasked with assessing the institute's strengths, weaknesses, opportunities and threats, and analysing leadership and structure, the scope of research, level of engagement, support for major funding proposals and the profile and reputation of Western Space. The final report was submitted to the Vice-President (Research) in August 2026.

External Review Board Members

Meeting MAPP 7.9 requirements, the external review board was composed of:

- Athena Coustenis - *Director of Research Exceptional Class, National Centre for Scientific Research (CNRS) of France, Paris Observatory*
- Philip Ferguson - *Professor, Magellan Industrial Research Chair, Department of Mechanical Engineering, University of Manitoba*
- Giuseppe Iaria - *Professor, Faculty of Arts, Department of Psychology, Founder Canadian Space Health Research Network, University of Calgary*
- Greg Kopp - *Professor, Department of Civil & Environmental Engineering, Western University - ImpactWX Chair in Severe Storms Engineering, Director of the Canadian Severe Storms Laboratory*

Key findings of the External Review Board

The external review board unanimously recommended the renewal of Western Space for a further five-year term. It noted that the institute has demonstrated consistent growth in research funding, broadened its interdisciplinary membership across faculties, delivered two CSA-funded CubeSat missions, established operational Mission Control and Ground Station infrastructure, developed a portfolio of more than 30 active industry partners and produced a credible and detailed five-year strategic plan. To support the institute's success in the next term, the board recommended:

1. Increasing the institute's overall budget to establish financial sustainability and long-term resilience by expanding the current financial model.

2. Developing a comprehensive communications strategy focused on national and international visibility.
3. Formalizing the institute's international hub function through memoranda of understanding and joint program agreements with key international partners and international networks.
4. Evaluating reporting structure in the office of the Vice-President (Research) to maximize synergies across interdisciplinary activities and to strengthen partnerships.
5. Identifying and tracking rigorous measures of research integration to capture interdisciplinary depth.
6. Conceptualizing an integrative Arctic research proposal drawing on strengths of all four priority areas to target the Canda First Research Excellence Fund or equivalent large-scale funding mechanism.
7. Establishing a succession plan and securing extra support in the institute to offset responsibilities of the director and the small operational team.
8. Integrating representatives from the External Advisory Council into the Research Advisory Committee and Governing Board to strengthen independent oversight.
9. Creating an institute-specific plan for establishing, maintaining and evolving research security.
10. Putting into place a formal EDIAD action plan with measurable and time-bound targets.
11. Expanding reach for undergraduate student engagement with dedicated programming to attract students in artificial intelligence, engineering and other emerging fields.
12. Developing a written strategic continuity plan to mitigate institutional memory risks associated with staff turnover and leadership changes.

Vice-President (Research) Update & Recommendations

The institute has demonstrated substantial achievements during its initial term and is well positioned for continued growth and impact during its second term. With a satisfactory review of the objectives, operation and budget of the institute in hand, the Vice-President (Research), in consultation with the Provost & Vice-President (Academic) and the relevant Dean(s), has approved the renewal of Western Space for a second five-year term ending December 31, 2031, with Sarah Gallagher as its director.

The office of the Vice-President (Research) and Western Space are working together and with relevant units to address or incorporate appropriate recommendations into operations. As examples, two new associate directors will be appointed to the executive committee; Western Communications has assigned a team member to help develop a communications strategy; pilot programs for complementary financial growth mechanisms are in place or being explored; and a revised five-year strategic plan is being discussed within institute leadership structures. Further consultations are planned in the coming months to review and address additional recommendations.

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 ARTS AND HUMANITIES	
Robert DiSalle (Philosophy)	Until June 30, 2027

Order of Ceremony – Spring Convocation 2027

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Secretariat was recently informed that the Law Society of Ontario has scheduled the June barrister exam, which all new lawyers must take to be licensed to practice law, for June 8, 2027. To avoid conflicting with the exam, the convocation date for the Faculty of Law has been amended to June 9, 2027 at 3:00 pm. There has been no change to the dates or times of ceremonies of other Faculties.

The revised Order of Ceremony has been posted to the Secretariat website. The Faculty of Law has also been informed of the new ceremony date.

Documentation Provided:

Order of Ceremony – Spring Convocation 2027

Order of Ceremony – Spring Convocation 2027 (#329)

SPRING 2027	10:00 a.m.	3:00 p.m.
Monday, June 7		Faculty of Science (All degrees) *
Tuesday, June 8	Faculty of Engineering (All degrees) * Schulich School of Medicine & Dentistry (Graduate programs) *	Don Wright Faculty of Music (All degrees) * Schulich School of Medicine & Dentistry (DDS & MD) Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honours and 4 yr BMSc, BSc Neuroscience)
Wednesday, June 9	Faculty of Arts & Humanities (All degrees) * Huron University College (All degrees) * Ivey Business School (Graduate programs) *	Faculty of Information and Media Studies (All degrees) * Ivey Business School (BA Honours) Faculty of Law (All degrees) *
Thursday, June 10	King's University College (All degrees) * Faculty of Social Science (Graduate programs, BA Honours, BSc Honours, Diplomas and Certificates) *	Faculty of Social Science (4 yr BA, 3 yr BA, BMOS Honours and BMOS)
Friday, June 11	Faculty of Education (All degrees) * Faculty of Health Sciences (Honours, 3 yr and 4 yr BA/BSc, Diplomas and Certificates)	Faculty of Health Sciences (Graduate Programs, Nursing, Kinesiology) *

* Includes graduate programs from the School of Graduate & Postdoctoral Studies hosted by the ceremony's noted Faculty.

May 13, 2027 – Huron Theology Convocation

Replacement for Committee Member: Senate Committee on University Planning

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

At its November 4, 2026, meeting the Senate Nominating Committee filled a mid-term vacancy by appointing **Mariam Hayward** to serve on the Senate Committee on University Planning for a term ending June 30, 2027.

Schulich School of Medicine & Dentistry: Revisions to the Policy on "Progression Requirements – Doctor of Medicine" and Addition of the Doctor of Medicine Program Requirements to the Academic Calendar

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 – Doctor of Medicine" be revised as shown in Item 13.3(a).

Executive Summary:

Background

Senate accepted a recommendation from an Operations/Agenda Committee (OAC) working group that curriculum requirements be removed from academic policy and 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 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 relocates the curriculum requirements for the Doctor of Medicine (MD) Program from the policy on "Progression Requirements – Doctor of Medicine" to the Academic Calendar. Although the curriculum is unchanged, the formatting of the curriculum has been altered to conform with standard practices for Calendar Copy. The new Academic Calendar Copy for the MD Program is provided to the committee for information. A separate proposal was channeled through the Subcommittee on Undergraduate Academic Courses to add all existing Medicine courses to the Academic Calendar (October 28, 2026).

Additionally, revisions to the policy on "Progression Requirements – Doctor of Medicine" are proposed to include a reference to the Professionalism Procedure, a companion to the Schulich School of Medicine & Dentistry Undergraduate Medical Education's Statement on Professionalism. The Professionalism Procedure was developed and approved by the Undergraduate Medical Education Policy Subcommittee, Curriculum Committee, and Joint Schulich Council as an accompanying document to operationalize the Statement on Professionalism. The Professionalism Procedure operationalizes the Statement by establishing the processes for reporting, receiving, screening, reviewing, documenting, and responding to professionalism concerns. It is intended to support fair, timely, transparent, and educationally appropriate responses to such concerns.

Editorial revisions to the policy are also included.

Documentation Provided:

Revisions to the Policy on "Progression Requirements – Doctor of Medicine"

New Calendar Copy – Doctor of Medicine Program *(for information)*

Progression Requirements – Doctor of Medicine

Subject:	Progression Requirements – Doctor of Medicine
Sections:	Program Requirements ~~and Progression~~; Program Regulations; Assessment and Progression
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, 2023; September 1, 2019

Doctor of Medicine (MD) Program – Schulich School of Medicine & Dentistry

1.0 PROGRAM REQUIREMENTS ~~AND PROGRESSION~~

The MD Program is a four-year integrated curriculum combining large and small group learning, laboratory and simulation experiences, team-based activities, and experiential placements.

- **Years 1 & 2** provide foundational learning in basic and clinical sciences through case-based team learning, labs, simulations, independent study, lectures, and supervised clinical experiences. ~~Students must complete all required term-long and longitudinal courses.~~

- **Year 3** consists of a 52-week integrated ~~Clerkship~~ clinical experience across core disciplines, participating in clinical care teams, and elective experiences. Year 3 includes a minimum four-week rural or regional rotation in Southwestern Ontario. ~~: Family Medicine, Medicine, Obstetrics &~~

~~Gynaecology, Paediatrics, Psychiatry, Anesthesia, Emergency Medicine, and Surgery. Students participate in clinical care teams, including elective options, and complete a minimum four-week rural or regional rotation in Southwestern Ontario. Assessment is competency-based, focusing on Medical Expert and Professional roles, with progress monitored across five additional core competencies.~~

- For those students with a particular interest in community medicine a rural/regional clinical experience stream is available. Each year a section of students will complete the majority of the clinical experience year in some of the Schulich School of Medicine & Dentistry's Distributed Education communities.

- Assessment is competency-based, focusing on Medical Expert and Professional (CanMEDS physician competency framework) roles, with progress monitored across five additional core competencies.

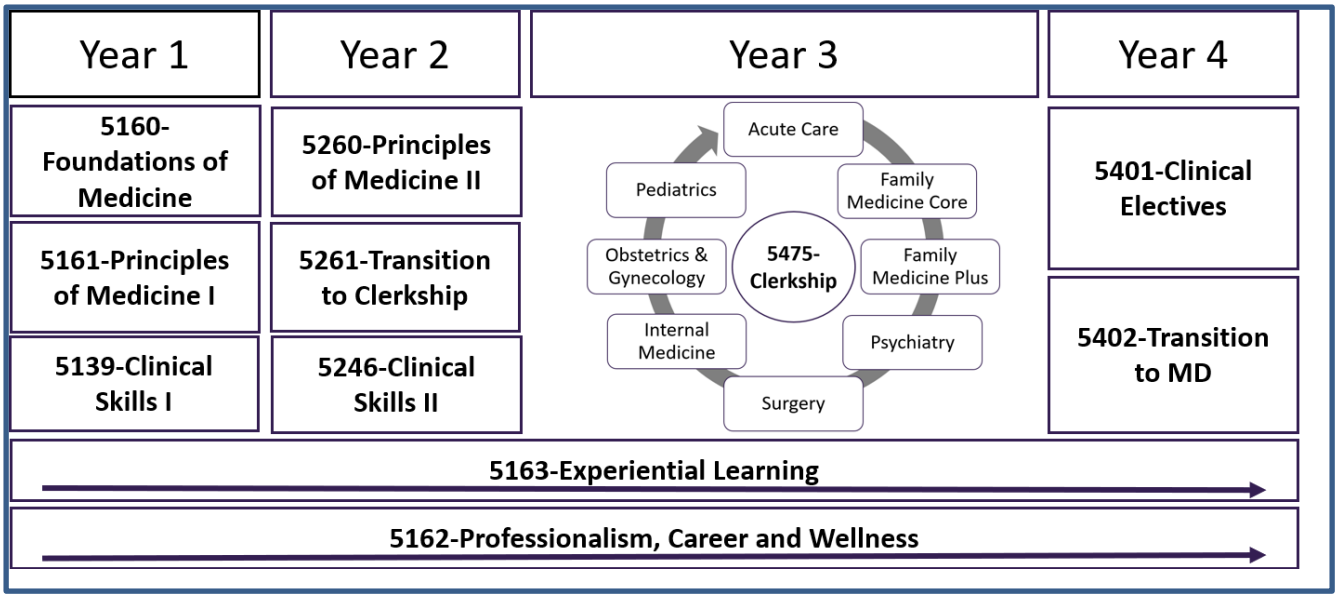
- **Year 4** ~~includes:~~ consists of 16 weeks of clinical electives followed by 16 weeks for consolidation of clinical decision-making and problem-solving skills for postgraduate training.

  - ~~Term 1: Clinical Electives (16 weeks) – Eight 2-week blocks in diverse clinical areas, including optional research experiences. Electives may be completed at Schulich, other Canadian medical schools, or select international institutions.~~
  - ~~Term 2: Transition to MD (16 weeks) – A mix of independent, small, and large group learning to consolidate clinical decision-making and problem-solving skills for postgraduate training.~~

Two required longitudinal courses span all four years~~:~~ of the MD Program, providing experiential learning and supporting professional formation.

- ~~Medicine 5163: *Experiential Learning*, culminating in scholarly presentations in Year 4.~~
- ~~Medicine 5162: *Professionalism, Career and Wellness*, supporting student development throughout the Program.~~

[The graphic below will be removed as part of the proposed revisions]



2.0 PROGRAM REGULATIONS

2.1 Attendance

It is expected that students will attend all scheduled educational experiences.

Attendance is mandatory for all sessions as defined in the course outline ~~syllabus~~ and all clinical learning. Mandatory attendance is required for: all Small Group Learning; Interactive Large Group/Consolidation Learning; Simulation; Clinical learning; Laboratory sessions; project learning, assessments and other sessions as defined in the course outline ~~syllabus~~. Failure to attend mandatory sessions without prior approval may result in remediation of incomplete learning objectives and assessments. Recurrent failure to attend mandatory learning will be reviewed as a Professionalism breach and will be addressed under MD Program processes and considered as part of progression. Attendance in all clinical and non-clinical learning in Year 3 ~~Medicine 5475: *Clerkship*~~ and in Year 4 ~~Medicine 5401: *Clinical Electives*~~ is mandatory. Failure to attend scheduled clinical learning in any year may result in remediation of and/or a grade of "Fail" on a rotation, elective or course. The *Schulich School of Medicine & Dentistry Attendance and Absence Statement* can be found on the MD Program website.

2.2 Professionalism

The MD Program is a professional degree program. The expectations for personal professional behaviour, outlined in the *Schulich School of Medicine & Dentistry Statement on Professionalism, Professionalism Procedure,* and other School

documents, relate to all required curricular learning and any interaction with peers, faculty, staff, patients, families and community. Any breach will be addressed under the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure* and the *Statement on Professionalism* and may result in a grade of Fail, remediation or requirement to withdraw.

