Senate

Notice of Meeting

Friday, October 23, 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

Western
UNIVERSITY · CANADA

Senate - October 23, 2026

Agenda

1.0 Land Acknowledgement	
2.0 Approval of the Minutes of the Previous Meeting	Approval
3.0 Report of the President	Information
4.0 Report of the Provost	Information
5.0 Report of the Vice-President (Research)	Information
6.0 Report of the Operations /Agenda Committee (S. Roland)	Information
6.1 Senate Observership: Vice-Provost and Associate Vice-President (International)	Approval
6.2 Questions for Senate	Information
7.0 Report of the Nominating Committee (G. Little)	
7.1 Membership – Senate Committee on Academic Curriculum and Awards	Action
7.2 Membership – Senate Review Board Academic	Action
8.0 Report of the Senate Committee on Academic Policy (N. Campbell)	
8.1 Introduction of a Policy on "Examinations – Administration and Printing" (and Associated Procedures) and Withdrawal of the Policy on "Examinations – Administration"	Approval
8.2 Revisions to the Policy on "Examinations – Scheduling and Responsibility for Printing" and Withdrawal of the Policy on "Examination Conflicts"	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 Bioconvergence Centre Update	Information

11.0 Report of the University Research Board (P. Pexman) - No Report	
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) Appointment of Officers of Convocation	Information
13.1(b) Order of Ceremony – Spring Convocation 2027	Information
13.1(c) Senate Membership – Vacancies Filled by Appointment	Information
13.2 Items from the Nominating Committee	
13.2(a) Replacement for the Committee Member: Operations/Agenda Committee	Information
13.2(b) Replacement for the Committee Member: Honorary Degrees Committee	Information
13.2(c) Replacement for the Committee Member: Senate Review Board Academic	Information
13.3 Items from the Senate Committee on Academic Policy	
13.3(a) Schulich School of Medicine & Dentistry: Revisions to the Policy on "Admission – Doctor of Medicine"	Approval
13.3(b) School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Examinations and Final Submission	Information
13.4 Items from the Senate Committee on Academic Curriculum and Awards	
13.4(a) Faculty of Education: Revisions to the Bachelor of Education	Approval
13.4(b) King's University College:	
13.4(b)(i) Revisions to the Honours Specialization and Specialization in Accounting	Approval
13.4(b)(ii) Renaming of and Revisions to the BMOS Internship Program	Approval
13.4(c) Withdrawal of Subject Areas	Approval
13.4(d) School of Graduate and Postdoctoral Studies:	

13.4(d)(i) Major Modification to the Master of Business Administration	Approval
13.4(d)(ii) Major Modification to the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics	Approval
13.4(d)(iii) - Withdrawal of the Master of Arts in Research for Policy and Evaluation	Approval
13.4(e) Cyclical Reviews of Undergraduate Programs in English Studies; Linguistics; Biomedical Engineering; Anatomy and Cell Biology; Biochemistry; Biology	Information
13.4(f) Cyclical Reviews of Graduate Programs in English; Microbiology and Immunology; Pathologists' Assistant; Pathology and Laboratory Medicine; Geography and Environment	Information
13.4(g) New Donor-Funded Scholarships, Awards and Prizes	Information
13.5 Items from the Senate Committee on University Planning	
13.5(a) McIntosh Gallery Annual Report	Information
13.6 Announcements and Communications	
13.6(a) Election Results	Information
14.0 Items Removed from the Consent Agenda	
15.0 Question Period	
16.0 New Business	

Land Acknowledgement

Action: ☐ Approval ☐ Information ☐ Discussion

Alfonso Nocilla will offer a land acknowledgement or other observance.

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

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

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

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

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

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

Minutes of the Meeting of September 18, 2026

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That the minutes of the meeting held on September 18, 2026, be approved as circulated.

Documentation Provided:

Minutes of the September 18, 2026 Meeting

MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

September 18, 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
A. Ali
G. Amaral
J. Antonelli
A. Ataullahjan
A. Awawdeh
K. Big-Canoe
J. Blankenship
S. Boe
A. Boller Krausz
B. Begg
J. Binoy
A. Borchert
A. Bryson
B. Buchanan
N. Campbell
R. Charumbira
K. Coley
C. Costello
S. D'Arcy
M. Davison
F. Dick
M. El-Sakka
Z. Fadlullah
A. Fremeth
P. Franck
M. Fox
A. Garnett
C. Giannacopoulos
R. Gillis
M. Goltsman
S. Hafeez
N. Haggerty
A. Hassan
J. He
J. Herrera
E. Islam
R. Kamal
S. Knabe
K. Khimji
J. Li
M. Lebo
D. Lee
A. Little
L. Logan
A. Logeswaran
A. Makaran
G. Malheiro
O. Matthews
R. Martell
L. Melnyk Gribble
J. Minac
M. Modeski
B. Morton
P. Pexman
M. Quiñones-Mateu
R. Ramachandran
N. Ranasinghe
S. Schmid
Y. Seleem
A. Shepard
A. Shchepetkina
S. Sylvestre
K. Siddiqui
L. Stark
F. Strzelczyk
J. Suljak
J. Unger
J. Voogt
K. Verwaayen
S. Weerasinghe
M. Xia
K. Yeung
H. Yan
A. Yip

Observers in attendance: J. Doerksen, N. de Gannes, C. Cripps, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, O. Oloya, S. Rezvani, J. Scott, D. Smith, M. Sanita Lima, S. Xia, M. Yenson

Land Acknowledgement

M. Modeski offered a Land Acknowledgement.

Minutes of Prior Meeting

Item 2.0 – Minutes of the Meeting of June 5, 2026

It was moved by J. Antonelli, seconded by G. Little,

That the minutes of the meeting of June 5, 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 opened his remarks by reflecting on the start of the new academic year, including Orientation Week, highlighting the overall experience and approaches used to support students' transition. The President also emphasized the important role played by volunteers and expressed appreciation to the various groups on campus, including faculty, staff, the University Students' Council, and the Society of Graduate Students for their contributions and support during Orientation Week.

The President continued his report with comments on the recent visits to campus from provincial Ministers, highlighting the significance of these engagements for Western's visibility and government relations. Additionally, the President provided an update on current funding developments, with particular attention to the additional allocation of seats in STEM programs.

The President concluded his report by commenting on Western's recent ranking outcomes and highlighting the ongoing work associated with the "All in" campaign.

The President addressed a question about funding allocations and the institutional budgeting approach used to support disciplines with higher operating costs.

Item 4.0 – Report of the Provost

F. Strzelczyk, Provost & Vice-President (Academic) began her report with a leadership update, welcoming Brett Buchanan as new Dean of the Faculty of Arts & Humanities and announcing that Sophie Roland has been appointed as the Dean of the Don Wright Faculty of Music. Additionally, the Provost noted that the Faculty of Health Sciences and the Faculty of Law are entering their second year under new decanal leadership, and welcomed John Doerksen back to his role as Vice-Provost (Students).

The Provost continued her report with an update on student experience, with particular attention to first-year students and their transition to campus.

The Provost outlined work conducted over the summer, including efforts made toward internationalization and the initiatives underway to strengthen Western's global engagement.

Additionally, the Provost commented on the combined efforts to support those who were impacted by the recent power outage and noted that work is currently underway to address underlying infrastructure issues. She also reported on new academic program development and concluded her report with a brief update on funding.

S. Lewis, Vice-Provost (Academic Programs), provided a brief presentation concerning Western International College. The update outlined the progress achieved to date across key milestones and described the ongoing efforts required to support admission targets. Additionally, the Vice-Provost (Academic Programs) shared details on the governance structures and supports being put in place.

The Vice-Provost (Academic Programs) addressed a question of clarification regarding the recruitment pathway used for students in the inaugural cohort.

A Senator raised a question regarding the role of the Academic Advisory Committee and the representation within its membership. The Vice-Provost (Academic Programs) advised that the membership of the advisory body is still being populated and commented on the Committee's mandate.

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) began by highlighting strong progress across research initiatives and reported that, in the SSHRC competition, the number of applications increased by 19% while the total value of awarded grants increased by 72% compared with 2025.

The Vice-President (Research) continued her report with an update on the Western Research Grants Repository, launched in June 2025. She noted that since its initial launch the collection of sample applications has doubled and commented on the first insights emerging from its use.

An Official Observer noted the value of creating a similar repository to support doctoral and postdoctoral applicants.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

In the absence of the Chair and Vice-Chair of the Operations/Agenda Committee, K. Yeung, committee member, presented the report on behalf of the Operations/Agenda Committee. K. Yeung outlined the Committee's mandate, summarizing its primary areas of responsibility.

Item 6.1 – Announcement of a Vice-Chair of the Operations/Agenda Committee

K. Yeung announced the Vice-Chair of OAC (A. Nocilla) for a term from July 1, 2026 to June 30, 2027.

Item 6.2 – Membership – Nominating Committee

Miguel Quiñones-Mateu was acclaimed to serve on the Senate Nominating Committee for a term ending on June 30, 2028.

Item 6.3 – Questions for Senate

K. Yeung informed Senate that in accordance with the process established in the Adopted Policies and Procedures all the questions routed to Senate will be addressed during the Question Period.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, G. Little provided the Nominating Committee report and outlined the Nominating Committee's mandate, highlighting its responsibility and the nominating process.

Item 7.1 – Announcement of a Chair and Vice-Chair of the Senate Nominating Committee

G. Little announced the Chair and Vice-Chair of the Nominating Committee (G. Little and M. Fox) for the term from July 1, 2026 to June 30, 2027.

Item 7.2 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

No nominations were put forward for a vacancy on the Senate Committee on Academic Curriculum and Awards (ACA).

ITEM 7.3 – Membership – University Research Board (URB)

Bobbi Thompson was nominated from the floor of Senate and acclaimed to serve on the University Research Board as a faculty member from the Don Wright Faculty of Music for a term from July 1, 2026 to June 30, 2028.

Item 7.4 – Membership – Senate Review Board Academic (SRBA)

Nicole Campbell and John Suljak were nominated from the floor of Senate to the Senate Review Board Academic as the representatives from the Schulich School of Medicine & Dentistry. An election was held following the Senate meeting and Nicole Campbell was elected to serve on the Senate Review Board Academic for a term from July 1, 2026 to June 30, 2028.

Remus Tutunea-Fatan was acclaimed to serve on the Senate Review Board Academic for a term from July 1, 2026 to June 30, 2028.

Item 7.5 – Membership – Electoral Board for Chancellor

Jasmine Antonelli and Chris Costello were nominated by the Nominating Committee and Brett Buchanan, Ruramisai Charumbira, Ryan Martell, Jan Minac and J. Bruce Morton were nominated from the floor of Senate.

The Chair of the Nominating Committee informed candidates that nominee statements were to be submitted no later than 11:59 p.m. on September 18, 2026. As not all nominees submitted the required materials, the remaining eligible nominees were acclaimed in accordance with the established process, and no election was required.

Jasmine Antonelli, Brett Buchanan, Chris Costello, Ryan Martell, and Jan Minac were acclaimed to serve on the Electoral Board for Chancellor.

Item 7.5 – Membership – Selection/Review Committee for the Vice-Provost (Academic Programs)

Zia A. Khan, Anabel Quan-Haase and Laura Stephenson were nominated from the floor of Senate to serve on the Selection/Review Committee for the Vice-Provost (Academic Programs). An election was held following the Senate meeting and Zia A. Khan was elected to serve on the Selection/Review Committee for the Vice-Provost (Academic Programs).

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, N. Campbell presented the Policy report, offering a brief summary of the Committee's mandate, including its role in policy development, and described its main areas of responsibility.

Item 8.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy

N. Campbell announced the Chair and Vice-Chair (N. Campbell and M. Cleveland) of the Senate Committee on Academic Policy for the term from July 1, 2026 to June 30, 2027.

Item 8. 2 – Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Policy on "Graduation Requirements"

It was moved by N. Campbell,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Graduation Requirements" be revised as shown in Item 8.2.

CARRIED

Item 8.3 – Introduction of a Policy on "Academic Consideration – Graduate Students"

K, Siddiqui, Vice-Provost (Graduate & Postdoctoral Studies), provided a presentation concerning the overview of the proposed Policy on "Academic Consideration – Graduate Students" (Appendix A). The Vice-Provost (Graduate & Postdoctoral Studies) commented on the rationale underlying the development of the policy, scope, and the planned implementation process.

In response to the questions raised by a Senator, the Vice-Provost (Graduate & Postdoctoral Studies) stated that the proposed policy provides graduate programs with flexibility to develop their own processes for relevant academic activities, determine the types of documentation required, and establish procedures for submitting that documentation. The Vice-Provost (Graduate & Postdoctoral Studies) indicated that students will file their Academic Consideration requests via a secure portal, with access restricted to the Program Designate.

In response to a question of clarification, the Vice-Provost (Graduate & Postdoctoral Studies) stated that Graduate Chairs were consulted, and they were informed of the Program Designate appointment process. He added that while the School of Graduate and Postdoctoral Studies will support programs with training, a centralized model is not feasible given the complexity and diversity of graduate programs.

Additionally, the Vice-Provost (Graduate & Postdoctoral Studies) clarified that the decision regarding the term of service for the Program Designate rests with the individual graduate program and stated that estimating both the additional workload and the volume of cases is challenging at this stage, as the process will be newly implemented, and the number of cases will vary among graduate programs.

It was moved by N. Campbell,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 1, 2027, a policy on "Academic Consideration – Graduate Students" be introduced as shown in Item 8.3.

CARRIED

Item 8.4 – Report of the Assessment Integrity Working Group

The Vice-Provost (Academic Programs) provided a report on the work of the Assessment Integrity Working Group and informed Senate on upcoming revisions to the Senate Academic Policies.

The Vice-Provost (Academic Programs) commented on the implementation of the Working Group recommendations, explaining that the Group has fulfilled its mandate and that the next phase will involve formal approval of the proposed policy changes along with the development of associated procedures, through the Senate Committee on Academic Policy and Senate.

The Vice-Provost (Academic Programs) clarified that some of the recommendations are already in place within certain Faculties, and that the intention is to standardize these practices and adopt them across the institution. Additionally, she commented on proctor training and stated that any required training would be paid, and if necessary, hours would be reallocated.

An Official Observer commented on the emerging need to meaningfully shift academic integrity culture and to strengthen learning environments that foster ethical behavior. The Vice-Provost (Academic Programs) commented on the effectiveness of the proposed mechanisms and the potential benefits they may bring to the management of scholastic offences cases.

The Vice-Provost (Academic Programs) provided comments on the resourcing required for large classes, which are associated with elevated risks of scholastic offences, and confirmed that the University will continue to provide religious accommodation for students.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

On behalf of the Senate Committee on Academic Curriculum and Awards, R. Ramachandran presented the report of the Committee and outlined the Committee's mandate, summarizing its key areas of focus.

Item 9.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards

R. Ramachandran announced the Chair and Vice-Chair of the Senate Committee on ACA (R. Ramachandran and A. Fremeth) for the term from July 1, 2026 to June 30, 2027.

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 and described the Committee's role and responsibilities.

Item 10.1 – Announcement of a Chair of the Senate Committee on University Planning

S. Schmid announced the Chair of the Senate Committee on University Planning (S. Schmid) for a term from July 1, 2026 to June 30, 2027. F. Strzelczyk, the Provost & Vice-President (Academic), is ex-officio Vice-Chair of the Committee.

Item 10.2 – Capital Projects Update

L. Logan, Vice-President (Operations & Finance), provided a presentation concerning an update on the capital projects on campus (Appendix B). She began by describing the major projects that are currently under construction and in planning phases, including the University Drive Student Residence, the new Engineering building, the Pathogen Research Centre, the new Faculty of Health Sciences building, Ursuline Hall and Alumni Hall renovations, and the Bioconvergence Centre. Additionally, the Vice-President (Operations & Finance) informed Senate that a more detailed presentation on the Bioconvergence Centre

will be presented at the October Senate meeting.

Heather Hyde (Director, Sustainability) presented an overview of several capital projects focused on strengthening Western's core infrastructure. She provided an update on the renewal of the University Drive Bridge, the addition of an electric boiler and power plant capacity to support future energy needs, and a broader long-term resilience initiative aimed at ensuring essential systems remain reliable through long-term renewal.

The Vice-President (Operations & Finance) responded to questions of clarification concerning how long-term construction activity may affect access to certain campus locations, the sufficiency of bike-parking facilities, the existing considerations related to the McIntosh Gallery, and ongoing coordination with the City on major construction projects.

With respect to the Bioconvergence Centre project, The Vice-President (Operations & Finance) confirmed that oversight of capital projects rests with the Board of Governors and noted that Senate will continue to receive updates as the work progresses. She commented on the ongoing considerations related to the construction period, including the potential impact of vibration and access for campus transportation.

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board, P. Pexman presented the URB report and detailed the Committee's mandate, highlighting its core responsibilities.

Item 11.1 – Announcement of a Vice-Chair of the University Research Board

P. Pexman announced a Vice-Chair of the University Research Board (A. Allan) for a term from July 1, 2026 to June 30, 2027.

Item 12.0 – Report of the Academic Colleague

The written report was provided as part of the agenda materials.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

Information Items Reported by the Operation/Agenda Committee on Unanimous Consent:

- Item 13.1(a) – Faculty of Arts and Humanities: Revisions to the Faculty Council Constitution
- Item 13.1(b) – Senate Membership – Vacancies Filled by Appointment
- Item 13.1(c) – Appointment of Officers of Convocation

REPORT FROM THE SENATE NOMINATING COMMITTEE

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

- Item 13.2(a) – Replacement for the Committee Member: Senate Committee on Academic Policy
- Item 13.2(b) – Replacement for the Committee Member: Senate Committee on University Planning (SCUP)
- Item 13.2(c) – Temporary Replacement for the Committee Member: University Research Board (URB)

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

Item 13.3(a) – Faculty of Education: Revisions to the Policies on "Admission – Education" and "Registration and Progression in Three-Year, Four-Year and Honours Programs"

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policies on "Admission – Education" and "Registration and Progression in Three- Year, Four-Year and Honours Programs" be revised as shown in Item 13.3(a).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(b)(i) – Revisions to the Policy on "Requests for Relief from Academic Decisions" and its Associated Procedures

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Requests for Relief from Academic Decisions" be revised as shown in Item 13.3(b)(i).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(b)(ii) – Revisions to the Policy on "Scholastic Offences" and its Associated Procedures

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Scholastic Offences" be revised as shown in Item 13.3(b)(ii).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(b)(iii) – Revisions to the Policy on "Senate Review Board Academic Appeals"

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Senate Review Board Academic Appeals" be revised as shown in Item 13.3(b)(iii).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(b)(iv) – Revisions to the Policy on "Course Outlines"

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on "Course Outlines" be revised as shown in Item 13.3(b)(iv).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(b)(v) – Revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs" and its Associated Procedure

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs" be revised as shown in Item 13.3(b)(v).

CARRIED BY UNANIMOUS CONSENT

Item 13.3(c)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Graduate Program Design – Course Registration"

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 18, 2026, the policy on "Graduate Program Design – Course Registration" be revised as shown in Item 13.3(c)(i).

CARRIED BY UNANIMOUS CONSENT

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

- Item 13.3(c)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Registration in Graduate Programs
- Item 13.3(d) – Western International College Undergraduate Sessional Dates (2026-2027)
- Item 13.3(e) – Editorial Revisions to Titles of Academic Policies
- Item 13.3(f) – Removal of "Code of Student Conduct" Statement

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

Item 13.4(a)(i) – Faculty of Engineering, Department of Electrical and Computer Engineering: Revisions to Electrical Engineering Options

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Electrical Engineering options, offered by the Faculty of Engineering, be revised as shown in Item 13.4(a)(i).

A. Electrical Engineering Program
B. Electrical Engineering/HBA (offered with the Ivey Business School)
D. Electrical Engineering/Law (offered with the Faculty of Law)
H. Electrical Engineering and Biomedical Engineering Option
M. Electrical Engineering and Artificial Intelligence Systems Engineering Program

CARRIED BY UNANIMOUS CONSENT

Item 13.4(a)(ii) – Faculty of Engineering: Revisions to Mechatronic Systems Engineering Options

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Mechatronic Systems Engineering options, offered by the Faculty of Engineering, be revised as shown in Item 13.4(a)(ii).

Mechatronic Systems Engineering
B. Mechatronic Systems Engineering/HBA (offered with the Ivey Business School)
C. Mechatronic Systems Engineering/Law (offered with the Faculty of Law)
D. Mechatronic Systems Engineering and Biomedical Engineering Option

E. Mechatronic Systems Engineering and Artificial Intelligence
Systems Engineering Option

CARRIED BY UNANIMOUS CONSENT

Item 13.4(a)(iii) – Faculty of Engineering, John M. Thompson Centre for Engineering Leadership and Innovation: Revisions to Integrated Engineering Options

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the following Integrated Engineering options, offered by the John M. Thompson Centre for Engineering Leadership and Innovation in the Faculty of Engineering, be revised as shown in Item 13.4(a)(iii).

Integrated Engineering Program
B. Integrated Engineering/HBA (offered with the Ivey Business School)
D. Integrated Engineering/Law (offered with the Faculty of Law)

CARRIED BY UNANIMOUS CONSENT

Item 13.4(b)(i) – Faculty of Science, Department of Physics and Astronomy: Withdrawal of the Major in Scientific Computing and Numerical Methods

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, admission to the Major in Scientific Computing and Numerical Methods, offered by the Department of Physics and Astronomy in the Faculty of Science, be discontinued; and

That students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2031; and

That the module be withdrawn effective September 1, 2031.

CARRIED BY UNANIMOUS CONSENT

Item 13.4(b)(ii) – Faculty of Science, Department of Physics and Astronomy: Revisions to the Honours Specialization and Specialization in Medical Physics

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Honours Specialization in Financial Modelling, offered by the Department of Statistical and Actuarial Sciences in the Faculty of Science, be revised as shown in Item 13.4(b)(ii).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(c) – Faculty of Social Science, Department of Anthropology: Withdrawal of the Minor in Environment and Culture and the Minor in Refugee and Migrant Studies

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, admission to the Minor in Environment and Culture and the Minor in Refugee and Migrant Studies, offered by the Department of Anthropology in the Faculty of Social Science, be discontinued; and
>
> That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2031; and
>
> That the modules be withdrawn effective September 1, 2031.

CARRIED BY UNANIMOUS CONSENT

Item 13.4(d)(i) – King's University College: Renaming of and Revisions to the Honours Specialization in Applied Psychology

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the "Honours Specialization in Applied Psychology" offered by King's University College be renamed as the "Honours Specialization in Professional Applications of Psychology"; and
>
> That students currently enrolled in the module be permitted to graduate with the old name of the module on their diploma until August 31, 2032, upon request to the Office of the Registrar; and
>
> That the module requirements be revised as shown in Item 13.4(d)(i).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(d)(ii) – King's University College: Revisions to the Honours Specialization, Specialization, Major, and Minor in Psychology

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2027, the following Psychology

modules, offered by King's University College, be revised as shown in Item 13.4(d)(ii).

Honours Specialization in Psychology
Specialization in Psychology
Major in Psychology
Minor in Psychology

CARRIED BY UNANIMOUS CONSENT

Item 13.4(e)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts in Art History and Curatorial Studies

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Master of Arts in Art History and Curatorial Studies be revised as shown in Item 13.4(e)(i).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(e)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Philosophy in Business Administration

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Doctor of Philosophy in Business Administration be revised as shown in Item 13.4(e)(ii).

CARRIED BY UNANIMOUS CONSENT

Item 13.4(e)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Philosophy in Physics

It was moved by J. Antonelli, seconded by R. Ramachandran,

That on the recommendation of the Senate Committee on Academic Curriculum and Awards, Senate approve that effective September 1, 2026, the Doctor of Philosophy in Physics be revised as shown in Item 13.4(e)(iii).

CARRIED BY UNANIMOUS CONSENT

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

- Item 13.4(f) – New Donor-Funded Scholarships, Awards, and Prizes

- Item 13.4(g) – Cyclical Reviews of Undergraduate Programs in Microbiology and Immunology; Pathology and Laboratory Medicine; International Relations; Psychology
- Item 13.4(h) – Cyclical Reviews of Graduate Programs in Theory and Criticism; Philosophy; Biochemistry; Physiology and Pharmacology

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

Item 13.5(a) – Pugliese-Zorzi Visiting Professorship in Italian Canadian Studies

It was moved by J. Antonelli, seconded by R. Ramachandran,

> That on the recommendation of the Senate Committee on University Planning, Senate approve establishment of the Pugliese-Zorzi Visiting Professorship in Italian Canadian Studies in the Faculty of Arts and Humanities.

CARRIED BY UNANIMOUS CONSENT

REPORT FROM THE HONORARY DEGREES COMMITTEE

Information Items Reported by Honorary Degrees Committee on Unanimous Consent:

- Item 13.6(a) – Honorary Degree Recipient - Autumn 2026

ANNOUNCEMENTS AND COMMUNICATIONS

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

- Item 13.7(a) – Academic Administrative Appointments
- Item 13.7(b) – Election Results – Senate Committees

QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 15.0 prior to the meeting. The questions and responses are summarized below:

The Vice-President (Operations & Finance) addressed the questions about the assessment of campus power stability and its findings, including the scope and priorities for future improvements, such as plans to expand emergency power capacity at critical facilities and power-generation sites. Additionally, she stated that with respect to the recent prolonged power outage, the investigation is still ongoing to identify the main source of the disruption.

In response to a question regarding the mechanisms used to assess electrical infrastructure capacity and resilience, the Vice-President (Operations & Finance) stated that the institution has a broad planning framework overseen by the Board of Governors and outlined the approach used to audit facilities from a maintenance standpoint.

ADJOURNMENT

The meeting adjourned at 3:52 p.m.

_____ _____

A. Shepard
Chair

A. Bryson
University Secretary



1

Academic Consideration – Graduate Students

Although graduate students experience similar types of challenges as undergraduate students, there is not currently a policy for academic consideration for graduate students.

- Requests for academic consideration are currently addressed inconsistently across graduate programs.
- Students and faculty are often unclear about appropriate processes for managing these requests. With many of these requests handled informally, some student distress may be overlooked and not addressed.
- At the same time, we also learned through consultation that Accessible Education incorrectly receives many of these requests.

Western Graduate&PostdoctoralStudies

2

Academic Consideration – Graduate Students

Academic Consideration is a formal mechanism for facilitating student well-being and academic fairness while acknowledging the integrity of relationships and interactions that students have with individuals and services on campus.

Academic Consideration does **not** replace Accessible Education, nor does it replace processes for a Leave of Absence.

The proposed policy and accompanying procedure will provide the framework to:

- Set parameters for academic consideration in relevant academic activities.
- Ensure clarity, consistency and fairness across every graduate program and their process for academic consideration.

Western Graduate&PostdoctoralStudies

3

Academic Consideration – Graduate Students

Implementation:

- If passed by Senate, the proposed policy and accompanying procedure will be in place effective January 1, 2027.
- Every graduate program must have a Program Designate who is appointed by the Dean (or designate) in their Faculty.
- Program Designate may be designated at the program or Faculty level, typically program's Graduate Chair or Associate Dean (Graduate).
- The effective date of January 1, 2027, allows time for programs to finalize their processes. A Faculty may decide to implement the same process across all of their graduate programs.

Western Graduate&PostdoctoralStudies

4

Academic Consideration – Graduate Students

Implementation:

- SGPS will ensure graduate programs have support in terms of training and guidance in developing their processes.
- Requests for academic consideration are made by graduate students to the Program Designate through a portal.
- If the student request is approved then the information funnels to the instructor/supervisor for implementation.
- A student may appeal a decision on academic consideration as set out in the policy on Requests for Relief from Academic Decisions and Procedure for Graduate Student Academic Requests for Relief.

Western Graduate&PostdoctoralStudies

5

Academic Consideration – Graduate Students

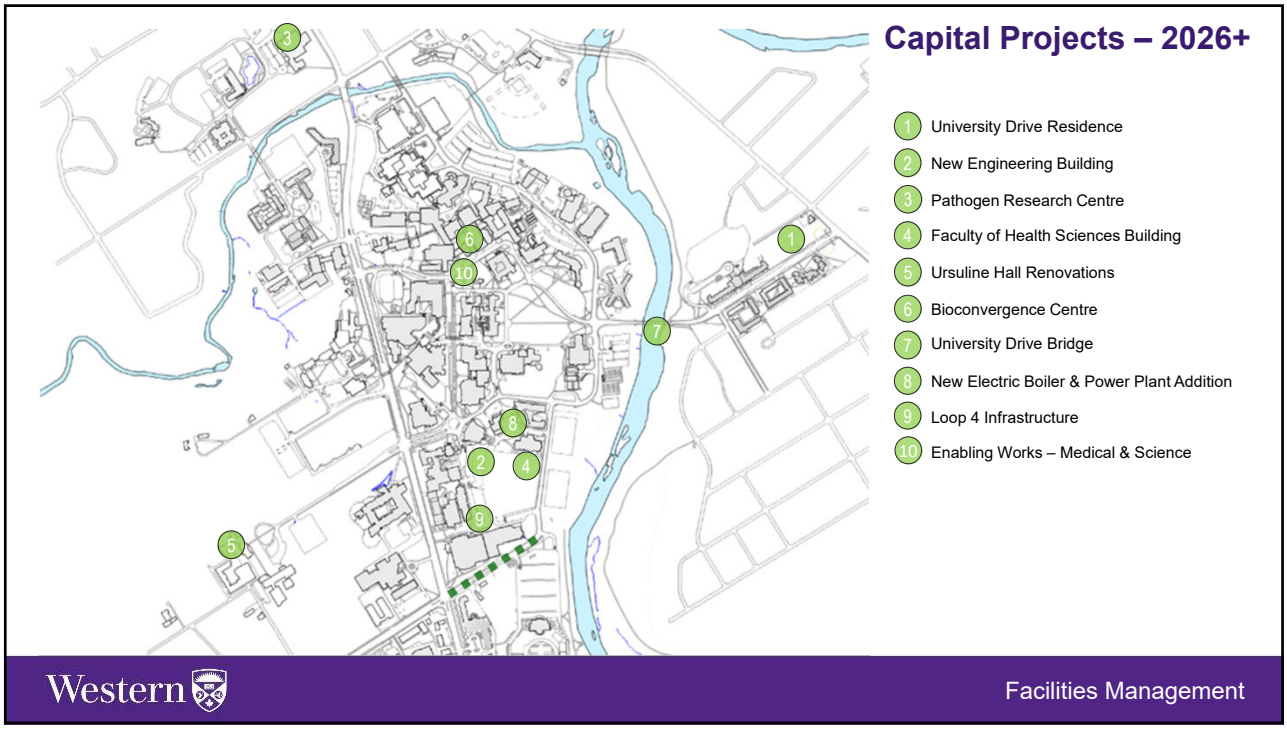
Consultation:
Graduate Education Council (GEC) – approved April 28, 2026
GEC Academic Policy Committee – approved April 14, 2026
Associate Vice-Provosts (Graduate & Postdoctoral Studies)
Deputy Provost
Vice-Provost (Academic Programs)
University Registrar
Ombudsperson
Accessible Education
Student Experience
Associate Deans (Graduate)
Graduate Chairs and Coordinators
Society of Graduate Students' Executives
University Legal Counsel
Legal Advisor (Appeals & Policy)
University Secretary and Associate University Secretary

Western Graduate&PostdoctoralStudies

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Western
UNIVERSITY · CANADA
Senate
Friday, September 18, 2026

1

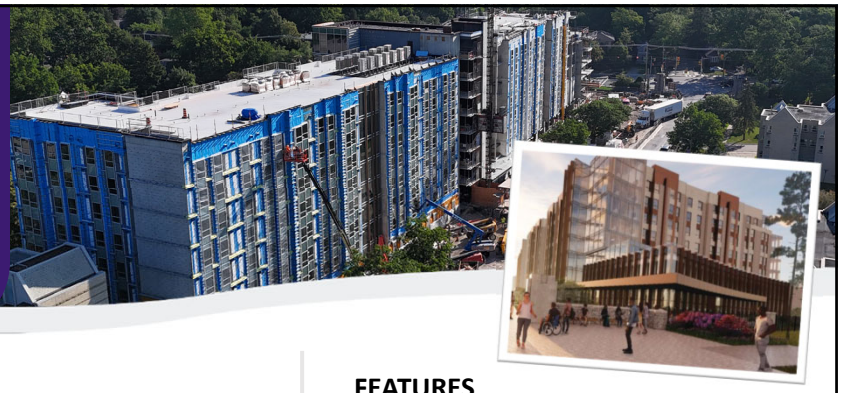

Capital Projects – 2026+
1 University Drive Residence
2 New Engineering Building
3 Pathogen Research Centre
4 Faculty of Health Sciences Building
5 Ursuline Hall Renovations
6 Bioconvergence Centre
7 University Drive Bridge
8 New Electric Boiler & Power Plant Addition
9 Loop 4 Infrastructure
10 Enabling Works – Medical & Science
Western
Facilities Management

2

UNIVERSITY DRIVE RESIDENCE

317,000 SQ. FT.

2027 Completion



ABOUT THE PROJECT

The University Drive Student Residence will be a welcoming and vibrant addition to Western University, located at the east entrance of campus. Set across eight storeys, the building will offer a range of facilities to support community and wellbeing – from study lounges and fitness areas to social spaces.

FEATURES

- 271 student suites (792 beds)
- Large dining hall
- Fitness and wellness spaces
- Multiple study and music rooms
- Targeting LEED Gold

Western

Facilities Management

3

NEW ENGINEERING BUILDING

100,000 SQ. FT.