2.3 Immunization

On ~~Admission~~ admission and for annual clearance, students are required to provide immunization documentation as it relates to the Council of Ontario Faculties of Medicine (COFM) Immunization and Screening and Blood Borne Viruses policies and the Schulich School of Medicine & Dentistry policies on Blood Borne Viruses.

The COFM policy applies to all undergraduate medical students attending an Ontario medical school and performing clinical learning activities in Ontario. Undergraduate medical learners who do not comply with the immunization and health prevention policies may be excluded or suspended from all clinical learning or have the offer of admission rescinded in the interest of patient safety. Medical learners undertaking international clinical learning will require additional assessment, and potentially prophylaxis and immunization against infectious diseases specific to that learning environment. The MD Program, Schulich School of Medicine & Dentistry and Western International have processes that support safe learning outside Canada and explicit timelines to follow for pre-departure preparation and disease prevention.

Additional immunization may be required by other Canadian clinical sites, the MD Program, Schulich School of Medicine & Dentistry or by provincial mandate in response to a health care outbreak for students in clinical learning during their study in the Program.

2.4 Police Checks

Students enrolled in the MD Program are engaged in many areas of patient care, including vulnerable sectors (i.e., infants, children, adolescents, special needs adults, seniors, and patients with mental health conditions) 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 at the beginning of Year 3 and Year 4. These must be completed independently by the ~~learner~~ student 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, 4) about processes to follow in the event of a failed check. The Statement on Police Checks for Undergraduate Medical students is found on the MD Program ~~program~~ website.

2.5 Time Limitation for Completion of the MD Program

The MD Program is a full-time, four-year professional academic program. Students on request to the Associate Dean, Undergraduate Medical Education (UME) may be granted a leave of absence while enrolled in Program studies. The MD Program must be completed within six years of the original date of enrolment.

Under no circumstances may (a) a student withdraw and re-enter Program studies or (b) exceed the maximum Program length of six years. A student who fails to complete the Program in six years, for any reason, must withdraw from the MD Program.

Students enrolled in dual degree programs such as the combined MD-PhD Program or MD-MPH (or similar tracks) will require additional years to complete their degrees. It is expected that the maximum time for completion of each dual degree will be adhered to as outlined in the program requirements ~~Program syllabus~~. Failure to comply will result in either withdrawal of enrolment from the dual degree track (without completion of the parallel degree) and/or the MD Program studies.

3.0 ASSESSMENT AND PROGRESSION

The principal function of student assessment in the MD Program is to provide feedback to support student~~s~~ learning and achievement of competence. All assessment activities are aligned with MD Program graduation competencies and the key competencies at defined stages (i.e., years) to ensure achievement before entering postgraduate medical education.

For the purpose of reporting, and consistent with all English-language Canadian medical school practices, the MD Program standard for progression is a Pass/Fail grade for each course. Percentage grades may be used in specific assessments to provide learner feedback on the achievement of knowledge, skills, attitudes and progress. Student professionalism throughout all aspects of the curriculum will constitute an essential assessment outcome in each course of the MD Program (see Professionalism above), as outlined in the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*.

Students will receive regular, timely feedback on their performance and progress in Educational Experiences. Students are responsible for actively seeking feedback from the appropriate Faculty members during Educational Experiences.

The Program is a competency-based curriculum with assessments based on the Programmatic Assessment framework. Programmatic Assessment is a system of assessment which aligns with the key principles of competency-based medical education (CBME) and optimizes both learning and decision-assessment functions. Every assessment is considered a data point.

Students are assessed formally and informally at every stage of training following the programmatic assessment principles. Assessments determine attainment of experience-specific objectives/learning outcomes and/or competencies in accordance with the requirements of the Curriculum Committee using the programmatic assessment terms of Low, Medium, and High Stakes:

- A Low Stakes Assessment generally covers a small amount of curricular material. It is optimized for learning and in isolation has limited consequences for the learner in terms of passing or failing. A Low Stakes Assessment serves as one datapoint that is used in combination with other low and medium stakes assessments for more consequential decisions.
    - A frequent Low Stakes Assessment provides longitudinal performance feedback for students and data points for faculty consideration in higher stakes assessments.

- A Medium Stakes Assessment covers a significant amount of curricular material (e.g., end of course and clerkship rotation examinations) or represents an intermediate decision point where multiple datapoints are integrated to inform both learners and teachers of progress (e.g., end of course pass/fail decision and Final Rotation assessments in clerkship).
    - A grade of fail can be assigned to a Medium Stakes Assessment decision with consequences to be determined later at the time of the High Stakes Assessment, where a student's overall performance from that academic year is considered.
    - A Medium Stakes Assessment is made during the year at regular intervals (e.g., final assessment for each course) and at the end of each course or clerkship rotation.
    - A student who has failed a Medium Stakes Assessment may be offered a re-write during the designated exam re-write period for Year 1 and 2 or during clerkship in Year 3.
    - For a student who fails an end of course Medium Stakes Assessment, a virtual or in-person meeting must be offered with the Course Chair or delegate to communicate the concerns, ensure the student has been in touch with Learner Experience and offer an Academic Coach.

- A High Stakes Assessment is rendered by the Competence Committee at the end of each academic year and is based on a student's demonstration of Program competencies throughout the academic year, including but not limited to the entire portfolio of Low and Medium Stakes Assessments and satisfactory completion of all other Program requirements.
    - A High Stakes Assessment has important consequences such as promotion to the next academic year or graduation.
    - The decision rendered may include Pass, Progressing (for courses extending into the subsequent year), Fail, or Incomplete.

A recommendation to the Competence Committee for a grade of Pass in the course

will be made for students who:

- Achieve a grade of 70% or higher in all assessments graded numerically AND
- Achieve a grade of "Pass" or "Satisfactory" in all assessments with non-numerical grading AND
- Meet all deadlines and due dates as outlined in the course outline ~~syllabus~~ AND
- Have no professionalism concerns AND
- Have no unapproved absences and meet the attendance requirements listed below.

Students who achieve less than 70% in any assessment (Low or Medium Stakes) or do not meet any of the other above requirements may still pass the course, but this will be adjudicated by the Competence Committee.

The results of these assessments form part of a student's academic file and will be provided to students in a timely manner. Such assessment results will be shared with the student, the Course Committee, the UME Office and the Competence Committee.

If significant student performance concerns that may impact student progression are identified at any point during an Educational Experience, Faculty should bring them to the attention of the student, the Course Chair(s), and the MD Program promptly. This should be documented by the Faculty and UME office in written correspondence to the student and Competence Committee and entered in the student's academic file.

3.1 The Competence Committee

The Competence Committee, a subcommittee of the Curriculum Committee, is a committee made up of faculty members of the Schulich School of Medicine & Dentistry representing various disciplines that reviews each student's progress.

This Committee determines progression of each student and makes recommendations regarding student progression and graduation to Associate Dean, UME. It does so by integrating and evaluating data from multiple assessments and completion of Program requirements, based on standards set forth in the *Competence Committee Terms of Reference* and the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*.

The Competence Committee shall:

- Meet at regular intervals.
- Use an informed group decision making process with patterns of performance collated to determine the student's progression towards competence.

- Make the High Stakes Assessment decisions for progression or graduation for each student at the end of each academic year, considering a student's demonstration of Program competencies throughout the academic year, including but not limited to all assessments (Low and Medium Stakes) and all other Program requirements for the year, including attendance requirements.
- Review and reference all relevant academic work when reviewing a student's progress, including assessments, assignments, mandatory requirements, and professionalism concerns.
- Assign "Pass", "Fail", "Progressing" or "Incomplete" grades to each student.
- Recommend remediation and probation decisions and may recommend the implementation of learning plans.
- Approve remediation and probation plans and determine their completion and success.
- Review each students' progress in achieving the required Program competencies, objectives/learning outcomes and other requirements at the end of each course.
- Determine the students' progress to date based on the evidence contained in each student's academic portfolio.
- Determine that a student progresses to the next year of the MD Program curriculum at the High Stakes Assessment decision if the Committee is satisfied that the student has successfully achieved all the competencies, learning outcomes/objectives and requirements of all Educational Experiences in their current year. If the Competence Committee determines that a student's High Stakes Assessment decision is Fail, the Associate Dean, UME or delegate shall communicate this decision in an in-person meeting with the student and shall review the concerns identified by the Competence Committee. This meeting must be documented by an independent staff witness and attended by a Learner Experience representative.
- When remediation is required more than twice, or probation is required more than once, the Competence Committee may recommend to the Associate Dean, UME that the student be required to withdraw from the Program.

3.2 Requirement to Withdraw

A student who does not satisfy the minimum assessment or progression requirements set forth in this policy or the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*, will be required to withdraw from the Program in any of the following circumstances:

- When remediation was unsuccessful, and the Competence Committee has recommended withdrawal or determines that a probation program was unsuccessful;
- When the Associate Dean, UME determines that the student has failed to make satisfactory progress in the MD Program or finds that the student has engaged in unprofessional conduct and/or jeopardized patient care or safety.

A student who has been required to withdraw from the Program will not be permitted to apply for readmission but may appeal this decision to the Appeals Committee pursuant to the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*. The Program does not provide for a "Dean's Waiver of Progression Requirements."

3.3 Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure* which is aligned with the Senate policy on *Requests for Relief from Academic Decisions.*

3.4 Grading Scales

The criteria for receiving a "Pass" grade will be clearly outlined at the start of each course in the course outline ~~syllabus~~. The key to this grading scheme is as follows:

PASS – Satisfactory completion of all requirements including formative assessments and a minimum of 70% on Medium Stakes (summative) Assessments as outlined in the course outline ~~syllabus~~.

CR – Credit

FAIL – Did not meet the minimal acceptable standards and requirements for a specific course including a minimum of 70% on Medium Stakes (summative) Assessments as outlined in the course outline ~~syllabus~~.

INC – Incomplete

IPR – Course in Progress

Last Reviewed: November 13, 2026 ~~October 17, 2025~~

NEW CALENDAR COPY

DOCTOR OF MEDICINE PROGRAM

Admission Requirements

See the policy on "Admission – Doctor of Medicine".

Program
84.0 courses:

Year 1

3.0 courses: Medicine 5139, Medicine 5160, Medicine 5161.

Students must also enroll in the following longitudinal courses that span Years 1-4: Medicine 5162, Medicine 5163.

Year 2

3.5 courses: Medicine 5246, Medicine 5260, Medicine 5261.

Students must also enroll in the following longitudinal courses that span Years 1-4: Medicine 5162, Medicine 5163.

Year 3

72.0 courses: Medicine 5475.

Students must also enroll in the following longitudinal courses that span Years 1-4: Medicine 5162, Medicine 5163.

Year 4

5.5 courses: Medicine 5162, Medicine 5163, Medicine 5401, Medicine 5402.

Faculty of Social Science, Department of Sociology:
Withdrawal of Sociology Modules Formerly Offered by Brescia University College

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, admission to the following modules/programs offered by the Department of Sociology in the Faculty of Social Science be discontinued:

Honours Specialization in Sociology (Brescia)

Honours Specialization in Community and Criminal Justice (Brescia)

Honours Specialization in Community Development in a Global Context (Brescia)

Major in Community Development (Brescia)

Minor in the Sociology of Gender (Brescia)

Certificate in Community Development (Brescia)

And, that students currently enrolled in the modules/programs be permitted to graduate upon fulfillment of the module/program requirements by August 31, 2028; and

That the modules/programs be withdrawn effective September 1, 2028.

Executive Summary:

As part of the Brescia-Western integration, the Department of Sociology is closing former Brescia University College modules that duplicate modules already offered on Main Campus or those that do not align with Department expertise.

The modules being discontinued have no students enrolled.

Documentation Provided:

Revised Calendar Copy – Honours Specialization in Sociology (Brescia)

Revised Calendar Copy – Honours Specialization in Community and Criminal Justice (Brescia)

Revised Calendar Copy – Honours Specialization in Community Development in a Global Context (Brescia)

Revised Calendar Copy – Major in Community Development (Brescia)

Revised Calendar Copy – Minor in the Sociology of Gender (Brescia)

Revised Calendar Copy – Certificate in Community Development (Brescia)

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20829

HONOURS SPECIALIZATION IN SOCIOLOGY (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20826

HONOURS SPECIALIZATION IN COMMUNITY AND CRIMINAL JUSTICE (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20827

HONOURS SPECIALIZATION IN COMMUNITY DEVELOPMENT IN A GLOBAL CONTEXT (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20830

MAJOR IN COMMUNITY DEVELOPMENT (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20835

MINOR IN THE SOCIOLOGY OF GENDER (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20836

CERTIFICATE IN COMMUNITY DEVELOPMENT (BRESCIA)

Admission to this Certificate is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the Certificate requirements by August 31, 2028.

Faculty of Social Science, Department of Sociology:
Withdrawal of the Specialization, Major, and Minor in Sociology Formerly Offered by Brescia University College

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, admission to the following modules offered by the Department of Sociology in the Faculty of Social Science be discontinued:

Specialization in Sociology (Brescia)

Major in Sociology (Brescia)

Minor in Sociology (Brescia)

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.

Executive Summary:

As part of the Brescia-Western integration, the Department of Sociology is closing former Brescia University College modules that duplicate modules already offered on Main Campus or those that do not align with Department expertise.

The modules being discontinued have fewer than 10 students enrolled, with the enrolled students concentrated in Years 3 and 4 (see below). Students will have until August 31, 2029, to complete their degree requirements.

Module	Total	Year 2	Year 3	Year 4
Specialization in Sociology (Brescia)	2	0	0	2
Major in Sociology (Brescia)	9	0	3	6
Minor in Sociology (Brescia)	1	0	0	1

Documentation Provided:

Revised Calendar Copy – Specialization in Sociology (Brescia)
Revised Calendar Copy – Major in Sociology (Brescia)
Revised Calendar Copy – Minor in Sociology (Brescia)

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21603

SPECIALIZATION IN SOCIOLOGY (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20832

MAJOR IN SOCIOLOGY (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21591

MINOR IN SOCIOLOGY (BRESCIA)

Admission to this module is discontinued effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

School of Graduate and Postdoctoral Studies:
Major Modification to the Graduate Diploma in Accounting

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective May 1, 2027, the Graduate Diploma in Accounting be revised as shown in Item 13.4(b)(i).