2027 Completion



ABOUT THE PROJECT

Western is developing a new 100,000 sq. ft., 5 story facility to support the rapidly expanding Faculty of Engineering. The building is targeting LEED Gold Certification and will house the growing fields of artificial intelligence, storm research, electrical and computer engineering.

FEATURES

- Open-loop geothermal wells
- Triple pane windows
- High-performance envelope
- Barrier free access between lower and upper campus
- Mega build bays & dry labs

Western

Facilities Management

4



PATHOGEN RESEARCH CENTRE (PaRC)

20,000 SQ. FT.

Spring 2027 Completion

ABOUT THE PROJECT

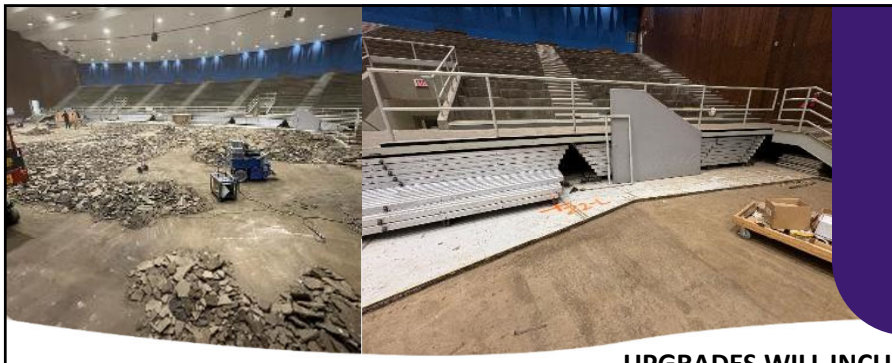
Western is developing a new 20,000 sq. ft. research facility. The Centre is part of Schulich School of Medicine & Dentistry and will include facilities of ImPaKT, Microbial Transmission, and GMP (Vaccines).

FEATURES

- CL2+ & CL3 Laboratories
- Barrier-Enclosed Imaging Equipment
- Integrated Research and Imaging Infrastructure

Western — Facilities Management

5



ALUMNI HALL

Scheduled Completion December 2026

ABOUT THE PROJECT

Begun in May 2026, Alumni Hall renovations will modernize and improve the space for future student-athlete and university use. This includes using Alumni Hall as a temporary classroom until the Bioconvergence Centre project is complete.

UPGRADES WILL INCLUDE:

- New gym flooring for games and events
- Improved accessibility to mezzanine level
- Improved seating for students and guests
- Modernized mechanical system – new air handling units (AHUs)
- New technology such as video boards
- Improved public washroom facilities on first floor

Western

6

FACULTY OF HEALTH SCIENCES BUILDING

85,000 SQ. FT. **2027** Construction Start



ABOUT THE PROJECT

The new Faculty of Health Sciences building will be located south of the existing Labatt Health Sciences Building, within the South Valley parking lot. It has excellent visibility along Huron Drive, views towards the Thames River, and direct access to the existing Labatt Health Sciences Building, including the FIMS/Nursing Building.

FEATURES

- Four storey new construction
- Large shared-use classrooms
- Physio Labs and break out spaces
- Collaborative research commons

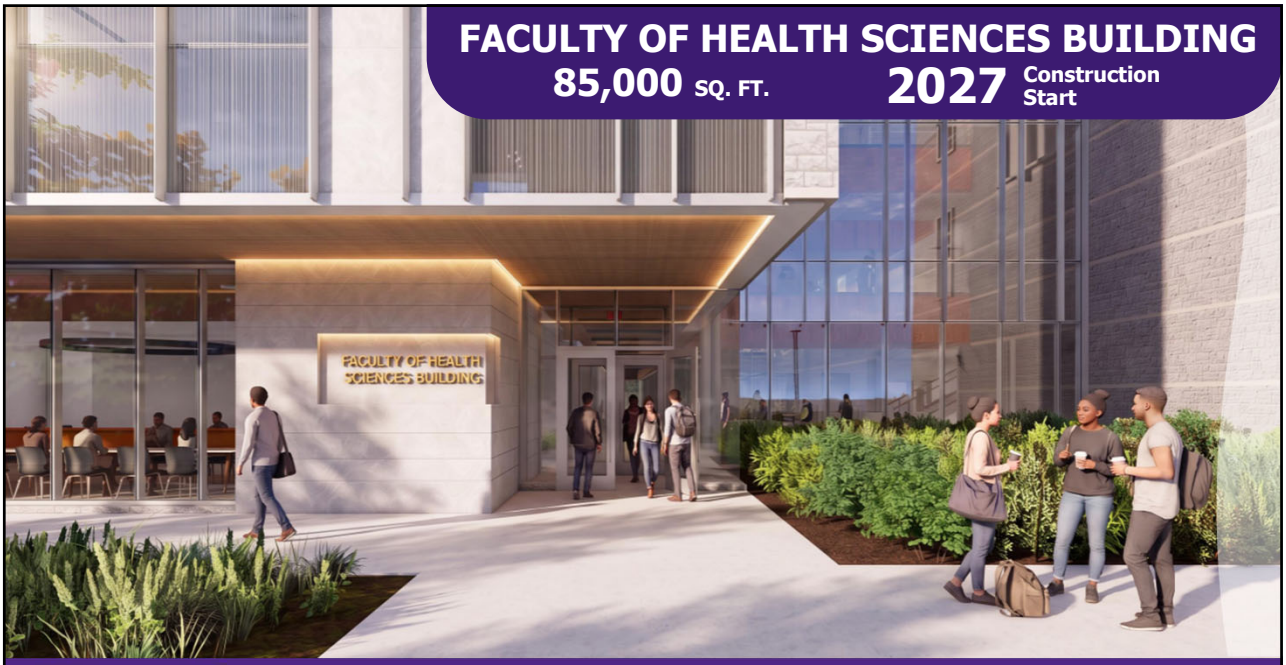
Western

Facilities Management

7

FACULTY OF HEALTH SCIENCES BUILDING

85,000 SQ. FT. **2027** Construction Start



Western

Facilities Management

8



URSULINE HALL RENOVATIONS
Concept Design

ABOUT THE PROJECT

The transformation of Ursuline Hall represents a pivotal opportunity for Western to house Ursuline Museum & Brescia Archives. The McIntosh Gallery relocation is being explored as part of the concept design options.

FEATURES

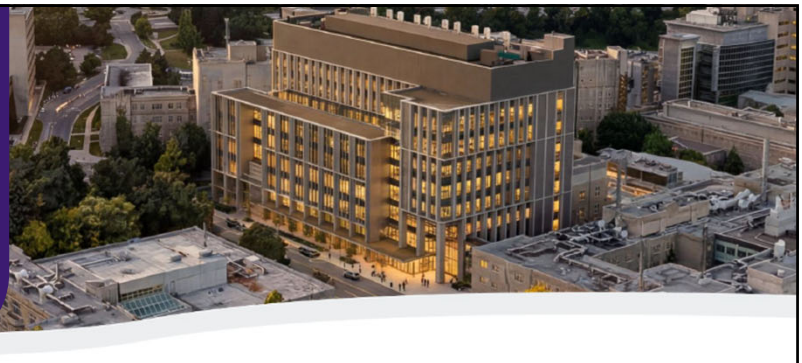
- Chapel to become Ursuline Museum
- South wing - Brescia & Ursuline archives
- North wing - McIntosh Gallery
- Lower level - Support spaces for McIntosh
- New accessible entrance & loading dock

9

BIOCONVERGENCE CENTRE

383,000 SQ. FT.

2027 Construction start



ABOUT THE PROJECT

The Bioconvergence Centre will unite experts from medicine, science, engineering, and health sciences to advance medical education and biomedical research. It will drive innovation in diagnostics, biotherapeutics, and wearable health technologies. The Centre will establish the university as a national leader in health innovation.

10

BIOCONVERGENCE CENTRE

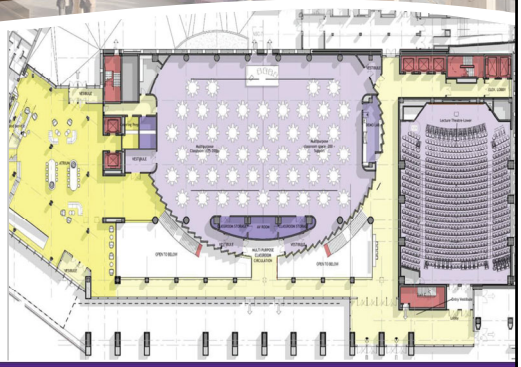


383,000 SQ. FT.

2027 Construction start

FEATURES

- Adaptable “super-core” hub
- State-of-the-art technologies
- Collaboration with thematic research focus
- Inspiring research and teaching spaces
- Sustainable design to support emissions targets

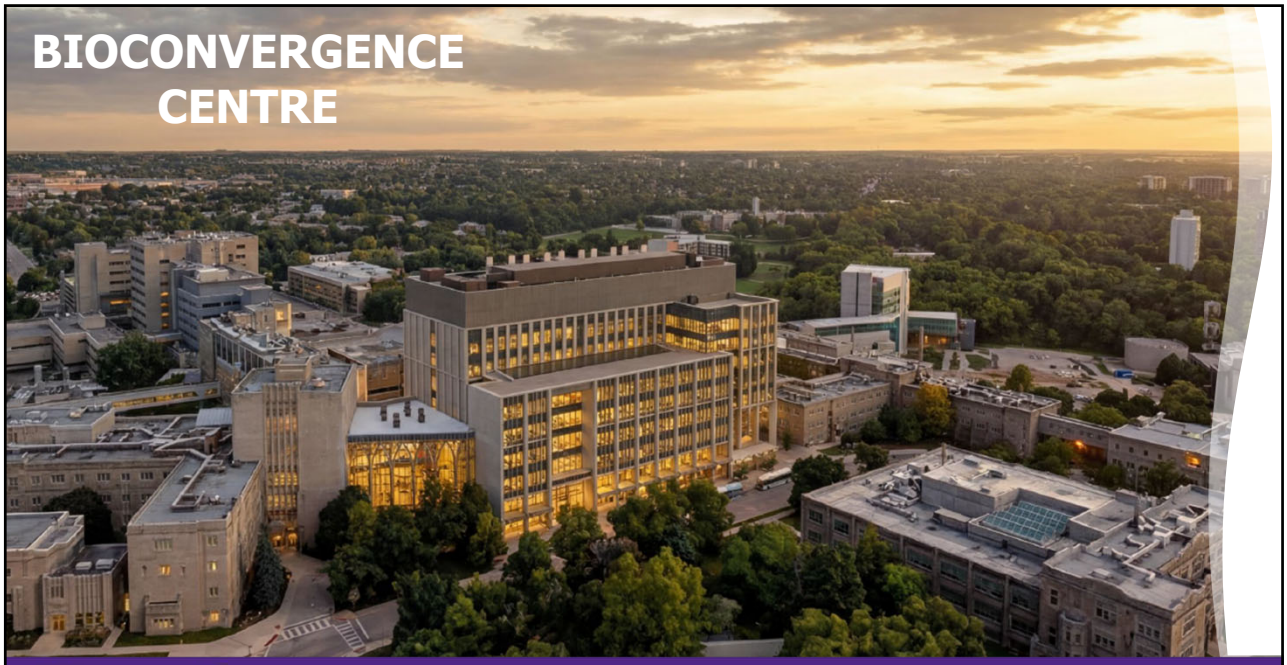


Western

Facilities Management

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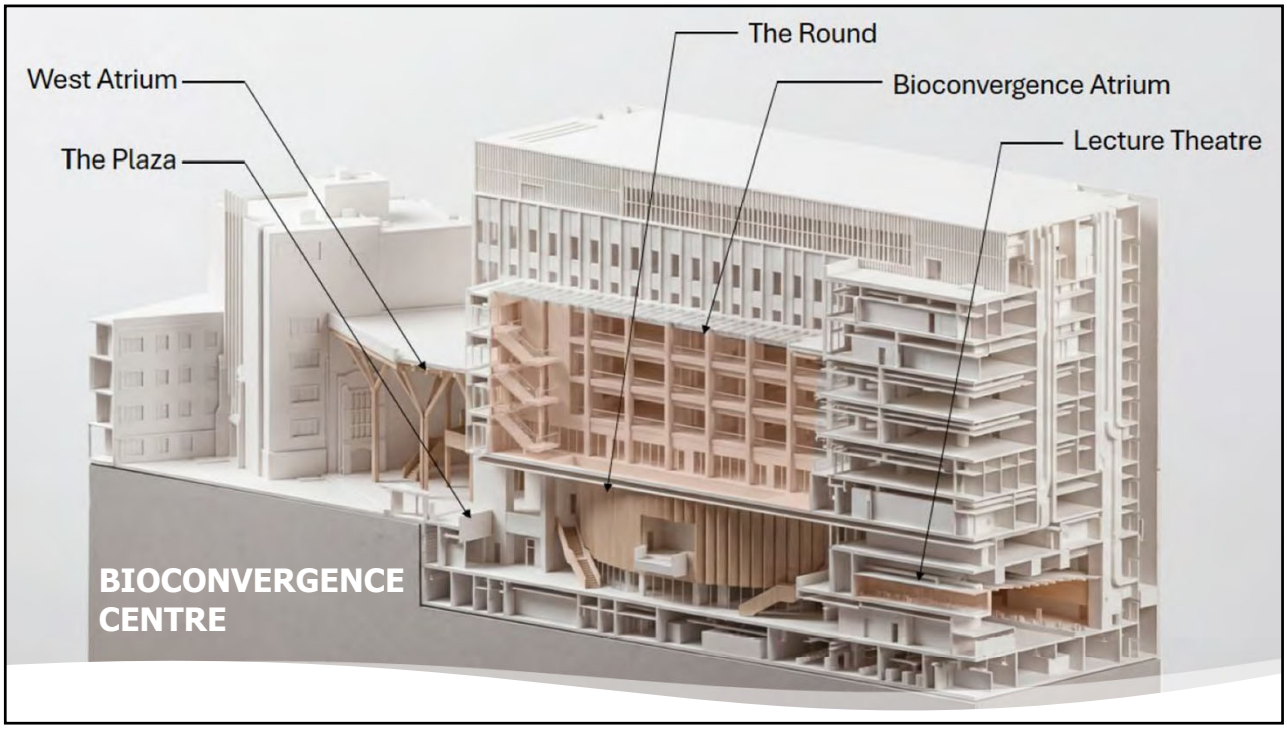
BIOCONVERGENCE CENTRE



Western

Facilities Management

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The Round
West Atrium
Bioconvergence Atrium
The Plaza
Lecture Theatre
BIOCONVERGENCE
CENTRE

13


Western
Facilities Management

14

UNIVERSITY DRIVE BRIDGE



New twin lane span

2027 Construction start

ABOUT THE PROJECT

A new vehicular only bridge is proposed to be constructed south of the existing 100-year-old landmark bridge which will be converted to an active transportation bridge with areas to rest and engage the river.

FEATURES

- New bridge arch complements the historic bridge
- Existing bridge will be updated for A/T
- Environmental studies completed and regulatory agencies have approved
- PIC2 completed May 13th, 2026

Western | Facilities Management

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ELECTRIC BOILER & POWER PLANT ADDITION

7,700 SQ. FT.

Winter 2026 Completion

ABOUT THE PROJECT

Western is adding 7,700 sq. ft. to the existing Power Plant to accommodate two new electric boilers. The enhancement project is supported with federal funding and is a key step toward Western's carbon reduction goals.

FEATURES

- **Decarbonization**: Electric capacity will reduce GHG emissions by 20-30%.
- **Growing Resilience**: Additional boilers increases reliability of steam supply to core buildings and University Hospital.

Western | Facilities Management

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LOOP 4 – INFRASTRUCTURE
2026 - 2027

ABOUT THE PROJECT

Western is adding a new infrastructure tunnel consolidating building systems that serve the engineering precinct. The infrastructure renewal project improves campus resilience and supports Western's carbon reduction goals.

FEATURES

- Energy Efficiency: New infrastructure will be upgraded to the latest technology and standards.
- Growing Resilience: Renewal of infrastructure will serve the growing campus for the long term.

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ENABLING WORKS – MEDICAL & SCIENCE PRECINCT Fall 2026

ABOUT THE PROJECT

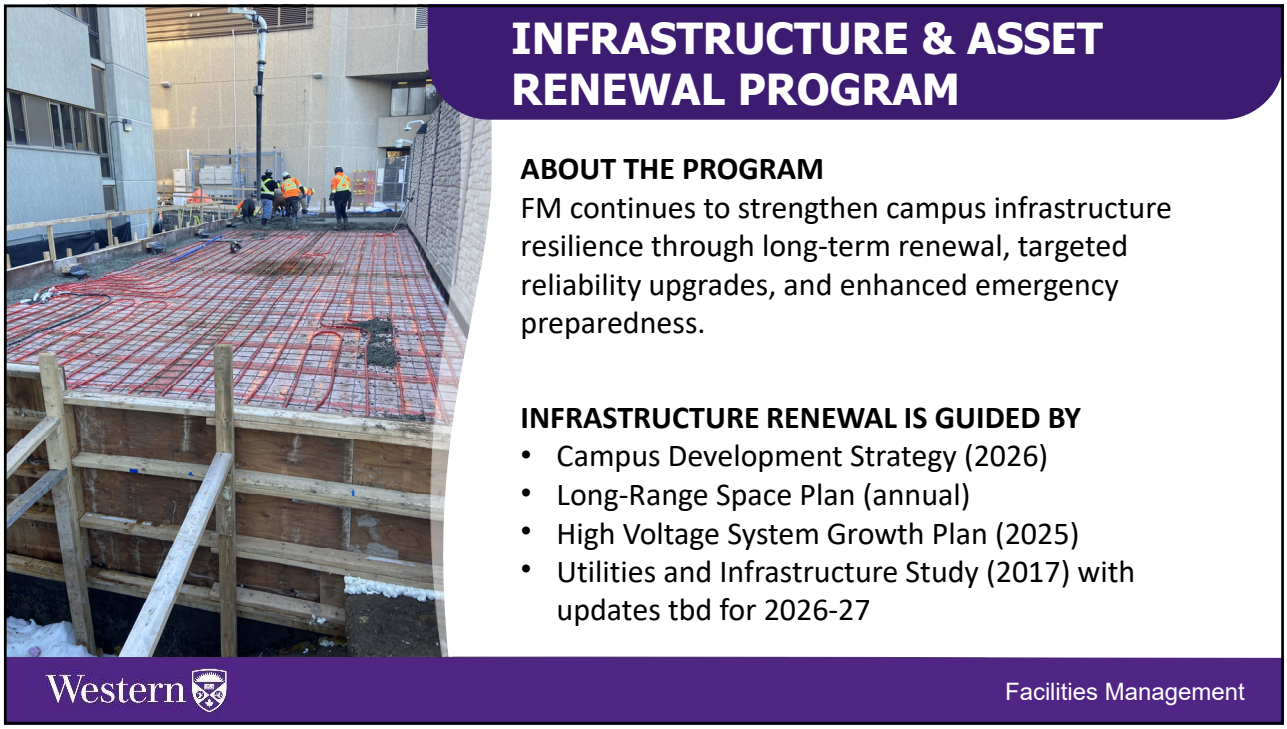
This infrastructure upgrade project will renew essential electrical, cooling, and drainage infrastructure, improving reliability, supporting future growth, and strengthening service to nearby research facilities.

FEATURES

- Modernized electrical infrastructure
- Expanded chilled water capacity and redundancy
- Upgraded sanitary services and future growth capacity

Western | Facilities Management

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INFRASTRUCTURE & ASSET RENEWAL PROGRAM
ABOUT THE PROGRAM
FM continues to strengthen campus infrastructure resilience through long-term renewal, targeted reliability upgrades, and enhanced emergency preparedness.
INFRASTRUCTURE RENEWAL IS GUIDED BY
• Campus Development Strategy (2026)
• Long-Range Space Plan (annual)
• High Voltage System Growth Plan (2025)
• Utilities and Infrastructure Study (2017) with updates tbd for 2026-27
Western
Facilities Management

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Western
All in.

20

To: Senators

From: Alan Shepard

Date: October 16, 2026

Re: Monthly report for October 2026

Dear Senators,
Following are some noteworthy developments since my last written report to Senate of September 14, 2026.

Fall Convocation: We look forward to celebrating convocation **October 21 and 22** with four ceremonies at Canada Life Place**.** Mitch Frazer, LLB'99 will receive an Honorary Doctor of Laws on October 21. The Order of Ceremony and details for students and guests are available on the Convocation website.

Fall Preview Day is Sunday, November 8. Activities will invite students and families to connect with professors, participate in campus and residence tours, and visit faculties. Thank you to our student, faculty, and staff volunteers who play a key role in the day's success – helping to engage and recruit the next class. I'm grateful for their support.

Homecoming 2026 was a success welcoming home more than 2,000 alumni and over 14,000 for the Mustangs football game. Our ongoing partnerships with the University Students' Council, and community partners, including hundreds of staff and faculty volunteers, helped minimize the impact of unsanctioned street parties and provide a safe, supportive environment for students. More than 8,600 attended the Student Fan Festival.

All in Campaign updates: as of October 1, 2026, Western has raised $633 million against our $1 billion+ goal, and engaged more than 185,000 alumni as donors, volunteers, and champions. Recent significant gift announcements include:

- **$1M** Graeme Gibson Chair in Avian Biology supported by Margaret Atwood.
- **$5M** from Richard Ivey to establish the Richard W. Ivey Family Chair for AI in Business, along with a Research and Outreach Fund, teaching scholar, postdoctoral fellows and AI Enhanced Learning Innovation Fund.
- **$2.5M** from Rosamond Ivey to support a Chair in Leader Character within the Ian O. Ihnatowycz Institute for Leadership at Ivey, and **$500,000** to the Western Fund.

- **$4M** donated from the Shah Family Foundation and the Gloria Baylis Foundation to establish the Dr. George J. Klein Shah-Baylis Chair to advance arrhythmia research.

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

- **Fred Possmayer** (Schulich) named a 2027 inductee to the Canadian Medical Hall of Fame.

- Western Research Awards of Excellence recipients:
  - **Hellmuth Prizes for Achievement in Research: Marlys Koschinsky** (Schulich), **Nadine Wathen** (Health Sciences)
  - **Outstanding Scholars: adam patrick bell** (Music), **Jamie Noël** (Science)
  - **Emerging Scholars: Yalda Mohsenzadeh** (Science), **Danielle Sirek** (Education)

- **John Denstedt** (Schulich) selected to receive the Tianfu Friendship Award from the People's Government of Sichuan Province in China.

- **Abbas Jessani** (Schulich) named to Canada's Top 40 Under 40 List for 2026.

- **Abdel-Rahman Lawendy** (Schulich) appointed Chair of the Province of Ontario's new Emergency Department Action Team.

- **2026 Global Undergraduate Award recipients:**
  - **Michelle-Lynn Vandyke Balderston** (Information & Media Studies), Global Winner, Category of Global Communications
  - Regional Winners:
    - **Sarah Torres Escandon** (Schulich), Category of Medical Sciences
    - **Claire DiLosa** (Science), Category of Life Sciences
    - **Katrin Agakishiev (**Health Sciences/Social Science), Category of Nursing, Midwifery & Allied Health Care
  - 9 other students were recognized as Highly Commended or top 10% in their field

- Appointed to the London Symphonia Fellowship with Western University for the orchestra's 2026-27 artistic season:
  - **Erin Van Dyke**, violin
  - **Cian Diamond**, viola
  - **Tasman Tantasawat**, viola
  - **Deverson Correia**, cello
  - **Abi Greenland**, cello

- **Laura Lenz** (HBA'99) appointed Managing Director and Head of OMERS Ventures.
- **Jeff Glass** (BA'84, LLB '88, HBA'89) has been appointed Vice-Chair of the Canadian Olympic Foundation Board of Directors.
- **Kofi Campbell** (PhD'05) appointed President & Vice-Chancellor of Algoma University.
- **Angel Abraham** (BMOS'25) received the Rising Star Award from the Northern Lights Aero Foundation, as part of its annual Elsie MacGill Awards program.

Leadership updates:

- **Sophie Roland** appointed Dean, Don Wright Faculty of Music, for a five-year term, ending June 30, 2031.
- **John Doerksen** appointed Acting Registrar, **Eric Mallory** appointed Acting Deputy Registrar, **Ryan Palmer** appointed Acting Associate Vice-President, Financial Services.
- **Graham Sogawa** appointed as Director, Toronto Programs & Partnerships.
- Active leadership review/selection committees are underway for the Vice-Provost (Academic Programs), Dean of Social Science, and Dean of Information & Media Studies.

To: Senators

From: Florentine Strzelczyk

Date: October 16, 2026

Re: Report of the Provost & Vice-President (Academic) for October 23, 2026

Dear Senators,

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

Student Experience

Incoming Student Academic Integrity Training

In addition to the mandatory Gender-Based and Sexual Violence training, following Senate approval in Spring 2026, incoming students are now also required to complete a module on academic integrity. More than 97% of students have completed the incoming student training requirements and more than 97% have completed the residence-specific training.

Teaching and Learning

GenAI Conversation Starter Series and Research Module

The School of Graduate and Postdoctoral Studies (SGPS) has introduced new resources to support the use of generative AI in graduate education and research.

- The *Graduate Studies GenAI Conversation Starter Series* provides guidance for instructors, students, and their supervisors on establishing clear expectations around AI use in thesis research, comprehensive examinations, teaching, and experiential learning.
- SGPS has also launched a self-paced *Harnessing GenAI for Research* module to help graduate students assess the opportunities and risks of AI throughout the research process.

Classroom Modernization

Audiovisual and infrastructure upgrades are underway in the Social Science Centre, following previous improvements in the Arts and Humanities Building. These enhancements aim to provide more reliable classroom technology and create more flexible learning and teaching environments.

Quality Assurance Audit

On November 20, Western will undergo the second phase of its institutional quality assurance audit, conducted by the Ontario Universities Council on Quality Assurance. Building on the successful first phase in 2023–24, this audit will focus on the implementation of Western's Institutional Quality Assurance Processes, which was approved by Senate in Fall 2022. This phase will examine processes for new program approvals and cyclical program reviews. The findings will help inform ongoing improvements to Western's academic quality assurance practices and support the continued excellence of our academic programs.

University Affairs

Faculty of Health Sciences' New Strategic Plan

The Faculty of Health Sciences launched its new five-year strategic plan, *Advancing Health. Together,* outlining priorities to strengthen education, research, and community engagement. The plan also aims to expand work-integrated learning opportunities and encourage greater engagement with interdisciplinary or interprofessional learning.

AI at Western

The Artificial Intelligence Resource Centre continues to advance AI literacy, delivering more than 30 learning sessions to 900+ participants in its first year. In September, Western Technology Services also rolled out Google Gemini Enterprise, providing faculty and staff with access to a secure generative AI platform as part of a one-year pilot.

Internationalization

Bilateral Clinical Placement Agreement with The Hong Kong Polytechnic University

Western has formally entered into a five-year agreement with The Hong Kong Polytechnic University (PolyU) to conduct bilateral clinical placements between our Faculty of Health Sciences and PolyU's Department of Rehabilitation Sciences. The partnership also creates more opportunities for joint research.

QS Higher Ed Summit: Americas 2026 and Americas 2027

Western participated in the QS Higher Ed Summit: Americas 2026 in Guadalajara, Mexico, (September 20-October 2, 2026) and engaged with higher education institutions from across Latin America to strengthen institutional relationships and advance academic and research collaborations in the region. In September 2027, Western will host the 2027 QS Higher Ed Summit: Americas in Toronto .

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators
From: Penny Pexman, Vice-President (Research)
Date: October 14, 2026
Re: Report of the Vice-President (Research) for **October 23, 2026**

Dear Senators,

Please find below a brief overview of my update to the Senate on October 23, 2026.

FRENCH-LANGUAGE RESEARCH SUPPORT

- Thanks to a new partnership with Acfas, Western researchers now have access to the French-Language Research Support Service.
- The service can be used to review Social Sciences and Humanities Research Council and Canadian Institutes of Health Research grant proposals written in French at any stage prior to submission.
- It will be expanded to support Natural Sciences and Engineering Research Council applications later this year.
- Please contact your Faculty Research Officer for more information.

INSTITUTIONAL RESEARCH PROJECT MANAGEMENT SUPPORT

- Western Research has launched research project management services to support large-scale research grants, reducing needs to recruit term-limited project managers.
- Institutional Research Project Managers are assigned to individual funded projects, providing tailored support aligned with each initiative's specific needs.
- The team supports project launch and planning, communication and collaboration, and ongoing project management activities.
- To be eligible, project management must be an eligible expense under sponsor guidelines and funding for the role must be included in the awarded proposal budget.

CANADIAN INSTITUTES OF HEALTH RESEARCH REPORT

- This year, the Canadian Institutes of Health Research (CIHR) engaged the health research community to understand pressures facing the Project Grant program.

- Formal responses from the U15 Vice-Presidents (Research) and Ontario Council on University Research are included among feedback from more than 2,000 individuals.
- Major themes identified in *What we heard: Strengthening the long-term sustainability of the Project Grant program* include:
    1. The current trajectory is not sustainable;
    2. Peer review is essential, but confidence in the process is strained;
    3. There is interest in reducing application pressure, but strong concern about how this could be achieved equitably;
    4. A single annual competition is the most contentious option;
    5. AI is contributing to application pressure;
    6. The community wants detailed data, clear framing and a neutral presentation of options; and
    7. Trust will depend on how the problem and options are framed.
- CIHR is still weighing options, identifying risks and trade-offs and launching the next phase of engagement.
- As part of these efforts, Western will host a consultation visit with CIHR leadership and members of its research programs team on December 2.

BRAIN CANADA PLATFORM GRANTS

- On September 21, 2026, Western welcomed Brain Canada Chief Research and Program Officer Pamela Kanelis to celebrate the Centre for Functional & Metabolic Mapping, which earned an unprecedented third consecutive Platform Support Grant.
- The announcement came as the Centre celebrates 30 years of pioneering imaging technology that has transformed our understanding of the brain, aging and disease.
- Brain Canada Platform Grants play an important role in supporting the development, operation and maintenance of major research platforms.
- Western researchers currently lead four interdisciplinary Platform Support Grant-funded facilities.

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

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: 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.

Executive Summary:

There has not been a Vice-Provost and Associate Vice-President (International) for a number of years and the approach to internationalization at the University has changed.

An Executive Director, Global Engagement position was recently created by the President with responsibility to advance Western's global engagement strategy, helping to expand Western's international partnerships for research and scholarship to further Western's global impact.

This proposal seeks to amend the Senate observership of the former Vice-Provost and Associate Vice-President (International) role to the Executive Director, Global Engagement.

While Senate observerships were initially created in 1968 to provide for students to attend Senate, in 1971, Senate established administrative observerships:

> "Administrative Observerships be established, to provide for attendance at meetings of the Senate of administrative personnel not eligible for attendance as Senate members, such Observerships to be separate to and distinct from Student Observerships, and that the role of Administrative Observers be the communication of Senate business to and from the pertinent administrative areas, and that the Executive Assistant to the President, Assistant to the Vice-President (Academic), the Deputy Registrar be granted Administrative Observerships".

In 2009, Senate provided the following criteria for considering observerships:

> "The majority of Senate membership is designed to ensure that the primary focus of Senate is the academic mission of the University. Observerships assigned are confined to those constituencies that are wholly defined by their direct and complete participation in the specific areas of responsibility that make up Senate's proper business: academic policies, regulations, and plans with respect to academic programs and research across the University."

The Executive Director, Global Engagement fits within the criteria provided for observerships. It is appropriate that this position sit as an Observer so as to have speaking privileges at Senate.

The current list of Observers is:

Academic Colleague
Vice-Provost (Academic Programs)
Vice-Provost (Academic Planning, Policy & Faculty)
Vice-Provost and Associate Vice-President (International)
Vice-Provost and Associate Vice-President (Indigenous Initiatives)
Associate Vice-President (Institutional Planning & Budgeting)
Associate Vice-President (Equity, Diversity & Inclusion)
Vice-Provost (Students)
Deputy Registrar, Undergraduate Recruitment and Admissions
President, UWO Faculty Association (UWOFA)
UWOFA-Librarians/Archivists (LA) Representative
Lecturer Representative
President, University Students' Council (USC)
President, Society of Graduate Students (SOGS)
President, Postdoctoral Association at Western (PAW)
President, Master of Business Admin. Assoc. (MBAA)
Provost(s) of Affiliated University Colleges who are not currently in elected positions on Senate. *(Up to two, one each from Huron and King's)*

Additionally, the title of Deputy Registrar, Undergraduate Recruitment and Admissions will be updated to reflect the current title for the role, Associate Registrar, Undergraduate Admissions. This amendment is provided for information.

Documentation Provided:

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 October meeting of Senate.

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

Action: ☒ Action ☐ Information ☐ Discussion

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

Composition: Thirteen members elected by Senate:

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

Senate-Elected Members:

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

Membership Summary:
Faculty Members:

- **Required**: 11 faculty members. Ten (10) filled. One (1) position vacant.

- **Faculty Representation**: Representatives may be from: AH, Edu, Eng, FIMS, Law, Music, Sci, Huron, King's
- **Senate Membership Compliance**: One (1) additional faculty member shall be a Senator to meet the required total of 7.
- **SGPS Membership Compliance**: At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: One (1) faculty member Senator. Representative may be from: AH, Edu, Eng, FIMS, Law, Music, Sci, Huron, King's. Term until June 30, 2027

Nominees: Giovanni Fanchini (Sci) (Faculty Senator) Term from July 1, 2026 to June 30, 2027

Membership – Senate Review Board Academic (SRBA)

Action: ☒ Action ☐ Information ☐ Discussion

Expected time commitment: *Individual SRBA appeal meetings and hearings are arranged by the University Secretariat as required.*

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

Senate-Elected Members:

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

	Member			
TBD	Faculty Member		June 30, 2027	Vacancy
Nicole Campbell	Faculty Member	Schulich	June 30, 2028	Faculty
Torin Chiles	Faculty Member	Music	June 30, 2028	Faculty
Caroline Dick (Vice-Chair)	Faculty Member	Social Science	June 30, 2028	Faculty
Alison Hearn	Faculty Member	FIMS	June 30, 2028	Faculty
Heather Kirk	Faculty Member	Arts and Humanities	June 30, 2028	Faculty
Ken Kirkwood (Vice-Chair)	Faculty Member	Health Sciences	June 30, 2028	Faculty
Stephen Pitel	Faculty Member	Law	June 30, 2028	Faculty
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2028	Faculty
Remus Tutunea-Fatan	Faculty Member	Engineering	June 30, 2028	Faculty
Yi Zou	Faculty Member	Ivey	June 30, 2028	Faculty
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Faculty
Randal Graham	Faculty Member	Law	June 30, 2027	Faculty
Roula Hawa	Faculty Member	Health Sciences	June 30, 2027	Faculty
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Faculty
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Faculty
Nikki Rotas	Faculty Member	Education	June 30, 2027	Faculty
Robert Stainton	Faculty Member	Arts and Humanities	June 30, 2027	Faculty
John Wilson	Faculty Member	Ivey	June 30, 2027	Faculty

Required: One (1) faculty member. Representative may be from**:** FIMS, Sci, Music, Huron, King's. Term until June 30, 2028

Nominees: Tatyana Barron (Sci) (Faculty) Term to June 30, 2028

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

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: 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; and

That the policy on "Examinations – Administration" be withdrawn.

Executive Summary:

The proposed new policy on "Examinations – Administration and Printing", replacing the current policy on "Examinations – Administration", establishes a comprehensive framework governing the administration, printing and oversight of undergraduate examinations during the formal examination periods.

The proposed policy consolidates and modernizes requirements that were previously contained in the separate policy on "Examinations – Administration" and the printing of examination provisions from within the policy on "Examinations – Scheduling and Responsibility for Printing". Consolidating existing examination administration and printing requirements into one policy improves clarity, reduces duplication and supports the effective administration of examinations for the University. The establishment of Procedures enables operational practices and examination processes to be updated more efficiently as examination delivery practices and academic needs change.

This new policy reflects Western's commitment to academic integrity. It provides a single source of policy over the printing, delivery, administration, and oversight of examinations and supports consistent practices across Faculties, Departments and administrative units. The policy outlines the responsibilities of students, the University Registrar, Western International College, associate deans, department chairs and administrators, instructors, chief proctors, and proctors.

Key elements of the proposed policy include:

- Consolidation of examination administration and printing requirements into a single policy.
- Greater emphasis on academic integrity and accountability during examinations.
- Defined responsibilities of the Office of the Registrar and Western International College in examination scheduling, coordination, communications, examination material distribution, and administration of formal examination periods.

- Defined responsibilities for department chairs and administrators, associate deans, instructors, chief proctors, and proctors in the preparation, administration, monitoring, and oversight of examinations.
- Establishment of requirements for examination printing and submission deadlines.
- Introduction of requirements for examination attestations and enhanced controls related to possession of unauthorized materials and electronic and communication devices in examination areas.
- Formalization of proctoring expectations, including mandatory training requirements for chief proctors and proctors.
- Updated requirements for accommodated examinations, including aligning submission deadlines and clarifying responsibilities where deadlines are not met.
- Clarification and streamlining of roles and responsibilities by relocating detailed examination conduct and operational procedures from policy into an associated procedures document.

The new procedures provide clear expectations regarding student conduct during examinations, examination area practices, proctoring duties and responsibilities, incident reporting and management of emergency situations.

The key new elements of the proposed procedures reinforce the University's commitment to examination integrity and include:

- Explicit restrictions on electronic and communication devices, as well as other unauthorized aids in examination areas, and clear directions regarding the storage of personal items.
- The introduction of a required student attestation regarding electronic devices and unauthorized aids in the examination area.
- Standardized procedures for examination arrivals, departures, and breaks during examinations.
- Clearly defined duties and responsibilities of chief proctors and proctors, including mandatory training; examination room inspection and preparation; student identification and attestation compliance; examination supervision; monitoring of student breaks; incident management and reporting, and examination closure.

Documentation Provided:

Policy on "Examinations – Administration and Printing"

Procedure for the Policy on Examinations – Administration and Printing (for information)

Examinations – Administration and Printing

Subject:	Examinations – Administration and Printing
Sections:	Definitions; Administration of Examinations; Examination Booklets; Submitting and Printing Examinations
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for the Policy on Examinations – Administration and Printing
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs); University Registrar
Related Policies:	Examinations – Scheduling and Conflicts
Effective Date:	October 23, 2026
Supersedes:	(NEW)

Academic integrity is fundamental to the value of degrees and to the learning outcomes attained by students. It is a shared responsibility that depends on the collective efforts of students, faculty, staff, and academic and administrative leaders. The administration of assessments is an important component of academic integrity.

This policy and its related procedures pertain to the official examination periods as designated by Senate.

1.0 DEFINITIONS

***Associate Dean**,* for purposes of this policy and related procedures, means Associate Dean (Academic) of the Faculty or their designate. For the Faculty of Health Sciences, it shall be interpreted as the Office of the Director of their respective School or Program. For Western International College, it shall be interpreted as the Senior Academic Lead or their designate. The designate must hold an academic appointment.

***Examination**,* for the purposes of this policy and related procedures, means a test scheduled in the official examination periods as identified in the Undergraduate Sessional Dates.

2.0 ADMINISTRATION OF EXAMINATIONS

2.1 Responsibilities of the University Registrar

The Office of the Registrar is responsible for scheduling examinations per the policy on "Examinations – Scheduling and Conflicts". The Office of the Registrar provides course nominal rolls to Faculty and Department Administrators and communicates examination-related updates to Faculty and Department Administrators.

2.2 Responsibilities of Students

Students shall be responsible for maintaining academic integrity and familiarizing themselves with and abiding by examination rules as set out in this policy and its procedures.

By commencing an examination, a student confirms that they are fit and able to complete the examination at the time the examination begins. This declaration may not apply where a student experiences a sudden illness, injury, or other unforeseen circumstance that arises during the examination and impairs the student's ability to continue or complete the examination.

The student is responsible for signing the nominal roll circulated by the examination proctor, and for understanding and signing the required attestation regarding possession of electronic devices and unauthorized aids during an examination.

The academic integrity of the examination requires that students bring only authorized materials into the examination area and that all unauthorized materials and electronic devices are securely stored in a designated area before the examination commences. Students arriving after the first 30 minutes of the examination will not be permitted to take the examination. Breaks are not permitted in the first 30 minutes and last 30 minutes of an examination. Students are responsible for any unauthorized item found in their possession during an examination. Possession of unauthorized materials or electronic devices during an examination is a scholastic offence.

2.3 Responsibilities of Proctors

The Chief Proctor shall be responsible for the conduct of examinations in the examination area. Proctors are responsible to the Chief Proctor for the conduct of examinations in the examination area. Proctor allocation must take into account examination size, examination area, and building layout. Proctors are required to complete mandatory training delivered by the Faculties.

2.4 Responsibilities of Department Chairs

Department Chairs or Administrators shall be responsible for:

(a) Submitting information regarding the scheduling of examinations to the University Registrar by the established Senate deadlines.

(b) Assigning the Chief Proctor and Proctors.

(c) Monitoring and storage of returned nominal rolls and attestations. Department Administrators and Western International College shall receive course nominal rolls from the University Registrar and are required to print a hard copy of the nominal roll for each course. Once printed, the Department Administrator shall notify instructors regarding how and where to retrieve their nominal rolls.

2.5 Responsibilities of Associate Deans

The Associate Dean shall be responsible for:

(a) Assessing academic consideration requests (for instance, related to missed examinations or arriving late for an examination).

(b) Ensuring that departments meet established Senate deadlines.

(c) Notifying Department Chairs of their responsibilities where Senate deadlines are not met.

3.0 SUBMITTING AND PRINTING EXAMINATIONS

3.1 Responsibilities of Instructors

Instructors must meet any internal departmental timelines for the review, submission, and printing of examinations.

Instructors must submit examinations to Examination Services for Accommodated Examinations at least 10 business days prior to the scheduled accommodated examination. Missing this deadline may result in the academic unit being responsible for the administration of the accommodated examination or the rescheduling of the accommodated examination and associated costs billed to the unit.

3.2 Responsibilities of Department Chairs

Departments may opt to print their own examinations or submit examinations to the Office of the Registrar for printing by the dates provided below.

If a Department prefers to print its own examinations, the Chair of the Department shall ensure that the examinations are delivered to the University Registrar at least seven days prior to the scheduled examination. Departments should print an extra 10% over and above the number required for students.

Chairs of Departments (or Deans of Faculties where applicable) and Western International College are required to ensure that examination papers to be printed by the University Registrar are submitted to the University Registrar on or before the due dates given below. If the deadlines are not met, the Department is responsible for the printing and delivery of examination papers to the examination area 30 minutes prior to the scheduled examination time.

Mid-Year Examinations – Date Due:

Examinations scheduled in the first week: Due Thursday of the 10th teaching week of the Fall term.

Examinations scheduled in the second week: Due Thursday of the 11th teaching week of the Fall term.

Spring Examinations – Date Due:

Examinations scheduled in the first week: Due Thursday of the 9th teaching week of the Winter term.

Examinations scheduled in the second week: Due Thursday of the 10th teaching week of the Winter term.

Examinations scheduled in the third week: Due Thursday of the 11th teaching week of Winter term.

3.3 Responsibilities of the University Registrar

The University Registrar shall be responsible for delivery of all examination papers received by the aforementioned deadlines to all examination areas assigned by the University Registrar.

The University Registrar shall notify the appropriate Deans, or Senior Academic Lead of Western International College, of outstanding examinations. The Chair of the Department shall then be responsible for the delivery of the correct number of examination papers (i.e., 10% over and above the number of students) to the examination room 30 minutes prior to the scheduled examination time.

In the case where an Affiliated University College examination and a constituent examination are to be written in common, the University Registrar will provide the

Affiliated University College Registrar with the printed examination papers seven days prior to the examination date. If the Affiliated University College Registrar requires any common examination papers prior to seven days before the examination date, the Affiliated University College Registrar may request that the constituent University Registrar provide a single copy of the examination paper on the Monday of the tenth teaching week. The Affiliated University College Registrar shall then be responsible for the security and printing of sufficient numbers of papers for the Affiliated University College section.

Last Reviewed: *

Procedure for the Policy on Examinations – Administration and Printing

Governing Policy:	Examinations – Administration and Printing
Sections:	Examination Procedures for Students; Examination Proctoring Procedures
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs); University Registrar
Effective Date:	October 23, 2026
Supersedes:	(NEW)

These procedures lay out the University's expectations regarding the conduct of examinations and the responsibilities of students, Chief Proctors, and Proctors, and guide the effective administration of undergraduate examinations.

1.0 EXAMINATION PROCEDURES FOR STUDENTS

This section outlines the responsibilities of students and the standards of conduct expected of students during examinations. While these procedures are specific to examinations during the formal examination periods, the principles of academic integrity and responsibilities of students may be seen as guidance that applies to all assessments taken at Western University. Students are responsible for understanding and following these procedures and all applicable University examination policies. Adhering to these expectations ensures a fair examination environment and helps to support the academic integrity of the examination process.

1.1 Student Responsibilities During Examination

(a) Examination Arrival

- Students must ensure that they know the dates and locations of their examinations. Students are responsible for arriving at the correct time and location.
- Arrive to the examination area in advance of the start time of the examination. Students may be admitted to the examination room five minutes before the beginning of the examination. Download and be familiar

with any academic integrity related software/platform that may be required for an online examination.

- Admission to the examination area will close 30 minutes after the start of the examination. Students entering the examination after its official start should expect additional screening for restricted items.
- Students arriving after the first 30 minutes of the start of the examination will not be allowed to write the examination. Students should advise the Chief Proctor of their situation and contact the Academic Advising Unit of their Faculty of Registration for further instructions.
- Students should use the washroom prior to entering the examination area. During the examination, students must request permission from the Chief Proctor to use the washroom. Breaks during an examination are limited to one student at a time and there may be scenarios where all requests cannot be met.
- There are no breaks permitted during the first 30 minutes of the examination; there are no breaks permitted during the last 30 minutes of the examination.

(b) Authorized and Unauthorized Materials and Storage

- Only bring what is necessary into the examination area to write the examination. Authorized materials for the examination must be stored in a clear bag or clear pencil case.
- All items not required to write the examination must be left outside of the examination area or in the area designated by the Chief Proctor. The University assumes no responsibility for students' personal items.
- No food is permitted in the examination area. Water is permitted in a clear water bottle without labels.
- Only materials and aids listed on the examination booklet may be used during the examination. All electronic devices (including, but not limited to: mobile phones, tablets, laptops, smart watches, smart glasses, earbuds, and recording devices) must be powered off and stored in the designated area.
- Possession of unauthorized materials or electronic devices during an examination is a scholastic offence.

(c) Maintaining Academic Integrity

- Refrain from communicating with other students after entering the examination room; giving or receiving information to or from any student, person, or source other than a Proctor may constitute a scholastic offence.
- Read any posted instructions concerning seating and other arrangements within the examination room.
- Place valid Western ONECard on the top left corner of the desk for verification. Ensure the examination is for the appropriate course and sign the nominal roll circulated by the Proctor.
- Read and sign the required attestation regarding electronic devices and unauthorized aids in the examination area.

(d) Completing the Examination

- Use only the examination materials and permitted aids explicitly listed in the examination instructions.
- Use only the approved answer form supplied for the examination, such as the question paper, answer booklet, Gradescope bubble sheet, or authorized computer program. When using answer booklets, complete all work, including rough work, in the booklet provided. Do not write on any other paper. Do not remove pages from the answer booklets. Do not save files generated during online examinations. Keep all examination materials on the desk.
- Remain seated, raise hand, and ask a Proctor for additional examination booklets, if required.
- Ensure all identifying information is entered (for instance, student number, name, course number) prior to the end of the examination; failure to submit the examination properly may result in the examination being recorded as not completed.
- Do not remove any examination papers or answer booklets from the examination area without explicit permission from the Chief Proctor to do so.
- Students must remain in the examination area during the final 15 minutes of the examination.
- At the conclusion of the examination, remain seated until a Proctor collects all completed examination materials.

2.0 EXAMINATION PROCTORING PROCEDURES

This section outlines the duties of the Chief Proctor and Proctors for the administration of undergraduate examinations. These procedures establish consistent practices across the Faculties. Chief Proctors and Proctors must complete mandatory training delivered by the Faculties.

2.1 Allocation of Proctors

At least two Proctors are typically required for each examination and surrounding area (for instance, to monitor breaks).

2.2 Procedures for Chief Proctor

The Chief Proctor is responsible for the conduct of examinations in the examination area.

(a) In advance of the examination

- Review policy and be familiar with instructions for students regarding examination conduct.

(b) On the day of the examination

- Arrive to the examination area at least 30 minutes prior to the start of the examination.
- Ensure that all examination supplies are present in the examination area, this may include: examination papers, nominal roll, attestation forms, proctor instructions, incident forms, and booklets.
- Brief all Proctors on their duties during the examination.
- Review any special instructions or specific examination seating arrangements with Proctors.
- Direct the Proctors to conduct a thorough inspection of the examination area and designated washrooms, identifying and removing any unauthorized materials, electronic devices, or communication devices.

(c) Distribute Materials

- Provide examination papers and required supplies to Proctors.

(d) Communicate Seating

- Clearly indicate row numbers and seating arrangements.

(e) Provide Instructions to Students

- Clearly explain all examination-specific instructions, including procedures for submitting examination booklets and materials at the end of the examination.
- Read the required student attestation regarding electronic devices and unpermitted aids in the examination room.

(f) Confirm Student Attendance and Compliance

- In the first 30 minutes, verify student identification and collect student signatures on nominal roll. Ensure each student verifies and signs that they do not have any electronic devices or unpermitted aids in the examination area and that personal devices are powered off and stored.
- Students who do not possess appropriate identification or who do not sign the nominal roll should be directed to the Chief Proctor.

(g) Monitor the Examination

- Continuously observe all students during the examination.
- If an incident occurs, document all relevant details and report to the course instructor .

(h) Address Suspected Academic Misconduct

- If potential academic misconduct is suspected, complete the examination incident report and submit it to the course instructor after the examination. Collect examination incident reports completed by Proctors and submit them to the course instructor after the examination.

(i) Manage Student Breaks

- Breaks are not permitted in the first 30 minutes of the examination and the last 30 minutes of the examination.
- If a student indicates that they need a break once the examination has started:
    - Record the student's name, student number, and time they leave the examination room.
    - Ensure a Proctor is available to escort the student from the examination room to the washroom entrance or a designated prayer space and back to the examination area.
    - Record the student's return time and document any concerning activity observed during the washroom break or any break that exceeds five minutes.
    - Report and flag any concerning activity or extended breaks to the course instructor after the examination for further consideration.

(j) Manage Student Illness

- If a student becomes ill during the examination:
    - In the case of a medical emergency, call 911. For non-emergent medical issues call Western Special Constable Service at (519) 661-3300.
    - Collect the examination booklet if the student must leave the examination.
    - Record all relevant details on the student's examination booklet.

(k) Manage Emergency Situations

- In the event of a fire alarm, power outage, or other emergency situation:
    - In the case of an emergency, call 911 and follow emergency response instructions.
    - Decide whether to cancel the examination if the examination has not yet started.
    - If the delay is brief, resume the examination once it is safe to re-enter the building.
    - Determine whether to allow additional time and communicate this clearly to students.
    - If the delay exceeds one hour, cancel the examination and instruct candidates to contact the Associate Dean to request a make-up examination.

(l) Close the Examination

- At the end of the examination writing time:
    - Announce the examination has concluded and instruct students to stop working and close examination materials.
    - Collect all examination materials.
    - Ensure Proctors confirm examination counts and verify against the nominal roll. Sign the nominal roll.

- Submit the verified nominal roll to the Department Chair or Associate Dean, as appropriate.

2.3 Procedures for Proctors

(a) Arrival and Duties

- Arrive to the examination area at least 30 minutes prior to the start of the examination to set up the examination area and to be briefed on duties by the Chief Proctor.
- Review any special instructions and seating arrangements for the examination.
- Perform duties as assigned by the Chief Proctor.
- Conduct a thorough inspection of the examination room and designated washrooms before students enter, identifying and removing any unauthorized materials, electronic devices, or communication devices.

(b) Monitor the Examination

- Continuously observe all students during the examination.
- Continuously monitor the area by walking the aisles and/or standing in a location with a clear view of the entire examination room.
- If concerning activity is observed, document the incident and complete the examination incident report and submit it to the Chief Proctor.

(c) Monitor Student Breaks

- When the Chief Proctor permits a student's request for a break:
  - Escort student from the examination area to the nearest designated washroom or prayer location.
  - Remain stationed outside the designated areas for the duration of the student's break. Escort student back to the examination room to their seat.
  - Report any observed concerning activity during the break, or an extended break, to the Chief Proctor.

(d) Close the Examination

- At the end of the examination writing time:
  - Collect all examination materials from students.
  - Verify receipt of completed booklets. Sign the nominal roll.
  - Collect and return unused examination materials to the department

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Last Reviewed: *

Revisions to the Policy on "Examinations – Scheduling and Responsibility for Printing" and Withdrawal of the Policy on "Examination Conflicts"

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: 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.

Executive Summary:

Consideration of this item is contingent on approval of Item 8.1 regarding the introduction of a policy on "Examinations – Administration and Printing".

The revised and renamed policy on "Examinations – Scheduling and Conflicts" establishes a comprehensive framework governing the scheduling of examinations and the management of examination conflicts. The policy consolidates the current policies on "Examinations – Scheduling and Responsibility for Printing" and "Examination Conflicts" into a single policy, providing a streamlined framework for examination scheduling requirements and examination conflict resolution.

The provisions regarding the printing of examinations are removed, as the language will be incorporated in the new policy on "Examinations – Administration and Printing" (see Item 8.1).

Key revisions include:

- Consolidation of the current "Examinations – Scheduling and Responsibility for Printing" policy and the "Examination Conflicts" policy into a single policy.
- Removal of the Printing of Examinations section from this policy and associated requirements related to the submission, printing, distribution and delivery of examinations. This language will be reflected in the new policy on "Examinations – Administration and Printing" (see Item 3.0).
- Updates to examination scheduling to reflect current practices, including examples of "take-home" examinations that require approval of the Dean or designate.
- Updating references to Faculties and programs that may be exempt from certain scheduling provisions.
- Minor revisions to the examination conflict provisions. Updated language regarding concurrent examinations, and responsibilities for examination conflict resolution and administration of the Examination Conflict Room.

- Removal of the section on Scheduling Tests/Examinations for HBA and MBA Programs. Consultation with Ivey Business School leadership confirmed that the Honours Business Administration program aligns with the general policy provisions and does not require a program specific section. References to the Master of Business Administration program have been removed, as this policy pertains to undergraduate examinations.

With the language in the current policy on “Examination Conflicts” being relocated to the revised policy on “Examinations – Scheduling and Conflicts”, the current policy on Examination Conflicts will be withdrawn. This is part of an effort to streamline and modernize the University’s examination policy framework and ensures that all requirements related to examination scheduling, the management of examination conflicts, and associated responsibilities are contained within a single comprehensive policy.

Documentation Provided:

Revisions to the Policy on “Examinations – Scheduling and Responsibility for Printing”

Examinations – Scheduling and Conflicts ~~Responsibility for Printing~~

Subject: Examinations – Scheduling and Conflicts ~~Responsibility for Printing~~

Sections: Scheduling of Examinations; Scheduling of Mid-Year (December) and Spring (April) Examinations, including Distance Studies Courses; Scheduling Assignments; Scheduling Tests; ~~Scheduling Tests/Examinations for HBA and MBA Programs;~~ Scheduling Tests/Examinations for Intersession, Summer Evening, ~~and~~ Summer Day and Spring/Summer Distance Studies; Examination Conflicts ~~Printing of Examinations~~

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedures: *

Related Policies: Structure of the Academic Year; Evaluation of Academic Performance

Effective Date: October 23, 2026 ~~December 2018~~

Supersedes: December 2018 ~~*~~

1.0 SCHEDULING OF EXAMINATIONS

The University Registrar is responsible for scheduling examinations during the official examination periods as designated by Senate. The guiding principle is to develop an examination schedule that minimizes student conflicts to the greatest extent possible.

Western International College is responsible for coordinating with the Office of the Registrar on scheduling examinations taken by students enrolled at Western International College.

Examinations will be of two, three, or four-hour duration. Requests for permission to offer an examination of a different duration must be approved by the Dean of the Faculty (or designate). The Dean shall consult the University Registrar regarding scheduling before approving such requests.

2.0 SCHEDULING OF MID-YEAR (DECEMBER) AND SPRING (APRIL) EXAMINATIONS, INCLUDING DISTANCE STUDIES COURSES

Department Chairs (or Deans of Faculties, or Affiliated University College Registrars where applicable) shall submit to the Office of the Registrar by the first day of classes each year a final and complete request of the courses to be scheduled into the Mid-Year and Spring examination periods (i.e., course, examination length, type of examination, supplies, separate or common).

Requests for special scheduling (e.g., spacing of examinations, specific examination periods, special seating arrangements or room requests, optional examinations, evening requests) must be submitted to and approved by the Dean of the Faculty (or designate) (or Affiliate University College Registrar where appropriate) and submitted to the Office of the Registrar by the aforementioned deadline. These requests will be honoured by the Office of the Registrar where possible ~~given the limited number of constraints which can be accommodated. During all examination periods the Registrar is given authority to schedule three examinations per day~~.

The scheduling of "take-home" examinations (such as essays and online examinations) must be approved by the Dean of the Faculty (or designate). ~~Papers~~ Essays and papers must be submitted to the instructors by the tenth examination day of the examination period. ~~In the case of Spring/Summer Session examinations, papers must be submitted to the instructors on the examination date established by the Registrar.~~

~~Examinations will be of two, three or four-hour duration. Requests for permission to schedule an examination of a different duration shall be directed to the Dean of the Faculty. The Dean shall seek the advice of the Registrar before approving such requests.~~

Final examinations in one-term courses and full-year courses may not be scheduled during the last ~~3~~ three weeks of classes in any term (15 days, excluding Saturdays and Sundays).

3.0 SCHEDULING ASSIGNMENTS

For ~~professional Faculties~~ the Ivey Business School, Faculty of Education, Faculty of Law, and certain programs in the Schulich School of Medicine & Dentistry (i.e.,

Doctor of Medicine, Doctor of Dental Surgery) with sessional dates differing from the standard University term, the following regulations may not apply.

~~The policy of the University shall be that~~ Departments (or Faculties) ~~be~~ are required to ensure ~~that~~ for all courses that ~~offered under this jurisdiction~~:

1. No new (i.e., previously unannounced) assignments are introduced in the last six weeks.

2. Notice of the dates and nature of assignments be given to students before the final six weeks of a course.

The intent of this rule is to permit students to set their work schedule.

4.0 SCHEDULING TESTS

~~1.~~ 4.1 Tests for full-year courses may not be scheduled during the last week of classes in the Fall (September to December) term (~~5~~ five days, excluding Saturdays and Sundays) or during the last ~~3~~ three weeks of classes in the Winter (January to April) term (15 days, excluding Saturdays and Sundays).

An exception is made for practicum or curriculum requirements, practical laboratory or performance tests since they are understood to be tests which by their nature require the scheduling of specialized space or facilities, and which typically do not involve the same kind of preparation on the part of the student as do written or oral tests. ~~Professional Schools with special practicum or curricular requirements also are exempt from this condition.~~

~~2.~~ 4.2 Tests for one-term courses may not be scheduled during the last ~~3~~ three weeks of classes in the term.

~~3.~~ 4.3 The Department/Faculty shall ensure that all conflicts with previously scheduled classes or tests are resolved, either by rescheduling the tests, or by offering an equivalent test at another time for those students who have declared a conflict prior to the test in accordance with policy as set by the Department.

~~4.~~ 4.4 All tests ~~normally~~ typically will be held during regularly scheduled class hours. If, for sound academic or administrative reasons, out-of-class tests must be scheduled, such tests may be held on any day, subject to conditions ~~1-2~~ 4.1 and 4.2 above and the policies on “Structure of the Academic Year” and “Accommodation for Religious Holidays”. Reasonable notice of out-of-class tests must be given in order to allow students to resolve conflicts with other academic duties or University-sanctioned extracurricular activities.

Out-of-class tests may be scheduled on Fridays between 7:00 p.m. and 10:00 p.m., Saturdays between 9:00 a.m. and 10:00 p.m. and Sundays between 10:00 a.m. and 10:00 p.m.

~~5.~~ 4.5 ~~In cases where a ruling~~ The Dean of the Faculty (or designate) shall rule on cases regarding what constitutes a test or assignment. ~~is required, the~~ The instructor and/or student may consult the appropriate Dean (or designate) as needed.

~~SCHEDULING TESTS/EXAMINATIONS FOR HBA AND MBA PROGRAMS~~

~~1. Tests in one-term courses may not be scheduled during the last three weeks in the term.~~

~~2. Tests for full-year courses may not be scheduled in the last week of classes in the Fall term and during the last three weeks in the Winter term.~~

~~3. Final examinations in one-term and full-year courses may not be scheduled during the last three weeks in either term.~~

5.0 SCHEDULING TESTS/EXAMINATIONS FOR INTERSESSION, SUMMER EVENING, ~~AND~~ SUMMER DAY AND SPRING/SUMMER DISTANCE STUDIES

The scheduling of "take-home" examinations (such as essays and online examinations) must be approved by the Dean of the Faculty (or designate). Essays and papers must be submitted to the instructors on the examination date established by the University Registrar.

Four weeks prior to the beginning of the examination periods for Intersession, Summer Evening, Summer Day, and Spring/Summer Distance Studies, the Dean of the Faculty (or designate) in which courses are being offered will submit to the Office of the Registrar a final and complete list of the courses for which examinations are to be scheduled.

~~The Dean's Office of the Faculty must also advise the Office of the Registrar by the Monday of the seventh teaching week of the first term of Distance Studies examinations which require room assignment by the Office of the Registrar for inclusion in the mid-year examination timetable; and by the Monday of the third teaching week of the second term for inclusion of such courses in the Spring examination timetable. All such examination papers must be delivered to the Office of the Registrar twenty-one days prior to the examination date.~~

Tests for Intersession or Summer Day may not be scheduled during the last third of the course, i.e., in a 6-week full course, during the last two weeks of classes (10

days, excluding Saturdays and Sundays) or in a 3-week half course, during the last week of classes (5 days, excluding Saturdays and Sundays).

Tests for one-term Summer Evening or Spring/Summer Distance ~~Education~~ Studies courses may not be scheduled during the last 3 weeks of classes in the term (15 days, excluding Saturdays and Sundays).

6.0 EXAMINATION CONFLICTS

6.1 Definition of Examination Conflict

For examinations scheduled by the Office of the Registrar or instructors during the Mid-Year (December) or Spring (April) examination period, a student who is scheduled to write more than two such examinations in any 23-hour period, more than three in any 47-hour period, or more than four in any 71-hour period may request alternative arrangements through the Office of the Dean of their Faculty.* The Dean (or designate) is responsible for resolving examination conflicts. This requirement does not apply to tests occurring outside the December or April examination periods.

If the conditions for an examination conflict are met, the following will be taken into consideration by the Office of the Dean of the student's Faculty when determining which examination(s) will be moved:

- During the Mid-Year (December) examination period, midterms will be rescheduled before any final examination;
- In both the Mid-Year (December) and Spring (April) examination periods, final examinations in larger classes should be rescheduled first;
- Distance Studies examinations will be rescheduled last;
- In the case of more than three examinations in any 47-hour period or more than four examinations in any 71-hour period, the examination that resolves the conflict most effectively will be rescheduled.

6.2 Examination Conflict Room

If a student is scheduled to write two examinations concurrently, it is the student's responsibility to notify the University Registrar so that arrangements may be made for both examinations to be written in the Examination Conflict Room as scheduled by the University Registrar.

A student scheduled to write an examination that conflicts with a holy day of that student's religion which prohibits such activity should seek accommodation under the terms of the policy on "Accommodation for Religious Holidays".

Examinations written in the Examination Conflict Room will be the regular examinations.

The University Registrar will notify the appropriate Department Chair (or designate) of students writing in the Examination Conflict Room (i.e., student name, course, section, date and time of the conflict).

It is the responsibility of the Department Chair to ensure that the University Registrar receives the appropriate examination paper and supplies seven days before the examination date.

Examinations written in the Examination Conflict Room are to be picked up by the Department Chair or designate during the first working day following the examination date.

Students writing examinations in the Examination Conflict Room will have a supervised break between examinations. Students are required to follow the instructions of the Examination Conflict Room proctors at all times.

*Note: For the purposes of interpretation of this policy:

The Graduate Record Examination, or other examinations for entrance to professional or graduate schools, shall be considered equivalent to a final examination offered by Western. Students should give notice of the conflict in writing to their Dean as early as possible but not later than November 15 for mid-year examinations and March 1 for final examinations, i.e., approximately two weeks after the posting of the mid-year and final examination schedule respectively. In the case of mid-term tests, such notification is to be given in writing to the instructor within 48 hours of the announcement of the date of the mid-term test.

~~PRINTING OF EXAMINATIONS~~

~~Chairs of Departments (or Deans of Faculties where applicable) are required to ensure that examination papers to be printed for mid-year and Spring examination periods are submitted to the Registrar on or before the due dates given below:~~

~~MID-YEAR EXAMINATION – DATE DUE:~~

~~Examinations scheduled in the first week: Due Thursday of the tenth teaching week of the first term~~

~~Examinations scheduled in the second week: Due Thursday of the eleventh teaching week of the first term~~

~~SPRING EXAMINATIONS – DATE DUE:~~

~~Examinations scheduled in the first week: Due Thursday of the ninth teaching week of the second term~~

~~Examinations scheduled in the second week: Due Thursday of the tenth teaching week of the second term~~

~~Examinations scheduled in the third week: Due Thursday of the eleventh teaching week of second term~~

~~If a Department prefers to print its own examination papers, the Chair of the Department shall be required to ensure that they are delivered to the Registrar at least seven days prior to the scheduled examination.~~

~~When examinations are printed by Departments, an extra 10% over and above those required for students must be submitted to the Registrar's Office by the Department concerned.~~

~~The Registrar shall be responsible for delivery of all examination papers received by the aforementioned deadlines to all examination areas assigned by the Registrar.~~

~~The Registrar shall notify the appropriate Deans of outstanding examinations. The Chair of the Department shall then be responsible for the delivery of the correct number of examination papers (i.e., 10% over and above the number of students) to the examination room thirty minutes prior to the scheduled examination time.~~

~~In the case where an Affiliate examination and a constituent examination are to be written in common, the Registrar will provide the Affiliate Registrar with the printed examination papers seven days prior to the examination date. If the Affiliate Registrar requires any common examination paper prior to seven days before the examination date, the Affiliate Registrar may request that the constituent Registrar provide a single copy of the examination paper on the Monday of the tenth teaching week. The Affiliate Registrar shall then be responsible for the security and printing of sufficient numbers of papers for the Affiliate section.~~

~~Intersession, Summer Night and Summer Day examination papers to be printed by the Registrar are to be submitted by the Department to the Office of the Registrar no later than seven days before the first examination period of each session.~~

Last Reviewed: *

Bioconvergence Centre Update

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Florentine Strzelczyk, Provost & Vice-President (Academic), Lynn Logan, Vice-President (Operations & Finance), and Penny Pexman, Vice-President (Research), will provide an update on plans for the Bioconvergence Centre.