Executive Summary:

Changes are proposed to the Graduate Diploma in Accounting to align with updates introduced by the accrediting body, Chartered Professional Accountants Ontario.

Documentation Provided:

Major Modification Proposal

Major Modification Proposal

The following revisions are proposed to the Graduate Diploma (GDip) in Accounting.

Two program-level learning outcomes will be revised to align with updates introduced by the accrediting body, Chartered Professional Accountants (CPA) Ontario.

Specifically, CPA Ontario has expanded the number of technical competencies from six to ten by breaking existing competency areas into more granular components, rather than introducing significant new technical content.

Original Six Competency Areas	New Ten Competency Areas
1. Management Accounting (including data analytics)	1. Management Decision Making 2. Value Creation 3. Non-Financial Reporting
2. Strategy and Governance (including data analytics)	4. Ethical Decision Making and Organizational Governance 5. Strategy, Risk Management and Innovation
3. Assurance (including data analytics)	6. Assurance and Trust
4. Finance (including data analytics)	7. Finance
5. Financial Reporting (including data analytics)	8. Financial Reporting
6. Tax (including data analytics)	9. Tax
	10. Big Data and Data Analytics

In addition, CPA Ontario has updated the wording of its professional competencies.

Revisions are proposed to two program-level learning outcomes to ensure they remain aligned with these accreditation requirements while continuing to reflect the competencies already addressed within the program.

The professional competencies are already embedded within the program, and the proposed changes are primarily wording updates rather than changes to the knowledge, skills, or competencies covered in the curriculum.

Several course titles will be revised to better reflect the terminology of CPA Ontario's updated Professional Program.

The existing courses already address CPA Ontario's revised competency requirements and associated learning objectives; therefore, no substantive changes to course content are required.

Effective May 1, 2027, all students enrolled in the GDip in Accounting will complete the same five courses, rather than courses being divided between the DAN Management & Organizational Studies stream and the Ivey Business School stream.

This does not represent an increase in program requirements, as students have always been required to complete five courses.

Class sizes will remain unchanged. The program will continue to offer one section for students in the Ivey Business School stream and two sections for students in the DAN Management & Organizational Studies stream.

Current program	Proposed Change(s)
Total Credits: 2.5 **Required Electives:** • ACCNTING 9000: *Advanced Audit* • ACCNTING 9002: *Advanced CFR* • ACCNTING 9004: *Advanced Taxation* • ACCNTING 9005: *Approach to the Competencies* • ACCNTING 9007: *Risk, Control and Governance* • ACCNTING 9008: *Integrated Approaches to the Competencies* • ACCNTING 9010: *Adv. Finance and CFR* • ACCNTING 9012: *Performance Management* • ACCNTING 9014: *Advanced Taxation Case Writing* • ACCNTING 9016: *Advanced Assurance* *Ivey grads enroll in: 9000, 9002, 9004, 9005, 9007 All other students enroll in: 9008, 9010, 9012, 9014, 9016 **Milestones: 1**	**Total Credits: 2.5** **Required Courses** ~~Electives~~**:** • ACCNTING 9000: *Assurance and Trust* ~~*Advanced Audit*~~ • ACCNTING 9002: *Advanced Financial Reporting and Non-Financial Reporting* ~~*CFR*~~ • ACCNTING 9004: *Advanced Taxation* • ACCNTING 9005: *Leadership* ~~*Approach to the Competencies*~~ • ACCNTING 9007: *Performance Management and Finance* ~~*Risk, Control and Governance*~~ ~~• ACCNTING 9008: *Integrated Approaches to the Competencies*~~ ~~• ACCNTING 9010: *Adv. Finance and CFR*~~ ~~• ACCNTING 9012: *Performance Management*~~ ~~• ACCNTING 9014: *Advanced Taxation Case Writing*~~ ~~• ACCNTING 9016: *Advanced Assurance*~~ ~~*Ivey grads enroll in: 9000, 9002, 9004, 9005, 9007~~ ~~All other students enroll in: 9008, 9010, 9012, 9014, 9016~~ **Milestones: 2**

Academic Integrity Module	Academic Integrity Module Gender Based Sexual Violence Prevention Education

Refer to the Appendix for the two changes proposed to the program-level learning outcomes.

Current students will not be affected. The modification will only affect new students.

Appendix

Degree Level Expectations	Program-level Learning Outcomes	How does the program support learning? (e.g. instructional methods)	How does the program assess the outcome? (e.g. evaluation methods)
1. Depth & Breadth of Knowledge	Demonstrate the knowledge and skills articulated as required competencies across the ten ~~six~~ technical areas that comprise the CPA ~~Canada's~~ Professional ~~Education~~ Program. …	a. Individual course content is set up to provide knowledge content required for the GDip b. Individual and group presentations and reports c. Case analysis and in-class discussions	Presentations In class discussion Comprehensive case-based exams Team-based projects Quizzes Case analysis Assignment
2. Research & Scholarship	Demonstrate, inquire, organize, analyze, interpret and respond to authentic business issues	a. Engagement in research about topical accounting, tax, governance, etc. issues b. Individual and group presentations and reports	Presentations In class discussion Comprehensive case-based exams Team-based projects Case analysis Assignment

3. Level of Application of Knowledge	Apply multi-dimensional knowledge and synthesize that knowledge into a comprehensive and logical response	a. Graduate level courses build on knowledge from undergraduate course and require more application of that knowledge in class discussions and case analysis	Presentations In class discussion Comprehensive case-based exams Team-based projects Quizzes Case analysis Assignment
4. Professional Capacity / Autonomy	Consistently demonstrate the ~~enabling~~ competencies as defined by CPA Canada which include an ethical mindset, decision-making, critical thinking, and integrated problem solving~~; professional and ethical behavior, problem solving and decision making, communication, self-management, collaboration, leadership and adding value~~	a. In class discussions b. Team projects requiring leadership and team building	Presentations In class discussion Comprehensive case-based exams Team-based projects Case analysis Assignment

5. Level of Communication Skills	Exhibit confidence in the delivery of their thoughts and opinions in a variety of forms (e.g., case class discussions, debates, presentations, written reports, etc.) and to a diverse range of stakeholders	a. In class discussions b. Small group discussions c. Team presentations	Presentations In class discussion Comprehensive case-based exams Team-based projects Case analysis Assignment
6. Awareness of Limits of Knowledge	Recognize when additional information and direction is required and have the ability to seek appropriate and timely assistance from a variety of sources and interdisciplinary experts	a. In class discussions b. Projects c. Case analysis	Presentations In class discussion Comprehensive case-based exams Team-based projects Quizzes Case analysis Assignment

School of Graduate and Postdoctoral Studies:
Major Modification to the Master of Professional Education
(Field of Teaching English to Speakers of Other Languages)

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the Master of Professional Education (Field of Teaching English to Speakers of Other Languages) be revised as shown in Item 13.4(b)(ii).

Executive Summary:

The proposed modification will add a synchronous online delivery mode to Master of Professional Education in the field of Teaching English to Speakers of Other Languages.

Documentation Provided:

Major Modification Proposal

Major Modification Proposal

The proposed modification to Master of Professional Education (MPEd) in the field of Teaching English to Speakers of Other Languages (TESOL) will add a synchronous online delivery mode to the TESOL field. After approval, the program will have both an onsite cohort and an online cohort of students starting the MPEd TESOL field in the 2027-28 academic year.

The objectives, design, learning outcomes, and assessment of teaching and learning will remain the same in the online delivery mode as the current onsite delivery mode. The current onsite mode of delivery will remain unchanged. Applicants will select the mode of delivery to join onsite or online. The online option will open the field to both domestic and international students interested in or needing to complete the program or courses online. Flexibility for students to move between modes once they start the program will be limited and adjudicated by the Associate Dean or designate on a case-by-case basis (first-come-first-served), subject to student eligibility and space availability in a cohort or section.

The program proposes adding an online mode of delivery in the TESOL field to offset the decline in applications and protect enrollment against future study permit policy volatility.

The current MPEd in the TESOL field is a full-time, one year, fully onsite degree which attracts mostly international students. Students in the MPEd in the TESOL field take eight courses over three terms.

Due to recent changes to government immigration policy regarding international students, international student enrolment is volatile at the master's level. In the past two years, for example, international student applications, acceptance of offers, and enrolment in the Faculty of Education has reduced substantially.

The MPEd in TESOL is of interest to a diverse set of domestic and international applicants from different professional contexts and disciplines in and outside of Education, and of diverse profiles. Some are experienced professionals who are looking to upgrade their academic and practical understanding of research-informed approaches to language education. These applicants may not find the onsite experience offered as part of the TESOL field to be essential. These are often also applicants with advanced English proficiency who are less likely to benefit from the direct and indirect effects of studying onsite (enhanced language competency, greater cultural awareness, increased job prospects) and for whom the side-benefit of an onsite mode of delivery for further proficiency development may therefore be less vital. Instead, such experienced professionals may understandably prefer the online delivery mode that will enable them to stay in their teaching positions while taking the program. Also, certain international applicants have studied (undergraduate degree, and/or secondary education), lived, graduated, and gained work experience in Canada or other English-speaking countries. For these reasons, applicants will be given the option to choose the mode of delivery

between onsite and online. Based on polling current students, it is anticipated that a minority will choose the online, synchronous mode of delivery. Those who select the proposed online option will be advised that they will not be able to benefit from the direct and indirect effects of studying onsite (enhanced language competency, greater cultural awareness, increased job prospects. Given current Immigration, Refugees, and Citizenship Canada policies, international students enrolled in the online cohorts would be ineligible for both a student visa and a Post-Graduate Work Permit.

Current program	Proposed Change(s)
• In-person delivery mode (face-to-face)	• In-person delivery mode (face-to-face) • Synchronous only online mode of delivery

The change in the delivery mode does not affect the Program Learning Outcomes.

The proposed modification will come into effect for students entering the program in Fall 2027. Current students may request to transfer into the online program.

School of Graduate and Postdoctoral Studies:
Major Modification to the Master of Engineering in Electrical and Computer Engineering, Chemical and Biochemical Engineering, Mechanical and Materials Engineering, and Civil and Environmental Engineering

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the following Master of Engineering programs be revised as shown in Item 13.4(b)(iii)

Master of Engineering in Electrical and Computer Engineering

Master of Engineering in Chemical and Biochemical Engineering

Master of Engineering in Mechanical and Materials Engineering

Master of Engineering in Civil and Environmental Engineering

Executive Summary:

This major modification introduces a new field named "Intelligent Clean Energy Systems Technologies" in four Master of Engineering programs in the Faculty of Engineering: Electrical and Computer Engineering, Chemical and Biochemical Engineering, Mechanical and Materials Engineering, and Civil and Environmental Engineering.

The proposed field is part of a dual Master's degree program between Western University and the Aristotle University of Thessaloniki, Greece, funded by the European Union's Recovery and Resilience Fund (Greece 2.0). Students who complete the proposed field at Western will receive both a Western Master of Engineering degree and an Aristotle University of Thessaloniki Master's degree in Intelligent Clean Energy Systems Technologies.

Documentation Provided:

Major Modification Proposal

Major Modification Proposal

This major modification introduces a new field named "Intelligent Clean Energy Systems Technologies" (INCENT) in four Master of Engineering (MEng) programs in the Faculty of Engineering: Electrical and Computer Engineering (ECE), Chemical and Biochemical Engineering (CBE), Mechanical and Materials Engineering (MME), and Civil and Environmental Engineering (CEE).

The INCENT field is part of a dual Master's degree program between Western University and the Aristotle University of Thessaloniki (AUTH), Greece, funded by the European Union's Recovery and Resilience Fund (Greece 2.0). A Joint Partnership Agreement governing program governance, curriculum, admissions, student rights, and financial arrangements has been signed between Western University and AUTH. Students who complete the MEng INCENT field at Western will receive both a Western MEng degree and an AUTH Master's degree in Intelligent Clean Energy Systems Technologies.

The proposed INCENT field follows a similar structure of other MEng fields, however the Major Research Project (MRP) will be a required component of the program, not replacing course work but to be completed in addition to the typical course requirements. Consequently, the field duration is extended to four terms. The additional academic requirements satisfy the degree requirements of the European partner. Students complete 4.0 technical course credits and 1.0 professional course credit over four terms and an MRP jointly supervised by faculty members at Western and AUTH.

The program offers a flexible mobility model: upon admission, students submit a mobility plan indicating their intended distribution of terms between Western and AUTH. Students may choose to complete all terms at one institution or to split their studies between the two campuses. Throughout the program, both a Western-based cohort and an AUTH-based cohort are active simultaneously. The details of each student's program, including their residency schedule at each institution, are agreed in writing by both universities and recorded in a Student Program Form no later than the first month of study. The INCENT Program Steering Committee — comprising three members from each university — oversees the implementation of the joint program and is responsible for reviewing applications, admission decisions, and monitoring student progress throughout the program.

AUTH-based students participate in Western-delivered courses via synchronous distance learning, and Western-based students participate in AUTH-delivered courses via the same mechanism. All courses are scheduled to accommodate the seven-hour time difference between London, Ontario and Thessaloniki.

The technical course pool includes both Western University courses and courses delivered by AUTH (via distance learning for students at Western and in-person for students at AUTH). The AUTH-delivered courses will be cross-listed at Western under the ENGSCI 95XX numbering series. The professional course pool draws on existing

Western graduate professional offerings and AUTH-delivered professional content.

Admission requirements will be the same as for the current MEng programs. A September-only intake is anticipated, aligned with the AUTH academic calendar.