Documentation Provided:

Western's Bioconvergence Centre (slide deck)

Western's Bioconvergence Centre



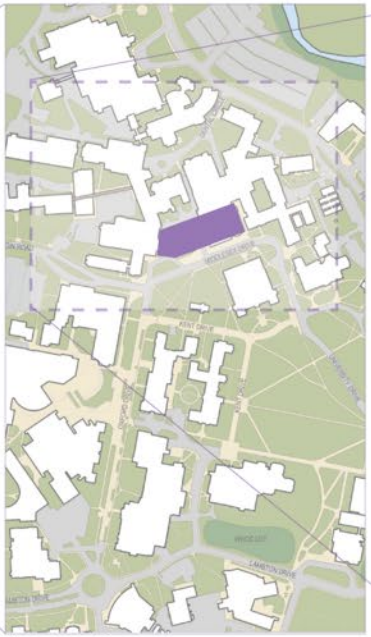
Western's Bioconvergence Centre

Site Specificity

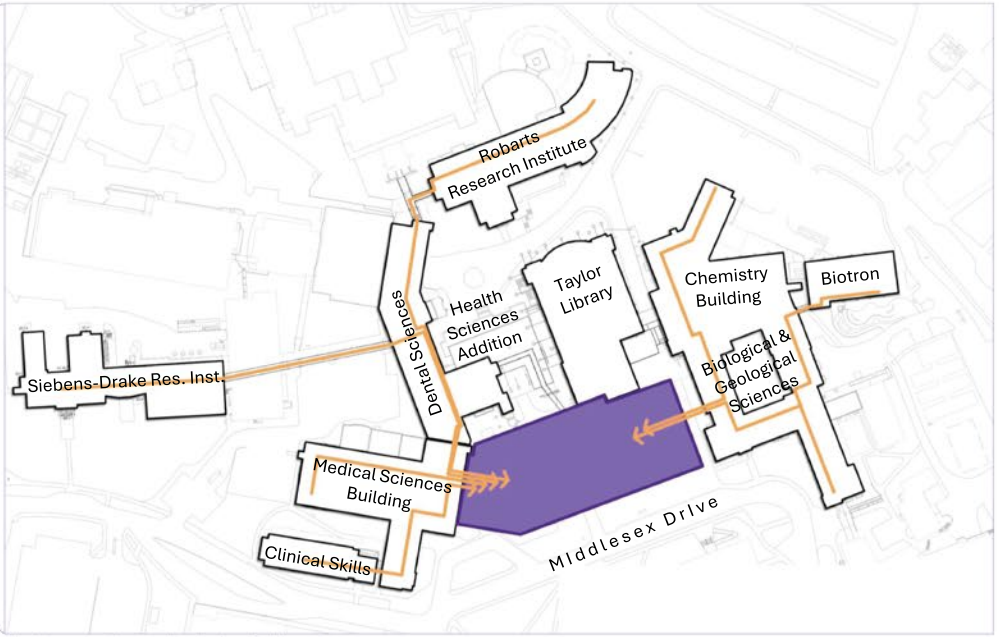
The building acts as a vital centre of gravity to Western's science precinct, providing links to the Medical Sciences Building to the west, the Taylor Library to the north, and Biological and Geological Sciences Building to the east.



Western University campus



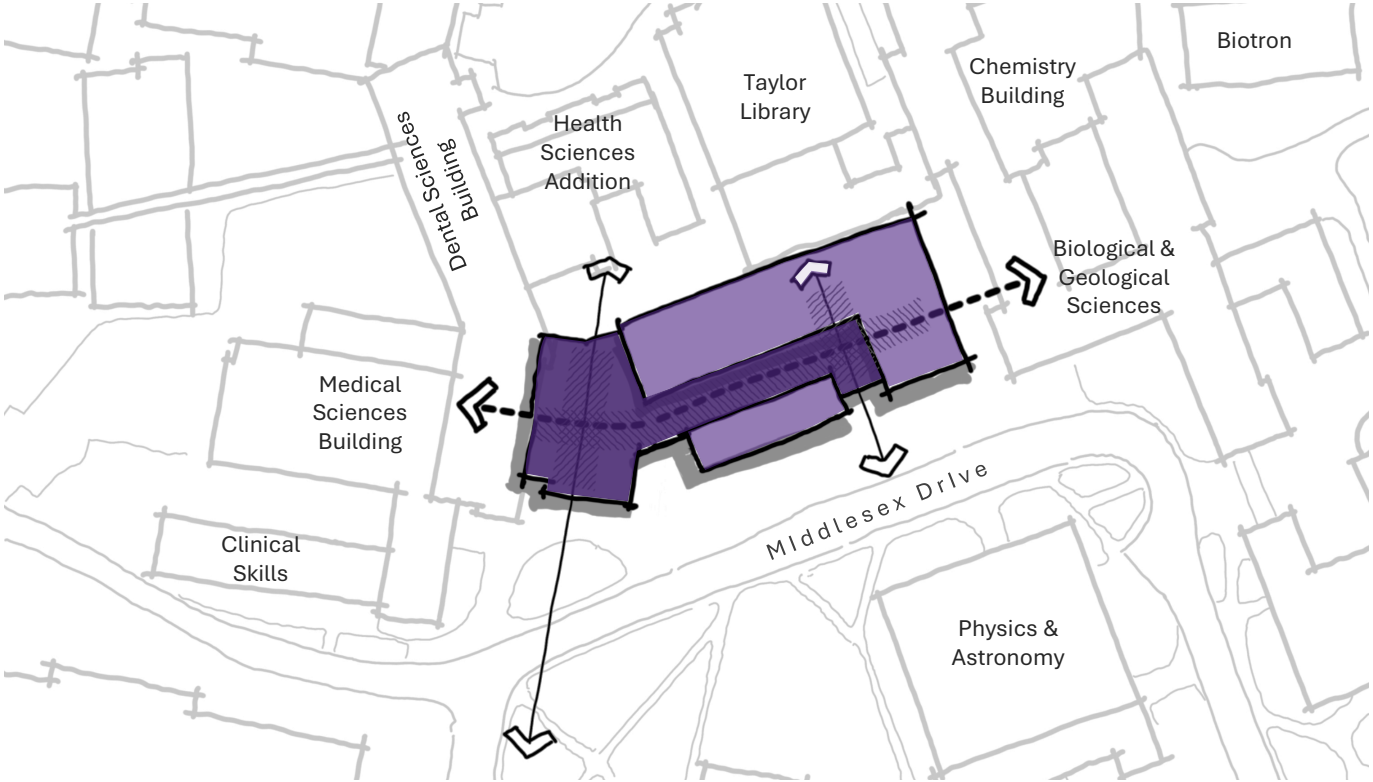
Bioconvergence Centre pre-cinct



Circulatory connections to adjacent science facilities

Western's Bioconvergence Centre

Cutting-edge Research, Education and Collaboration



Project Description

The proposed eight-storey, 383,000 GSF Bioconvergence Centre represents a paradigm shift in scientific research and education. It will foster interdisciplinary research and innovation, addressing global challenges through cutting-edge research, education and collaboration.

The Bioconvergence Centre will bring together stakeholders from four faculties: Schulich School of Medicine & Dentistry, Faculty of Science, Faculty of Health Sciences, and Faculty of Engineering.

BIOCONVERGENCE CENTRE

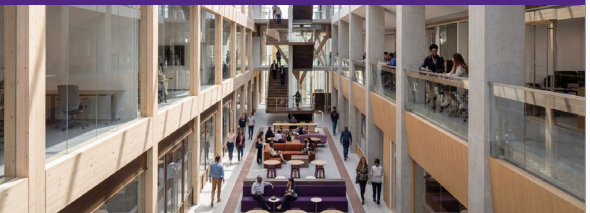
Engagement shaped the design

Functional Programming through Design Development

200 DOCUMENTED SESSIONS

500+ ENGAGEMENT INTERACTIONS

275+ CONTRIBUTORS INVOLVED





Engagement evolved with the design

May 2023 - August 2026

Functional Programming

64

SESSIONS

May 2023 – Mar 2025

Visioning, research focus groups, tours and detailed programming workshops

Concept Design

8

SESSIONS

Mar 2025 - Apr 2025

Kick-off, Steering Committee reviews, site, interiors and sustainability

Schematic Design

53

SESSIONS

May 2025 – Dec 2025

Design reviews and discipline-specific user-group sessions

Design Development

75

SESSIONS

Jan 2026 - Aug 2026

Townhall, specialist reviews and three user-group rounds



A turning point for health innovation in Canada

Complex health challenges urgently demand solutions:
accelerated discovery, better treatments, and new technologies reaching patients faster

- Biotherapeutics, precision medicine, artificial intelligence
- Bridging the gap between discovery and translation



↗ Bioconvergence: leading the scientific shift

- Emerging frontier combining biology with engineering, computational sciences and advanced technologies to accelerate real-world solutions
- High-stakes priority for Canadian research, sovereignty and economic development
- Western has the strengths and momentum to lead

Western's Bioconvergence Centre

Canada's first purpose-built Bioconvergence facility

383,000 sq. ft.
8-storey facility
in the heart of campus

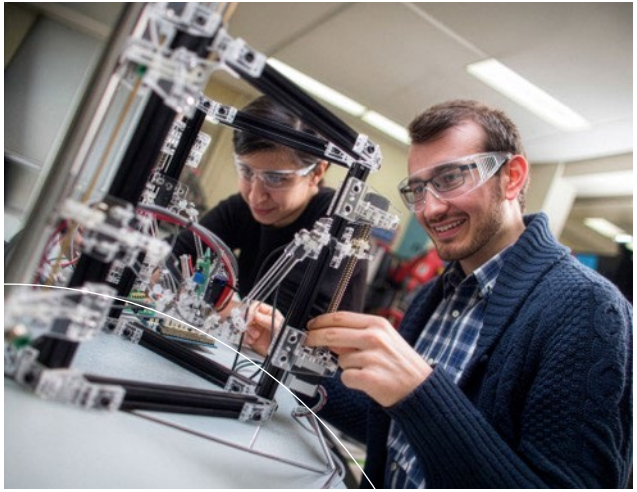
74
principal investigators

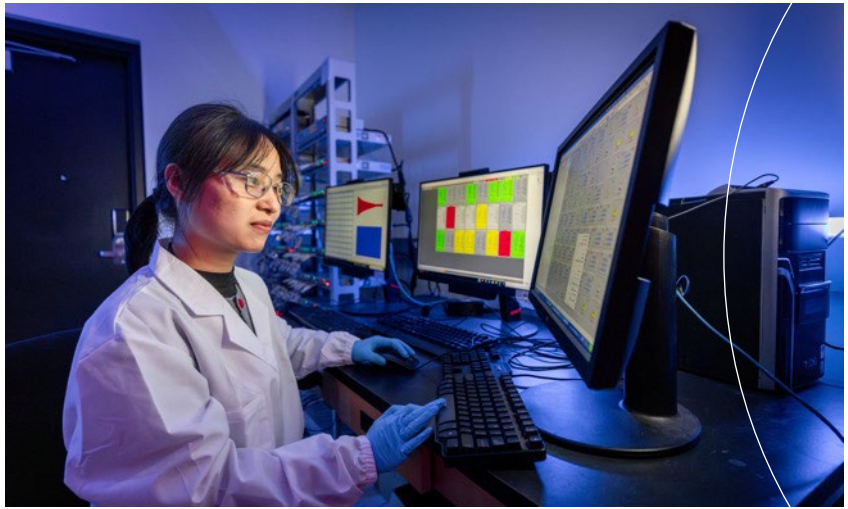
560
approximate #
total researchers



A new model, not just a new building

- Experts will work in shared environments across medicine, science, engineering, health sciences, and AI
- Industry partners involved from the very start
- Ideas can move freely from concept to prototype to validation
- Discoveries shaped with patients and markets in mind







changing *how* innovation happens



“Super core” facilities

- Central access to world-class equipment and technology
- Dedicated professional expertise
- Shared with hospital and industry partners

Accelerating commercialization

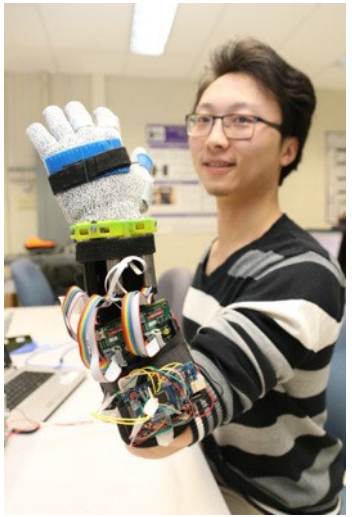
- Industry partners embedded, bringing market insight and applied expertise
- Treatments tested, validated and scaled into real-world applications
- Faster prototyping, earlier trials and quicker translation into solutions for Canadians
- An ecosystem of innovation



Preparing the next generation of innovators

- Scientists, engineers, doctors and other health professionals will learn side-by-side in an active research environment
- Clinical skills and simulation labs built in
- Students and trainees will gain the experience and skills to help transform health care







Why Western?

- Legacy of global impact
- Health and life sciences hub
- Integration with London hospitals
- Southwestern Ontario provides access to diverse health care settings and partners

Western All in.



Why Canada needs this now

- Strengthens Canada’s health innovation pipeline
- Attracts global industry partnership
- Builds sovereign capacity in biomedicine
- Translates public research into public benefit

Western's Bioconvergence Centre
A Transformative Vision

"The Western Bioconvergence Centre will enable and accelerate biomedical discovery, knowledge, innovation and translation leveraging local and global networks of collaboration.
The Bioconvergence Centre will catalyze and transform interdisciplinary research and education to solve the most significant challenges in medicine and health sciences."

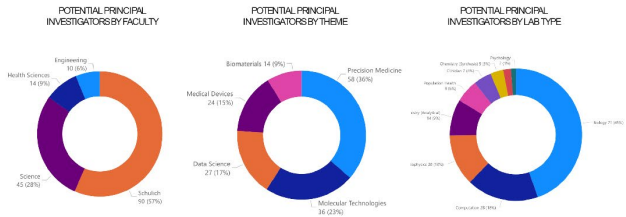
– Project Vision Statement



The Bioconvergence Centre Schematic Design
November 2025



The project is centred around six foundational principles.



The building will house a diversity of research types and faculties.



The building combines cutting-edge laboratories with the Schulich School of Medicine & Dentistry, efficiently providing for both programs in one floorplate.

Program	Principal Investigators	Grad Students (Experimental)	Grad Student (Computational)	Total Populations
Bioconvergence (Experimental)	32	192		224
Bioconvergence (Computational)	20		120	140
Chemistry (Experimental)	4	24		28
Schulich (Experimental)	18	108		126
	74	**324**	**120**	**518**

The Centre will also host 42 core facility research personnel and data training professionals.

Western's Bioconvergence Centre

A Symbol of Progress & Innovation




Kresge (KB), Molecular Biology (MBL), Natural Sciences (NSC), Health Sciences Addition (HSA)
Existing Conditions (Looking North)

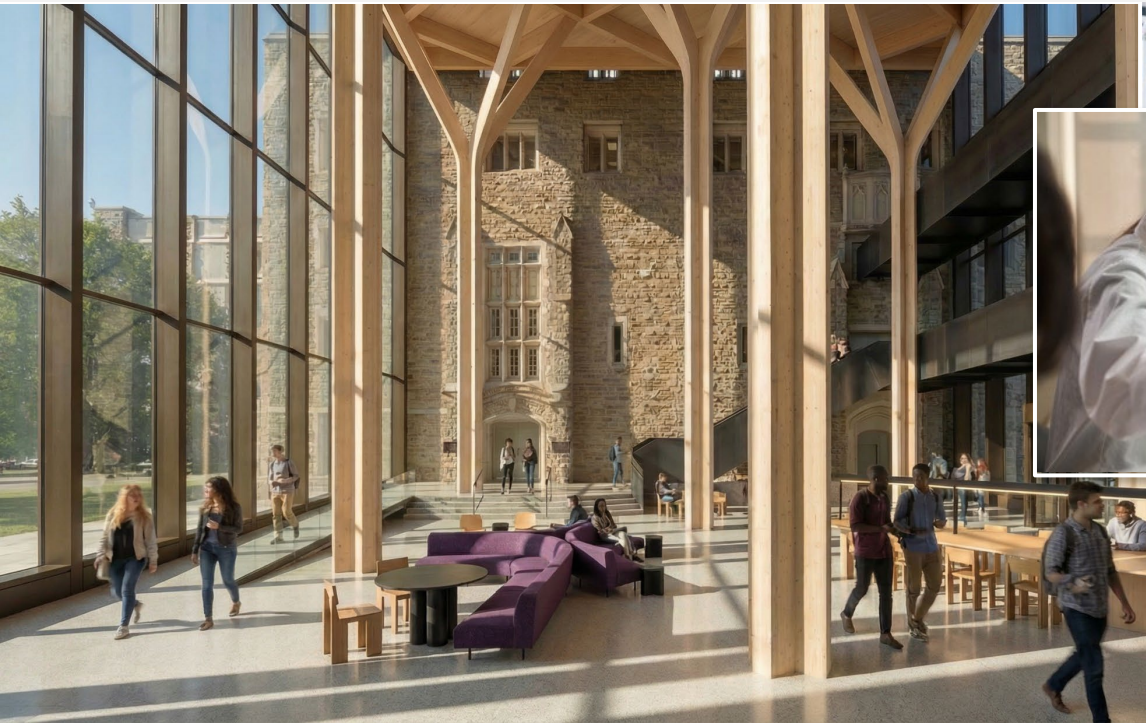
Kresge (KB), Molecular Biology (MBL), Natural Sciences (NSC), Health Sciences Addition (HSA)
Scope of Demolition (Looking North)



LEGEND
To Be Demolished

Timeline

2025	2026	2027	2031
Schematic	Design	Construction begins	Occupancy









Western's Bioconvergence Centre



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.

Appointment of Officers of Convocation

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Operations/Agenda Committee, on behalf of the Senate, approved the appointment of the Officers of Convocation listed below, with role and term as indicated:

OFFICERS OF CONVOCATION		
Heather Pierce	Associate Chief Usher	July 1, 2026 – June 30, 2028

The Officers of Convocation play a vital role in the preparation and delivery of Western's successful convocations.

Chief Usher (and Associate Chief Ushers)

- Work with the Secretariat to ensure volunteer ushers are available, trained and in place
- Organize all the ushers in the convocation venue; including distribution of volunteers with responsibility for the seamless functioning of Convocation
- Help guide guests to appropriate areas as needed
- Hand out programs
- Help with crowd control
- Speak to convocation audience
- Work with the Secretariat to troubleshoot as needed throughout the ceremony
- Point of contact for issues that arise in the audience

Documentation Provided:

Candidate Bios

OFFICER OF CONVOCATION BIOS

Heather Pierce	Associate Chief Usher

I am a proud Western alumna and employee. My connection to Western began during Orientation Week, where I was energized by the strong sense of community and school spirit. It continued to grow, as a student, BCSC member, and 3-years in residence. Attending my convocation was a proud and treasured Western moment. I continue to celebrate Western traditions, regularly attending Homecoming with classmates. As staff in my academic support role, I am passionate, helping students have a positive and meaningful Western experience. I enthusiastically volunteer at convocation, supporting students as they celebrate their accomplishments. I am forever purple.

Order of Ceremony – Spring Convocation 2027

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The schedule of Convocation ceremonies for Spring 2027 has been prepared by the University Secretariat and is being provided to Senate for information.

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) * Faculty of Law (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)
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

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 SOCIAL SCIENCE	
Erica Lawson	Until June 30, 2027

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES – LAW/FIMS/MUSIC	
Kevin Mooney	Until June 30, 2027

Replacement for the Committee Member: Operations/Agenda Committee (OAC)

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

As per Senate By-law VI.13(a): a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected, as follows: (i) for a Leave of Absence of six months or more, to the Operations/Agenda Committee, and on the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and so report to the Senate.

Geoffrey Little has resigned from his Senate-elected seat on the Operations/Agenda Committee.

At its October 7 2026, meeting, the Senate Nominating Committee appointed Brett Buchanan to serve on the Operations/Agenda Committee for a term ending June 30, 2027.

Replacement for the Committee Member: Honorary Degrees Committee

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

As per Senate By-law VI.13(a): a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected, as follows: (i) for a Leave of Absence of six months or more, to the Operations/Agenda Committee, and on the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and so report to the Senate.

Chris Smith has resigned from the Honorary Degrees Committee.

At its October 7 2026, meeting, the Senate Nominating Committee appointed Kareem Rahaman to serve on the Honorary Degrees Committee for a term ending June 30, 2028.

Replacement for the Committee Member: Senate Review Board Academic (SRBA)

Action: ☐ Action ☒ Information ☐ Discussion

Executive summary:

As per Senate By-law VI.13(a): a member elected by the Senate to a Senate Committee, Subcommittee, Council or Board may apply for a Leave of Absence from two or more consecutive regular meetings of the body to which they were elected, as follows: (i) for a Leave of Absence of six months or more, to the Operations/Agenda Committee, and on the granting of the Leave of Absence, the Nominating Committee shall appoint a temporary replacement and so report to the Senate.

Laura Melnyk Gribble has resigned from the Senate Review Board Academic (SRBA) effective July 1, 2026.

At its October 7 2026, meeting, the Senate Nominating Committee appointed Allan MacIsaac to serve on SRBA for a term ending June 30, 2027.

Schulich School of Medicine & Dentistry:
Revisions to the Policy on "Admission – Doctor of Medicine"

Action: ☒ Approval ☐ Information ☐ Discussion

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

Executive Summary:

The Schulich School of Medicine & Dentistry is proposing revisions to the policy on "Admission – Doctor of Medicine". The proposed revisions are outlined below.

1. Three years to 15.0 credits

Under the current policy, applicants must have successfully completed a minimum of three years of a four-year undergraduate degree from a recognized university. The proposed revision would replace this requirement with the following wording: "Applicants must have successfully completed 15.0 credits (90-credit hours or 3 years of undergraduate coursework) at a recognized university." This change is intended to provide greater clarity on the assessment of transcripts to applicants.

2. Admission Requirements for Applicants Enrolled in a Master's Program

Under the current policy, applicants who are enrolled in a master's degree program (course-based or thesis-based) receive a conditional offer of admission pending completion of their program. Students in course-based master's programs must complete all coursework by August 15, while students in thesis-based master's programs must complete all program requirements, including submission and defense of their thesis, by June 30.

The proposed revisions would align the completion deadlines for both course-based and thesis-based master's programs to August 15. This change responds to feedback previously provided by the Senate Committee on Academic Policy during the 2024-25 academic year, which noted that the June 30 deadline for thesis-based master's students can be difficult to meet, particularly given the challenges of coordinating thesis examination committees during the summer months. In addition, Schulich Medicine has received feedback from applicants and graduate supervisors that the current deadline has become increasingly difficult to meet in the post-pandemic environment. As graduate programs generally expect students to complete degree requirements by the end of the summer term; the proposed change would better align admission requirements with existing program timelines.

3. Pass/Fail Courses

Under the current policy, a maximum of 1.0 pass/fail course may be included in each of the two academic years used for GPA calculation. The current requirement results in two of four years being ineligible for Nursing students. This typically happens within the fourth year of a Nursing degree which may have 2.0 pass/fail courses. The current requirement automatically makes the year ineligible for GPA consideration. Schulich Medicine does not want to exclude healthcare professionals from being able to apply due to their program choice. The proposed revision would change the allowable number of pass/fail courses for Nursing programs to 2.0 pass/fail courses within an academic year.

4. Course Levelling

Schulich Medicine currently requires applicants to have completed their two best GPA years at the 60%-year level or above. This criterion is intended to evaluate an applicant's academic capabilities. Schulich Medicine is the only medical school in Ontario and Canada to enforce this specific requirement. The proposed change would remove the course levelling requirement in the determination of eligibility for admission. Applicants would be deemed eligible regardless of the course levels they complete within their academic year. This change would adopt a more flexible and inclusive approach to assessment of applicant transcripts.

5. Health Care Improvement in Southwestern Ontario and Indigenous Communities

Procedural information relating to Clerkship is removed and will be added to the policy on "Progression Requirements – Doctor of Medicine".

Documentation Provided:

Revisions to the Policy on "Admission – Doctor of Medicine"

Admission – Doctor of Medicine

Subject: Admission – Doctor of Medicine

Sections: Application for Admission; Admission Requirements

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: *

Effective Date: September 1, 2026 ~~September 1, 2024~~

Supersedes: September 1, 2024; May 1, 2022; July 2021

APPLICATION FOR ADMISSION

Registration Deadline: To apply to the Doctor of Medicine (MD) Program at the Schulich School of Medicine & Dentistry, all applicants must register for an account with the Ontario Medical School Application Service (OMSAS) by October 1, unless October 1 falls on a weekend, in which case the deadline is typically the first business day in October. Online applications are obtained from the OMSAS website, and must be submitted by the stated deadlines. Please refer to the OMSAS website for more information, including “Important Dates”.

ADMISSION REQUIREMENTS

Please note that the admission policy is reviewed annually and the admission requirements from previous years may not apply. The University reserves the right to review and change the admission requirements at any time, without notice.

The Schulich School of Medicine & Dentistry provides an outstanding education within a research-intensive environment, where tomorrow's physicians, dentists and

health researchers learn to be socially-responsible leaders in the advancement of human health.

The MD Program runs simultaneously from two campuses: London, Ontario and Windsor, Ontario (at the University of Windsor). Each year a portion of the admitted class will complete all of their academic studies at the Schulich Medicine - Windsor Campus and graduate from Western University. The Windsor Campus is a partnership between Western University, the University of Windsor, and the London and Windsor hospitals. The Windsor campus builds on the strength of clerkship training provided in Windsor through the Schulich Medicine & Dentistry's Distributed Education program.

Applicants invited for an interview will have an opportunity to indicate their location of preference. When a location reaches its enrollment limit, successful applicants will be offered admission to the available location. All applicants will be processed by the Schulich School of Medicine & Dentistry, Western University, and will be subject to the same entry criteria.

Financial Support
Each year over $5 million in scholarships, awards and bursary funding is distributed to assist medical students in greatest financial need. Within Schulich Medicine, there are Schulich Scholarships awarded annually as well as several endowment funds available for disbursement as scholarships/bursaries and awards. In addition, there are other university-based awards issued by Western University, as well as loans through the Ontario Student Assistance Program (OSAP). Through these and other measures, Schulich aspires to have financial considerations never act as a barrier to any student wishing to study Medicine at this school.

Admission Requirements
Enrollment is limited. Admission to the ~~Doctor of Medicine~~ MD Program is highly competitive and possessing the minimum requirements does not ensure an interview or acceptance. Individuals satisfying the following requirements are eligible to apply for admission to the first year of the program. Note that failure to be aware of the admission requirements does not constitute a ground for appeal. Individuals must satisfy the following requirements to be considered for admission to the first year of the four-year MD program in the Schulich School of Medicine & Dentistry:

1. Degree Requirements
Applicants must have successfully completed ~~a minimum of three years of a four-year undergraduate degree from~~ 15.0 credits (90-credit hours or 3 years of undergraduate coursework) at a recognized university. They may be in the third year of a four-year degree at the time of application. There is no preference given for the undergraduate program of study and there are no course prerequisites.

Applicants who have earned a degree from a recognized university~~,~~ may elect to continue in full-time undergraduate studies. Only the first such "special year" taken

by the applicant will be considered for determination of GPA. A special year will be considered only if it contains 5.0 courses or equivalent (30 credit hours) taken between September and April. First-year courses, repeat/antirequisite courses, and second-year courses that do not require a first-year prerequisite, are not acceptable in the "special year."

Applicants who embark on a second undergraduate degree program are eligible to apply having completed only two years of studies in the second four-year undergraduate degree program. In order to be considered for GPA purposes, the second degree must be equivalent to a four-year degree. In this situation, GPA consideration will be based only on the two best years of the second-degree program. Course load and course level requirements for the second degree are analogous to the requirements of the first degree.

~~Graduate students~~ Applicants who are completing a **thesis-based master's** at the time of application must have completed all requirements by August 15th ~~for their graduate degree~~. A letter of good standing from the current supervisor indicating there are no concerns with meeting all requirements of the thesis-based master's degree must be received by OMSAS no later than June 30th. Western does not take graduate courses into consideration for the GPA; only undergraduate years are used. ~~Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.~~

Applicants who are enrolled in a **course-based master's** at the time of application must have completed all requirements by August 15th. A letter of good standing from the current Program Chair/Director indicating there are no concerns with meeting all requirements of the course-based master's degree must be received ~~at~~ by OMSAS no later than June 30th. Western does not take graduate courses into consideration for the GPA; only undergraduate years are used.

Schulich Medicine will no longer consider applications to the first year of the medical program from individuals who were registered in an ~~Doctor of Medicine~~ MD Program or equivalent elsewhere.

2. GPA

The GPA minimums are reset each year. Applicants must meet or exceed this threshold in each of two undergraduate years of full-time study (one of which may be the current year).

Full-time study is defined as 5.0 courses or equivalent with 30 or more credit hours. Academic transcripts must show clearly that applicants have met this course load requirement.

~~To be considered, each year must contain at least 3.0 courses or equivalent whose published academic level is at or above the year of study (for example, in third year,~~

~~at least 3.0 courses or equivalent must be at the third- or fourth-year level).~~ Please note, only ONE Pass/Fail ~~credit~~ course will be permissible in each of the two years being considered for GPA, unless you are enrolled in a Nursing Program, in which case up to 2.0 Pass/Fail courses will be permitted within a single academic year.

The Admissions Committee reserves the right to assess:

1. the level of difficulty of the courses;

2. the relevance of the courses for future medical studies at the Schulich School of Medicine & Dentistry; and

3. the performance you achieve in these courses.

~~Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:~~

~~If you are presenting two undergraduate years for GPA consideration that do not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:~~

- ~~You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study (one of which may be the current year). Full-time study is defined as five full or equivalent courses (30 credit hours), taken between September and April.~~
- ~~Each of the two years must contain at least three full-course equivalents (18 credit hours) whose published academic level is at, or above, the year of study.~~
- ~~Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the two years being considered for the GPA.~~

~~If you are presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of your academic years for GPA consideration, all of the following must be met:~~

- ~~During the 2019-2020 academic year, you must have completed 5 full or equivalent courses (minimum 30 credit hours) taken between September and April of which 3 full-course equivalents (18 credit hours) must have a published academic level at, or above, the year of study.~~
- ~~The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester and full-year courses from the 2019-20 academic term will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.~~
- ~~Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December). The pass/fail courses(s) must~~

~~be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.~~

For applicants who have attended other universities on exchange, GPA calculation will be based on the marks achieved at the exchange institution. Official transcripts from the exchange institution must be provided to OMSAS at the time of application. Applicants who have completed their undergraduate studies outside of Canada or the United States should consult the section titled "Foreign courses/Grades."

3. MCAT
MCAT minimums are reset each year. Applicants must meet or exceed these thresholds in their most recent writing of the MCAT (which must be no more than five years prior to the application deadline).

Only scores from the MCAT test introduced in April 2015 will be considered.

Applicants from designated counties in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, ~~Chatham-~~Kent, Elgin and Essex Counties) are afforded some MCAT flexibility wherein the total MCAT score must meet the 50th percentile and each MCAT component score must also individually meet the 50th percentile.

All applicants must arrange for verified results of the revised MCAT to be submitted directly to ~~the Ontario Medical School Application Service (~~OMSAS~~)~~.

Consideration of the 2019-2020 Academic Year Affected by the Covid-19 Pandemic:

If you are presenting two undergraduate years for GPA consideration that do not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

- You must meet or exceed the minimum GPA in each of your two best undergraduate years of full-time study (one of which may be the current year). Full-time study is defined as 5.0 courses or equivalent (30 credit hours), taken between September and April.
- Each of the two years must contain at least 3.0 courses or equivalent (18 credit hours) whose published academic level is at, or above, the year of study.
- Only 1.0 equivalent pass/fail course (6 credit hours) will be permissible in each of the two years being considered for the GPA, unless you are enrolled in a Nursing program, in which case up to 2.0 Pass/Fail courses will be permitted within a single academic year.

If you are presenting the 2019-2020 academic year affected by the COVID-19 pandemic as one of your academic years for GPA consideration, all of the following

must be met:

- During the 2019-2020 academic year, you must have completed 5.0 courses or equivalent (minimum 30 credit hours) taken between September and April of which 3.0 courses or equivalents (18 credit hours) must have a published academic level at, or above, the year of study.
- The GPA will be calculated on grades from the fall 2019 semester only. Due to the transition of many universities to pass/fail or credit/no credit, grades from the winter 2020 semester and full-year courses from the 2019-20 academic term will not be used in the calculation of GPA in order to ensure a fair assessment for all candidates.

Only 1.0 equivalent pass/fail course(s) (6 credit hours) will be permissible in the fall 2019 term (September-December), unless you are enrolled in a Nursing program, in which case up to 2.0 Pass/Fail courses will be permitted within a single academic year. The pass/fail courses(s) must be passed.

Additional Non-Academic Requirements

1. Citizenship
Applicants must be Canadian Citizens or Permanent Residents of Canada.

2. Confidential Assessment Form
Any three persons who, in the opinion of the applicant, will give an informed critical assessment will be acceptable as referees.