Rationale

The global energy system is undergoing a rapid and fundamental transition toward low-carbon and intelligent operation. Decarbonizing the energy-intensive manufacturing sector, the building environment, and transportation requires engineering graduates with deep, interdisciplinary expertise in clean energy technologies, machine learning, process optimization, and systems integration. Demand for such graduates is strong and growing, in both industry and the public sector, across Canada and internationally.

The INCENT field addresses this demand directly. It combines Western University's strengths in process systems, electrical grid, and building engineering with the complementary expertise of AUTH, one of Europe's leading technical universities, in areas including carbon capture, smart grids, electrochemical energy conversion, and energy systems for the built environment. The dual degree structure makes the program uniquely attractive to students, offering international academic recognition and exposure to a European research environment.

The new field is structured across four MEng programs to reflect the genuinely interdisciplinary nature of clean energy engineering. Each MEng version of the field draws on a common core of mathematical and data-driven methods alongside department-specific technical electives, ensuring disciplinary depth while preserving the breadth needed to address whole-system energy challenges.

From a strategic perspective, the INCENT field advances Western's internationalization objectives, establishes a precedent for EU-funded dual degree partnerships, and creates a template applicable to future international program partnerships. It also strengthens the Faculty of Engineering's sustainability profile, directly contributing to UN Sustainable Development Goals 7 (Clean Energy), 9 (Industry and Innovation), 11 (Sustainable Cities), 12 (Responsible Consumption), and 13 (Climate Action).

The degree title MEng in an established disciplinary department is deliberately retained. Experience with other interdisciplinary MEng programs suggests that students respond strongly to the recognition value of a traditional departmental credential combined with a named field of specialization. The INCENT field designation will appear on the Western transcript and name of issuing Program will provide the disciplinary identity that employers and graduate schools recognize. The dual degree component adds the international dimension that distinguishes INCENT students in the labour market.

See Appendices A-D for the proposed course structures for each MEng program.

Current Program	Proposed Change(s)
The MEng program in each of the four participating departments is currently offered in the following fields: **ECE:** Power Systems; Digital Systems; Signal and Information Processing; Biomedical Systems; Software Engineering **CBE:** Bioprocess Engineering; Environmental Engineering; Reaction Engineering; Transport Phenomena **MME:** Thermofluids; Solid Mechanics; Mechatronics; Manufacturing **CEE:** Structural Engineering; Environmental Engineering; Geotechnical Engineering; Wind Engineering; Smart Cities All fields share the following program structure. The standard program is designed to be completed within three academic terms: **Course-based option:** 4.0 credits of technical courses + 1.0 credit of professional courses **Project-based option:** 3.0 credits of technical courses + 1.0 credit of professional courses + MEng Project milestone **Milestones (all fields):** Academic Integrity module; MEng proposed program form In addition, the following Western International College (WesternIC) curriculum options are available	Addition of the INCENT field in each of the four MEng programs: ECE, CBE, MME, and CEE. The INCENT field will have the following program structure: • 2.0 credits from the Common Core courses • 2.0 credits from an elective stream available for the given program (see Appendices A-D) • 1.0 credit of Professional courses • MRP **Milestones:** • Academic Integrity Module • Gender Based Sexual Violence Prevention Education • MEng Proposed Program Form **Duration:** 4 terms All WesternIC curriculum options will also be available for the INCENT field, however, students can only complete ENGSCI 9110 and ENGSCI 9210 as for credit at WesternIC, replacing the equivalent two required core courses offered by Western in the INCENT field (CBE 9170 and CEE 9520, respectively). Courses numbered ENGSCI 9501-9510 are cross-listed courses with AUTH. These courses will be delivered by AUTH faculty via distance learning for students at Western and in-person for students at AUTH.

across all fields, providing extended pathways for students requiring additional academic or language preparation: **Master's Qualifying Pathway (MQP) A (4 terms):** For students meeting academic requirements but slightly below English language proficiency — one graduate course completed at WesternIC in Term 1, followed by the standard program in Terms 2–4. **MQP B (4 terms):** For students meeting both academic and English language requirements but miss up to 1.0 credit of prerequisite courses - two courses completed at WesternIC in Term 1, followed by the standard program in Terms 2–4. **Advanced Graduate Pathway (AGP) (5 terms):** For students meeting academic requirements but lacking specific program prerequisites – up to 2.0 credits of upper-year undergraduate courses at WesternIC in Terms 1–2, followed by the standard program in Terms 3–5. **Graduate Pathway (GP) (6 terms):** For students with an admission average between 65–70% or a degree not equivalent to a four-year honours degree — 4.0 credits of upper-year undergraduate courses at WesternIC in Terms 1–3, followed by the standard program in Terms 4–6.	**New Courses:** • ENGSCI 9501*: *Optimization of Energy Systems* (0.5) • ENGSCI 9502: *Machine Learning Modeling for Energy Systems* (0.5) • ENGSCI 9503: *Distributed Energy Resources* (0.5) • ENGSCI 9504: *Smart and Sustainable Electric Distribution Networks* (0.5) • ENGSCI 9505: *Insulation Coordination for Modern Power Systems* (0.5) • ENGSCI 9506: *Clean Energy Technologies I: Principles and Laboratory* (0.5) • ENGSCI 9507: *Clean Energy Technologies II: Principles and Laboratory* (0.5) • ENGSCI 9508: *Dynamics and Control of Energy Systems* (0.5) • ENGSCI 9509: *Energy Systems for the Built Environment* (0.5) • ENGSCI 9510*: *Social Aspects in Energy Technology Acceptance* (0.5) *recycling inactive course numbers from ENGSCI courses that were moved to ELI See Appendices A-D for the detailed program design of the INCENT field for each MEng program. Information about the new courses is provided in Appendix E.

The program-level learning outcomes are not changed; rather, they are further strengthened by the additional curriculum requirements of the INCENT field.

Current MEng students will not be affected. The INCENT field will be available to new students admitted from September 2027 onward.

Appendix A

MEng in Electrical and Computer Engineering — INCENT Field

Equivalent AUTH INCENT field: Stream 1
Program duration: 4 terms (18 months)
Total course credits: 4.0 technical + 1.0 professional = 5.0 course credits total
Degree awarded: MEng in ECE (INCENT Field) — Western University
+ Master's degree in Intelligent Clean Energy Systems Technologies — AUTH (dual degree)

Course/Project Requirements

The INCENT field in ECE is completed over four terms. Students select from a defined pool of technical and professional courses.

Technical Courses

Students must complete eight technical courses (4.0 course credits) from the list below. Four core courses (2.0 credits), common to all INCENT fields, and four out of six courses from Stream 1 (2.0 credits).

Course Number	Course Title	Provider
Common Core — required for all INCENT fields		
CEE 9520	Engineering Statistics and Reliability	Western
CBE 9170	Mathematical Methods in Engineering	Western
ENGSCI 9501	Optimization of Energy Systems	AUTH
ENGSCI 9502	Machine Learning Modeling for Energy Systems	AUTH
Stream 1		
ENGSCI 9503	Distributed Energy Resources	AUTH
ENGSCI 9504	Smart and Sustainable Electric Distribution Networks	AUTH
ENGSCI 9505	Insulation Coordination for Modern Power Systems	AUTH
ECE 9042	Power System Protection	Western
ECE 9047	Sensor Networks and Embedded Systems	Western
ECE 9400	Flexible AC Transmission Systems	Western

Professional Courses

Students must complete two professional courses (1.0 course credit) from the list below.

Course Number	Course Title	Provide
ENGSCI 9510	Social Aspects in Energy Technology Acceptance	AUTH
ELI 9110	Risk Assessment and Management	Western
ELI 9600	Engineering Communications	Western
ELI 9200	Project Management	Western

Suggested Term Distribution
The following is a suggested (non-mandatory) distribution of courses across the four terms. Actual scheduling depends on course availability at both Western and AUTH.

Term	Suggested courses (course credits)
Term 1 (Fall)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 2 (Winter)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 3 (Summer)	two professional courses (1.0 credit) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency and MRP
Term 4 (Fall)	MRP

Notes on Course Structure

AUTH-delivered courses: Courses numbered ENGSCI 9501–9510 are cross-listed courses at Western. Academic content is delivered by AUTH faculty via distance learning for students who are at Western and in-person for students at AUTH. Credit is awarded at Western upon satisfactory completion.
Western-delivered courses: Courses contributed by Western will be delivered via distance learning for students who are at AUTH and in-person for students at Western.

Appendix B

MEng in Chemical and Biochemical Engineering — INCENT Field

Equivalent AUTH INCENT field: Stream 2 or Stream 3
Program duration: 4 terms (18 months)
Total course credits: 4.0 technical + 1.0 professional = 5.0 course credits total
Degree awarded: MEng in CBE (INCENT Field) — Western University
+ Master's degree in Intelligent Clean Energy Systems Technologies — AUTH (dual degree)

Course/Project Requirements

The INCENT field in CBE is completed over four terms. Students select from a defined pool of technical and professional courses.

Technical Courses

Students must complete eight technical courses (4.0 course credits) from the list below. Four core courses (2.0 credits), common to all INCENT fields, and four courses from either Stream 2 or Stream 3 (2.0 credits).

Course Number	Course Title	Provider
Common Core — required for all INCENT fields		
CEE 9520	Engineering Statistics and Reliability	Western
CBE 9170	Mathematical Methods in Engineering	Western
ENGSCI 9501	Optimization of Energy Systems	AUTH
ENGSCI 9502	Machine Learning Modeling for Energy Systems	AUTH
Stream 2		
ENGSCI 9506	Clean Energy Technologies I: Principles and Laboratory	AUTH
ENGSCI 9507	Clean Energy Technologies II: Principles and Laboratory	AUTH
ENGSCI 9508	Dynamics and Control of Energy Systems	AUTH
CBE 9334	Processes for Green Products	Western
Stream 3		
ENGSCI 9506	Clean Energy Technologies I: Principles and Laboratory	AUTH
ENGSCI 9509	Energy Systems for the Built Environment	AUTH
MME 9641	Thermal Systems Engineering	Western
CBE 9312	Air Pollution Control	Western

Professional Courses

Students must complete two professional courses (1.0 course credit) from the list below.

Course Number	Course Title	Provider
ENGSCI 9510	Social Aspects in Energy Technology Acceptance	AUTH
ELI 9110	Risk Assessment and Management	Western
ELI 9600	Engineering Communications	Western
ELI 9200	Project Management	Western

Suggested Term Distribution
The following is a suggested (non-mandatory) distribution of courses across the four terms. Actual scheduling depends on course availability at both Western and AUTH.

Term	Suggested courses (course credits)
Term 1 (Fall)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 2 (Winter)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 3 (Summer)	two professional courses (1.0 credit) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency and MRP
Term 4 (Fall)	MRP

Notes on Course Structure

AUTH-delivered courses: Courses numbered ENGSCI 9501–9510 are cross-listed courses at Western. Academic content is delivered by AUTH faculty via distance learning for students who are at Western and in-person for students at AUTH. Credit is awarded at Western upon satisfactory completion.
Western-delivered courses: Courses contributed by Western will be delivered via distance learning for students who are at AUTH and in-person for students at Western.

Appendix C

MEng in Mechanical and Materials Engineering — INCENT Field

Equivalent AUTH INCENT field: Stream 2 or Stream 3
Program duration: 4 terms (18 months)
Total course credits: 4.0 technical + 1.0 professional = 5.0 course credits total
Degree awarded: MEng in MME (INCENT Field) — Western University
+ Master's degree in Intelligent Clean Energy Systems Technologies — AUTH (dual degree)

Course/Project Requirements

The INCENT field in MME is completed over four terms. Students select from a defined pool of technical and professional courses.

Technical Courses

Students must complete eight technical courses (4.0 course credits) from the list below. Four core courses (2.0 credits), common to all INCENT fields, and four courses from either Stream 2 or Stream 3 (2.0 credits).

Course Number	Course Title	Provider
Common Core — required for all INCENT fields		
CEE 9520	Engineering Statistics and Reliability	Western
CBE 9170	Mathematical Methods in Engineering	Western
ENGSCI 9501	Optimization of Energy Systems	AUTH
ENGSCI 9502	Machine Learning Modeling for Energy Systems	AUTH
Stream 3		
ENGSCI 9506	Clean Energy Technologies I: Principles and Laboratory	AUTH
ENGSCI 9509	Energy Systems for the Built Environment	AUTH
MME 9641	Thermal Systems Engineering	Western
CBE 9312	Air Pollution Control	Western
Stream 2		
ENGSCI 9506	Clean Energy Technologies I: Principles and Laboratory	AUTH
ENGSCI 9507	Clean Energy Technologies II: Principles and Laboratory	AUTH
ENGSCI 9508	Dynamics and Control of Energy Systems	AUTH
CBE 9334	Processes for Green Products	Western

Professional Courses
Students must complete two professional courses (1.0 course credit) from the list below.

Course Number	Course Title	Provider
ENGSCI 9510	Social Aspects in Energy Technology Acceptance	AUTH
ELI 9110	Risk Assessment and Management	Western
ELI 9600	Engineering Communications	Western
ELI 9200	Project Management	Western

Suggested Term Distribution
The following is a suggested (non-mandatory) distribution of courses across the four terms. Actual scheduling depends on course availability at both Western and AUTH.

Term	Suggested courses (course credits)
Term 1 (Fall)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 2 (Winter)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 3 (Summer)	two professional course (1.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency and MRP
Term 4 (Fall)	MRP

Notes on Course Structure

AUTH-delivered courses: Courses numbered ENGSCI 9501–9510 are cross-listed courses at Western. Academic content is delivered by AUTH faculty via distance learning for students who are at Western and in-person for students at AUTH. Credit is awarded at Western upon satisfactory completion.
Western-delivered courses: Courses contributed by Western will be delivered via distance learning for students who are at AUTH and in-person for students at Western.

Appendix D

MEng in Civil and Environmental Engineering — INCENT Field

Equivalent AUTH INCENT field: Stream 3
Program duration: 4 terms (18 months)
Total course credits: 4.0 technical + 1.0 professional = 5.0 course credits total
Degree awarded: MEng in CEE (INCENT Field) — Western University
+ Master's degree in Intelligent Clean Energy Systems Technologies — AUTH (dual degree)

Course/Project Requirements

The INCENT field in CEE is completed over four terms. Students select from a defined pool of technical and professional courses.