3. Autobiographical summary
Applicants will be asked to highlight their top activities that showcase certain skillsets important for being a physician. Verifiers for these activities must be provided. It is the applicant's responsibility to describe appropriate activities, provide accurate verifiers who can attest to their abilities, and ensure that verifiers are aware that they may or may not be contacted by the Admissions Office to provide support and verification of the skills and/or activities any time up to August 31st of the year following submission.

4. Interview
Select applicants will be invited for an interview. Individuals who satisfy the academic requirements as determined by the Admissions Committee each year will have their applications reviewed carefully and will receive consideration for an interview. Interviews are structured, standardized 45-minute interviews with a panel of three: one faculty member/physician, one senior medical student, and one community representative.

Many factors contribute to the final determination of which applicants will be invited for an interview. Achieving the minimum GPA and MCAT scores does not guarantee an invitation to be interviewed.

5. Proficiency in English
The Schulich School of Medicine & Dentistry reserves the right to deny admission to any applicant whose facility in written and spoken English is judged to be inadequate.

6. Basic Life Support Training
Applicants are required to complete training in standard first aid and a CPR Basic Rescuer course (CPR-C), and provide valid certification before enrolment in the medical program. It is the responsibility of the student to keep this up to date.

7. Statement on Potential Health Risks and Immunization Requirements
Students in the Schulich School of Medicine & Dentistry will be required to care for persons with infectious diseases (including Hepatitis B and HIV) should they be assigned to them. Students accepted into the medical program will be sent complete documentation regarding health status policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

8. Police Records Check Including Vulnerable Sector Screening
All medical students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that medical students do not place vulnerable populations at risk, the Schulich School of Medicine & Dentistry requires that all students provide, as a condition of their admission into the MD program, a current Police Records check including a Vulnerable Sector (Position) Screening.

For more detailed information, please see the Schulich Medicine & Dentistry Admissions website, or review the Police Check policy for the Undergraduate Medicine program.

Admission and Application Policies
The maximum number of places available in first year is available on the Schulich Medicine & Dentistry Admissions website.

Following the final date for application, an applicant may file any supplementary information relevant to the application with the Schulich School of Medicine & Dentistry, Western University, on or before the last day of May in the year following submission of the application.

Applicants may request a review of the decision of the Medicine Admissions Committee, provided that such a request is based upon new and significant information pertinent to the application. This request must be filed with the Schulich School of Medicine & Dentistry, Western University, no later than two weeks after the issue of the original decision. The request should contain information not available to the applicant prior to the last Wednesday in May in the year following submission of the application. This request will be passed on to the Appeals Committee whose decision is final.

Health Care Improvement in Southwestern Ontario and Indigenous Communities

As a component of its mandate, Schulich Medicine will give special consideration to applicants who have indicated on their OMSAS application that they are from designated communities in Southwestern Ontario (Grey, Bruce, Huron, Perth, Oxford, Middlesex, Lambton, ~~Chatham-~~Kent, Elgin, and Essex~~,~~ Counties) and/or from the Indigenous communities.

Schulich Medicine & Dentistry's Distributed Education program is a partnership of over 50 communities throughout Southwestern Ontario which provides rural/regional medical education and training experience to undergraduate and postgraduate trainees from the Schulich School of Medicine & Dentistry.

The clinical clerkship or third year of the medical program is constituted so that all clerks will be expected to spend time outside of London or Windsor in the Distributed Education teaching sites. ~~For those students with a particular interest in community medicine a rural/regional clerkship stream is available. Each year a section of students will complete the majority of the clerkship year in some of Schulich Medicine & Dentistry's Distributed Education communities.~~ It is important that applicants to the Schulich Medicine MD undergraduate program understand that all students will be mandated to spend at least part of third year away from London or Windsor. There are no exceptions to this policy. By accepting an offer of admission to this program, students are consenting to participate fully in this approach to learning.

For further information on the MD Program, Clerkship requirements please see the policy on "Progression Requirements – Doctor of Medicine".

The Schulich School of Medicine & Dentistry is committed to increasing the number of First Nations, Métis, and Inuit physicians. It has established the Indigenous Admissions Committee to increase the enrollment of Indigenous students in Medicine and to provide Indigenous applicants and students with support and counseling to facilitate their success in medical school. Schulich Medicine has designated seats in each entering class for First Nations, Métis, and Inuit students. Applicants self-identified as Indigenous and one of Canada's First Peoples who wish to be considered for a designated seat must provide official documents of Indigenous status or proof of ancestral Indigenous origin to OMSAS. Such applicants must also provide at the time of application a personal statement describing experiences within Indigenous communities, and additional letters of support from Indigenous communities or organizations.

Applicants will be assessed on a balanced portfolio which includes academic achievements, MCAT scores, letters of support, and a personal statement that provides evidence of long-term involvement in the Indigenous community and the impact of these experiences.

Only in exceptional circumstances will Indigenous applicants with a GPA of less than 3.30 or MCAT score below the 50th percentile be considered for the designated seats. Applicants invited to an interview will be welcomed by an interview panel consisting of an Indigenous physician, Indigenous community member, and senior medical student.

First Nations, Métis, and Inuit applicants and students considering a future career in Medicine are encouraged to contact the Admissions Office ~~at admissions.medicine@schulich.uwo.ca or call 519-661-3744~~ for further information and counseling.

ACCESS Pathway

The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants.

The ACCESS pathway is for those applicants who have been adversely impacted by circumstances that created a disadvantage. These may include medical, sociocultural, and/or financial barrier(s).

Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream. The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.

In your application, you must:

- Describe why you are applying in this pathway;
- Provide supporting documentation regarding your barrier;
- Provide a written statement on how you have adapted to and/or overcome your barrier and your potential for success in medical school; and
- For applicants with a medical and/or financial barrier, provide all of the documentation outlined below.

Medical barrier

A medical barrier is defined as a disability and/or life-threatening illness affecting an applicant during their university education. Students with medical barriers are encouraged to apply if they have the skills and abilities to successfully meet the essential requirements of a medical degree. As well, students must have the skills and abilities to ensure their own safety and the safety of the patients they interact with and care for during their medical training. These skills and abilities are outlined in the "*Essential Skills and Abilities Required for the Study of Medicine*" document approved by the Council of Ontario Faculties of Medicine (COFM).

To be considered for the ACCESS pathway because of a medical barrier, an

applicant MUST provide ALL of the following supporting documentation for a reasonable assessment:

1. Official documentation on whether accommodations were provided and the nature of these accommodations for writing the MCAT. (If no accommodations were provided for writing the MCAT, please state this to us.)
2. Official documentation on whether accommodations were provided and the nature of these accommodations for their university learning. (If no accommodations were provided, please state this to us.)
   and
3. Official documentation by a licensed professional on how their illness and/or disability impacts/impacted their learning and/or the learning of others (note that although disclosing the name of a diagnosis is not required, the committee will require sufficient information on the impact of the illness and/or disability on your educational experience).

Applicants to Schulich School of Medicine & Dentistry who have disabilities and wish to discuss requests for accommodations will be advised to contact Accessible Education ~~at ssd@uwo.ca or 519-661-2147~~.

Financial barrier

We recognize that many students work part-time. However, to be considered as having a *financial* barrier, an applicant MUST have been working at least 20 hours per week during each academic year (September to April) for at least 2 academic years, where 1 year is engaged in full-time studies at an appropriate course level and load (as outlined in our GPA requirements).

To be considered for the ACCESS pathway because of a financial barrier, an official letter from the employer(s) must be provided clearly outlining the hours and dates employed as they relate to the above definition of financial barrier.

It is the applicant's responsibility to ensure that all relevant documentation is provided.

As is customary with all applications, Schulich Medicine reserves the right to verify supporting documentation. Falsification or misrepresentation of information will result in removal of the application from consideration and will preclude them from being considered in any future applications to the University.

This documentation will be reviewed holistically by a Sub-Committee of the Medicine Admissions Committee. There are no fixed seats or quotas. Those who apply through the ACCESS pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream annually. Applicants through the ACCESS pathway must meet all other Admission requirements as the Southwestern Ontario stream and general stream applicants. Applying through this

pathway does not automatically guarantee granting of MCAT flexibility nor guarantee admission.

Black Applicant Pathway (BAP)

The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants. The BAP was created as a way to nurture a welcoming and inclusive environment for all applicants under-represented within medicine, and therefore is for applicants who self-identify as Black.

To be considered through the BAP, applicants must provide a personal statement as part of the application requirements. This will be a brief statement, less than 500 words, describing their Black experience.

This documentation will be reviewed holistically by a Sub-Committee of the Medicine Admissions Committee. There are no fixed seats or quotas. Those who apply through the BAP may be considered for MCAT flexibility using the same criteria as set for the Southwestern Ontario and ACCESS stream annually. Those who apply through the BAP may be considered for GPA flexibility using the same criteria as set for the Indigenous pathway annually. Applicants through the BAP must meet all other admission requirements as the Southwestern Ontario stream, ACCESS pathway and general stream applicants. Applying through this pathway does not guarantee granting of MCAT and/or GPA flexibility nor guarantee admission.

Interviews for applicants through the BAP will be conducted by panel members who self-identify as Black. If, due to lack of resources available this is not possible, the panel will be comprised of members who identify in other underrepresented, equity deserving groups, preferably with at least one member self-identifying as Black. The panel composition should be representative of current Schulich School of Medicine & Dentistry guidelines and given gender considerations.

Medical Military Training Program (MMTP) Pathway

The Schulich School of Medicine & Dentistry recognizes that some applicants may have faced barriers on their path to applying to medicine, and as part of its commitment to inclusivity and equity, it wishes to mitigate barriers for these applicants, where possible, while ensuring fairness for all applicants. The Schulich School of Medicine & Dentistry also recognizes that there is a critical shortage of medically trained personnel who will serve our Canadian Armed Forces.

The ~~Medical Military Training Program (~~MMTP~~)~~ pathway is for those applicants who are current active members of the Canadian Armed Forces for a minimum of 12 months prior to the application deadline.

Those who apply through the MMTP pathway may be considered for MCAT flexibility using the same criteria as set for our Southwestern Ontario stream. The MCAT criteria are re-set annually based on the competitiveness of the applicant pool.

To be eligible for the MMTP pathway, you must:

- Be an active member of the Canadian Armed Forces for a minimum of 12 months prior to the application deadline
- Consent to have verification of your application with the Canadian Armed Forces
- Be eligible and approved to receive funding of your medical school tuition by the Canadian Armed Forces (If you are not approved for funding by the Canadian Armed Forces, you will be considered within the general stream application process and must meet all general stream admissions requirements).

It is your responsibility to ensure that all relevant documentation is provided.

~~We~~ Schulich Medicine reserves the right to verify elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and may be considered in any future applications to the University.

There is a maximum of ~~3~~ three supernumerary seats funded by the Canadian Armed Forces for this pathway. Applicants through the MMTP pathway must meet all other Admission requirements as the Southwestern Ontario stream and general stream applicants. Applying through this pathway does not automatically guarantee granting of MCAT flexibility nor guarantee admission.

Kuwait Pathway

Western University wishes to promote the development of International connections and training of International students across Faculties, including the Schulich School of Medicine & Dentistry. To address this vision, the Schulich School of Medicine & Dentistry has started ~~I~~international discussions with countries where there already are partnerships with the Postgraduate Medical Education program. One such partnership is with Kuwait, and thus, Schulich Medicine will be offering a Kuwait pathway to allow for undergraduate medical training of their qualified students as future physicians through the allocation of supernumerary seats.

To be eligible for the Kuwait pathway, you must:

- Have Kuwait citizenship
- Not be a Canadian citizen or permanent resident of Canada
- Be eligible and approved to receive funding of your medical school tuition by the Kuwait Cultural Bureau (If you are not approved for funding by the Kuwait Cultural Bureau, you will not be considered for a seat).

- Have completed your undergraduate degree within an accredited North American University, where your transcript will clearly outline course load and course levelling.

It is your responsibility to ensure that all relevant documentation is provided.

~~We~~ Schulich Medicine reserves the right to verify elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and may be considered in any future applications to the University.

There is a maximum of ~~3~~ three supernumerary seats funded by the Kuwait Cultural Bureau for this pathway. Applicants through the Kuwait pathway must meet all other Admission requirements as the general stream applicants. Applying through this pathway does not automatically guarantee admission.

International Applicant Pathway

The International Applicant Pathway for the MD Program at the Schulich School of Medicine & Dentistry is a process that provides international learners an opportunity to study medicine at Western University while facilitating cross-cultural learning and fostering global perspectives within MD Program students. Schulich Medicine will be offering undergraduate medical education training to qualified applicants through defined supernumerary seats. There is a maximum number of supernumerary seats open for this Pathway in each academic year. Applicants invited for an interview will have an opportunity to indicate their location of preference. When a location reaches its enrollment limit, successful applicants will be offered admission to the available location. All applicants will be processed by the Schulich School of Medicine & Dentistry, Western University, and will be subject to the same entry criteria.

To be eligible for the International Applicant Pathway, an applicant must:

- Have valid citizenship in their home country at the time of application (Note: applicants who have dual citizenship between Canada and another country or have achieved status as a permanent resident (landed immigrant) or citizen of Canada at the time of admission will be automatically entered into the Canadian applicant process.)

- Not be a Canadian citizen or Permanent Resident of Canada

- Have completed or be in the final year of study in the equivalent of a four-year undergraduate degree or completed two or more years in a graduate degree at a recognized university equivalent to an accredited Canadian program. Applicants who have completed their undergraduate or graduate degree outside Canada or the United States, must have their final transcript

submitted to the World Education Services (WES) on a course-by-course basis

Schulich Medicine reserves the right to deny admission to any applicant whose facility in written and/or spoken English is judged inadequate for medicine studies. The Admissions Office reserves the option to request a candidate demonstrate English language proficiency as:

Applicants are expected to show English language proficiency through pre-existing post-secondary degree studies or successful completion of one of the following assessments:

- The Test of English as a Foreign Language (TOEFL): minimum overall score and by categories:
    - TOEFL Internet-based Test (TOEFL iBT): 100
        - Speaking: 26
        - Writing: 24
        - Reading: 24
        - Listening: 22
- The Duolingo English Test: Must score a minimum of 120

Applicants must have completed or be in the final year of study in the equivalent of a four-year undergraduate degree or completed two or more years in a graduate degree at a recognized university equivalent to an accredited Canadian program.

There are no prerequisite courses required for this Pathway.

It is the responsibility of the applicant to ensure all relevant documentation is provided to OMSAS for Medicine Admissions.

Schulich Medicine reserves the right to verify all elements of your application. Falsification or misrepresentation of information will result in removal of the application from consideration and will preclude the applicant from being considered in any future applications to the MD Program at Western University.

Applicants through the Schulich Medicine International Applicant Pathway must meet all established admission requirements of the Medicine Admissions general stream applicants.

Applying through this Pathway will require applicants to: (1) undergo the standard selection process for Canadian general stream applicants (2) be granted a visa to study medicine in Canada and (3) meet all standards for Admissions in language,

education and documentation.

Support is available for students who require assistance with their visa and documentation through offices in the Schulich School of Medicine & Dentistry, Western University and the University of Windsor.

Combined Programs

1. MD/PhD Program
A maximum of three ~~(3)~~ seats will be set aside each year for applicants to the MD/PhD program.

2. Oral and Maxillofacial Surgery/MD/MSc Program
A maximum of one seat will be set aside each year for applicants to the OMFS/MD/MSc program.

Additional Information for Applicants

1. Co-op Programs and Clinical Placements
All undergraduate degree programs that have a co-op or clinical placement component are dealt with on an individual basis. Questions about how this is considered, should be directed to the Medicine Admissions Office ~~emailed to admissions.medicine@schulich.uwo.ca~~.

If applicants are enrolled in an Honours-level co-op degree program, their academic course work will be considered as follows:

> The two years considered for GPA purposes will be the best two academic years with a full course load (5.0 courses or equivalent). Please note that an "academic year" in this case will consist of the two semesters which combine to complete one of the mandatory "years" of the program (e.g., a student's third year may consist of courses taken between September-December and May-September, while the student is registered by their university as being a third-year student. Two semesters belonging to different academic years of study will not be considered.
>
> Applicants registered in co-operative programs should submit a separate letter from their Dean or program director that specifies the schedule of their academic and work terms if this information **is not** clear from their transcript. This letter should be sent directly to the Office of Admissions & Student Affairs, Schulich School of Medicine & Dentistry.

2. Graduate Students
Candidates enrolled in a Master's program at the time of application must complete the requirements of the program. Withdrawal from a Master's program during that year in order to enroll within Schulich Medicine will not be acceptable.

~~Graduate students~~ Applicants who are completing a thesis-based master's degree~~s~~ must have completed all requirements by August 15th ~~for their graduate degree~~. A letter of good standing from the current supervisor indicating there are no concerns with meeting all requirements of the thesis-based master's degree must be received by OMSAS no later than June 30th. Final transcripts showing that all requirements for their graduate degree have been completed (or a letter attesting to the same) must be received by OMSAS no later than June 30th.

Applicants who are enrolled in a course-based master's at the time of application must have completed all requirements by August 15th. A letter of good standing from the current Program Chair/Director indicating there are no concerns with meeting all requirements of the course-based master's degree must be received at OMSAS no later than June 30th.

Western does not take graduate courses into consideration for the GPA; only undergraduate years are used. Applicants who currently are enrolled in a master's program are encouraged to make inquiries about the MD/PhD program.

3. Repeat Courses
Schulich Medicine does not accept repeat courses. If a course is repeated, the course is not counted in the course load for that year, nor is it factored into the GPA calculation for that year. Therefore, if 5.0 courses or equivalent are taken, but one of them is a repeat course, that year will be considered to have less than a full course load and not suitable for GPA calculations.

4. Summer Courses
Summer courses will not be counted in the overall GPA for interview and admission consideration. Summer courses will not be counted as part of the September to April course load.

5. Disability and Admission to Medicine
The Schulich School of Medicine & Dentistry, in accord with the Ontario Human Rights Code and University Policy, is committed to provision of equal access opportunities to all qualified applicants. To fulfill the requirements of the MD degree and to avoid serious risk to the health and safety of patients/clients, students are required to acquire competency in a wide range of knowledge, skills and abilities. Individuals with special needs are advised to contact the Admissions Office, Schulich School of Medicine & Dentistry, and to carefully review the ~~"Council of Ontario Faculties of Medicine (~~COFM~~)~~ Policy Document: Essential Skills and Abilities Required for the Study of Medicine".

~~6. Transfer Students~~
~~Transfer consideration is restricted to Canadian citizens or Permanent Residents of Canada currently enrolled in a Canadian medical school. Applicants considering transfer must contact the Admissions Office. For detailed information on transfer into~~

~~the undergraduate Medical program please refer to the Statement on Transfer of Student for Program Studies in UME.~~

~~7~~ 6. Foreign Courses/Grades

Canadian citizens or permanent residents of Canada who have completed their undergraduate-level university education outside of Canada may apply to the Schulich MD program.

Applicants who have completed their undergraduate education outside of Canada and the United States must have their foreign transcripts assessed by ~~World Education Services (~~WES~~)~~. By doing so, WES will convert foreign academic credentials into their Canadian educational equivalents. A course-by-course evaluation along with an overall GPA is required. WES evaluations must be sent directly to OMSAS by WES and must be received by the application deadline.

WES will forward the transcript to OMSAS along with their report. A second copy does not need to be sent to OMSAS or Western. To contact WES visit their website.

~~8~~ 7. Candidates from Accredited Degree-Granting Institutions

Candidates with acceptable standing at accredited degree-granting institutions may be considered for admission provided that the content of studies completed is equivalent in content to the courses offered by Western, and to the requirements of the program to which the student has applied. The University will review other candidates on an individual basis. Admission in all cases is competitive. Applicants who submit false information will be subject to disciplinary action in accordance with Western policy.

Last Reviewed: October 23, 2026

School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Examinations and Final Submission

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Procedure for Thesis Examinations and Final Submission is associated with the policy on "Thesis – Graduate Studies". The Procedure is under the authority of the Vice-Provost (Graduate & Postdoctoral Studies).

Effective October 23, 2026, the Procedure will be revised to provide clarity regarding the requirement of thesis examination board members to attend the thesis examination and the process in case an examiner is unable to attend. Clarification will also be provided regarding the expectations for examiners to attend the public presentation. Further details will also be added with regards to the process when there is an allegation of a possible scholastic offence or academic misconduct at the preliminary thesis evaluation stage.

The current Procedure has a lack of clarity regarding the requirement of all members of the thesis examination board to attend the thesis examination. Participation of all members of the thesis examination board is necessary for the integrity of the thesis examination. Therefore, the revisions are made to provide clarity on the requirement and on the process if an examiner is unable to attend. Revisions are also made to clarify that attending the public presentation is not a requirement for examiners, as the public presentation is not part of the thesis examination.

Similarly, there is a lack of clarity in the current Procedure on the process when there is an allegation of a possible scholastic offence or academic misconduct at the preliminary thesis evaluation stage. Therefore, further details are added to provide clarity on the process.

Documentation Provided:

Revisions to the Procedure for Thesis Examinations and Final Submission

Procedure for Thesis Examinations and Final Submission

Governing Policy: Thesis – Graduate Studies

Sections: Preparing for Thesis Examination; The Examination of the Thesis and the Student

Officer(s) Responsible for Procedures: Vice-Provost (Graduate & Postdoctoral Studies)

Effective Date: October 23, 2026 ~~March 13, 2026~~

Supersedes: March 13, 2026; November 8, 2024

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1. Preparing for the Thesis Examination

To fulfill the degree requirement of a thesis-based program, the thesis and the student's oral defense of the thesis must be assessed and approved by a Thesis Examination Board and must meet the School of Graduate and Postdoctoral Studies (SGPS) requirements for the thesis. The examination of the thesis exposes a student's work to scholarly and expert criticism.

For the thesis timeline and an overview of submission dates, please visit Thesis Timelines.

Thesis examinations will not be held on the National Day for Truth and Reconciliation observed at Western.

Unless otherwise approved as part of program requirements, all non-thesis degree requirements must be completed before the student can submit the thesis for examination.

1.1 Request to SGPS for a Thesis Examination

When the supervisor(s) advises that the thesis is ready for examination, the Graduate Chair (or equivalent) is responsible for submitting the completed doctoral or master's thesis examination request form to SGPS for approval at least six working weeks for PhD, four working weeks for master's, before the proposed examination date.

Students with accessibility needs must ensure that Accessible Education is aware of the upcoming examination so that any accommodations are communicated to the program in advance of the examination. The Graduate Chair (or equivalent) is responsible for ensuring that accessibility is provided to everyone attending the examination (i.e., equipment, furniture, space, must be accessible to those with visible and invisible disabilities).

In addition to identifying the thesis examination board members, the form must confirm whether the examination will be in-person or remote, provide details about the public presentation, indicate if the examination is open or closed, and indicate whether there is a confidentiality agreement to be signed, and/or if a delay of publication is requested. The form identifies whether the supervisor(s) has approved the thesis to go to examination.

SGPS approves the thesis examination board and the date of the examination. The date and time of the examination are confirmed via the formal invitation from SGPS.

1.2 In-Person and Remote Examinations

The thesis examination can be held either in-person or remotely.

At the time when a thesis examination is arranged, the Graduate Chair (or equivalent) determines with the supervisor(s) and the student whether the exam will be held in-person or remotely. All examinations must follow the procedures outlined in the Thesis Examination Guide.

In-Person Examinations
The student and supervisor(s) attend in-person. Normally, all thesis examiners participate in-person. With approval of the student and Graduate Chair (or equivalent), one examiner can participate remotely. Flexibility will be exercised for any Indigenous Elder and/or Knowledge Keeper who expresses an interest to join virtually. Please contact SGPS and Indigenous Student Services in these situations.

Remote Examinations
The student and supervisor(s) attend remotely. All thesis examiners participate remotely.

1.3 Public Presentations

PhD students are required to provide a public presentation on their thesis research, scholarship, and/or creative activity, normally within twenty-four hours before the thesis examination. Public presentations are optional for research Master's examinations. The graduate program sets the time and place for the presentations. SGPS announces the public presentation on its website. The presentation occurs in an open forum. The examiners normally attend the public presentation.

The type of public presentation (in-person or remote) will normally match the type of examination (in-person or remote).

In-person public presentations can include remote attendance.

1.4 Open versus Closed Thesis Examination

The thesis examination is normally a closed event unless the student and program, by mutual agreement, request that the examination is open to the university community (e.g., faculty, academic colleagues, students). An exception will be granted for Indigenous students who may benefit from the physical presence and support of Indigenous Knowledge Keepers.

1.5 Confidentiality Agreement

If the student feels that the nature of the information contained in the work must remain confidential (e.g., concerns pending patents, community needs, Indigenous data sovereignty, etc.) for a specified period, a confidentiality agreement is required.

1.6 Delay of Publication

Note: please see Publication of the Thesis regarding the electronic publication of theses.

If a student needs to delay publication of their thesis (e.g., due to a pending patent, commercial application, community needs, or Indigenous data sovereignty) this must be identified on the thesis examination request form by indicating an automatic “delay of publication” for up to two years. This option will block the thesis from public access after successful examination and final submission. This process is available as part of the Electronic Thesis and Dissertation submission process. When the “delay of publication” expires, the student can be granted a one-year extension through a written request to the Thesis Coordinator.

Exceptionally, a student may request a six-year delay of publication by contacting an Associate Vice-Provost within SGPS. This request requires the approval of the Graduate Education Council Academic Policy Committee.

1.7 Supervisor Approval to go to Examination

Normally, the supervisor(s) confirms via the thesis examination request form that the thesis meets the scholarly standards of the degree and is ready to go to examination.

In those cases where the student chooses to submit a thesis for examination without the approval of the supervisor(s), the following processes are followed:

The student notifies the Graduate Chair (or equivalent) who then discusses the reasons with the student. The Graduate Chair (or equivalent) discusses with the supervisor(s) their reasons for not approving submission of the thesis. The Graduate Chair (or equivalent) ensures that the supervisory committee member(s) have also been consulted.

If the reason concerns an allegation of scholastic offence, then the appropriate procedures are followed according to the policy on "Scholastic Offences" ~~Scholastic Discipline for Graduate Students~~.

If the reason concerns intellectual property, then the appropriate procedures are followed according to MAPP Policy 7.16 – Intellectual Property.

If the reason concerns quality, the supervisor(s) must articulate to the student and Graduate Chair (or equivalent) the quality concerns. The Graduate Chair (or equivalent) discusses with the student their reasons for wanting to go forward without supervisor approval and apprises the student of other options. They clarify with the student (and the supervisor(s)) that going to examination without supervisor approval means that the supervisor(s) does not view the thesis as ready for examination. It is explained that the examiners will know that the supervisor(s) has not approved the thesis to go to examination. The student is then informed of the elevated risk of failure that is introduced when a student goes to examination without supervisor approval.

If the student still chooses to submit without supervisor approval:

The Graduate Chair (or equivalent) takes on the role of the supervisor in this process. This includes making the necessary arrangements for the examination, inviting the examiners, completing the Thesis Examination Request form, overseeing the student's progress and attending the exam in place of the supervisor.

The supervisor(s) does not attend the thesis examination or the public presentation. The integrity of the process requires that a strict arms-length relationship between the student, the supervisor(s) and the members of the examination board be maintained throughout the pre-examination period. The content or quality of the work must not be discussed among these people until the oral examination itself is underway.

Upon completion of the oral defense, and after the student has left the room, the thesis examination board is reminded by the examination Chair that the student has submitted without the approval of the supervisor(s). The Chair also reminds the committee to assess the oral examination and written thesis based on academic merit.

The supervisor(s) has the right to not be recognized as the supervisor on the published thesis.

1.8 The Thesis Examination Board

Tasks of the Thesis Examination Board Examiners are to:

- Determine if the thesis and the student meet the expectations for research, scholarship, and / or creative activity.
- Appraise the thesis for content - its underlying assumptions, methodology, findings, and scholarly significance of the findings. This should include evaluation of the thesis in terms of its organization and presentation.
- Evaluate the student's skill and knowledge in responding to questions and defending the thesis.
- Ensure authenticity of authorship.

1.9 Arm's-Length Requirement for the Examination Board

Arms-Length refers to choosing examiners who are sufficiently distant from the student and the supervisor(s) to impartially assess the thesis artifact, which includes being free from bias and from conflicts of interest in respect of the student, supervisor(s), and thesis artifact.

An examiner must not have been connected with the thesis research, scholarship, and/ or creative activity in a significant way. The examiners should not have been associated with the student, outside of the usual contact in courses or other non-thesis activities within the University, nor be related to the student or supervisor(s).

The external examiner cannot be a co-author or co-investigator in the past six years with the supervisor(s) or student.

Faculty members who have served on a student's comprehensive/candidacy examination committee are eligible to serve as examiners on the student's thesis examination if the other conditions of being arm's length remain unchanged.

Other relationships that are not arms-length include:

- A sexual or otherwise intimate relationship (past or current).
- A spouse or partner (past or current).
- A close family member. (Some examples of close family members may extend beyond blood or marriage for example clan relationships in the Midewiwin Lodge or Long House). Such relationships should preclude involvement on the examination board.
- The involvement of an examiner with the student or supervisor in a professional capacity, such as:
    - a current or former or prospective business partner; or
    - having previous, current, or an agreement for future negotiations relating to employment or publications relating to the thesis.

This list, while not exhaustive, illustrates the nature of potential conflicts to be avoided.

The supervisor(s) and Graduate Chair (or equivalent) must take reasonable steps to avoid recommending an examiner whose relationship with the student or supervisor is not arms-length. Best practices include reviewing the potential examiner's CV, having the graduate committee members review the list of names nominated as examiners, conducting a literature search on potential examiner's publications. It is recommended that supervisors and programs avoid multiple use of the same examiners.

Individuals asked to examine a thesis artifact must reveal any relationship with the supervisor(s) or student that could undermine their impartiality.

1.10 The PhD Thesis Examination Board

Examiners:

- Every PhD examination board must have exactly four examiners. Every board must have:
    - One External Examiner
    - One University Examiner
    - Two Program Examiners
        - In lieu of one of the program examiners, one specialized knowledge examiner, or one Indigenous Knowledge Keeper examiner
- Every effort must be made to ensure that the examination board members reflect Western's commitment to equity, diversity inclusion, decolonization, and indigenization, and the positionality of the student.

1.11 The Master's Thesis Examination Board

Examiners:

- Every master's examination board must have exactly three examiners. Every board must have:
    - One University Examiner
    - Two Program Examiners
        - In lieu of one of the program examiners, one specialized knowledge examiner, or one Indigenous Knowledge Keeper examiner
- Every effort must be made to ensure that the examination board members reflect Western's commitment to equity, diversity, inclusion, decolonization, and indigenization, and the positionality of the student.

1.12 Thesis Examination Board Roles

Chair	The Chair is a non-voting member of the Thesis Examination Board. As the Vice-Provost's (Graduate and Postdoctoral Studies) representative, the Chair presides over the thesis examination and provides leadership to ensure that the established procedures are

	followed. It is not appropriate for the Chair to ask the student thesis-related questions during the examination period or comment on the merits of the thesis. **Chair Duties:** ■ See Thesis Examination Guide. ■ Determines when a quorum exists. ■ Opens and closes the examination proceedings. ■ Sets the order of questioners and the length of the question periods. ■ Monitors the length and conduct of the student's presentation (if appropriate). ■ ~~If the external examiner is not present, determines which examiner will put the questions raised in the external examiner's report to the student (for PhD examinations only).~~ ■ ~~If requested by the Vice-Provost (Graduate and Postdoctoral Studies), where the external examiner has submitted a negative report but is not present, provides copies of the external examiner's report to the examiners to assist in their deliberations (for PhD examinations only).~~ ■ Deals with behaviour and/or discussion that interferes with the proper conduct of the examination. ■ Moderates in camera discussion on the merits of the thesis, the student's oral presentation and responses to questions, the external examiner's report (if applicable), and other relevant matters. ■ Calls for a vote and recommendation. ■ Recalls the student and advises them of the recommendations that are to be made to the Vice-Provost (Graduate and Postdoctoral Studies). ■ Prepares a report to the Vice-Provost (Graduate and Postdoctoral Studies) of the examiners' assessment of the thesis and the student's oral performance. **Chair Qualifications:** ■ Must have SGPS membership. ■ The Chair for a doctoral examination must not be a member of the student's program or the supervisor's home program. ■ Where possible students whose thesis focuses on Indigenous issues should *have a thesis examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).
Program Examiner	This academic examiner is an expert in the thesis area, upholds the standards of the discipline and ensures the graduate degree level expectations and the learning outcomes for the thesis are met.

	No more than one program examiner may be from the student's supervisory committee. The student's supervisor cannot be a program examiner. **Criteria:** ■ The program examiner must have Teaching/Advisory, Associate, Master's or Doctoral SGPS membership in the student's program. **Responsibilities:** ■ See Thesis Examination Guide. ■ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. ■ ~~Attends~~ Typically attends the public presentation. ■ Attends the thesis examination and participates in questioning the student, evaluating the thesis and the student's defense of the thesis. ■ Contributes their decision in the final determination of the acceptability of the thesis and oral defense. ■ If the final determination is a pass conditional upon revisions, be willing to review and approve the revisions. ■ Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.
University Examiner	This academic examiner provides an interdisciplinary or other discipline perspective on the student's research, scholarship and/or creative activity. The university examiner is normally a faculty member of Western University or its Affiliated University Colleges whose primary appointment is not in the same department as the student's program. **Criteria:** ■ The university examiner must have Teaching/Advisory, Associate, Master's or Doctoral SGPS membership and must be able to bring an interdisciplinary or other disciplinary perspective. ■ Must not have had any involvement in the development of the thesis nor interest in the outcome. **Responsibilities:** ■ See Thesis Examination Guide. ■ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. ■ ~~Attends~~ Typically attends the public presentation.

	■ Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. ■ Contributes their decision in the final determination of the acceptability of the thesis and oral defense. ■ If the final determination is a pass conditional upon revisions, be willing to review and approve the revisions. ■ Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.
Specialized Knowledge Examiner	This non-academic examiner has knowledge, experience and expertise related to the research, scholarship, and/or creative activity and provides a community, industry, cultural, career, and/or applied perspective. **Criteria:** ■ This examiner does not need to hold membership in SGPS. ■ Must not have been involved in the development of the thesis nor have a material or financial interest in the outcome. **Responsibilities:** ■ See Thesis Examination Guide. ■ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. ■ ~~Attends~~ Typically attends the public presentation. ■ Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. ■ Contributes their decision in the final determination of the acceptability of the thesis and oral defense. ■ Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.
Indigenous Knowledge Keeper Examiner	The Indigenous Knowledge Keeper Examiner is a member of a recognized Indigenous community or organization with knowledge, experience, and expertise related to the research, scholarship, and/or creative activity. **Criteria:** • This Indigenous Knowledge Keeper Examiner does not need to hold membership in SGPS. • All Indigenous Knowledge Keeper Examiners are subject to MAPP Policy 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University to confirm

	Indigenous citizenship or membership. Consult with the Office of Indigenous Initiatives for more information and guidance. **Responsibilities:** • See Thesis Examination Guide. • Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. • ~~Attends~~ Typically attends the public presentation. • Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. • Contributes their decision in the final determination of the acceptability of the thesis and oral defense. • Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.
External Examiner (for PhD thesis examinations only)	This academic examiner is a faculty member at another University and has an established reputation in the field of the thesis. **Criteria:** • This examiner does not need to hold membership in SGPS. **Responsibilities:** • See Thesis Examination Guide • Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date. • ~~Attends~~ Typically attends the public presentation. • Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis. • Contributes their decision in the final determination of the acceptability of the thesis and oral defense. • May participate in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.

1.13 The Student Submits the Thesis for Examination

Doctoral students must submit the thesis at least five working weeks before the approved date for the Thesis Examination. Master's students must submit the thesis at

least three working weeks before the approved thesis examination date. This ensures adequate time for examiners to:

- Access the thesis via the Electronic Thesis and Dissertation (ETD) Repository.
- Read the thesis and prepare their reports.
- Submit reports to SGPS through the ETD repository.

Once the thesis has been officially submitted for examination, it cannot be withdrawn except with the permission of the Vice-Provost (Graduate and Postdoctoral Studies). The version which has been submitted to and circulated from the repository is the only version that the committee can examine. No other copies are to be circulated or examined.

2. The Examination of the Thesis and the Student

SGPS distributes to the examiners an electronic package via e-mail consisting of:

- A formal electronic invitation to examine the thesis and the student.
- The date, time, and location of the examination.
- Instructions on how to access the Western internal thesis repository.
- The thesis, in PDF format available through the Western internal thesis repository. Only this official version of the thesis may be examined.
- If appropriate, the option to request the thesis in a paper format through Graphic Services.
- Pertinent excerpts from the Thesis Examination Guide.
- The secure Thesis Examiner Report available through the Western internal thesis repository.
- For PhD exams, please visit the external examiners page for appropriate forms and information.

The examiners do their work in a two-stage process – Stage One: The Preliminary Evaluation of the thesis and Stage Two: The Thesis Examination.

The Thesis Examination may be postponed or cancelled if any step in the examination process is not completed on schedule (e.g., the student fails to submit the thesis for examination on schedule, or the examiners fail to submit preliminary evaluations on time). ~~or~~ During the preliminary evaluation stage, if there is a credible allegation of a possible scholastic offence or evidence of academic misconduct, SGPS informs the student that an allegation of academic misconduct has been made and that an investigation into the matter will be conducted, as per the policy on “Scholastic Offences”. The thesis examination is postponed or cancelled at this stage.

2.1 Stage 1: The Preliminary Evaluation of the Thesis

Each examiner must independently and without consultation complete the examiner’s report and decide whether the thesis meets the scholarly standards for the discipline and degree.

There are two outcomes that the examiners may consider:

- **Acceptable with Revisions:** A work that requires some revisions may be deemed acceptable. Revisions include limited typographical or grammatical errors; errors in calculation, labels for tables, nomenclature, and bibliographic form; and the need for clarification of content.

- **Unacceptable:** A thesis deemed unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, and failure to engage the scholarly context.

The completed examiner reports are confidential to the Vice-Provost (Graduate and Postdoctoral Studies). SGPS must receive the completed forms from all the examiners at least five working days before the date scheduled for the student's thesis examination. If the preliminary evaluation is deemed acceptable, the examiner reports are shared with the supervisor(s) and student after the thesis examination.

If the Thesis is Deemed Acceptable
A majority of the examiners must deem that the thesis is acceptable to allow the thesis examination to proceed. In the case of a tie, the external examiner's vote will break the tie. An examiner's preliminary judgment of acceptability is provisional. It does not preclude the examiner changing their judgment and finding the thesis unacceptable at the thesis examination.

If the Thesis Content is Deemed Unacceptable
A thesis deemed unacceptable by a majority of the examiners at the preliminary evaluation stage of the thesis examination process is referred to a Re-submission Consideration Committee.

SGPS cancels the thesis examination. The Vice-Provost (Graduate and Postdoctoral Studies) (for PhD exams) or Graduate Chair or equivalent (for Master's exams) appoints a Re-submission Consideration Committee. The examiner reports are not shared with the supervisor(s) and student.

Composition of the Doctoral Re-submission Consideration Committee
Chair: Associate Vice-Provost (or designate)
Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).
Graduate Chair (or equivalent)
Examiners (external examiner is invited ~~optional~~)
In attendance: Supervisor(s)

Composition of the Master's Re-submission Consideration Committee

Chair: Graduate Chair (or equivalent)

Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).

Examiners

In attendance: Supervisor(s)

Role and Responsibilities of the Chair

The Chair is a non-voting member of the Re-submission Consideration Committee with the following responsibilities:

- Ensures that the responsibilities of the Re-submission Consideration Committee are met.
- Moderates the in-camera discussion.
- Provides the Graduate Chair (or equivalent), student and supervisor(s) written notification of the committee's decisions and list of recommended revisions (if re-submission is allowed).
- Chairs the subsequent thesis Re-examination Board.

Responsibilities of the Examiners:

- Determine whether the student should be provided the opportunity to revise the thesis to bring it to the acceptable scholarly standard for examination.

If the student is provided another opportunity to revise the thesis, the examiners:

- Establish a date by which the revisions should be completed, normally no earlier than 12 weeks for PhD and six weeks for master's, after the date of the originally scheduled examination.
- Participate in committee discussion that results in agreed upon revisions to strengthen the thesis.
- Serve on the Re-examination Board, and in this capacity, assess the re-submitted thesis.

If the student is not provided the opportunity to revise the thesis:

- The outcome of the examination is a failure.
- The student has the opportunity to appeal the decision (see the policy on "Requests for Relief from Academic Decisions" ~~Graduate Student Academic Appeals~~)

Normally the same examiners continue to serve on the examination board, and in this capacity, assess the resubmitted thesis.

Role and Responsibilities of the Supervisor(s):

The supervisor(s) attends the Re-submission Consideration Committee as a resource to the committee to assist their deliberations. They do not actively participate in the deliberations.

Responsibilities of the Student:
If determined by the examiners, the student shall revise the thesis based on the Re-submission Consideration Committee's feedback and resubmit the thesis for examination.

Whether or not the re-submitted thesis is found acceptable by the Re-examination Board, the student proceeds to the thesis examination.

2.2 Stage Two: The Thesis Examination

The Chair presides over the thesis examination:

To open proceedings, the Chair introduces all present.

- The student, the supervisor(s), and the thesis examination board members must attend the thesis examination.
- If an examiner is unable to attend, the examination must be re-scheduled except with permission of the Vice-Provost (Graduate and Postdoctoral Studies) (or designate).
- ~~For PhD examinations, SGPS normally requires that the external examiner attend either in-person or remotely; however, the Vice-Provost (Graduate and Postdoctoral Studies) may waive the presence of the external examiner for extenuating circumstances. If unable to attend, the external examiner must submit questions to be put to the student by the other examiners.~~
- Any member of SGPS may attend as a visitor by having a written request to attend approved by the Vice-Provost (Graduate and Postdoctoral Studies). The Chair will refuse attendance to all others.

During the examination, the supervisor(s), examiners and the student are asked to refrain from using electronic devices (cell phones, smart watches) for purposes other than the examination (with the exception of emergencies or for medical use).

The Chair then asks the student (and visitors) to leave the room so that the examiners can decide on the following:

- the order in which examiners are to question the student;
- the number of rounds of questioning desired (usually two);
- the time limit for each of the examiners' questioning periods (typically 15-20 minutes in the first round and 5-10 minutes in the second round); and
- for PhD examinations, who will ask the questions submitted by the ~~external~~ examiner if they are not present.

The examination board members each have a link to an electronic Thesis Examination Evaluation form. The Chair advises the examiners that their evaluations on the acceptability of the thesis should be made independent of the assessment made in the preliminary evaluation of the thesis.

The Chair invites the student (and visitors) back into the room.

The Examination Begins
The Chair explains to the student the sequence of events (e.g., two rounds of questioning, the order of questioning).

For master's examinations, the student may briefly present the thesis (10-15 minutes is appropriate).

The examiners question the student in the agreed-upon order, with the Chair holding them to the agreed-upon time limit. The supervisor(s) may not question the student and may not interject during questioning.

When the questioning has finished, the Chair asks the student and visitors, but not the supervisor(s), to leave the room.

Allegation of Academic Misconduct During the Examination
It is expected that evidence supporting an allegation of academic misconduct would be identified at the preliminary evaluation stage and conveyed to SGPS at that time. However, if during, or at the conclusion of the examination, the student's supervisor, the Chair or any member of the examining committee expresses the view that there is a prima facie case for alleging that a material portion of the thesis has been plagiarized, or that there is other evidence of academic misconduct, the Chair shall submit the matter (together with any supporting materials) to SGPS for investigation. Where this occurs, the Chair shall, without informing the student of the identity of the person making the relevant allegation, inform the student that an allegation of academic misconduct has been made. The Chair shall also inform the student that an investigation into the matter will be conducted. The evaluation of the thesis is paused pending the results of the investigation.

The Thesis Examination Board Deliberates and Renders a Decision
The Chair invites the supervisor(s) to comment on the thesis and aspects of the oral defense.

In rare cases where the thesis has been submitted without the supervisor(s)'s approval, the examiners are reminded that the student has submitted without the approval of the supervisor. The Chair reminds the committee to assess the oral defence and the thesis on academic merit.

At the Chair's invitation, the examiners alone discuss the thesis and the oral defense.

The Chair instructs the examiners that there are three outcomes available to them:

- **Pass** - This indicates that the thesis is acceptable as it stands. Minor changes may be made before final submission.

Examples of such changes might include minor typographical, grammatical, or formatting errors. Normally such changes should be completed within 1-2 weeks.

- **Pass conditional upon revisions to thesis** - This indicates that required revisions must be reviewed and approved by a member(s) of the examining committee prior to publication.

  Examples of required revisions may include extensive typographical or grammatical errors; errors in calculation; the need for clarification or addition of content in order to meet requisite scholarly standards; some additions, deletions, or editing of text; further analysis, or discussion of some data. Normally such revisions should be completed within six weeks after the examination.

- **Unacceptable** - This indicates that the thesis is not acceptable as it stands and would require extensive revision to reach the acceptable standard. A thesis found unacceptable (regardless of the outcome of the preliminary evaluation stage) proceeds to the Re-Examination Consideration process.

  A thesis judged unacceptable may contain, for example, faulty conceptualization, inappropriate or faulty use of research methodology, misinterpretation or misuse of data, neglect of relevant material, illogical argument, unfounded conclusions, seriously flawed writing and presentation, or failure to engage the scholarly context.

The Chair instructs the examiners that there are two outcomes for the oral defense that the examiners may consider:

- **Acceptable**
- **Unacceptable**

For the oral defense, the examiners must determine if the student's responses to questions and general level of scholarly knowledge meet the standard for the doctoral or master's degree and are consistent with the contents of the thesis.

The examiners vote on the acceptability of the thesis and the oral defense by completing their electronic Thesis Examination Evaluation form.

These forms are confidential, only to be seen and recorded at the examination by the Chair.

The Chair reviews the completed forms and tallies the results.

The Chair announces the results of the vote on the acceptability of the thesis and of the oral defense and asks if further discussion is needed. In rare instances, the Chair may allow examiners to change their votes.

If a majority of the examiners find that the thesis content is a pass and the oral defense is acceptable, the student passes the thesis examination.

If a majority of the examiners find that the thesis content is pass conditional upon revision and the oral defense is pass, the student has not yet passed the thesis examination. Upon successful acceptance of the required revisions by a designated examiner(s), the student passes the thesis examination.

For doctoral thesis examinations, if the examiners' decisions are equally split (2/2) between acceptable and unacceptable on any one of the thesis content and/or the oral defense, then the vote is weighted in favour of the external examiner’s decision.

Once the results are tallied and any required discussion has concluded, the Chair pronounces the Thesis Examination Board's decision.

The Thesis Examination is Successful
On the "Thesis Examination - Chair Report," the Chair reports the thesis examination board's decision for the thesis examination.

Though revisions are not required following a pass, examiners may suggest minor changes that would be beneficial, and the student is encouraged to complete such changes before final submission. The Chair is encouraged to list such changes on the Chair Report.

The Chair communicates the positive decision to the student. (See Communicating the Decision of the Thesis Examination to the Student.)

The Thesis Examination is Conditionally Successful
On the "Thesis Examination - Chair Report," the Chair:

- With the assistance of the examiners, provides a detailed list of the specific revisions as agreed upon by a majority of the examiners. The Chair’s Report will be made available to the designated examiner(s), the student, and the supervisor(s), who will normally continue to support the student through the revision process.
- With the help of the examining committee, determines which examiner(s) will review the revised thesis. The designated examiner(s) withhold their approval until the required revisions have been made. All the examiners may receive a copy of the revised thesis to review.

After the examination, the supervisor(s) must meet with the student to ensure that they understand the revisions required by the thesis examination board and oversee the required revisions.

The Thesis Examination is Unsuccessful
The Chair completes the "Thesis Examination - Chair Report." In consultation with the examiners, the Chair states (on the Chair report) why the thesis and/or the oral defense

was unacceptable.

A thesis deemed unacceptable by a majority of examiners (regardless of whether the oral defense is deemed acceptable) is referred to a Re-examination Consideration Committee. The Chair of the previous examination is excused from further involvement.

When this occurs, the Vice-Provost (Graduate and Postdoctoral Studies) (for PhD exams) or the Graduate Chair (for master's exams) appoints a Re-examination Consideration Committee.

If this is a Re-examination based on the decision of a previous Re-examination Consideration Committee, the decision of the Re-examination Board is final.

Composition of the Doctoral Re-examination Consideration Committee
Chair: Associate Vice-Provost (or designate)
Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g., 4 Seasons of Reconciliation online module).
Graduate Chair (or equivalent)
Examiners (external examiner is invited ~~optional~~)
In attendance: Supervisor(s)

Composition of the Master's Re-examination Consideration Committee
Chair: Graduate Chair (or equivalent)
Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).
Examiners
In attendance: Supervisor(s)

Role and Responsibilities of Chair:
The Chair is a non-voting member of the Re-examination Consideration Committee with the following responsibilities:

- Ensures that the responsibilities of the committee are met.
- Moderates the in-camera discussion.
- Provides the Graduate Chair (or equivalent), supervisor(s), and the student written notification of the committee's decisions and a list of recommended revisions (if re-submission is allowed).
- Chairs the subsequent thesis examination.

Responsibilities of the Examiners:

- Determine whether the student should be provided the opportunity to revise the thesis to bring it to the acceptable scholarly standard for re-examination.
- Establish a date by which the revisions should be completed, normally no earlier than 12 weeks for PhD and six weeks for master's, after the date of the originally scheduled examination.

- Participate in committee discussion that results in agreed upon revisions to strengthen the thesis.
- Serve on the Re-examination board, and in this capacity, assess the re-submitted thesis.

If the student is not provided the opportunity to revise the thesis:

- The outcome of the examination is a failure.
- The student has the opportunity to appeal the decision (see the policy on "Requests for Relief from Academic Decisions" ~~Graduate Student Academic Appeals~~).

Normally the same examiners assess the resubmitted thesis.

Role and Responsibilities of the Supervisor(s):
The supervisor(s) attends the Re-examination Consideration Committee meeting as a resource to the committee to assist their deliberations. They do not actively participate in the deliberations of the committee.

Responsibilities of the Student
If determined by the examiners, the student shall revise the thesis based on the examiners' feedback and re-submit the thesis for re-examination.

Whether or not the re-submitted thesis is found acceptable by the examination board, the student proceeds to the final thesis examination.

Where only the oral defense is Unsuccessful:
The Chair completes the "Thesis Examination - Chair Report." In consultation with the examiners, the Chair states why the oral defense was unacceptable.

A thesis examination deemed unacceptable by the examination board on the oral defense alone is referred to a Re-examination Consideration Committee. The Chair of the previous examination is excused from further involvement.

The Vice-Provost (Graduate and Postdoctoral Studies) (for PhD exams) or the Graduate Chair (for master's exams) appoints a Re-examination Consideration Committee.

Composition of the Doctoral Re-examination Consideration Committee
Chair: Associate Vice-Provost (or designate)
Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).
Graduate Chair (or equivalent)
Examiners (external examiner is invited ~~optional~~)
In attendance: Supervisor(s)

Composition of the Master's Re-examination Consideration Committee

Chair: Graduate Chair (or equivalent)

Where possible students whose thesis focuses on Indigenous issues should *have a Thesis Examination Chair who has relevant Indigenous or cultural safety training or expertise* (e.g.,4 Seasons of Reconciliation online module).

Graduate Chair (or equivalent)

Examiners

In attendance: Supervisor(s)

Role and Responsibilities of Chair:

The Chair is a non-voting member of the Re-examination Consideration Committee with the following responsibilities:

- Ensures that the responsibilities of the committee are met.
- Moderates the in-camera discussion.
- Provides the Graduate Chair (or designate), supervisor(s), and the student written notification of the committee's decisions and feedback to improve the oral defense (if re-examination is allowed).
- Chairs the subsequent thesis examination.
- Explains at the outset of the second oral defense that the student is defending their original thesis.

Role and Responsibilities of the Examiners:

- Determine whether the student should be given the opportunity to orally defend the thesis a final time.
- If a student is provided the opportunity to orally defend the thesis a final time, the examiners:
  - Establish a date for the oral defense, normally within six weeks of the date of examination (PhD and master's).
  - Participate in committee discussion that results in feedback to improve the oral defense.
- If the student is not provided the opportunity to orally defend the thesis a final time:
  - The outcome of the examination is a failure.
  - The student has the opportunity to appeal the decision (see the policy on "Requests for Relief from Academic Decisions" ~~Graduate Student Academic Appeals~~).

Normally the same examiners re-assess the oral defense of the thesis.

Role and Responsibilities of the Supervisor(s):

The supervisor(s) attends the Re-examination Consideration Committee meeting as a resource to the committee to assist their deliberations. They do not actively participate in the deliberations of the committee.

Responsibility of the Student:
If determined by the examiners, the student shall take into account the Re-examination Consideration Committee's feedback as they prepare for the oral defense.

The student proceeds to the thesis examination, where the oral defense is assessed a final time. The student defends their original thesis.

The Thesis Re-examination Board's decision is final.

If the oral defense is acceptable, within six weeks of the second oral defense, the student shall revise the thesis based on the examiners' feedback (as part of their pass, or conditional pass decision on content), and then resubmit the thesis.

To meet the thesis requirement of the PhD or master's degree, both the thesis and the oral defense must be deemed acceptable by a majority of examiners.

Communicating the Decision of the Thesis Examination to the Student
When the Chair and the examiners have completed the documentation, the Chair invites only the student back into the room and informs them of the result, including whether there will be a Re-examination consideration.

Following the Thesis Examination
The Chair of the examination submits all forms to SGPS. When an examination is successful, SGPS will share the content of the thesis evaluations with the student and the supervisor.

Final Submission of the Thesis
When the student has completed any changes recommended by the examiners, the student must submit the final copy of their work via digital submission through Western's internal thesis repository.

The student accesses their original submission within the repository and submits a revised copy of their work.

Once the thesis is published, the student has officially completed the thesis requirement for their degree. Subject to approval by the University Senate, the student's name is placed on the convocation list.

Publication of the Thesis
Given the research and education mandate of Canada's publicly funded universities, it is expected that the results of this research will be made publicly available.

The University requires that successful graduate theses be made available through the Western Library's internal thesis repository. The thesis will be published electronically at the conclusion of the degree process and will be available globally via the internet.

At the same time, the University recognizes that the student is the author of the thesis and retains copyright and control interests in the material.

Students should be conscious of the implications of electronic publication in the digital context: material is accessible to any interested party, academic and non-academic. The thesis should also be understood to be permanently available – once published electronically, it can be withdrawn from Western's internal thesis repository, but digital copies will inevitably persist. Students engaging in thesis preparation and research should be mindful of electronic publication and availability as an endpoint of their work. Supervisors, equally, have a responsibility to be acquainted with the implications of electronic publication, and advise their students accordingly.

In certain cases, a "delay of publication" may be appropriate. See Section 1.6 above.

Upon final approved submission, the work is published to Western's internal thesis repository, pending any requests for a delay of publication. This repository is publicly accessible, permitting free access to the work. The repository transmits regular reports via e-mail to the author on how often the work is accessed.

Last Reviewed: October 23, 2026 ~~March 13, 2026~~

Faculty of Education: Revisions to the Bachelor of Education

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 Bachelor of Education, offered by the Faculty of Education, be revised as shown in Item 13.4(a).

Executive Summary:

Per the Ontario Ministry of Education mandate, all Bachelor of Education (BEd) programs in the province are required to transition to a three-term, 12-month consecutive program. Accordingly, the current four-term, 16-month BEd program must be revised to align with this new provincial requirement.

The revisions restructure the current four-term program into three consecutive 15-week terms and make corresponding adjustments to program requirements and course sequencing.

Key changes include:

- **Transition from a four-term to a three-term BEd**, with the program delivered over three consecutive 15-week terms and concluding in August of the following year.
- **Removal of the Alternative Field Experience** as a program requirement, while retaining the three required practicum courses and associated professional preparation.
- **Removal of the Specialty Area requirement**, including the requirement for students to complete the associated two-course specialty sequence.

The proposed changes are necessary to comply with the Ontario Ministry of Education's requirement that BEd programs transition from the current four-term model to a three-term, 12-month consecutive program. The revised program therefore streamlines overall program requirements, including the removal of the Alternative Field Experience and Specialty Area requirements, and adjusts course requirements across the program streams. The restructuring also provides an opportunity to strengthen the coherence and relevance of the BEd program curriculum by prioritizing learning that is foundational to contemporary teaching practice. Overall, the changes create a more streamlined and focused program that meets the new provincial requirements while maintaining essential curriculum, pedagogy, practicum, and professional preparation for Ontario teachers.

The program-level learning outcomes will remain the same.

The proposed changes will have no impact on the two cohorts of students currently enrolled in the BEd program. Both cohorts of current students will complete the program requirements in effect at the time of their admission. The proposed modifications will apply only to students entering the BEd program in September 2027.

Documentation Provided:

Revised Calendar Copy – Bachelor of Education

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21581

BACHELOR OF EDUCATION PROGRAM

The following requirements are applicable for students entering the program as of September 2027. For requirements for students entering the program prior to September 2027, see the 2026 Academic Calendar.

The Faculty of Education offers the Bachelor of Education program (B.Ed.). The program comprises ~~four~~ three consecutive terms ~~semesters~~, each involving ~~14~~ 15 weeks of course work~~, field work,~~ and practicum. ~~Orientation takes place just prior to the Labour Day weekend.~~ Classes begin immediately after Labour Day and conclude at the end of ~~December~~ August the following year.

The basic program requirement for Teacher Candidates is ~~6.75 – 8.0 credits~~ 5.5 – 7.5 courses of classroom learning ~~course work~~ (depending on ~~P~~program division ~~Stream~~) and 2.0~~0 credits~~ courses of ~~Field Experiences including~~ Practicum. ~~One credit of~~ 1.0 course ~~work~~ is normally equivalent to 72 hours of class time plus additional out-of-class work ~~out-of-class-work~~.

Module/Program Information

Core Courses, 2.0 courses ~~2.25 credits~~**:**

All students are required to complete the following Foundations courses:

0.5~~0~~ course ~~credits~~: Education 5007: *Social Foundations* ~~5007~~
0.75 course ~~credits~~: Education 5009: *Psychological Foundations* ~~5009~~
~~0.25 credits: Research & Assessment to Improve Student Learning 5013Q~~
0.5~~0~~ course ~~credits~~: Education 5020: *Mental Health Literacy and Safe Schools* ~~5020~~
0.25 course ~~credits~~: Education 5423Q/S: *Indigenous Education: Decolonizing Pedagogy for Teachers* ~~5423Q/S~~

Practicum, 2.0 courses ~~Field Experiences, 2.00 credits~~**:**

All students are required to complete the following Practicum and related courses ~~Field Experiences~~:

0.5 course: Education 5021: Practicum 1: *Foundations of Teaching Practice*
0.5 course: Education 5022: Practicum 2: *Developing Practice & Independence*
0.5 course: Education 5023: Practicum 3: *Consolidation & Professional Readiness*
0.25 course: Education 5008Q: *Transition to Professional Practice*
0.25 course: Education 5013Q: *Research & Assessment to Improve Student*

Learning
~~1.50 credits: Practicum (3 x 0.50)~~
~~0.50 credits: Alternative Field Experience~~
~~(non-credit) Transition to Professional Practice 5008Q~~

Curriculum Courses for the Primary/Junior or Primary/Junior French Program, 4.00 – 5.50 courses ~~credits~~:

In addition to the Core Courses and Practicum and related courses ~~Field Experience~~, students will complete:

0.75 course ~~credits~~: Education 5174: *Curriculum and Pedagogy in Elementary Language Arts* ~~5174~~
0.5~~0~~ course ~~credits~~: Education 5438: *Adaptive Instruction in Reading and Writing* ~~5438~~
0.25 course ~~credits~~: Education 5439Q/S: *Supporting English Language Learners* ~~5439Q/S~~
0.75 course ~~credits~~: Education 5180K: *Teaching and Learning Mathematics (PJI)* ~~5180K~~
0.25 course ~~credits~~: Education 5171Q/S: *Curriculum and Pedagogy in Elementary Art* ~~5171Q/S~~
0.25 course ~~credits~~: Education 5172Q: *Health and Physical Education* ~~5172Q~~
0.25 course ~~credits~~: Education 5175Q/S: *Curriculum and Pedagogy in Elementary Music* ~~5175Q/S~~
0.5~~0~~ course ~~credits~~: Education 5178: *Curriculum and Pedagogy in Elementary Science & Technology* ~~5178~~
0.25 course ~~credits~~: Education 5177Q/S: *Curriculum and Pedagogy in Elementary Social Studies* ~~5177Q/S~~
0.25 course ~~credits~~: Education 5179Q/S: *Curriculum and Pedagogy in Elementary Dance & Drama* ~~5179Q/S~~

Teaching Subject Option (students in Primary/Junior French program):

French as a Second Language
1.5 course: Education 5108: *French as a Second Language at the Elementary and Secondary Level* ~~(1.5 credits): 5108~~

Curriculum Courses for the Junior/Intermediate Program, 4.0 – 5.0 courses ~~3.5 credits~~:

In addition to the Core Courses and Practicum and related courses, students will complete:

0.75 course ~~credits~~: Education 5174: *Curriculum and Pedagogy in Elementary Language Arts* ~~5174~~
0.25 course ~~credits~~: Education 5439Q/S: *Supporting English Language Learners*

~~5439Q/S~~
0.75 course ~~credits~~: Education 5180K: *Teaching and Learning Mathematics (PJI)* ~~5180K~~
0.25 course ~~credits~~: Education 5171: *Curriculum and Pedagogy in Elementary Art* ~~5171~~
0.25 course ~~credits~~: Education 5172Q: *Health and Physical Education* ~~5172Q~~
0.25 course ~~credits~~: Education 5175: *Curriculum and Pedagogy in Elementary Music* ~~5175~~
0.5~~0~~ course ~~credits~~: Education 5178: Curriculum and Pedagogy in Elementary Science & Technology ~~5178~~
0.25 course ~~credits~~: Education 5177Q/S: *Curriculum and Pedagogy in Elementary Social Studies* ~~5177Q/S~~
0.25 course ~~credits~~: Education 5179: *Curriculum and Pedagogy in Elementary Dance & Drama* ~~5179~~

Teaching Subject Options (students in Junior/Intermediate program choose one teaching subject)**:**

Music (1.0 course)
0.5 course: Education 5137: *Curriculum & Pedagogy in Elementary Music for Specialists*
0.5 course: Education 5239: *Curriculum & Pedagogy in Instrumental Music* (in place of Education 5175 above)

Religious Education
0.5 course: Education 5138: *Curriculum & Pedagogy in Religious Education for the Intermediate Grades*

French as a Second Language
1.5 course: Education 5108: *French as a Second Language at the Elementary and Secondary Level*

~~Music (1.0 credits): 5137 and 5239 (in place of 5175 above)~~
~~Religious Education (0.5 credits): 5138~~
~~French as a Second Language (1.5 credits): 5108~~

Curriculum Courses for the Intermediate/Senior Programs, 3.0 – 4.0 courses ~~2.75 - 3.5 credits~~**:**

In addition to the Core Courses and Practicum and related courses ~~Field Experience~~, students will complete:

0.25 course: Education 5439Q/S: *Supporting English Language Learners*
0.5 course: Education 5457A: *Pedagogy of Multiliteracies*
0.25 course: Education 5425: *Teaching Grades 7 & 8*

Teaching Subject Options (students in Intermediate/Senior program choose two teaching subjects):

English
1.0 course: Education 5208: *Curriculum and Pedagogy in Intermediate/Senior English*

Family Studies
1.0 course: Education 5210: *Curriculum and Pedagogy in Intermediate/Senior Family Studies*

French as a Second Language
1.5 course: Education 5108: *French as a Second Language at the Elementary and Secondary Level*

Health & Physical Education
1.0 course: Education 5220: *Curriculum and Pedagogy in Intermediate/Senior Health & Physical Education*

Mathematics
0.5 course: Education 5136: *Teaching and Learning Mathematics*
0.5 course: Education 5236: *Mathematics for Teachers*
0.5 course: Education 5467: *Computational Modelling in Mathematics and Science Education*

Music
0.5 course: Education 5237: *Curriculum & Pedagogy in Vocal Music*
0.5 course: Education 5239: *Curriculum & Pedagogy in Instrumental Music*

Religious Education
0.5 course: Education 5138: *Curriculum & Pedagogy in Religious Education for the Intermediate Grades*
0.5 course: Education 5238: *Curriculum & Pedagogy in Religious Education for the Senior Grades*

General Science
1.0 course: Education 5223: *Intermediate/Senior General Science*

Biology
1.0 course: Education 5202: *Curriculum and Pedagogy in Senior Biology*

Chemistry
1.0 course: Education 5205: *Curriculum & Pedagogy in Senior Chemistry*

Physics
1.0 course: Education 5221: *Curriculum & Pedagogy in Senior Physics*

Environmental Science
1.0 course: Education 5241: *Curriculum and Pedagogy in Senior Environmental Science*

Social Sciences and Philosophy
1.0 course: Education 5214: *Intermediate/Senior Social Sciences and Philosophy*

Canadian & World Studies (Geography, History, Economics, Law, Civics & Citizenship)
1.0 course: Education 5212: *Curriculum and Pedagogy in Canadian & World Studies*

~~1.0 credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 1)~~
~~French Students: 5107 (1.5)~~
~~Music students: Instrumental Music (0.5) AND Vocal Music (0.5)~~
~~1.0 credits: Curriculum and Pedagogy in Secondary Schools (teaching subject 2)~~
~~0.25 credits: Supporting English Language Learners 5439Q/S~~
~~0.50 credits: A Pedagogy of Multiliteracies 5457~~
~~0.25 credits: Teaching Grades 7 & 8 5425~~

~~Specialty Courses:~~
~~In addition to Core Courses, Curriculum Courses, and Field Experiences, students will complete courses within ONE of the following specialties:~~

~~Mixed P/J, J/I, and I/S Advanced Studies in the Psychology of Achievement, Inclusion, and Mental Health (1.00):0~~

~~0.50 credits: Psychology (Part 1) 5001~~
~~0.50 credits: Research Capstone in Psychology (Part 2) 5002~~

~~Mixed P/J, J/I, and I/S International (1.00):~~

~~0.50 credits: International Education in a Globalizing World (Part 1) 5474~~
~~0.50 credits Research Capstone in Teaching and Learning in Intercultural Contexts (Part 2) 5475~~

~~Mixed P/J, J/I, and I/S Urban Education (1.00):~~

~~0.50 credits: Urban Schools 5477~~
~~0.50 credits: Research Capstone in Urban Schools: Critically Reflective Practice (Part 2) 5468~~

~~I/S STEM (1.00 FCE):~~

~~0.50 credits: STEM Education (Part 1) 5465~~
~~0.50 credits: Research Capstone in Curriculum & Pedagogy in STEM Education~~

~~(Part 2) 5468~~

~~P/J ECE (1.00 FCE):~~

~~0.50 credits: Curriculum, Pedagogy, and Learning in Early childhood Part 1 5460~~
~~0.50 credits: Research Capstone in Curriculum, Pedagogy, and Learning in Early Childhood (Part 2) 5459~~

~~P/J & J/I French (1.5 FCE):~~

~~1.5 credits: French as a Second Language at the Elementary and Secondary Level 5108 (J/I: Will also double as Specialty Course.~~
~~P/J & J/I: Not required to take electives)~~

~~I/S French (1.00 FCE):~~

~~0.50 credits French as a Second Language at the Elementary and Secondary Levels (Part 1) 5410~~
~~0.50 credits Research Capstone in French as a Second Language at the Elementary and Secondary Levels 5411~~

~~P/J & JI Mathematics Through the Arts (1.00 FCE):~~

~~0.50 credits: Designing Aesthetic Experiences for Young Mathematicians (Part 1) 5485~~
~~0.50 credits: Research Capstone: Engaging the Wider Community in Support of Mathematics Learning (Part 2) 5487~~
~~J/I and I/S Creativity and Arts Integration (1.00 FCE):~~
~~0.50 credits: Pedagogies in Creativity and Arts Integration 5488~~
~~0.50 credits: Research Capstone in Creativity and Arts Integration 5489~~

Elective Courses:

Primary/Junior & Junior/Intermediate

Not required to take electives

~~For those wishing to teach in Roman Catholic Schools:~~ 0.5 course: Education 5445: *Teaching in Catholic Elementary Schools* (recommended for those wishing to teach in Roman Catholic Schools) ~~5445, 0.50 credits~~

~~I/S Only Electives~~

Intermediate/Senior:

0.5 course required, except for those having Mathematics or French Teaching

Subjects
0.5 course: Education 5424: *Teaching for Equity and Social Justice* ~~(may not be taken by those in the Urban Specialty) 5424~~
0.25 course: Education 9440: *Supporting Struggling Readers and Writers in the Secondary Classroom* ~~9440~~
0.5 course: Education 5446: Teaching in Roman Catholic Secondary Schools (recommended for those wishing to teach in Roman Catholic Schools) ~~5446~~

Other Electives for all Students ~~P/J, J/I, & I/S~~

0.25 course ~~credits~~: Education 5458: *2SLGBTQI+ Studies in Education*
0.25 course ~~credits~~: Education 5499: *Parent Engagement and Supporting Newcomer and Minoritized Families*
~~0.25 credits: Ecojustice and Climate Action in Education~~

Other elective choices vary from year to year.