Technical Courses

Students must complete eight technical courses (4.0 course credits) from the list below. Four core courses (2.0 credits), common to all INCENT fields, and four courses from the CEE stream (2.0 credits).

Course Number	Course Title	Provider
Common Core — required for all INCENT streams		
CEE 9520	Engineering Statistics and Reliability	Western
CBE 9170	Mathematical Methods in Engineering	Western
ENGSCI 9501	Optimization of Energy Systems	AUTH
ENGSCI 9502	Machine Learning Modeling for Energy Systems	AUTH
Stream 3		
ENGSCI 9506	Clean Energy Technologies I: Principles and Laboratory	AUTH
ENGSCI 9509	Energy Systems for the Built Environment	AUTH
MME 9641	Thermal Systems Engineering	Western
CBE 9312	Air Pollution Control	Western

Professional Courses

Students must complete two professional courses (1.0 course credit) from the list below.

Course Number	Course Title	Provider
ENGSCI 9510	Social Aspects in Energy Technology Acceptance	AUTH
ELI 9110	Risk Assessment and Management	Western
ELI 9600	Engineering Communications	Western
ELI 9200	Project Management	Western

Suggested Term Distribution
The following is a suggested (non-mandatory) distribution of courses across the four terms. Actual scheduling depends on course availability at both Western and AUTH.

Term	Suggested courses (course credits)
Term 1 (Fall)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 2 (Winter)	four technical courses (2.0 credits) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency
Term 3 (Summer)	two professional courses (1.0 credit) delivered by Western or AUTH, in-person or via distance delivery depending on student's current residency and MRP
Term 4 (Fall)	MRP

Notes on Course Structure

AUTH-delivered courses: Courses numbered ENGSCI 9501–9510 are cross-listed courses at Western. Academic content is delivered by AUTH faculty via distance learning for students who are at Western and in-person for students at AUTH. Credit is awarded at Western upon satisfactory completion.
Western-delivered courses: Courses contributed by Western will be delivered via distance learning for students who are at AUTH and in-person for students at Western.

Appendix E

ENGSCI 9501: *Optimization of Energy Systems* (0.5 credit)

INCENT stream: Common Core
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course covers the mathematical foundations and computational methods for optimization of energy systems, including energy dispatch, unit commitment, and system-level optimization. Topics include linear and nonlinear programming, mixed-integer optimization, dynamic programming, and metaheuristic methods applied to energy generation, storage, and distribution systems. Students develop skills in formulating and solving real-world energy optimization problems with an emphasis on sustainability and operational efficiency.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Formulate and solve linear, nonlinear, and mixed-integer optimization problems arising in energy systems.
- Apply dynamic programming and metaheuristic methods to energy dispatch and unit commitment problems.
- Analyse trade-offs in multi-objective energy system optimization.
- Critically evaluate optimization approaches for renewable energy integration and grid applications.

ENGSCI 9502: *Machine Learning Modeling for Energy Systems* (0.5 credit)

INCENT stream: Common Core
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course introduces data-driven and machine learning approaches for modelling, prediction, and control of energy systems. Topics include supervised and unsupervised learning, neural networks, deep learning architectures, time-series forecasting, and reinforcement learning applied to energy demand prediction, renewable generation forecasting, fault detection, and smart grid management. Students gain practical experience implementing models using Python-based machine learning frameworks on real-world energy datasets.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Apply supervised and unsupervised machine learning methods to energy system datasets.

- Design and implement neural network and deep learning models for energy forecasting.
- Develop time-series models for energy demand and renewable generation prediction.
- Apply reinforcement learning concepts to energy management and control problems.
- Critically evaluate the performance and limitations of machine learning models in energy applications.

ENGSCI 9503: *Distributed Energy Resources* (0.5 credit)

INCENT stream: Stream 1 — ECE
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course examines distributed energy resource (DER) technologies including photovoltaic systems, wind turbines, battery energy storage, fuel cells, and small-scale combined heat and power systems. Students evaluate the operational characteristics, grid integration challenges, and control strategies of DERs in the context of modern distribution networks. Topics include power electronics interfaces, grid codes, islanding detection, aggregation and virtual power plants, and the role of DERs in the transition to a low-carbon energy system.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:
- Describe and compare distributed energy resource technologies and their operational characteristics.
- Analyse grid integration challenges and control strategies for DER systems.
- Apply power electronics principles to DER interconnection and control.
- Evaluate virtual power plant architectures and DER aggregation strategies.
- Assess the role of distributed generation in decarbonising energy systems.

ENGSCI 9504: *Smart and Sustainable Electric Distribution Networks* (0.5 credit)

INCENT stream: Stream 1 — ECE
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course covers the design, operation, and control of smart and active electric power distribution networks. Topics include network topology and power flow analysis, voltage regulation and power quality, advanced metering infrastructure, demand response, integration of electric vehicles, microgrids, and the application of communication and automation technologies in modern distribution systems. Emphasis is placed on the

operational challenges arising from high penetration of renewable energy sources and distributed generation.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Analyse power flow and voltage regulation in active distribution networks.
- Evaluate demand response strategies and advanced metering infrastructure.
- Design microgrid architectures and assess islanded operation performance.
- Assess the impact of electric vehicle integration on distribution system operation.
- Apply communication and automation technologies to smart grid applications.

ENGSCI 9505: *Insulation Coordination for Modern Power Systems* (0.5 credit)

INCENT stream: Stream 1 — ECE
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course addresses insulation coordination and overvoltage protection of modern power systems, including transmission and distribution networks with high penetration of power electronics and renewable generation. Topics include the origin and classification of overvoltages, travelling wave theory, surge arresters, protective relay coordination, insulation levels and testing standards (IEC, IEEE), and special challenges for offshore wind farms and HVDC systems. Students apply simulation tools to analyse electromagnetic transients and design protection schemes for practical power system scenarios.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Classify and explain the origins of overvoltages in power systems.
- Apply travelling wave theory to analyse transient behaviour in transmission systems.
- Design surge arrester protection schemes for transmission and distribution systems.
- Apply IEC and IEEE insulation coordination standards to practical design problems.
- Evaluate insulation coordination requirements for HVDC and offshore wind systems.

ENGSCI 9506: *Clean Energy Technologies I: Principles and Laboratory* (0.5 credit)

INCENT stream: Streams 2 & 3 — MME/CBE and MME/CEE/CBE
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning with laboratory sessions at AUTH)

Course Description
This course provides a comprehensive introduction to key clean energy technologies with an emphasis on carbon dioxide capture and utilization, renewable energy resource assessment, and electrochemical energy conversion. Topics include CO_2 capture by solvent absorption and membrane separation, biological CO_2 fixation using microalgae, solar, wind, and biomass energy fundamentals, and process simulation. Laboratory sessions at AUTH provide hands-on experience with pilot-scale CO_2 capture systems, photobioreactors, and membrane separation units. The course emphasizes quantitative analysis and system-level thinking.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Explain the principles and process design of CO_2 capture by chemical absorption and membrane separation.
- Analyse biological CO_2 fixation systems using microalgae and photobioreactors.
- Evaluate solar, wind, and biomass energy conversion processes quantitatively.
- Apply process simulation tools to clean energy technology design and analysis.
- Conduct and interpret laboratory experiments on pilot-scale clean energy systems.

ENGSCI 9507*: Clean Energy Technologies II: Principles and Laboratory* (0.5 credit)

INCENT stream: Stream 2 — MME/CBE
Contact hours: 3 lecture hours per week
Prerequisites: EngSci 9506 or equivalent
Provider: AUTH (delivered via distance learning with laboratory sessions at AUTH)

Course Description
This course extends Clean Energy Technologies I, focusing on advanced electrochemical energy conversion and sustainable fuels. Topics include fuel cells (PEMFC, SOFC), electrolysis for green hydrogen production, electrochemical CO_2 conversion, biomass conversion and biorefinery concepts, and sustainable fuel synthesis. Laboratory sessions provide hands-on experience with fuel cell systems, electrolysis stacks, and bioenergy pilot units. Students develop skills in process analysis, efficiency assessment, and life cycle thinking.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Explain the operating principles and performance characteristics of PEMFC and SOFC fuel cells.

- Analyse PEM and alkaline electrolyzer systems for green hydrogen production.
- Evaluate electrochemical CO_2 conversion pathways to fuels and chemicals.
- Apply biomass conversion principles to biorefinery design and sustainable fuel synthesis.
- Conduct and interpret laboratory experiments on fuel cell and electrolysis systems.

ENGSCI 9508: *Dynamics and Control of Energy Systems* (0.5 credit)

INCENT stream: Stream 2 — MME/CBE
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course covers advanced control theory and its application to dynamic energy systems including power plants, chemical process plants, and integrated energy networks. Topics include dynamic modelling of energy conversion systems, classical and modern control design, model predictive control, optimal control, and real-time implementation. Case studies address the control of CO_2 capture processes, fuel cell systems, hydrogen production plants, and grid-connected energy storage.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Develop dynamic models of energy conversion systems using state-space and transfer function approaches.
- Design classical (PID, root locus, frequency response) and modern control systems for energy processes.
- Implement model predictive control for energy systems with constraints.
- Apply optimal control theory to energy dispatch and real-time optimization problems.
- Analyse control performance for CO_2 capture, hydrogen production, and energy storage systems.

ENGSCI 9509: *Energy Systems for the Built Environment* (0.5 credit)

INCENT stream: Stream 3 — MME/CEE/CBE
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course examines the design, integration, and performance assessment of energy systems in the built environment, focusing on net-zero and low-carbon buildings and urban infrastructure. Topics include building energy modelling, passive and active design strategies, building-integrated renewable energy, district heating and cooling, heat pumps, building automation systems, and net-zero energy building certification

frameworks. Case studies address urban energy planning, building retrofits, and building integration with the smart grid.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Apply building energy modelling tools to assess heating, cooling, and lighting loads.
- Design passive and active energy systems for net-zero and low-carbon buildings.
- Evaluate building-integrated photovoltaic and solar thermal systems.
- Analyse district heating and cooling network design and performance.
- Assess building automation and smart grid integration strategies.

ENGSCI 9510: *Social Aspects in Energy Technology Acceptance* (0.5 credit)

INCENT stream: Professional Courses
Contact hours: 3 lecture hours per week
Provider: AUTH (delivered via distance learning)

Course Description
This course examines the social, cultural, psychological, and institutional factors that influence the acceptance and adoption of clean energy technologies. Drawing on technology acceptance models, risk perception theory, and social license to operate, students analyse case studies of renewable energy projects, carbon capture facilities, and smart grid deployments. Topics include public engagement, energy justice and equity, Indigenous rights and energy development, policy instruments for clean energy transition, and the communication of climate and energy science to diverse audiences.

Graduate Course Level Learning Outcomes
Upon successful completion of this course, students will be able to:

- Apply technology acceptance models and social license frameworks to clean energy projects.
- Analyse risk perception and its role in public responses to energy technology deployment.
- Evaluate public engagement and participatory planning methods for energy projects.
- Critically assess energy justice, equity, and Indigenous rights considerations in energy transition.
- Develop stakeholder engagement and science communication strategies for energy initiatives.

School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts and Doctor of Philosophy in Theory and Criticism

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the Master of Arts and Doctor of Philosophy in Theory and Criticism be revised as shown in Item 13.4(b)(iv).

Executive Summary:

The Centre for the Study of Theory and Criticism is proposing the introduction of a new required course for the Master of Arts and Doctor of Philosophy in Theory and Criticism. The course, THEOCRIT 9011: *Critical Theory: Methods and Skills*, will provide incoming students with a shared knowledge of theory and preparation towards professionalization.

Documentation Provided:

Major Modification Proposal

Major Modification Proposal

The Centre for the Study of Theory and Criticism is proposing that *Critical Theory: Methods and Skills* be introduced as a required course for all students enrolled in the Master of Arts (MA) and Doctor of Philosophy (PhD) in Theory and Criticism.

Students will be expected to take this course in the first year upon entry to the program (students entering the program in the Winter term can take the course the following year). The course materials and assignments will be the same for MA and PhD students. The course will cover a selection of readings in methods of theory and criticism taken primarily from the core comprehensive exam list for doctoral students. The course will also include workshops on developing professionalization skills, including potentially: grant writing, thesis development, publishing, and careers in and beyond academia. Information about the proposed course is provided in the Appendix.

If an incoming PhD student has already taken this course as an MA student at Western, they will be exempted from this course requirement. In that case, the doctoral student will complete the standard 3.0 course load with electives.

The purpose of the new required course is to provide incoming MA and PhD students with a shared knowledge of theory and preparation towards professionalization. Currently, students select courses on their own from the Centre's course offerings. There is currently no required course in methodology or a required cohort experience. The course will provide an introduction and deeper analysis of select methods in theory and criticism. The selected readings will be primarily drawn from the doctoral core exam reading list. This required course was recommended recently during the Institutional Quality Assurance Process program review. A required course will help to create a sense of community and shared scholarly standards among incoming students. The course will also provide students with workshops in professionalization in their field and in the broader environment of academia.