King's University College:
Revisions to the Honours Specialization and Specialization in Accounting

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, the Honours Specialization and Specialization in Accounting, offered by King's University College, be revised as shown in Item 13.4(b)(i).

Executive Summary:

King's University College is proposing revisions to the Honours Specialization and Specialization in Accounting to better align with Chartered Professional Accountant (CPA) requirements and evolving professional competencies. The proposed revisions would increase the Honours Specialization requirements from 10.5 to 11.0 courses and decrease the Specialization requirements from 10.5 to 9.5 courses.

For the Honours Specialization, the changes involve a clean-up of course lists and the addition of existing half-courses, Analytics and Decision Sciences 3864A/B and Management and Organizational Studies 3335A/B, to strengthen students' preparation in data analytics and advanced auditing. The modification is intended to ensure that the program remains aligned with recent exogenous changes introduced by the CPA competency framework and with the skill sets increasingly expected of graduates entering the profession. In particular, the addition of coursework in advanced auditing and data analytics reflects the growing importance of analytical, technology-enabled, and assurance-related competencies in contemporary accounting practice. Students will develop stronger competencies in interpreting and analyzing accounting data, applying analytical tools to support decision-making, and understanding more advanced audit concepts and practices relevant to the CPA.

The proposed number of modular courses differs between the Honours Specialization and Specialization because of CPA requirements. Students in the Specialization do not always proceed into the CPA program where students in the Honours Specialization almost always pursue their designation so they require a more rigorous program. The lower number of courses in the Specialization allows the module to be more flexible and for students to take other courses of interest if they do not plan to pursue the CPA designation. Students will be able to choose between Advanced tax, audit or management accounting rather than taking all of them.

The program-level learning outcomes will remain the same.

Continuing students in the Honours Specialization in Accounting can follow the old module requirements. CPA does not require these changes until 2027.

Documentation Provided:

Revised Calendar Copy – Honours Specialization in Accounting
Revised Calendar – Specialization in Accounting

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21504&

HONOURS SPECIALIZATION IN ACCOUNTING

Enrolment in the Honours Specialization in Accounting is limited. Meeting of minimum requirements does not guarantee admission.

Admission Requirements

Students may **not** apply to the MOS Honours Specialization in Accounting when they apply for admission to the University.

After first year, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 73% and no grade less than 60% in the ~~3.0~~ 3.5 principal courses.

First-Year Requirements
5.0 first-year courses, including

~~3.0~~ **3.5 principal courses**:

> **1.0 course**: MOS 1021A/B and MOS 1023A/B or Business Administration 1220E.
> **0.5 course** from: Calculus 1000A/B, Mathematics 1230A/B, Statistical Sciences 1024A/B.
> **0.5 course** from: ~~Mathematics 1229A/B, Mathematics 1600A/B,~~ Calculus 1301A/B, Calculus 1501A/B, Mathematics 1229A/B, Mathematics 1600A/B.
> **1.0 course**: Economics 1021A/B and Economics 1022A/B.
> **0.5 course**: MOS 1033A/B.

~~2.0~~ **1.5 additional courses** in any subject numbered 1000-1999 ~~(MOS 1033A/B is strongly recommended to fulfill CPA requirements)~~.

If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

After second year, students applying for a MOS Honours Specialization in Accounting must:

> a) have achieved an average of at least 73% on the last 5.0 courses;
> b) have achieved an average of at least 73% on the ~~3.0~~ 3.5 principal courses (as noted above) required for the module;
> c) have obtained a minimum grade of 60% in each course required for the module;
> d) have obtained a passing grade in each elective course; and,
> e) have a minimum cumulative average of 65%.

Note: Students admitted to the University without the Mathematics prerequisites for the first-year Mathematics courses for this program must fulfill the Mathematics prerequisite requirements before attempting these courses.

Module
~~10.5~~ 11.0 courses:

1.0 course normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOS 2228A/B.
0.5 course: Economics 2222A/B.
0.5 course from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.
0.5 course: MOS 2181A/B.
0.5 course: MOS 2275A/B.
~~1.5 courses: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.~~
~~0.5 course: MOS 4410A/B.~~
2.0 courses normally taken in year 3: MOS 3360A/B, MOS 3361A/B, MOS 3367A/B, MOS 3370A/B.
1.5 courses: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.
0.5 course from: Analytics and Decision Sciences 3864A/B, MOS 3335A/B.
~~3.5~~ **4.0 courses** normally taken in year 4: MOS 3362A/B*, MOS 3363A/B, MOS 4410A/B, MOS 4422F/G, MOS 4462A/B*, MOS 4463A/B, MOS 4465A/B, ~~MOS 4467A/B,~~ MOS 4471A/B (or the former MOS 3371A/B).

~~Note:~~ *should be taken in the same year

Students require 1.0 Category B (Arts and Humanities) if not already completed, and 2.0 designated essay courses including 1.0 numbered 2000-4999, prior to graduation.

Progression Requirements

To progress in the BMOS HONOURS SPECIALIZATION, students must:

a) maintain a minimum modular average of 70%;
b) obtain minimum grades of 60% in all courses listed for the module;
c) obtain a passing grade in each elective course (students who fail a course are not permitted to progress in Honours programs); and,
d) maintain a minimum cumulative average of 65%.

Students who fail to meet these progression requirements may be eligible to apply to a BMOS Specialization or to another program.

Graduation Requirements

To graduate with a BMOS HONOURS SPECIALIZATION, students must achieve a minimum modular average of 70% with a minimum mark of 60% in each course, obtain a passing grade in each elective course, and maintain a minimum average of 65% on the 20.0 courses counted towards the BMOS HONOURS SPECIALIZATION Degree. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

All students require 2.0 designated essay courses (E, F or G; at least 1.0 of which must be a senior course numbered 2000-4999) and 1.0 course from each of Categories A, B and C.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21512&

SPECIALIZATION IN ACCOUNTING

Admission Requirements

Students applying for a BMOS SPECIALIZATION must have

a) an overall average of at least 70% on the last 5.0 courses completed;
b) obtained a passing grade for each course required for admission to the module, and a passing grade for all option courses; and
c) a minimum cumulative average of 65%.

5.0 first-year courses:

1.0 course: MOS 1021A/B and MOS 1023A/B or Business Administration 1220E.
0.5 course from: Calculus 1000A/B, Mathematics 1230A/B, Statistical Sciences 1024A/B
0.5 course from: ~~Mathematics 1229A/B, Mathematics 1600A/B,~~ Calculus 1301A/B, Calculus 1501A/B, Mathematics 1229A/B, Mathematics 1600A/B.
1.0 course: Economics 1021A/B and Economics 1022A/B.
0.5 course: MOS 1033A/B.
~~2.0~~ **1.5 additional courses** in any subject numbered 1000-1999 (MOS 1033A/B is strongly recommended).

If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

Note: Students enrolled at another Affiliated University College or the Constituent University must meet the admission requirements in order to transfer into a BMOS SPECIALIZATION at King's.

Module
~~10.5 senior~~ 9.5 courses:

1.0 course normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOS 2228A/B.
0.5 course: MOS 2275A/B.
0.5 course normally taken in second year: Economics 2222A/B.
0.5 course normally taken in second year from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.
0.5 course: MOS 2181A/B.

~~1.5 courses: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.~~
~~0.5 course: MOS 4410A/B.~~
2.0 courses normally taken in year 3: MOS 3360A/B, MOS 3361A/B, MOS 3367A/B, MOS 3370A/B.
1.5 courses: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.
~~3.5~~ **2.0 courses** normally taken in year 4: MOS 3362A/B*, MOS 3363A/B, MOS 4422F/G, ~~MOS 4462A/B*,~~ MOS 4465A/B, ~~MOS 4467A/B, MOS 4471A/B (or the former MOS 3371A/B)~~.
0.5 course from: MOS 4462A/B*, MOS 4463A/B, MOS 4471A/B.
0.5 course: MOS 4410A/B.

*should be taken in the same year

Note~~s~~:

1. ~~MOS Special Topics courses for the Specialization must be approved for relevancy prior to enrolment.~~
2. Students require 1.0 Category B (Arts and Humanities) if not already completed, and 2.0 designated essay courses including 1.0 numbered 2000-4999, prior to graduation.

Progression Requirements

To progress in the BMOS SPECIALIZATION, students must

a) maintain a minimum cumulative average of 65%
b) obtain a minimum sessional average of 60% in the fall/winter term*

* Sessional averages are calculated in May, after the fall/winter term.

In order to be readmitted to the BMOS SPECIALIZATION, students must complete 5.0 additional courses in another discipline, achieve a minimum average of 70% in their last 5.0 courses, and have a cumulative average of 65%.

Graduation Requirements

Students must obtain a minimum overall average of 65% on the 20.0 courses to be counted for graduation. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

Among, or in addition to the module requirements for the different streams, all BMOS Four-Year Specialization students require the following before graduation:

2.0 designated essay courses (E, F, or G), 1.0 at the senior level.
1.0 course from each of Categories A, B, and C.

King's University College:
Renaming of and Revisions to the BMOS Internship Program

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, 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).

Executive Summary:

King's University College is proposing rename its "BMOS Internship Program" as the "MOS Co-op Program" and revise the requirements to introduce a 4-month work term.

The proposed changes will allow students to pursue 4-month co-ops as well as 8-month, and 16-month terms as opposed to the 8+ month requirements of the internship program. Aside from the 4-month opportunity the co-op program remains much the same as the internship program.

With Main Campus recently converting their "BMOS Internship Program" to the "Social Science Co-op Program", King's University College is following suit to align with Main Campus.

Students who entered the BMOS Internship Program prior to September 2026 will continue to follow the requirements of the 2025 Academic Calendar. Students admitted as of September 2026 will complete the renamed and revised MOS Co-op Program.

Documentation Provided:

Revised Calendar Copy – BMOS Internship Program

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21613

~~BMOS INTERNSHIP~~ MOS CO-OP PROGRAM

For requirements for students entering the program prior to September 2026, see the 2025 Academic Calendar.

Requirements for students entering the program in September 2026:

Module/Program Information

The ~~themed program,~~ MOS Co-op ~~Internship~~ Program~~,~~ aims to provide ~~an 8~~ 4 – 16-month practical degree-related experience in a~~n~~ paid employment setting. All students enrolled in ~~the third year of~~ a four-year undergraduate degree program ~~including~~ with an Honours Specialization, ~~Honours Double Major or~~ Specialization, or Major in ~~a~~ the BMOS program ~~module~~ at ~~Huron University College, Brescia University College, and~~ King's University College are eligible to enroll in the MOS Co-op ~~Internship~~ Program.

Students must also satisfy the eligibility requirements which are to: (i) be ~~enrolled~~ registered in full-time* ~~undergraduate~~ academic studies at ~~Huron, Brescia, or~~ King's University College in a BMOS program~~; have at least a 70% average; have successfully completed the second-year principal courses required for their degree including Business Administration 2257, or MOS 2227A/B and MOS 2228A/B, have completed at least 5.0 credits;~~ and (ii) be in good standing with their program module as appropriate ~~the Department; be returning to full-time studies at Huron, Brescia, or King's to complete the final year of their studies~~. International students are eligible to apply for the program.

Students interested in the ~~program~~ MOS Co-op Program should apply through Western Connect (http://connect.uwo.ca) ~~in the fall of their third academic year~~. Students apply to the program in the fall of each year to complete a 4-month work term. Students enrolled in a 20.0 course degree program may apply in the Fall term of their third year of study to complete between two to four consecutive 4-month work terms.

Students who meet the academic eligibility criteria will be required to attend preparatory workshops and meet other requirements included in Management and Organizational Studies 3996A/B/Y prior to their first work term. Students who are successful in securing a 4-month co-op will pay a fee and receive 0.5 course credit for Management and Organizational Studies 3996A/B/Y upon successful completion of the first work term. Students who are unsuccessful in securing a co-op will be withdrawn from Management and Organizational Studies 3996A/B/Y without academic penalty and will not be liable for the co-op fee.

Students who secure a second 4-month co-op and meet the requirements of Management and Organizational Studies 3997A/B/Y will pay a fee and receive 0.5 course credit for Management and Organizational Studies 3997A/B/Y upon successful completion of the second work term. Students who are not successful in

securing a co-op will be withdrawn from Management and Organizational Studies 3997A/B/Y without academic penalty and will not be liable for the co-op fee.

Students who secure a third 4-month co-op will pay a fee and achieve the "MOS Co-op Program" themed program upon successful completion of the third work term. Students can complete a maximum of four 4-month work terms and achieve a maximum of 1.0 course credit.

Each four-month work term will be recorded on the Academic Transcript with a course notation:
Work term 1 – Management and Organizational Studies 3910A/B/Y
Work term 2 – Management and Organizational Studies 3920A/B/Y
Work term 3 – Management and Organizational Studies 3930A/B/Y
Work term 4 – Management and Organizational Studies 3940A/B/Y

A co-op fee will be charged for each 4-month work term.

~~Students will be registered in and attend all preparatory workshops and meet other preparatory requirements included in MOS 3494 - Internship during the year prior to their work term. Students who are successful in securing a placement will pay an administrative fee and will receive 1.0 credits for the course once the themed program is complete. Students who are unsuccessful in securing a placement will be withdrawn from MOS 3494 without penalty, and will not be liable for the administrative fee.~~

~~During their work term, students will be registered in one of three courses depending on the length of time of the practical experience component: MOS 3490 - Internship: Work Term (8 month option), MOS 3491 - Internship: Work Term (9-12 month option), or MOS 3492 - Internship: Work Term (13-16 month option). Students who complete a second Internship work term with a second company will also be registered in MOS 3493 – Internship: Work Term (second 8 month option). Following the work term, students will complete a report and oral presentation. A grade of pass/fail will be assigned to each of the course components completed as part of the themed program.~~

Students who qualify to receive a continuing scholarship in the academic year in which they participate in the MOS ~~Internship~~ Co-op Program are permitted to defer receipt of the scholarship for one year.

Students may not take any academic courses during the co-op work term courses, unless granted special permission by the Associate Academic Dean. Only those students with a cumulative average of at least 75% should apply for special permission.

Participating students will continue to have access to the student health plan while on work term.

*Students registered with Accessible Education are considered full-time if enrolled in 40% of a full-time course load (i.e., 1.0 course or more per term).

Withdrawal of Subject Areas

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, 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

Executive Summary:

The University Secretariat conducted an audit of undergraduate Subject Areas in Summer 2026. It was identified that there are no courses in the following Subject Areas:

- Chemical Biology (Schulich School of Medicine & Dentistry)
- Differential Equations, Linear Algebra, and Materials Science (Faculty of Science)
- Green Process Engineering (Faculty of Engineering)
- Polish (Faculty of Arts and Humanities)

The Faculty responsible for each Subject Area has confirmed courses will no longer be offered in the identified Subject Areas. It is proposed that the Subject Areas be withdrawn.

Documentation Provided:

Revisions to the Breadth Requirements for Graduation *(contained in the policy on Registration and Progression in Three-Year, Four-Year and Honours Programs)*

REVISED POLICY COPY
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

Breadth Requirements for Graduation

The first part of the policy is unchanged

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Black Studies, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Islamic Studies, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, School for Advanced Studies in Arts and Humanities, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, World Literatures and Cultures, Writing

Languages

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, ~~Polish,~~ Portuguese, Russian, Spanish

CATEGORY C

Engineering

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, ~~Green Process Engineering,~~ Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, ~~Chemical Biology,~~ Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology, Public Health

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, ~~Differential Equations,~~ Earth Sciences, Environmental Science, History of Science, Integrated Science, ~~Linear Algebra,~~

~~Materials Science,~~ Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

Various

Communication Sciences and Disorders, Financial Modelling

The remainder of the policy is unchanged

School of Graduate and Postdoctoral Studies: Major Modification to the Master of Business Administration

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: 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).

Executive Summary:

As part of the Ivey Business School's ongoing program review and in alignment with the School's strategy to develop impactful, globally minded leaders through practice-based learning, the School is refreshing the Master of Business Administration curriculum to sharpen core disciplinary depth, expand experiential learning, and better support student success and career outcomes.

Documentation Provided:

Major Modification Proposal

MAJOR MODIFICATION PROPOSAL

The Ivey Business School proposes the following modifications to the Master of Business Administration (MBA):

- Two new required courses will be introduced in the areas of BUSINESS 9107: *International Business*, and BUSINESS 9104: *Entrepreneurial Mindset*. The School is updating an existing course which is currently titled *Leading Critical Issues*, to BUSINESS 9108: *Systems and Sustainability*. The School is also increasing the weight of three current required courses, BUSINESS 9103: *Communicating Effectively*, BUSINESS 9208: *Macroeconomics for Business Decisions*, and BUSINESS 9210: *Leveraging Information Technology* from 0.5 to 1.0 credit weight.

- Increase experiential learning: a new action learning milestone will be introduced to engage students in critical issues with a local organization (e.g., social impact, digital transformations, ESG) in their community.

- A new lifelong learning milestone titled Lifelong Learning & Leader Character: a structured component of the MBA program that will help students track their skill development, build career readiness, and strengthen their personal resilience. Students will have access to an AI-enabled learning platform.

- The reduction in elective credits needed to graduate from 6.75 to 4.5.

- Total program credits increasing by 0.5 from 17.75 to 18.25 as a result of the above changes.

As part of the Ivey Business School's ongoing program review and in alignment with the School's strategy to develop impactful, globally minded leaders through practice-based learning, the School is refreshing the MBA curriculum to sharpen core disciplinary depth, expand experiential learning, and better support student success and career outcomes. Feedback from MBA graduates and corporate recruiters consistently emphasizes the value of clearer skill signaling in high-demand domains, more opportunities to apply learning in real settings, and program structures that enable full engagement in recruiting and leadership development activities. The rationale for the proposed changes includes:

- Strengthen disciplinary foundations: Establish standalone required courses in International Business, and Entrepreneurship, with more depth in Systems and Sustainability to provide deeper coverage and clear competency signaling for students and employers.

- Expand experiential learning: Increase action-learning and applied project work to reinforce the Ivey Business School's case-method and practice-based

approach, enabling students to translate concepts into decisions, execution, and measurable impact.

- Improve flexibility and student support: Adjust progression and elective requirements to create space for outside commitments and to participate fully in career recruiting processes, without compromising program learning outcomes.

- Increase learning impact beyond the classroom: Add more structured "outside the classroom" learning activities and formative assessment opportunities, leveraging AI-enabled tools where appropriate to deepen practice, provide timely feedback, and accelerate learning cycles.*

*Please note that the integration of AI as a tool to deepen learning is ongoing and no changes necessitating a curriculum modification are necessary currently.

Current program	Proposed Change(s)
Terms: 3 **Total Credits:** 17.75 **Required Courses:** 11.0 credits BUSINESS 9101: *Decision Making with Analytics* (1.0) BUSINESS 9102: *Leading People and Organizations* (1.0) BUSINESS 9103: *Communicating Effectively* (0.5) BUSINESS 9202: *Accounting and Control for Managers* (1.0) BUSINESS 9203: *Managing Financial Resources* (1.0) BUSINESS 9205: *Marketing Products and Services* (1.0) BUSINESS 9208: *Macroeconomics for Business Decisions* (0.5) BUSINESS 9204: *Managing Operations* (1.0) BUSINESS 9206: *Developing and Executing Strategy* (1.0) BUSINESS 9210: *Leveraging Information Technology* (0.5) BUSINESS 9462: *Leading Critical Issues I* (0.5)	**Terms:** 3 **Total Credits:** 18.25 **Required Courses:** 13.75 credits BUSINESS 9101: *Decision Making with Analytics* (1.0) BUSINESS 9102: *Leading People and Organizations* (1.0) BUSINESS 9103: *Communicating Effectively* (1.0) BUSINESS 9202: *Accounting and Control for Managers* (1.0) BUSINESS 9203: *Managing Financial Resources* (1.0) BUSINESS 9205: *Marketing Products and Services* (1.0) BUSINESS 9208: *Macroeconomics for Business Decisions* (1.0) BUSINESS 9204: *Managing Operations* (1.0) BUSINESS 9206: *Developing and Executing Strategy* (1.0) BUSINESS 9210: *Leveraging Information Technology* (1.0) ~~BUSINESS 9462: *Leading Critical Issues I* (0.5)~~

BUSINESS 9463: *Leading Critical Issues II* (0.5) BUSINESS 9469: *Ivey Field Project* (1.5)	~~BUSINESS 9463: *Leading Critical Issues II* (0.5)~~ BUSINESS 9469: *Ivey Field Project* (1.5) BUSINESS 9107: *International Business* (0.75) *new course BUSINESS 9108: *Systems & Sustainability* (0.75) *updated course BUSINESS 9104: *The Entrepreneurial Mindset* (0.75) *new course Details regarding courses are provided in Appendix A.
Elective Courses: 6.75 credits Any course offered/approved by the program	**Elective Courses:** 4.5 credits Any course offered/approved by the program
Milestones: 1 Academic Integrity Module	**Milestones:** 4 Academic Integrity Module Gender Based Sexual Violence Prevention Action Learning Project Lifelong Learning & Leader Character

The new core courses map to the existing learning outcomes; there will be no changes to the current program learning outcomes.

The proposed changes to the program will be implemented with a new cohort of students. No current students will be transitioning to the new progression requirements as their program concludes prior to the change taking effect.

Appendix A:
New courses, course revisions, and milestone descriptions

New Courses

BUSINESS 9107: *International Business*
Students will learn fundamentals in international business from both an outward-looking, as well as an inward-looking perspective. From an outward-looking lens, students will be introduced to foreign market entry modes including exporting, licensing, joint venture, and wholly owned foreign subsidiaries. Using cases, students will increase their awareness for opportunities and challenges in foreign markets and factors in the global business environment that affect decision-making in firms that do business across borders.

From an inward-looking perspective, students will gain an understanding of the impact foreign competition has on the domestic market. We will also discuss importing, acting as a licensee or franchisee to foreign companies, and joint ventures with foreign firms.

BUSINESS 9104: *The Entrepreneurial Mindset*
Entrepreneurship is fundamental to business. The popular notion of entrepreneurs as misfits, rebels, and troublemakers is only partially true. In this course we will explore the everyday entrepreneur; the entrepreneur that lives within us all: the problem solver, the imaginer, the constructivist, and yes, the rebel. We will explore the entrepreneurial process from the perspective of the individual: how they think, how they create value, and what actions they take. Entrepreneurs create value for customers, for society, for parent corporations, and for themselves. Thinking and acting like an entrepreneur is one of the best ways to set you apart in your career, and that is the focus of this course.

Through Entrepreneurial Mindset we will explore:

- Entrepreneurial problem solving
- Opportunity recognition
- Market and Business Model development
- Venture creation and finance
- Intrapreneurship & Corporate venturing
- Solving societal challenges and ethics

Intro session (entrepreneurial self) - 1 session followed by 4 ‘buckets’/ sections + conclusion

- Section 1: Problem, Idea, Opportunity (5–6 sessions)
- Section 2: Building and Value Creation – Startup perspective (5–6 sessions)
- Section 3: Building and Value Creation - Corporate Innovation (3–4 sessions)
- Section 4: Entrepreneurship, Impact and Responsibility (3–4 sessions)

- Conclusion session - 1 session

Revised Courses

BUSINESS 9108: *Systems & Sustainability* (adapted from BUSINESS 9462: *Leading Critical Issues*)
Organizations today operate in a world defined by interconnected and accelerating challenges, including climate change, social inequity, biodiversity loss, technological disruption, and shifting stakeholder expectations. Traditional approaches to problem-solving, which isolate issues into manageable parts, are increasingly insufficient for addressing these complex, “wicked” problems. At the same time, sustainability and ESG are facing a more contested landscape: while some stakeholders are pushing back against sustainability initiatives on economic or political grounds, others are intensifying scrutiny by raising concerns about greenwashing and demanding greater transparency, accountability, and measurable impact.

In this course, students will develop an integrated understanding of how business, society, and the natural environment interact, and how leaders can create value while navigating competing objectives across stakeholders, time horizons, and geographies.

A central feature of the course is the application of systems thinking to real-world sustainability challenges. Rather than focusing solely on optimization within existing structures, students will learn to “zoom out” to understand the broader systems in which organizations operate by identifying root causes, feedback loops, and unintended consequences.

Through case discussions, frameworks (e.g., ESG, SDGs, stakeholder theory), simulations, and a live or simulated partner challenge, students will engage deeply with a critical sustainability issue. They will analyze how corporations, governments, and civil society interact within complex systems, and develop actionable strategies that balance economic performance with environmental and social impact.

Ultimately, the course prepares students to move from awareness to action by equipping them to lead in environments where long-term value creation depends on systems-level insight, cross-sector collaboration, and purpose-driven leadership.

BUSINESS 9210: ***Leveraging Information Technology***
The revised course will have the equivalent of 25 class sessions, structured as: 1) 20 regular class sessions; and 2) 5 sessions of supervised and structured learning. This is an increase of 10 class sessions over the current course.

To align with the proposed new core course curriculum and bridge three critical learning gaps in the following learning domains:
1) AI-enabled strategy;
2) AI capability building & operating models, and
3) AI design, development, and execution.

These three AI-related learning domains are essential to prepare MBA students for the growing proliferation of AI in business and organizations. The revised LIT course design with these additions will allow them to not only build a foundational knowledge base of critical digital transformation practices but also develop an advanced understanding of AI-specific managerial considerations.

BUSINESS 9103: ***Communicating Effectively***
The revised course will have the equivalent of 25 class sessions, structured as: 1) 20 regular class sessions; and 2) 5 sessions of supervised and structured learning. This is an increase of 10 class sessions over the current course.

The updated course responds to current themes in the field of Communications:

- AI and the question of human value-add
- Trust, misinformation, and institutional credibility
- Cross-cultural/intercultural communication
- The evolving workplace: hybrid, remote, and internal communication
- Strategic communication, reputation, and organizational value

The updated course builds the storytelling module to cover the topic with more depth and to include data visualization. The updated course expands the presentation module to add small group presentations to a specific audience where students receive live feedback from faculty/coaches/alumni.

BUSINESS 9208: ***Macroeconomics for Business Decisions***
The revised course will have the equivalent of 25 class sessions, structured as 1) 20 regular class sessions; and 2) 5 sessions of supervised and structured learning. This is an increase of 5 class sessions over the current course.

The updated course will expand themes of market failure with particular attention to circumstances in which markets fail to allocate resources efficiently and where policy intervention may be necessary to address distortions in the pricing system. These sessions would extend the course's focus beyond traditional macroeconomic indicators to examine how externalities, information asymmetries, public goods, and regulatory frameworks shape business environments and strategic decision-making.

Milestones

Action Learning Project Milestone
This is a hands-on, team-based milestone in which students partner with a local firm or business unit to address a current critical business issue. Ivey's experiential learning team sources projects for field courses, studios, labs, and action learning. The team works with faculty to identify and vet projects that meet the learning outcomes of the course/lab. Student teams conduct a comprehensive assessment of their partner organization, identify and propose high-impact solutions tailored to its needs, and design a practical implementation and governance plan. The inaugural iteration focuses on digital transformation, while future cohorts may explore issues such as ESG, social impact, and other priorities identified by core faculty.

Lifelong Learning & Leader Character
This milestone is a structured component of the MBA program designed to help students track their development, build career readiness, and strengthen personal resilience. At its core is AI-enabled learning that allows students to monitor their growth across key competency areas, including written communication, presentations, and quantitative skills, using the World Economic Forum's micro-skill taxonomy as a common framework. This shared language gives students a concrete, consistent way to articulate their development to recruiters and employers during their job search.

One component will be a personalized AI career agent that students will build through a series of guided reflections that evolve over the program into a practical tool for career preparation and interview practice. Embedded Resilience Workshops give students exposure to evidence-based techniques for managing thinking traps and building optimism. A goal-setting component ties these elements together, helping students identify specific micro-skill gaps and create targeted development plans. The result is a milestone that gives students the tools, language, and self-awareness to grow during the program and after graduation.

School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science and Doctor of Philosophy in Epidemiology and Biostatistics

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

Executive Summary:

This proposal introduces a new milestone for students in the Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics, for completion of training entitled “Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, Course on Research Ethics” (TCPS-2: CORE 2022 Training).

Students in the MSc and PhD in Epidemiology and Biostatistics (both the Epidemiology and the Biostatistics Fields of Study), will complete the TCPS 2: CORE-2022 training by the end of the first term of their program. The training is comprised of nine online modules, plus a Knowledge Consolidation Exercise. The milestone will be considered complete upon receipt of a Certificate of Completion.

This training has been completed by all students in the MSc and PhD in Epidemiology and Biostatistics programs since September 2021, however the milestone was not formalized through the Institutional Quality Assurance Process. The training was introduced to ensure that all research thesis-based students entering the program will have this foundational training in Research Ethics. Additionally, this training will be required by most students during their graduate program and/or in their occupation, as it is required by the Health Sciences Research Ethics Board before a researcher can be added to a project team as a research assistant or thesis student.

Current program	Proposed Change(s)
MSc in Epidemiology & Biostatistics *Milestones:* Academic Integrity Module Gender Based Sexual Violence Prevention Education (effective Sept. 2026) Introduction to Biomedical Research Seminar	**MSc in Epidemiology & Biostatistics** *Milestones:* Academic Integrity Module Gender Based Sexual Violence Prevention Education (effective Sept. 2026) Introduction to Biomedical Research Seminar

Thesis **PhD in Epidemiology & Biostatistics** *Milestones:* Academic Integrity Module Gender Based Sexual Violence Prevention Education (effective Sept. 2026) Introduction to Biomedical Research Seminar Comprehensive Exam Thesis Proposal (Defense & Public Lecture) Thesis	Thesis TCPS-2 CORE:2022 **PhD in Epidemiology & Biostatistics** *Milestones:* Academic Integrity Module Gender Based Sexual Violence Prevention Education (effective Sept. 2026) Introduction to Biomedical Research Seminar Comprehensive Exam Thesis Proposal (Defense & Public Lecture) Thesis TCPS-2 CORE:2022

The Program Learning Outcomes are not changed, as each program already provides training on research ethics through various activities across the duration of MSc and PhD degrees. The intent of this milestone is to provide some initial training, as a foundation for further development during the degree.

This modification will apply to new admissions. Current students will have previously completed the training may receive recognition for the milestone by submitting their existing Certificate of Completion (the Certificate of Completion must be from within the last two years).

This milestone will be a requirement for all graduate students whose Home Program is Epidemiology and Biostatistics, including those in collaborative specializations and interdisciplinary programs.

School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Arts in Research for Policy and Evaluation

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 Master of Arts in Research for Policy and Evaluation be discontinued and that the program be withdrawn.

Executive Summary:

The Master of Arts in Research for Policy and Evaluation will be withdrawn due to insufficient enrolment relative to the expense of staffing the program.

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Enrolled	8	14	17	8	0

The program currently has no students.

A sunset clause is not needed as there are no students currently enrolled in the program or eligible to transfer into the program.