Current program	Proposed Change(s)
MA Program	**MA Program**
Total credits: 3.0	**Total credits:** 3.0
Required Courses: 0.0	**Required Course:** 0.5
	THEOCRIT 9100: *Critical Theory: Methods and Skills* (0.5 FCE)
Required Electives: 1.0	**Required Electives:** 1.0
0.5 - Any Group A course 0.5 - Any Group B course	0.5 - Any Group A course 0.5 - Any Group B course

Electives: 2.0 Any THEOCRIT course. Up to 0.5 can be a directed reading course, with approval. **Milestones:** 5 Academic Integrity Module Gender Based Sexual Violence Prevention Education Thesis Proposal Language Requirement Thesis	**Electives:** 1.5 Any THEOCRIT course. Up to 0.5 can be a directed reading course, with approval. **Milestones:** 5 Academic Integrity Module Gender Based Sexual Violence Prevention Education Thesis Proposal Language Requirement Thesis
PhD Program **Total Credits:** 3.0 **Required Courses:** 0.0	**PhD Program** **Total Credits:** 3.0 **Required Course:** 0.5 THEOCRIT 9100: *Critical Theory: Methods and Skills* (0.5 FCE)
Electives: 3.0 Any THEOCRIT course. Up to 0.5 can be a directed reading course, with approval. Up to 1.0 can be courses offered by another program with approval. 0.5 credit can be a directed reading course, with approval. **Milestones:** 6 Academic Integrity Module Gender Based Sexual Violence Prevention Education Language Requirement PhD Qualifying Exam: Core Exam PhD Qualifying Exam: Field Study Thesis	**Electives:** 2.5 Any THEOCRIT course. Up to 0.5 can be a directed reading course, with approval. Up to 1.0 can be courses offered by another program with approval. 0.5 credit can be a directed reading course, with approval. **Milestones:** 6 Academic Integrity Module Gender Based Sexual Violence Prevention Education Language Requirement PhD Qualifying Exam: Core Exam PhD Qualifying Exam: Field Study Thesis

No required course. Professionalization workshops are optional	

The modification does not change any Program Learning Outcomes. The modification corresponds to all the Program Leaning Outcomes of the program, which are:

- To provide a broad background of knowledge in the history of theory and criticism, as well as its contemporary inflections, specific movements, themes, and figures in the field.
- To foster independent and original research in theory and criticism.
- To give students the opportunity to develop skills in critical thinking and written and verbal communication.
- To provide students with training that will equip them for meaningful academic and non-academic work.

The course will allow students to develop these Program Learning Outcomes together, and to discuss them consciously with the instructor.

Current students will not be required to take this required course. The course will be required for all new MA and PhD students starting in Fall 2027.

Appendix

THEOCRIT 9100: *Critical Theory: Methods and Skills*

Course Description
This course is designed for incoming MA and PhD students, although anyone is welcome to take it. The aim of the course is to study some examples of what it is to be a critical theorist. We will seek to develop more robust definitions of the following: theory, critique, troubling, staying with the trouble, criticism (literary and cultural), problems with critique. We will not cover all possible examples of how one becomes a critical theorist; instead, we focus on some select themes and case studies. Several of the readings will be taken from the comprehensive exam list.

This course will also feature workshops on how to build skills towards becoming a theorist at the Theory Centre. The workshops may be on the following topics: grant writing, TA skills, writing for publication and conferences, preparing to write the thesis, careers in and out of academia. The course will also feature several visits from core and associate faculty who will discuss their work and insights into how Theory students can make the most of the program. Students will also have the opportunity to meet visiting speakers for a more informal session to discuss the academic experiences of working as a theorist. Students will be required to attend a designated number of talks during the semester at the Theory Centre.

Grading
70% final essay
30% class participation

Cyclical Review of the Undergraduate Program in Philosophy

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on November 3, 2026, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Undergraduate with respect to the cyclical review of the undergraduate program in Philosophy.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Arts and Humanities	Philosophy	March 12-13, 2026	Good Quality

The Final Assessment Report for this review is attached.

Documentation Provided:

Final Assessment Report – Philosophy

Western UNIVERSITY · CANADA

Philosophy
Final Assessment Report & Implementation Plan
July 2026

Faculty / Affiliated University College	Faculty of Arts and Humanities	
Degrees Offered	Bachelor of Arts (BA)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Philosophy Specialization in Philosophy Major in Philosophy Minor in Philosophy Minor in Ethics Minor in Philosophy of Science Certificate in Ethics / Diploma in Ethics	
External Reviewers	Dr. Emily Carson Associate Professor, Department of Philosophy, McGill University	Dr. Sonia Sedivy Professor and Associate Chair, Department of Philosophy University of Toronto
Internal Reviewers	Dr. Wolfgang Lehmann, Associate Dean, Undergraduate Faculty of Social Science	Braedan Lovie, Undergraduate Student, Social and Political Thought King's University College
Date of Site Visit	March 12 and 13, 2026	
Date Review Report Received	March 30, 2026	
Date Program/Faculty Response Received	Program Response: May 5, 2026 Faculty Response: April 27, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: October 27, 2026 ACA: November 3, 2026 Senate (for information): November 13, 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 Undergraduate Philosophy Program, delivered by the.

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 Arts and Humanities

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 cyclical review process that is made public; all other documents are confidential to the Philosophy Program, the Faculty of Arts and Humanities and SUPR-U.

Executive Summary

The Department of Philosophy is among the top research-intensive philosophy departments in the world as demonstrated by the QS University Rankings and disciplinary reports. In terms of training in the undergraduate program, core course requirements in ancient and early modern philosophy ensure that students understand the canonical figures and debates that have shaped the discipline, while topical courses and seminars expose students to areas of active contemporary research, such as philosophy of mind, philosophy of language, epistemology, ethics, political philosophy, and philosophy of science. Upper-year seminars are often taught in the instructor's research area, meaning students directly encounter ongoing scholarly debates and emerging literature. The program also includes courses in feminist philosophy, philosophy of race, and non-Western traditions, reflecting philosophy's increasing attention to diversity, global perspectives, and critiques of the canon. Interdisciplinary

connections are emphasized throughout the curriculum, with offerings that link philosophy to cognitive science, law, politics, and the natural and social sciences, thereby reflecting the field's current orientation toward cross-disciplinary engagement. The Honours capstone seminar further connects students with the current state of the discipline by integrating them into faculty research projects and requiring them to engage with cutting-edge philosophical scholarship. In these ways, the program ensures that students are not only grounded in the historical foundations of philosophy but are also prepared to participate in contemporary and ongoing debates. The program participates in collaborative offerings, including the Honours Specialization in Politics, Philosophy and Economics, and the Honours Specialization with Ivey HBA. Enrolment of students registered in a least one philosophy module in 2024-2025 was 168 students.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by student surveys, consultations with program staff and a dedicated retreat with faculty members to examine the current state of the program and initiate collaborative planning.

The external reviewers shared a positive assessment of the Philosophy Undergraduate Program. They offer six recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Faculty expertise spans most major areas of philosophy, with members publishing in leading venues, achieving international recognition, securing external funding, and contributing to interdisciplinary institutes.
- Faculty and students participate in interdisciplinary initiatives, including the Rotman Institute of Philosophy and Centre for Digital Philosophy, extending the program's interdisciplinary reach.
- A balanced mix of in-person, online, and summer courses accommodates varied student circumstances, learning needs, and career goals while reducing scheduling and physical barriers.
- Program learning outcomes and module requirements incorporate diverse philosophical traditions, feminist and race-focused scholarship, critical examination of the Western canon - integrating Equity, Diversity, and Inclusion (EDI), decolonization, and accessibility.
- Strong engagement with local high school students and teachers, with visits (both at the high schools and at the University) on World Philosophy Day or World Logic Day.
- Collaboration with London's Public Library Lecture Series, Alumni Lecture and the Ontario Ethics Bowl, a collaborative debating society of high school students to serve as pathways to engage with the public and potential students.

Concerns and Areas of Improvement Identified and Discussed by the Program

- The diminishing faculty complement poses a challenge for growing program enrolments and has left gaps in core areas of the program in the areas of logic, metaphysics, and epistemology, ethical theory, value theory, and political philosophy.
- Renovation of the first-floor seminar room in Stevenson Hall is proposed to support small-group learning and strengthen the undergraduate community.
- Expand community-engaged learning and develop philosophy internships that allow students to apply disciplinary skills in real-world environments.
- Further clarify between 2000-level and 3000-level course offerings.
- Introduce a 2000-level Metaphysics course to compliment the existing 3000-level Metaphysics course.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a 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
- Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Associate Librarian, Collections & Content Strategies Librarian
- Teaching and Learning Librarian, eLearning
- Dean, Faculty of Arts and Humanities
- Associate Dean, Academic, Faculty of Arts and Humanities
- Department Chair
- Undergraduate Chair
- Head of Honours Mentoring & Honours Capstone Instructor
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students
- President of Philosophy Club

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Decanal Office 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 FAR. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that the *"review process shows Philosophy to be an excellent department that uses its resources well and reflects on its program, constantly innovating and looking for ways to improve."*

Strengths of the Program:

- The program advances institutional priorities through applied philosophy, policy engagement, critical-thinking education, community-engaged learning, public events, and outreach activities such as the Ethics Bowl.
- Faculty demonstrate excellent scholarly and teaching records, with particular strength in Philosophy of Science; innovative features include the Honours Capstone and community-engaged learning courses.
- The curriculum engages contemporary fields such as climate change, artificial intelligence, digital ethics, food, health care, neuroscience, women in philosophy, and Buddhist philosophy.
- A required half-course in EDI, complemented by relevant course offerings, the Climate Committee, and the Minorities and Philosophy mentorship program and conference, embeds EDI meaningfully within the program.
- Students expressed that faculty members are very accessible and available.
    - Established limited-duty instructors provide stable, high-quality teaching supported by mentorship, student feedback, and peer review.

Prospective Areas of Improvement for the Program to Consider

- Inclusion of a Critical Thinking and or Introductory Logic course as a requirement for the Major module.
- Reconsider whether the year-long introductory course should become two more flexible half-courses.
- In-person delivery for 2000-level courses in core areas such as; Introduction to Philosophy of Mind (Philosophy 2400F/G), Introduction to Theory of Knowledge (Philosophy 2500F/G); and Introduction to Ethics and Value Theory (Philosophy 2700F/G).
- Examine opportunities to increase small group interaction. The absence of tutorials in the large introductory and intermediate courses limits student-instructor and student-student interaction.
- Consider reducing the number of 2000-level courses to expand upper-level course availability and curricular breadth.
- Monitor the effects of delivery changes on learning and module enrolment, obtain quantitative student-performance data, and develop stronger connections with alumni.

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
Recommendation #1: Divide the introductory course In accordance with their own proposal, the department divide the introductory course into two parts offered over two terms. If possible, the department should allow students to count at least one of those courses towards their module requirements.	**Program:** In anticipation of such a recommendation, the Department has created a new 0.5 introduction to philosophy course called Philosophy 1220A/B: Introducing Philosophy. The course will be offered in both terms in the coming academic year. Our intention is to recommend that first-year students interested in a philosophy module take 1220A/B together with our very successful Philosophy 1230A/B: Reasoning and Critical Thinking. However, Western's policies do not permit introductory courses to count toward a module at present. **Faculty:** We support the Department's decision to introduce a 0.5 first-year course in Philosophy and to recommend to students interested in pursuing a module that they take both that course and Philosophy 1220A/B. Currently, 1000-level courses are often required for entry into a module. However, 1000-level courses do not count toward the modular requirements. To count 1000-level courses toward the module would amount to reducing the number of upper-year courses. Alternatively, increasing the number of courses required for the module (say, from 6.0 to 7.0 for a Major) would be an unwelcome additional barrier.
Recommendation #2: Reconsider lack of tutorials The department should rethink the lack of tutorials. In the short-term, we suggest that they monitor student response to the lack of tutorials.	**Program:** We regret the loss of tutorials for our first- and second-year courses. However, our current capacity does not afford us the ability to schedule these tutorials. Declining graduate enrolments (mandated by the Faculty) have made TAs much less plentiful than previously. Allocating TAs to larger classes as graders is a more efficient use of these resources. **Faculty:** We support the recommendation that the Department continue to monitor the effects of the removal of tutorials on all aspects of the Department – graduate and undergraduate. For the moment, we believe the Department is making optimal use of limited TA resources.

Recommendation #3: Rethink its extensive use of asynchronous online 2000-level courses Rethink the extensive use of asynchronous online 2000-level courses, especially in core 2000 level courses in Ethics, Epistemology and Philosophy of Mind. Even just offering the core courses synchronously would be an improvement, allowing students to at least ask questions in real time. The department should monitor for any observable effects of their recent shift to asynchronous online classes in core 2000 courses.	**Program:** The Department has only recently begun to deliver more of its core courses as asynchronous, online courses. We have had considerable success with online courses, with three regular faculty recently receiving an award for their design of a very successful 1000-level course. Online course delivery, along with our limited faculty resources, is the best way of reaching a high volume of students and expanding our module enrolments (since these core offerings pave the way for students to engage with our other upper-level courses). All of our advanced (3000- and 4000-level) courses remain primarily in-person, with a better instructor-to-student ratio. As this change is recent, we are not well positioned to determine whether, or to what extent, this decision has succeeded. We will continue to monitor the situation, and if it does not pay the dividends we expect, then we will revisit the issue. **Faculty:** The Department of Philosophy has been extremely successful in attracting a large number of students to its courses, thanks not least to these online offerings. Whether there are knock-on effects (e.g., do modular numbers tend to go up with more online offerings and enrolments? Do they tend to go down?), it is too early to tell. Here too, then, we support continued monitoring of the effects of moving some courses online.
Recommendation #4: Leverage depth in Philosophy of Science The department has a long-standing historical reputation for excellence in this area. Consider ways to exploit this strength at the undergraduate level. This is an area where philosophy can have an important impact, and Western is unusually positioned to make such an impact.	**Program:** The Department has explored ways to leverage its historical strength in philosophy of science into collaborations with other academic units and programs on campus. An effort was made previously to have philosophy of science courses listed as required or recommended courses for modules in, for instance, Biology, but with limited success. One current promising possibility is to build on our recent joint hire with Computer Science in AI Ethics to build an interdisciplinary module relating to philosophy and/of AI. In the nearer term, we are streamlining our current offerings in philosophy of science to resemble the Intro/Advanced structure that exists with our current courses in other specializations in philosophy. Hopefully, the move from very narrow technical courses to more general courses will encourage more students to engage with philosophy of science. **Faculty:** The Department rightly notes its efforts and coming work to develop courses and perhaps a module in AI that would entail collaboration with other units. The Department's streamlining of offerings in Philosophy of Science seems to us a worthwhile initiative that we support.

Recommendation #5: Outline concentrations in key areas for their Honours, Specialist, Major and Minor modules This could show students how (over and above requirements) they can channel their degree in an area – e.g., in Ethics, Philosophy of Mind, or Philosophy of Science. Students might be inspired by seeing specific outlines of which courses a Major module with a concentration in Ethics with a focus on environment or in Philosophy of Mind might involve.	**Program:** The program views presenting students with different informal "pathways" through our Major/Spec/HSpec modules as a fruitful recommendation. These "pathways" would present students with a study plan for a given area (like Philosophy of Science or Moral and Political Philosophy) that would list a basket of relevant courses (within Philosophy and outside of it) that would be recommended to students with that interest. We have, in fact, considered something similar for students who are pursuing philosophy with an interest in a career in law or medical research, so we could easily expand this initiative to include these areas as well. We plan to revisit this exciting suggestion as we work to update our course offerings. **Faculty:** We will work with the Department to explore ways to develop "streams" or "pathways" through modules that make it possible for students to group modular courses meaningfully without overly complicating existing modular requirements.
Recommendation #6: **Support growth in faculty compliment** Given the department's excellence, we suggest that growth in faculty complement should be supported to enable further diversification of courses and growth in module enrollment. The Philosophy department serves the university really well and merits support in faculty complement.	**Program:** Our internationally recognized faculty deliver high quality undergraduate education. But more faculty are needed in order to sustain our existing excellence and to offer courses that meet the needs of our students in this and the next generation. **Faculty:** The Department has recently welcomed two new faculty members, will welcome another this summer, and is scheduled for another hire in 2026-27. This represents the most hires by a Department in the Faculty in the past decade, a sign of the Faculty's support of the excellence of the Department. Future hires are at the discretion of the Dean and Provost and will continue to follow the regular budget process.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, in consultation with the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Recommendation #6 has not been included in the implementation plan as it specifically relates to faculty hiring which is outside the scope of this review. Efforts to bolster faculty capacity in connection with this recommendation are outlined in the response table above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Divide the introductory course	• Collect feedback and assess the impact of this change.	Undergraduate Chair	By the progress report in June 2029
Recommendation #2: Reconsider lack of tutorials	• Monitor the impact of the elimination of tutorials on all aspects of the department. Engage all department members include staff and students.	Undergraduate Chair; Department Chair	By September 2028
Recommendation #3: Rethink its extensive use of asynchronous online 2000-level courses	• Monitor the impact of increased online course delivery, particularly in relation to the student learning experience and overall modular enrolments.	Undergraduate Chair; Department Chair	By September 2028
Recommendation #4: Leverage depth in Philosophy of Science	• Streamline current offerings in philosophy of science to resemble the Intro/Advanced structure. • Stemming from the experience with the upcoming AI/Philosophy course offerings, develop an interdisciplinary module relating to philosophy and/of AI.	Undergraduate Chair	By September 2027 By September 2028
Recommendation #5: Outline concentrations in key areas for their Honours, Specialist, Major and Minor modules	• Develop “streams” or “pathways” through modules that make it possible for students to group modular courses meaningfully without overly complicating existing modular requirements.	Undergraduate Chair	By September 2027

Cyclical Review of the Graduate Program in Anatomy and Cell Biology

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on November 3, 2026, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Graduate with respect to the cyclical review of the graduate program in Anatomy and Cell Biology.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Schulich School of Medicine & Dentistry	Anatomy and Cell Biology	January 21-22, 2026	Good Quality

The Final Assessment Report for this review is attached.

Documentation Provided:

Final Assessment Report – Anatomy and Cell Biology

Western UNIVERSITY · CANADA

Anatomy and Cell Biology
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	Master of Science (MSc), Doctor of Philosophy (PhD)	
Date of Last Review	2017-2018	
Fields of Study	Cell Biology Clinical Anatomy Neurobiology	
External Reviewers	Dr. Katrina Gee Professor, Department of Biomedical and Molecular Sciences Queen's University	Dr. Sabine Hombach-Klonisch Professor, Department of Human Anatomy and Cell Science Max Randy College of Medicine, University of Manitoba
Internal Reviewers	Supported by the School of Graduate and Postdoctoral Studies and the Office of Academic Quality and Enhancement	Cherin Chung Graduate Student, Member of SUPR-G
Date of Site Visit	January 21-22, 2026	
Date Review Report Received	April 1, 2026	
Date Program/Faculty Response Received	Program Response: July 17, 2026 Faculty Response: July 17, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: October 26, 2026 ACA: November 3, 2026 Senate (for information): November 13, 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 Anatomy and Cell Biology Program, delivered by the Schulich School of Medicine & Dentistry.

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, Schulich School of Medicine & Dentistry.

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 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 cyclical review process that is made public; all other documents are confidential to the Graduate program, the Schulich School of Medicine & Dentistry, the School of Graduate and Postdoctoral Studies (SGPS) and SUPR-G.

Executive Summary

The graduate program in Anatomy and Cell Biology offers a modern collaborative training experience catering to the needs of the individual student pursuing an MSc or PhD degree in Anatomy and Cell Biology. The program has evolved to comprise three main curriculum options: a non-thesis based (with research project) MSc in Clinical Anatomy, a thesis-based MSc in biological research, and a thesis-based PhD. Graduate students can immerse themselves in one or more disciplines, including cell biology, neurobiology, clinical anatomy, and/or education scholarship related to the anatomical sciences. Specific areas of research strength for graduate training include mechanisms of addiction, cancer biology, cellular signaling, developmental and stem cell biology, biomaterials, regenerative medicine, neurophysiology, behavioral neuroscience, spinal cord injury, and neurodegenerative disorders. Faculty members within the Anatomy and Cell Biology graduate program are distributed throughout the city, with laboratories and

research space in the Medical/Dental Sciences buildings, Robarts Research Institute, London Health Sciences Centre (LHSC)-University Hospital, LHSC-Victoria Hospital, and St. Joseph's Health Care. This provides Anatomy and Cell Biology graduate students with opportunities to be involved in interdisciplinary and clinically relevant biomedical research. This is further enhanced by Anatomy and Cell Biology's participation in several of Western's collaborative graduate programs including Developmental Biology, Molecular Imaging, Musculoskeletal Health, and Global Health Systems and Machine Learning in Health and Biomedical Sciences. Total enrolment in 2023-2024 was at 18 for the Clinical Master's, 23 for the Research Master's and 36 for the PhD.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by two student focus groups, surveys administered to current graduate students, faculty and recent graduates, and a departmental retreat associated with the development of a 2022-2027 departmental strategic plan.

The external reviewers shared a positive assessment of the graduate Anatomy and Cell Biology program. They offer five recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Leadership in Clinical Anatomy training, including one of only two MSc Clinical Anatomy programs in Canada and the only Canadian PhD option with a Clinical Anatomy field.
- Cohesive and supportive community, fostered through extensive social programming, open communication with program leadership, and cross-stream integration initiatives.
- Student-led peer mentorship program that successfully supports new students, develops mentorship skills in senior students, and strengthens community across program streams.
- Dedicated professional development and Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) initiatives, including integrated professionalism training, alternative-career programming, inclusive research practices, and a dedicated EDIDA committee embedded throughout departmental governance.
- Faculty members within the department have maintained a consistently strong level of funding from both internal grants and peer-reviewed external research and infrastructure grants.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Students indicated that the funding structure is unclear – a mechanism to help alleviate this will be the inclusion of a presentation about Graduate Student Funding as part of the September orientation week.
- Need for stronger integration across program streams, particularly addressing perceived divisions between Clinical Anatomy students and thesis-based research students.
- More consistent oversight through advisory committees and clearer documentation of student progress.
- Improved support for PhD thesis preparation and completion, including workshops, guidance resources, and more structured communication regarding thesis expectations and defense preparation.
- Continued modernization of anatomy teaching laboratories and learning spaces.
- Development of a framework around the ethical and informed use of GenAI for their studies, research, and writing. This will be built into the learning modules of the professionalism course, Own Your Future interactive modules, and external speaker talks.

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
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Associate Dean, Graduate and Postdoctoral Studies, Schulich School of Medicine & Dentistry
- Assistant Dean, Program Review and Development, Schulich School of Medicine & Dentistry
- Western LibrariesTeam Members
- Department Chair
- Associate Chair, Graduate Studies
- Graduate Affairs Committee Members
- Clinical Anatomy Programming Subcommittee Members
- Program Faculty Members
- Graduate Program and Departmental Staff
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and the Decanal Office 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 FAR. The FAR is collated and submitted 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 "*the program structure for both thesis-based and course-based graduate plans is well thought out and clearly supports the training of students in anatomy and cell biology*."

Strengths of the Program:

- Faculty members have strong competency in research and expertise in teaching, with a demonstrated collaborative and respectful attitude that greatly benefits the program.
- Rich and inclusive programming, including the integration of thesis-based and clinical anatomy students through a shared professionalism course, extensive seminar programming, Research Day, research retreats, and professional development opportunities.
- Active student participation in governance, educational experiences, EDIDA initiatives, and departmental activities.
- Dedicated administrative and support staff, who continue to maintain critical operations and student services despite significant staffing pressures.

Prospective Areas of Improvement for the Program to Consider

- Clarify and standardize PhD expectations, particularly regarding the three-publication expectation, comprehensive examination requirements, timelines, and evaluation standards to improve transparency and consistency.
- Address faculty workload and succession concerns, including supervisory imbalances and long-term sustainability of teaching and research capacity.
- Strengthen operational capacity as understaffing was identified as negatively affecting student onboarding, responsiveness and milestone tracking.
- Further enhance integration and community between clinical anatomy and thesis-based students through additional mentoring, peer-teaching, and shared learning opportunities.
- Consider reviewing admissions practices, reducing barriers to entry, addressing funding inequities, and improving financial accessibility for students.
- Reduce communication gaps between the Dean's Office, SGPS, and faculty, contributing to uncertainty and inconsistent expectations.

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
Recommendation #1: Program Staffing 1) Strengthen administrative staffing capacity. To ensure program stability, it is recommended that the department: a) Increase staffing by a minimum of 2.0 FTE, if possible, including reinstating a dedicated student facing administrative assistant. b) Ensure that students receive stipend and TAship payments in a timely manner. c) Institute formal leave coverage plans for essential tasks, including admissions, payroll, TAship appointments, and student tracking milestone coordination. 2) Improve clarity and accessibility of administrative processes. To improve accessibility, it is recommended that the department: a) Develop a concise "Who to Contact" guide outlining responsibilities, communication channels, and escalation pathways. b) Develop regularly updated database to enable tracking of student progress committee composition, etc.	**Program:** The Program agrees that staffing shortages were a significant challenge during the review period, particularly following the loss of key administrative positions and the subsequent university-wide hiring freeze. Shared staffing arrangements with Medical Biophysics further strained departmental operations, although remaining staff and colleagues worked diligently to maintain essential services for students. Since the review, the Department has substantially strengthened its administrative capacity through the hiring of a dedicated Academic Programs Assistant, a new Administrative Assistant, and an Acting Manager of Operations. Recruitment of an additional anatomy laboratory technician remains a priority and will further increase staffing capacity. The Department is confident that these staffing improvements will address many of the concerns raised by reviewers regarding communication, responsiveness, and student support. To enhance administrative transparency, information about stipend, scholarship, and TAship payment schedules will be clarified in the Graduate Student Handbook, orientation sessions, finance workshops, and on the program website. Resources to support graduate student budgeting will also be provided. Recognizing communication challenges experienced during the staffing transition, the Department will update faculty and staff contact information, improve website and handbook resources, and include key contacts in new students' Letters of Understanding. To strengthen student tracking and progress monitoring, the Department will re-establish centralized record-keeping through OWL Brightspace and maintain a comprehensive live database of all active graduate students, enabling more effective oversight by Progam leadership. **Faculty:** The Decanal team supports the program's response. Staff are an essential component to a properly functioning department and graduate program. Any additional changes or support can be requested by the department, but administrative complement is under the purview of the Dean's office.

Recommendation #2: Student Culture and Community Engagement 1) Increase connectivity between clinical and thesis-based programs through structured peer-teaching or mentoring opportunities. 2) Develop a modified professionalism course co-taught across programs to support more student-led decision-making in learning, for example peer-teaching events that serve as skills assessment and learning at the same time.	**Program:** The program views its peer mentoring initiative as a major strength and plans to expand its role in fostering stronger connections between Clinical Anatomy and thesis-based students. Future efforts will promote greater awareness of the mentoring program among students and faculty while exploring new peer-teaching and mentoring opportunities across program streams. To strengthen integration, the program will build on the recently combined ANATCELL 9555/9566 professionalism course by introducing activities that encourage interaction, peer learning, and student-led skill development. In collaboration with the Centre for Teaching and Learning, the program also plans to develop workshops that support peer-teaching initiatives and enhance professional and teaching portfolios. Additional opportunities for cross-stream engagement will be explored within ANATCELL 9520 through shared scientific communication and skills-development activities. Finally, the department intends to reinstate community-building events such as holiday gatherings, family picnics, and leadership activities that were discontinued due to staffing and leadership transitions. These initiatives are expected to strengthen departmental culture, increase student engagement, and foster a stronger sense of community across all graduate programs. **Faculty:** The Decanal team supports the program's response.
Recommendation #3: Program Learning Objectives 1) Clarify and improve the structure and timing of the PhD comprehensive exam, including: a) Addressing the burden placed on students and faculty to find examiners at the same time. b) Ensuring the timing allows space to respond if an exam is not passed close to completion. Finalizing exam details and expectations more clearly. c) Considering vulnerabilities of the written component to AI.	**Program:** The program recognizes concerns about the burden and consistency of comprehensive examinations and has already implemented changes for the Summer 2026 cohort to improve clarity, transparency, and faculty workload distribution. These include revised timelines, clearer guidance on major revisions and progression to the oral exam, and more explicit expectations for both students and examiners. The Graduate Affairs Committee will review the effectiveness of these changes after the current exam cycle. The program is also proactively addressing the implications of generative AI by incorporating AI literacy and ethical-use guidance into graduate training and comprehensive exam preparation. In response to reviewer feedback regarding publication expectations, the program is revising its Graduate Student Handbook to establish more flexible and transparent milestones that recognize disciplinary differences in research and publication practices. Greater emphasis will be placed on project-specific mentoring by advisory committees to support student progress. To strengthen oversight, the program has updated its Progress Report Form to identify cases that are "Satisfactory with Concerns" and provide targeted

2) Reassess the "three paper" guideline and clarify what constitutes a strong PhD thesis. 3) Improve transparency and consistency in how defenses are evaluated, particularly when outcomes do not meet published standards. 4) Ensure thesis expectations reflect the department's diversity, acknowledging varied research approaches, topics, and publication norms.	feedback. Progress reports are reviewed by the Graduate Chair and Graduate Affairs Committee to ensure early identification and discussion of emerging student concerns. **Faculty:** The Decanal team supports the program's response. Responsible and ethical training regarding AI use is a goal in graduate education since students will be exposed to AI throughout their careers. Discussions concerning AI are ongoing at Western at every level, and some policies have been developed. For example, SGPS has developed guidance for the use of generative AI in graduate studies: https://grad.uwo.ca/about_us/policies_procedures_regulations/ai.html and offers an online workshop to support this guidance: https://uwo.ca/ownyourfuture//workshops/harnessing_genai_for_research.html
Recommendation #4: Faculty Workload Strain 1) Work toward a more balanced distribution of graduate supervision across faculty ranks and career stages; 2) Assess the alignment between teaching-focused and research-active faculty roles in supporting a thesis-based graduate program; 3) Identify strategies to support equitable participation in graduate supervision and mentorship; and improve communication and clarity of expectations between the Department, the Dean's Office, and SGPS regarding faculty workload and graduate program responsibilities.	**Program:** It is important to note that faculty workload is governed by the collective agreement. Our elected departmental workload committee will be reviewing our workload document this year, which details expectations in terms of teaching, research/scholarship, and service to ensure equitable distribution across faculty members of varying workloads. In response to concerns about faculty workload and supervisory capacity, the Department has begun developing a Faculty Succession Roadmap to address the impact of seven recent retirements, three anticipated retirements, and limited hiring since 2018. The plan will use a proactive, data-driven approach to identify and address gaps in research expertise, graduate supervision, and laboratory infrastructure. Key priorities include maintaining expertise in cellular biology, neurobiology, and anatomy; ensuring sufficient research-active laboratories to support graduate trainees; and preserving strong supervision and mentorship capacity. Through strategic recruitment planning, the Department aims to sustain program quality, reduce workload pressures, and ensure the long-term viability of its research-intensive graduate programs, with hiring priorities informed by departmental and graduate program needs. **Faculty:** The Decanal team supports the program's response. Program and department needs are discussed and prioritized by the Department Chairs for consideration by the Dean's office. They may then be forwarded to the Provost's office for consideration and approval. Faculty workload falls under the faculty collective agreement (UWOFA and Western).

Recommendation #5: EDIDA 1) Review the student admission process to ensure greater accessibility and reduce potential barriers to entry. 2) Address financial accessibility concerns, including the absence of a minimum stipend for Clinical Anatomy, which may discourage or exclude some applicants. 3) Challenges related to TAship payments and eligibility for awards - consider guaranteeing TAship support to enhance equity and reduce financial stress.	**Program:** The program acknowledges opportunities to improve recruitment and communication by enhancing online information about admission requirements, application processes, supervisor selection, and research opportunities, while ensuring materials align with EDIDA best practices. The program notes that demand for the Clinical Anatomy stream remains strong, but will explore the feasibility of introducing a base research stipend for second-year Clinical Anatomy students. It remains committed to supporting students through TAships and scholarship opportunities. For thesis-based students, TAships are not formally guaranteed but have historically been available at levels above many comparable programs. To improve transparency and recruitment, the program will better communicate funding and TAship opportunities through its website and graduate student funding materials. **Faculty:** The Decanal team supports the program's response. While it would be ideal if a base stipend could be provided for Clinical Anatomy students, it is important to note that the Clinical Anatomy program is a course-based Master's with a research component. Within Schulich, students enrolled in course-based and professional programs do not receive stipends, are usually not guaranteed TAships, and they usually pay higher tuition fees than those paid by students in research-based graduate programs.

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 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
Recommendation #1: Program Staffing 1) Strengthen administrative staffing capacity. 2) Improve clarity and accessibility of administrative processes.	• Review procedures and policies in relation to stipend, scholarship and TAship to improve clarity and accessibility. • Review and update information about administrative processes related to graduate education. • Update faculty and staff contact information wherever relevant and necessary. Enhance student tracking and progress monitoring process.	Graduate Chair; Department Chair	By September 2027
Recommendation #2: Student Culture and Community Engagement 1) Increase connectivity between clinical and thesis-based programs through structured peer-teaching or mentoring. 2) Develop a modified professionalism course co-taught across programs.	• Promote the peer mentoring program and explore ways to expand and enhance it to support and foster student connections, and new peer-teaching and mentoring opportunities. • Promote and enhance community building initiatives and events within the department.	Graduate Chair; Peer Mentoring Committee	By September 2027

Recommendation #3: Program Learning Objectives 1) Clarify and improve the structure and timing of the PhD comprehensive exam. 2) Reassess the "three paper" guideline. 3) Improve transparency and consistency in how defenses are evaluated. 4) Ensure thesis expectations reflect the department's diversity of research approaches, topics, and publication norms.	• Monitor the effectiveness and impact of recent changes in comprehensive examinations and make further improvements, as necessary. • Provide effective and timely ways to mentor graduate students around effective and ethical use of AI during their academic endeavours leveraging on resources and support available through other Western units such as SGPS and the Centre for Teaching and Learning. • Provide further clarity around thesis expectations.	Graduate Chair; Graduate Affairs Committee	By September 2027
Recommendation #4: Faculty Workload Strain 1) Work toward a more balanced distribution of graduate supervision across faculty ranks and career stages. 2) Assess the alignment between teaching-focused and research-active faculty roles in supporting the thesis-based graduate program. 3) Identify strategies to support equitable participation in graduate	• Prioritize research and graduate mentorship capacities in the succession planning "Roadmap" to preserve program quality, ensure the long-term sustainability of the programs.	Department Chair; Graduate Chair	By September 2027

supervision and mentorship.			
Recommendation #5: EDIDA 1) Review the student admission process. 2) Address financial accessibility concerns. 3) Consider guaranteeing TAship support to enhance equity and reduce financial stress.	• Review and update admission process and explore ways to integrate EDIDA best practices in the admissions process. Improve clarity in communicating information related to admission process such as admission requirements, supervisor selection and funding for both thesis-based and Clinical Anatomy programs. • Explore the possibility to provide funding to Clinical Anatomy students. The program acknowledges opportunities to improve recruitment and communication by enhancing online information about admission requirements, application processes, supervisor selection, and research opportunities, while ensuring materials align with EDIDA best practices. The program notes that demand for the Clinical Anatomy stream remains strong, but will explore the feasibility of introducing a base research stipend for second-year Clinical Anatomy students. It remains committed to supporting students through TAships and scholarship opportunities. • For thesis-based students, TAships are not formally guaranteed but have historically been available at levels above many comparable programs. To improve transparency and recruitment, the program will better communicate funding and TAship opportunities through its website and graduate student funding materials.	Graduate Chair; Department Chair	By September 2027

New Donor-Funded Scholarships, Awards, and Prizes

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on November 3, 2026, the Senate Committee on Academic Curriculum and Awards approved, on behalf of the Senate, the terms of reference for the new donor-funded scholarships, awards, and prizes shown in Item 13.4(e), for recommendation to the Property and Finance Committee of the Board of Governors.

Documentation Provided:

New Donor-Funded Scholarships, Awards, and Prizes

New Donor-Funded Scholarships, Awards, and Prizes

Faculty of Engineering

AGM Engineering Scholarship in Civil Engineering
Awarded to full-time undergraduate students in Year 3 Civil Engineering, Faculty of Engineering, based on academic achievement. The Faculty of Engineering will select the recipients.

Value: 1 at $6,000 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This scholarship was established with a generous gift from AGM Engineering to support Western students.

Schulich School of Medicine & Dentistry

Dr. Mark Cohen Ophthalmology Award
Awarded annually to a medical student graduating from the Doctor of Medicine (MD) program who is pursuing residency in ophthalmology at a Canadian university training program upon graduation, based on academic achievement. The recipient will be selected by the Department of Ophthalmology.

Value: 1 at $5,000 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award is made possible by a generous donation from Vision Group.

Dancap Private Equity Chair in Change and Innovation

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That, on the recommendaiton of the Senate Committee on University Planning, Senate approve of the establishment of the Dancap Private Equity Chair in Change and Innovation in the Faculty of Social Science.

Executive Summary:

Approval Process for the Terms of Reference/Establishment of this Academic Position
MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. Western Advancement is utilizing the open process in respect of this academic position.

Under the open process, the proposal is submitted to the committee for recommendation to Senate. It will then be brought to the Property and Finance Committee of the Board for approval on behalf of the Board.

Funding
In 2024, an endowment to support the Dancap Private Equity Fellowship in Change in Innovation was established through the merger of three endowments created through gifts from the Donor. This merger was possible as a result of an Amendment, approved by the Donor, to Agreements made between the Donor and the University in 2006 and 2017. When the Fellowship was established, it was agreed that should the endowment reach $1,500,000 it would progress to a Professorship and should the endowment reach $3,000,000, the Professorship would progress to a Chair.

As a result of strong investment returns, the endowment that supports the Dancap Private Equity Professorship in Change and Innovation has grown to more than $3,000,000 and the DAN Department of Management and Organizational Studies is now seeking to establish the Chair.

Effective Date
July 1, 2027

Purpose
The Dancap Private Equity Chair in Change and Innovation in the Faculty of Social Science will have a proven research record in innovation, encompassing the development, dissemination and/or adoption of new technologies or processes by businesses and their reconfiguration to cope with external challenges and/or internal technical or operational advances, and the impact of other actors in promoting innovation in the business. This will be the basis for the development and dissemination of work on innovation of both scholarly and applied relevance, and/or related research that may evolve in the future.

Criteria
Appointments to the Chair will be conducted according to the University's relevant Policies and Procedures and according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University. (https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf) Appointments will normally be for a period of five years, renewable.

It is expected that the Chair will have the credentials to apply for and secure tri-council funding/grants. The success with tri-council funding will form one of the criteria for renewal of the chair.

Allowable Expenses
Funds available will be used to support salary and benefits and/or research expenditures that directly support the work of the Chair or their research program.

The Dean of the Faculty of Social Science, or their designates, will be responsible for allocating and spending.

Reporting
The University agrees to report annually to the donor regarding the activities of the Chair.

Approval Process of the Name
MAPP Policy 1.44 – Namings establishes the process for the naming of university assets, including intangible assets such as academic positions.

The authority to name, change, or revoke a name rests with the Board or its delegate(s).

The Vice-President (Western Advancement) has delegated authority to approve a naming, change a name, or to revoke a name in recognition of gifts or grants of less than $1 million. The Fundraising and Donor Relations Committee has delegated authority to approve a naming, change a name, or to revoke a name in recognition of gifts or grants of $1 million or more but less than $10 million. The Board of Governors has the authority to approve a naming, change a name, or revoke a name in recognition of gifts or grants of $10 million or more.

As this gift is $1 million or more but less than $10 million, the Fundraising and Donor Relations Committee of the Board of Governors will approve the name of this Chair pending the approval of the establishment of this asset through the procedures set out through MAPP Policy 2.22 Appendix 2.

Academic Administrative Appointments

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Faculty Relations advised of the following academic administrative appointments as of November 13, 2026.

Start Date	End Date	Name	Department	Admin. Appointment
2026-08-15	2031-08-14	Buchanan, Brett	Arts - Office of the Dean	Dean
2026-09-01	2029-08-31	Qumosani, Karim	Schulich - Office of the Dean	Associate Dean
2026-09-01	2031-08-31	Urbach, David	Surgery	Clinical Department Chair
2026-09-01	2026-11-30	Carlisle, Emily	WL-User Experience Student Eng	Acting Library Director
2026-09-01	2026-12-31	Rudman, Debbie	Occupational Therapy	Acting School Director
2026-09-01	2027-08-31	Burke, Shauna	School of Health Studies	Acting School Director
2026-09-01	2031-08-31	Christie, Anita	Kinesiology - General	School Director
2026-09-21	2027-03-07	Robinson, Jennifer	WL-Archives / Special Collect	Acting Library Head
2026-10-01	2028-06-30	Saadaldin, Selma	Schulich - Office of the Dean	Assistant Dean
2026-10-01	2031-06-30	Deweyert, Andrew	Schulich - Office of the Dean	Assistant Dean
2026-10-01	2031-09-30	Garg, Amit	Schulich - Office of the Dean	Associate Dean
2026-10-01	2031-09-30	Anderson, Kelly	Epidemiology and Biostatistics	Department Chair
2027-07-01	2028-04-30	Carson, Kimberley	Office of the Chief Librarian	Associate University Librarian

Items Removed from the Consent Agenda

Action: ☐ Approval ☐ Information ☐ Discussion

Executive Summary:

Items that have been removed from the Consent Agenda will typically be included here by noon on the Thursday before the meeting.

Question Period

Questions for Senate to be addressed during the agenda.

Questions regarding matters on the agenda will typically be included here by noon on the Thursday before the meeting.

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 November 13 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 1, 2026	Wednesday, September 9, 2026
Tuesday, September 29, 2026	Wednesday, October 7, 2026
Tuesday, October 27, 2026	Wednesday, November 4, 2026
Tuesday, November 17, 2026	Wednesday, November 25, 2026
Tuesday, December 14, 2026	Wednesday, January 6, 2027
Tuesday, February 2, 2027	Wednesday, February 10, 2027
Tuesday, March 2, 2027	Wednesday, March 10, 2027
Tuesday, April 6, 2027	Wednesday, April 7, 2027
Tuesday, April 27, 2027	Wednesday, May 5, 2027
Tuesday, May 18, 2027	Wednesday, May 26, 2027

Questions or issues for discussion submitted after the deadline will be considered by OAC at a subsequent meeting.