Cyclical Reviews of Undergraduate Programs in English Studies; Linguistics; Biomedical Engineering; Anatomy and Cell Biology; Biochemistry; Biology

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on October 6, 2026, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Undergraduate with respect to the cyclical reviews of the undergraduate programs in English Studies, Linguistics, Biomedical Engineering, Anatomy and Cell Biology, Biochemistry, and Biology.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Arts and Humanities	English Studies	Feb. 12-13, 2026	Good Quality
Arts and Humanities; Social Science	Linguistics	Feb. 23-24, 2026	Good Quality
Engineering	Biomedical Engineering	Mar. 24-25, 2026	Good Quality
Schulich School of Medicine & Dentistry	Anatomy and Cell Biology	Feb. 24-25, 2026	Good Quality
Schulich School of Medicine & Dentistry	Biochemistry	Mar. 5-6, 2026	Good Quality
Science	Biology	Mar. 2-3, 2026	Good Quality

The Final Assessment Reports for these reviews are attached.

Documentation Provided:

Final Assessment Report – English Studies

Final Assessment Report – Linguistics

Final Assessment Report – Biomedical Engineering

Final Assessment Report – Anatomy and Cell Biology

Final Assessment Report – Biochemistry

Final Assessment Report – Biology

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English Studies
Final Assessment Report & Implementation Plan
August 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 English Language and Literature Honours Specialization in Creative Writing and English Language and Literature Specialization in English Language and Literature Major in English Language and Literature Minor in English Language and Literature Minor in English for Teachers Minor in General English Minor in Page, Stage and Screen Minor in Popular Literature and Cultural Studies	
External Reviewers	Dr. Andrea Walkden Associate Chair, Undergraduate Studies University of Toronto	Dr. Katherine Zien, Associate Professor, Department of English McGill University
Internal Reviewers	Dr. John Cuciurean Don Wright Faculty of Music	Sarwa Khan Medical Sciences Student
Date of Site Visit	February 12 -13, 2026	
Date Review Report Received	March 24, 2026	
Date Program/Faculty Response Received	Program Response: April 9, 2026 Faculty Response: April 13, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 22, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 English Studies Program, delivered by the Faculty of Arts and Humanities.

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 Department of English and Writing Studies, the Faculty of Arts and Humanities, and SUPR-U.

Executive Summary

The Department of English and Writing Studies serves as the administrative home for Film Studies, Medieval Studies, and Theatre Studies, in addition to English and Writing Studies. The Department has the highest number of course enrolments in the Faculty of Arts and Humanities, with a total of 513 students enrolled in all its constituent programs at the time of this review, of which, 378 are enrolled in an English Studies module.

All English modules focus on English literature and on the processes by which the disciplinary study of literature is carried out. The Program is designed to provide students with research and analytic tools necessary for basic and advanced study – students learn how to think critically and creatively, how to read and interpret texts produced by the best writers in English, how to argue persuasively, how to build ideas

upon and out of the ideas of others, and how to express their ideas in writing. The 1000-level courses are designed for a broad range of students, introducing basic analytical, communication, and research skills while covering the four major modes or genres (poetry, drama, prose fiction, prose non-fiction). With upper year courses introducing students to literary theory and the multitude of tools available for text analysis and narrowing content to focus more on specific topics or themes.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by a student focus group, a student survey and a dedicated departmental retreat which served as a forum for broad consultation and collaborative planning.

The external reviewers shared a positive assessment of the English Studies Program. They offer three recommendations with considerations for further enhancement;

Strengths and Innovative Features Identified by the Program

- The faculty is comprised of strong educators and researchers that have won numerous prestigious awards and recognitions.
- Cross-listed and globally focused courses connect English Studies with Indigenous Studies, Gender, Sexuality, and Women's Studies, Theatre Studies, environmental humanities, Black literatures, and other interdisciplinary areas.
- Numerous experiential and community-engaged learning opportunities where students can participate in archive-based learning, community projects with London artists and organizations, live performances, drama productions, public readings, workshops, lectures, and other cultural events.
- The Department hosts Canada's longest-running Writer-in-Residence program, which celebrated its 50th anniversary in 2022-23 as well as a Student Writer-in-Residence program described as unique in North America.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Impending retirements and sabbaticals over the next two years will likely impact the number and range of course offerings.
- Lower Graduate student enrolment has caused a shortage of Graduate Teaching Assistants from the department for Undergraduate courses.
- Limited budget impacts the ability to host or support any events or activities.
- Students report fewer course options, overlapping class times, difficulties completing module requirements, and challenges fitting English courses alongside other programs.
- Need for the development of clearer approaches to the academic and ethical challenges created by generative AI, particularly in online courses.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and one 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 of Academic Quality and Enhancement
- Dean, Faculty of Arts and Humanities
- Associate Dean, Undergraduate, Faculty of Arts and Humanities
- Department Chair
- Undergraduate Chair
- Teaching and Learning Librarian
- Special Collections Librarian
- Academic Advisor
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students

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 "*with a dedicated and distinguished faculty and an engaged and enthusiastic student body, English Studies is well positioned to remain among the leading Canadian departments in its academic field. […] the Department has demonstrated its ability to recognize and respond to challenges, both ones particular to Western and ones common to English and Humanities departments across Canada, in clear-sighted and commendable ways.*"

Strengths of the Program:

- A leader in its commitment developing inclusive, equitable, and diverse curricula with significant courses on Indigenous Literatures of Turtle Island, eco-poetry, and critical Black and feminist studies.

- Unique course experiential learning opportunities; Theatre Studies 3581F/G: *Toronto: Culture and Performance* (attend theatre in Toronto); English 3580F/G: *Canadian Literature: Creativity and the Local*, a course involving projects with local London-based artists and writers; English 2041F/G, a course in which students mount a theatrical production during the semester; and multiple courses that incorporate the library's archives and rare books collections and staff.
- Students in the program can participate in the Arts and Humanities Internship program, or the Undergraduate Summer Research Internship.
- Faculty members consistently publish and obtain major research grants.
- Strong cross-disciplinary collaborations with other subjects, including Gender, Sexuality, and Women Studies, Critical Race Studies, and the Digital Humanities.
- Flexible entry courses that students can chose from, with many course options to complete their degrees in a timely manner.

Prospective Areas of Improvement for the Program to Consider

- Stronger collaboration and communication among faculties in course scheduling to avoid conflicts and better support interdisciplinary opportunities, particularly between the Faculty of Information and Media Studies and the Faculty of Arts and Humanities.
- Building on the current foundation, expand and further coordinate opportunities for students to engage in experiential learning. Identify internship networks that are more closely aligned with English students' interests and career pathways.
- Strengthen grading and administrative support for Limited Term and Limited Duty instructors with higher-enrollment courses.
- Provide greater clarity in the current context of reduced administrative capacity by discussing pressures and uncertainty regarding the responsibilities of existing staff members.

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: Build stronger bridges between its constituent programs by embracing "creativity" as a unifying concept That the Department embrace "creativity" as a unifying concept to integrate its two major fields of study, English Studies and Writing Studies. To encourage further integration, we recommend introducing creative practices into English literature courses, making the relationship between the "creative" and the "critical" a focus of undergraduate exploration and inquiry. Writing Studies faculty can work with English faculty to create assignments that involve creativity and develop evaluative rubrics for these. We also recommend using future hiring opportunities to foster connections between literary criticism and creative practice, while recognizing the need to ensure that the department retains its impressive breadth of teaching areas. Faculty renewal (which will require institutional support) can play an exciting and crucial role in the Department's creative turn.	**Program:** Many English literature courses already include creative practices and assignments; we will identify these clearly on our department website so that current students who are interested in creative options can self-select for these courses. To encourage more instructors to incorporate creative assignments into their English literature courses, we will plan to hold a one-day department retreat focused on pedagogy and assessment for creative options. The Committee on Undergraduate Studies will draft and submit to the Department for approval an addendum to our Information for Instructors handbook that includes a list of best practices for designing creative assignments, suggested rubrics, and any other relevant guidelines to emerge from the retreat. We will continue revising our Department bylaws to formally instantiate the integration of all fields. **Faculty:** The Department has set out a clear and comprehensive plan and timeline to consider this recommendation. We agree with the plan, which draws upon the strengths in the Department in research and teaching in literature and in creative writing. The plan is flexible and adaptable. It allows for instructors to take up the creative option according to their own skills and aptitudes. Finally, implementing this option should help further bring together different strands of the Department and its programs.
Recommendation #2: Develop pedagogies and revise PLOs to meet the challenges and opportunities presented by Gen AI That the Department develop new pedagogies and revise its program learning outcomes to meet the considerable challenges and opportunities presented by the widespread use of generative AI. We recommend that these challenges and opportunities be approached	**Program:** The knowledge taught and skills practiced in the English literature classroom are more valuable, more needed, and more misunderstood than ever in a world dominated by generative AI. The process of revising our program learning outcomes will allow us to reflect on and to formalize our pedagogical approaches and methods in response to the widespread use of AI, as well as other changes and developments in the field of English Studies and in the social and professional world at large. The Department is embarking on a strategic planning process that

through pedagogies that stress the components of learning that are unmistakably human: process-based (e.g., showing your work); feeling-based (e.g., understanding the role of affect and its relation to critical thought in our fellow humans' creative and analytical works); and embodied (e.g., participating in experiential and hands-on iterative learning). Because creative practice and critical thinking already co-exist within English and Writing Studies, the faculty is ideally placed to develop these teaching practices both for its own program students and for the wider Arts and Humanities community.	will establish a five-year Strategic Plan by April 2027. The Strategic Plan is a first step before the Department develops Program Objectives and Program-level Learning Outcomes that align with the new OUCQA guidelines. The new Program Objectives and PLOs will replace the 1000-,2000-,3000-, and 4000-level learning outcomes currently in place. **Faculty:** The Department's strategic planning process is the right mechanism to address this recommendation. By considering the program's learning outcomes as part of that process, the Department will be able to articulate its broad goals and to link those outcomes to them. The Department's plan is forward looking, and we support it.
Recommendation #3: Revisit Current Module Offerings That the Department consider removing modules that are underenrolled or less viable and conserve faculty resources for the crucial blockbuster and path- breaking courses that recruit students and showcase curricular diversity and ingenuity.	**Program:** We have recently circulated a proposal to withdraw the Minor in Popular Literature and Cultural Studies. We will be withdrawing the Minor in Page, Stage, and Screen (1 student enrolled in FW25). This withdrawal will eliminate the requirement for English 2112F/G (Film 2212F/G; Theatre Studies 2212F/G): *Adapting Across Page, Stage, and Screen*. With the Minor in Popular Literature and Cultural Studies and the Minor in Page, Stage, and Screen withdrawn, English will be at a minimum number of modules, and none of them has specific dedicated resources. In Theatre Studies, we are working to reintegrate the entire program into English. This will reduce modules further, though this is in a constituent program (with its own IQAP process). **Faculty:** As the Department has outlined, this work has already begun. A proposal to withdraw one undersubscribed module (in popular culture and literature) is working its way through the approval process, and the Department has plans to withdraw another. This second module ("Page, Stage, and Screen") has a required course that the Department will no longer have to offer, freeing up teaching resources for other, more robust courses and modules.

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	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Build stronger bridges between its constituent programs by embracing "creativity" as a unifying concept	1. Identify and showcase practices and assignments focused on "creativity" in English Literature courses and highlight these on the department website to support students who may be interested. 2. Hold a retreat focused on pedagogy and creative options for assessments. 3. Draft and submit an addendum to the "Information for Instructors Handbook" that includes a list of best practices for designing creative assignments, suggested rubrics, and any other relevant guidelines to emerge from the retreat.	1. Undergraduate Coordinator 2. Department Officers/Program Directors 3. Committee on Undergraduate Studies	1. By December 2026 2. By April 2027 3. By August 2027
Recommendation #2: Develop pedagogies and revise PLOs to meet the challenges and opportunities presented by Gen AI	1. Embark on a process that will establish a five-year Strategic Plan. 2. Following the Strategic Plan development, revise Program Objectives and Program-level Learning Outcomes that specifically account for the current realities of AI.	1. Department Officers/Program Directors 2. Department Chair, Undergraduate Chair	1. By April 2027 2. By April 2028
Recommendation #3: Revisit Current Module Offerings	1. Submit formal proposal for the withdrawal of the Minor in Page, Stage and Screen. 2. Work toward the reintegration of the Theatre Studies program into English, further reducing modules.	1. Department Chair, Undergraduate Chair 2. Department Chair, Director of Theatre Studies	1. By September 2027 2. By April 2028

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Linguistics
Final Assessment Report & Implementation Plan
July 2026

Faculty / Affiliated University College	Faculty of Arts and Humanities, Faculty of Social Science	
Degrees Offered	Bachelor of Arts (BA)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Linguistics Major in Linguistics Minor in Linguistics	
External Reviewers	Dr. Catherine Anderson Associate Professor, Linguistics & Languages McMaster University	Dr. Nicole Rosen, Associate Professor, Department of Linguistics University of Manitoba
Internal Reviewers	Dr. Christina Booker Department of Chemistry, Faculty of Science	Aliya Jokhu Undergraduate Student, Interdisciplinary Medical Science
Date of Site Visit	February 23 and 24, 2026	
Date Review Report Received	April 9, 2026	
Date Program/Faculty Response Received	Program Response: May 14, 2026 Faculty Response: May 26, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 22, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Linguistics Program, delivered by the Faculty of Arts and Humanities and the Faculty of Social Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Arts and Humanities (in collaboration with the Decanal Office of the Faculty of Social Science).

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review - 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 Undergraduate Linguistics Program, the Faculty of Arts and Humanities, the Faculty of Social Science, and SUPR-U.

Executive Summary

Linguistics at Western began as a part of the Anthropology program, until developments in the field of Linguistic Anthropology in the 1980s and 1990s led to divergences between Linguistics and Linguistic Anthropology. In 2000, Linguistics faculty members created the current Inter-Faculty Linguistics Program, which is affiliated with both the Faculty of Social Science and the Faculty of Arts and Humanities. The program is administered by two co-directors, one from each faculty. As an inherently interdisciplinary field, Linguistics fits well with Western's model of majors and minors that can be combined both within and across faculties. The Linguistics modules (Minor, Major, Honours Specialization) build on a core of formal and social approaches to the study of language; after the obligatory introductory courses in first year, students must

take phonetics, phonology, syntax, and language variation and change. Students are then able to choose from a range of courses that consider different aspects of language and different methodologies, including courses taught in French and Spanish. The program's success derives from the dynamic involvement of linguists from across campus, in the departments of Anthropology, French Studies, Languages, Cultures and Linguistics, Philosophy, Psychology, English and Writing Studies, Classical Studies, and the school of Communication Sciences and Disorders. Enrolment of students registered in a least one Linguistics module in 2024-2025 was 42 students.

The self-study was informed by a review of the program learning outcomes and a curriculum mapping exercise. Additionally, focus groups and a survey with current students were administered, as well as a dedicated consultation with faculty members affiliated with the program which served as a forum for discussion and collaborative planning.

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

Strengths and Innovative Features Identified by the Program

- An interdisciplinary curriculum integrates formal and social approaches to language across Arts and Humanities, Social Science, and several contributing departments, while allowing students to take relevant courses in English, French, and Spanish.
- Relatively small upper-year classes support active discussion, detailed feedback, individualized assistance, collaborative learning, and innovative assessments.
    - Students and alumni consistently value the accessible, supportive faculty, close mentorship, academic advising, and opportunities to develop sustained relationships with instructors.
    - Student participation in data analysis, field experiences, community-based projects, individual and group research, supervised theses, and work involving Indigenous language revitalization.
- Opportunities to participate in Undergraduate Summer Research Internships, supervised research courses, an Honours thesis, access to the Theoretical and Applied Linguistics Laboratory, and opportunities to present research at a student symposium.
- Linguistics Talks lecture series which aims to highlight all the various ways in which Linguists are engaged throughout Western.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Declining and vulnerable faculty complement due to retirements, leaves, administrative responsibilities, and reliance on part-time instructors.
- The interfaculty structure creates ambiguity concerning the program's administrative home, course scheduling, teaching assignments, funding, and responsibility for sustaining the curriculum.
- Module enrolments have declined, while university minimum-enrolment expectations place pressure on small second-year and upper-year courses that are central to the program's experiential and student-engaged pedagogy.
- Required and elective courses may be offered only on rotation, creating scheduling difficulties, prerequisite barriers, and challenges for students who enter the program later or combine Linguistics with another module.
- Absence of dedicated semantics and morphology courses, along with insufficient preparation in computational linguistics, statistics, data analysis, and contemporary applications such as artificial intelligence and large language models.

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 of Academic Quality and Enhancement
- Teaching and Learning Librarian
- Dean, Faculty of Arts and Humanities
- Dean, Faculty of Social Science
- Associate Dean, Academic, Faculty of Arts and Humanities
- Associate Dean, Academic, Faculty of Social Science
- Department Chairs (French, Anthropology, Languages and Cultures)
- Program Co-Directors
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students

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 "*data from students and graduates indicates a high degree of satisfaction with the training they received in the Linguistics program. In survey data, focus group data, and in our meetings with students, multiple voices expressed appreciation that faculty members created welcoming, collaborative class environments, attended to students' wellbeing, and designed course activities that supported students' progress towards learning outcomes.*"

Strengths of the Program:

- The program combines language, culture, and society across disciplinary perspectives, supporting Western's priorities in future-focused learning, global engagement, and reconciliation.
- Flexible modular structure, elective courses and required courses offer diverse approaches to the study of linguistics.
- Small class sizes offer personalized and collaborative learning activities with ample feedback from instructors and teaching assistants.
- A unique offering of the program is the set of courses that prepare students to do work in reclaiming and revitalizing endangered languages, including languages that are Indigenous to the lands that Western sits on.
- Upper-year courses and research internships engage students in fieldwork, original data analysis, language-resource digitization and community interaction.
- Faculty members are active in their subdisciplines, in scholarly associations, and in the community with scholarship spanning a wide and diverse range of areas of Linguistics, from the global (such as fieldwork in Africa and South America) to the profoundly local (place names and people's names in Southern Ontario).

Prospective Areas of Improvement for the Program to Consider

- The interfaculty structure currently produces inefficient decision-making, unclear administrative roles, under-recognized teaching contributions, and uncertainty about how enrolment and resources should be prioritized.
- Only a fraction of the courses listed in the program structure are offered regularly, frustrating students and making modular pathways difficult to plan.
- Strengthen recruitment through the introductory course by incorporating real-world applications and retaining an in-person option alongside accessible online delivery.
- Similar upper-year courses offered in different languages could be combined or cross-listed.
- Consider greater emphasis on areas such as language teaching, revitalization, documentation, corpus and data analysis, media, decolonization, translation, and preparation for speech-language pathology.

- Construct a plan to ensure support for the professional development of part-time instructors and mentoring to ensure that the working relationship between instructors and TAs is effective.

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: Restructure Course Offerings and Delivery Consider revamping or reimagining program course offerings to focus on applications of linguistics for undergraduates, rather than traditional so-called 'core' (i.e. formal, theoretical) courses, to reflect changes in the field and in today's student body. Some examples include: bringing Applied Linguistics courses already being offered into the Linguistics program (i.e., French 3265B, French 3890A/B, and similar courses), being strategic in hiring a new faculty member to complement this refocus, such as with a digital humanities or otherwise applied humanities focus. To make these courses sustainable, consider combining/cross-listing upper-year formal courses currently offered in different languages to streamline and avoid students duplicating course content in multiple courses.	**Program:** Over the next year, Linguistics faculty will identify socially relevant applications, revise existing courses, and plan new offerings, subject to departmental approvals and teaching resources. Implementation will be gradual and may take up to three years. Applied Linguistics courses currently taught in French may be incorporated into the program and taught in English, potentially at the 2000 level. Faculty members will also advise the department on priorities for its new hire. The program will explore cross-listing syntax and phonology courses across Linguistics, French, and Spanish, with multilingual assignment options. The Major will permit up to 1.0 language-course credits, preferably in Indigenous languages, while the Minor will remain unchanged. Formal syntax and phonology courses may move to third year, although phonetics will remain at second year. The program will retain prerequisites for Anthropology 3339F/G to preserve academic rigor and may elevate it to the 4000 level. Linguistics 4247A/B and Linguistics 4248A/B will continue annually because they are required graduate courses. **Faculty:** This proposal is fully in line with our sense of what our undergraduates are looking for. While they are of course interested in the theoretical issues raised by linguistics, they also seek instruction in applied approaches that they see as transferrable skills. The review of current course offerings proposed by the program, as well as of possible new courses, is entirely welcome. Since the approval process for the revision and introduction of courses is quite streamlined, the process could take place over the next three years, as the program suggests, or less. Any hiring would have to go through the normal University processes, but we agree that areas of student interest should be a strong factor in determining the area of such a hire. It makes good sense to count all linguistics courses (including those offered in French) in Linguistics modules.

Recommendation #2: Address Enrolments and Student Experience To increase enrolment, continue offering an online section of Linguistics 1027A/B while adding an in-person section. Ensure comparable assessments, consider an optional weekly synchronous session online, use active-learning strategies in both formats, and provide program-wide TA training. To improve the module-student experience, publish streamlined requirements listing regularly offered courses, map typical year-by-year pathways, remove discontinued courses from the calendar, and review upper-year prerequisites to improve access without compromising student success. The interfaculty structure undercounts enrolment by splitting students across two faculties. All Linguistics students should be counted in Arts & Humanities, with a written agreement compensating Social Science for essential teaching and formally recognizing Anthropology faculty contributions.	**Program:** The program will continue offering Linguistics 1027A/B online annually and add an in-person section beginning September 2026. Instructors will coordinate comparable assessments, consider optional synchronous tutorials within current regulations, incorporate active learning, and provide TA training through duty specifications and graduate orientation. The module checklist and website will be updated with current and upcoming course offerings and year-specific planning guidance. Obsolete courses have already been removed from module descriptions. Existing prerequisites will remain to support student success, although some formal courses may move to the 3000 level. To improve enrolment reporting, the program proposes dividing Linguistics enrolments equally between the departments of Anthropology and Languages, Cultures and Linguistics (LCL), reflecting both departments' essential contributions, and configuring the institutional enrolment dashboard accordingly. **Faculty:** The Dean's Offices support fair and consistent course delivery, strong student engagement, and adequate TA training. The Offices endorse reviewing and streamlining the Linguistics modules to increase flexibility, removing extraneous courses, and improving access to upper-year offerings. Enrolment-counting practices across both faculties should be discussed by the Deans and Provost using available data.
Recommendation #3: Restructure Program Leadership Consider assigning a single program director within the new Language, Culture and Linguistics department. The current co-director model is inefficient, and neither co-director is adequately compensated for their work. The timing is excellent to reorganize the leadership model within the new department with consideration for mechanisms to ensure the voice and work of Anthropology faculty members are fully integrated.	**Program:** The program clarifies that Linguistics originated in Anthropology, with French Studies joining when the interfaculty program began in 2000. It supports replacing the co-director model with a single director serving a two-year term but will retain the program's interfaculty structure as a key interdisciplinary strength. The directorship will rotate between LCL and Anthropology, with an Anthropology faculty member normally serving every third term. This model recognizes Anthropology's integral contribution while reflecting the larger pool of potential directors in LCL. The Director should receive a teaching release, funded by their home department and equivalent to that of its Undergraduate Chair. Subject to approval, the new leadership structure could begin in July 2027 following necessary budget, workload, and teaching-plan adjustments.

	Faculty: The Decanal Offices encourage having a single program coordinator, so long as all parties participating in the Linguistics program feel heard and represented.
Recommendation #4: Highlight the Value of Linguistics for Reconciliation A key element of the Western University Strategic Plan is to "Advance Reconciliation with Indigenous Communities". The pathway embedded within the Linguistics program, also open to students majoring in Sociocultural and Linguistic Anthropology, prepares learners to contribute to the work of language preservation, revitalization, and reclamation and thereby advances Western's progress towards its strategic goals and its response to the TRC's Calls to Action. The program should partner with colleagues in Indigenous Studies to ensure that Anthropology 2253A/B: *Endangered Languages and Revitalization* is offered annually and enrolls students from Linguistics, Anthropology, and Indigenous Studies. This will provide a cohort of adequately trained students to benefit from the experiential learning opportunities in Anthropology 3343: *Language Revitalization in Practice* and Anthropology 4415A/B: *Field Techniques in Linguistics* (formerly Anthropology 3237A/B).	**Program:** We support this recommendation to advance EDIDA and Reconciliation goals by regularly offering those courses. We have begun engaging in conversations with IS to actively develop the kind of mutually beneficial partnership the reviewers suggest. Anthropology 3343A/B is already included in modules for Anthropology, Linguistics and Indigenous Studies. Anthropology 4415A/B has prerequisites from Linguistics which would make it difficult for students from Indigenous Studies or Anthropology to succeed without them. We will implement the recommendation to regularly offer the courses with the approval and commitment from the Social Sciences dean’s office and the Anthropology Department that these courses will be offered in alternating years. In addition, we propose that funds be made available by both Arts and Humanities and Social Sciences so that Indigenous Studies or LCL can offer at least 1.0 courses in Indigenous languages each year. **Faculty:** We support the recommendation to highlight the vital role language plays in the ongoing work of reconciliation. We also support continuing to offer courses that will make that possible. We cannot say whether it would be preferable to offer specific courses yearly or every other year. This is not a matter of enrolment thresholds so much as it is of creating the best learning environment: courses of adequate size to have a real cohort, for example. We support collaboration with the Indigenous Studies program.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair(s), in consultation with the Dean(s) of the Faculty(ies) are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Restructure Course Offerings and Delivery	1. Identify areas relevant to students and society and then explore modifying current course content and or developing new courses. 2. Modify the existing Linguistics modules, pending approvals, to include Applied Linguistics courses currently taught in French. 3. Consider combining/cross-listing upper-year courses currently offered in different languages for syntax courses. 4. Add the option to count up to 1.0 language course for the Major in Linguistics, with the stipulation that Indigenous language courses are preferred pending approvals. 5. Consider changing Anthropology 3339F/G to a 4000-level course, and the prerequisite Linguistics courses to 3000-level.	Co-directors; Department Chairs	1. By September 2027 2. By January 2027 3. By July 2028 4. By May 2027 5. By May 2027
Recommendation #2: Address Enrolments and Student Experience	1. Continue to offer one section of Linguistics 1027A/B online each year, with one section in person. Should there be different instructors, they will coordinate to ensure assessments are comparable. 2. Inform the instructors of the Linguistics courses that training hours should be included in the Duties Specification Agreement. 3. Address TA Training during the mandatory orientation for the incoming graduate students who will TA. The training will be integrated with the needs of the relevant course instructors. 4. Examine and clarify enrolment-counting practices across both faculties.	1-3. Co-directors; Department Chairs 4. Decanal Offices	1-3. By September 2026 4. By September 2027

Recommendation #3: Restructure Program Leadership	Revise the current leadership structure to that of a single Program Director, normally serving for a two-year term with a rotation of the Directorship role among the participating faculties.	Co-directors; Department Chairs	By July 2027
Recommendation #4: Highlight the Value of Linguistics for Reconciliation	Regularly offer Anthropology 2235A/B pending approval and commitment from other programs.	Co-directors; Department Chairs	By September 2027

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Biomedical Engineering
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Faculty of Engineering	
Degrees Offered	Bachelor of Engineering Science (BESc)	
Date of Last Review	2017-2018	
Modules Reviewed	N/A	
External Reviewers	Dr. Moshen Akbari Professor, Biomedical Engineering University of Victoria	Dr. Michelle MacDonald Professor, Biomedical Engineering McMaster University
Internal Reviewers	Dr. Walter Rushlow Assistant Dean, Schulich School of Medicine & Dentistry	Logy Shahin 3rd Year Undergraduate Student
Date of Site Visit	March 24 -25, 2026	
Date Review Report Received	April 24, 2026	
Date Program/Faculty Response Received	Program Response: May 28, 2026 Faculty Response: May 28, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 22, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Biomedical Engineering Program, delivered by the Faculty of Engineering.

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 Engineering

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 Program, the Faculty of Engineering, and SUPR-U.

Executive Summary

The Program in Biomedical Engineering (BME) at Western University integrates biomedical applications with core engineering disciplines, preparing students for careers in healthcare technology, biotechnology, and medical research. All students complete Western Engineering's first-year curriculum, which builds core competencies in mathematics, physics, chemistry, computing, and engineering design. In Year 2, students begin discipline-specific engineering coursework (Chemical, Electrical, Mechanical, or Mechatronic Systems Engineering) and are introduced to biomedical engineering. In Year 3, students build foundational biological knowledge and advance their engineering expertise through upper-year courses in their core discipline. Year 4 is structured around a four-course sequence that serves as the program's intellectual backbone. These courses draw connections across physiology, engineering, and

clinical application, and are designed around evolving, real-world case studies to reflect technological change and healthcare needs. Year 5 emphasizes independent inquiry and professional readiness though a year long research project, a design capstone course and a Leadership and Innovation course. As such, students pursue BME alongside one of four CEAB-accredited engineering disciplines. Total enrolment in 2024-2025 was 135 students.

The self-study was informed by structured data collection, curriculum mapping, a student focus group, and surveys of current students as well as alumni. An iterative internal review ensured that the final document reflected the experiences, insights, and priorities of the full program community.

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

Strengths and Innovative Features Identified by the Program

- Distinctive concurrent degree structure that combines substantial disciplinary depth in Chemical, Electrical, Mechanical, or Mechatronic Systems Engineering with interdisciplinary breadth in biomedical engineering.
- Independent biomedical engineering thesis, supported by a large network of faculty, clinical researchers, hospitals, and research institutes.
- Experiential opportunities with clinicians and industry partners allow students to apply engineering knowledge to authentic healthcare and biomedical challenges.
- Human-centred, equitable, and socially responsive orientation that has students engage with accessibility, health equity, ethics, cultural context, regulation, sustainability, and frugal innovation through design courses, non-technical electives, case studies, research opportunities, and student-led initiatives.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Complex technical electives, the home-discipline capstone, and the independent BME thesis are concentrated in Years 4 and 5, contributing to workload pressure and the clustering of major deliverables.
- Unclear curricular pathways and constrained elective choices.
- Limited BME-specific coursework between the introductory course and the senior years appears to weaken continuity, belonging, and engagement.
- Project-based and BME-specific design experiences are concentrated in particular years – need for greater reinforcement in upper years.
- Earlier and more structured support for students to help identify supervisors, understand available projects, secure laboratory placements, and prepare for the final-year thesis experience.

- Students expressed interest in greater exposure to BME-specific regulatory knowledge, industry tools, translational methods, career pathways.

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, Academic Quality and Enhancement
- Associate University Librarian
- Dean, Faculty of Engineering
- Associate Dean, Undergraduate
- Director, School of Biomedical Engineering
- Associate Director, Undergraduate
- Chairs of Partner Programs
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students
- Program Alumni
- Western Engineering Biomedical Club Members

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 program is structured to provide students with rigorous technical training in a core engineering discipline through a dual […] This combination ensures that graduates are grounded in fundamental engineering principles while possessing the breadth required to address complex biomedical and healthcare challenges*."

Strengths of the Program:

- The five-year concurrent-degree model positions graduates well for both traditional engineering and interdisciplinary biomedical fields.
- A large, well-funded group of BME-affiliated faculty provides broad expertise, thesis-supervision capacity and research opportunities.
- The curriculum engages students with authentic healthcare and industry problems, while the required thesis provides substantial experience in independent research.
    - Coursework addresses ethics, health policy, disability, and the social dimensions of healthcare and technology.
- Recently renovated and well-equipped wet-lab and neural-systems facilities support hands-on work with cellular systems, biomaterials, biosignal acquisition, and analysis.
- Access to digital platforms including MyVLab, AppsAnywhere, and remote software appropriately complement in-person instruction by expanding access to specialized computational tools and supporting flexibility when physical access is constrained.

Prospective Areas of Improvement for the Program to Consider

- Formalize long-term teaching commitments from contributing departments, distribute responsibilities across more affiliated faculty, and consider additional instructional or program-support capacity as enrolment grows.
- Regular Program Committee meetings and structured meetings with service-teaching departments would strengthen institutional memory, collaborative planning, and responses to enrolment and scheduling challenges.
- Concurrent thesis and home-discipline capstone demands limit students' available research time, while enrolment growth may place increasing pressure on the supply of supervisors.
- Course conflicts, restricted elective availability, and limited access to courses or laboratory sections offered by partner units create challenges for student progression and curricular choice.
- The limited BME presence in Year 3 weakens students' connection to the program and may contribute to attrition.
- BME design experiences should extend beyond the existing introductory course, incorporate stronger representation from non-mechanical disciplines.
- Broader representation of non-medical engineering perspectives/guest speakers in BME 3201A/B.

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: BME Thesis Consider placing independent thesis in 4th year. Placement of thesis in fifth year has it offered concurrently with the capstone which requires group work. If the thesis cannot be moved, then consider altering due dates for deliverables so that they are ahead of capstone due dates.	**Program:** The program acknowledges that scheduling the BME thesis and capstone concurrently in Year 5 may create competing demands. To provide flexibility, the program handbook's "Upper Year Strategies" allows students to complete the capstone in Year 4, enabling them to work with peers from their base engineering program while reserving Year 5 for more focused thesis work. Many students prefer this arrangement because it preserves established capstone teams without requiring the thesis to be moved or the curriculum to be restructured. The program has also staggered major deadlines to reduce overlap. In 2025–26, the thesis poster presentation occurred on April 8, two weeks after Western Engineering Design Day, and the final thesis was due April 24, allowing much of the examination period for completion. The Associate Director, Undergraduate, and the BME 4400E instructor will continue reviewing annual timelines to minimize conflicts and support appropriate attention to both projects. **Faculty:** The Faculty agrees with the Program's approach, now already in place.
Recommendation #2: Bolster teaching and program support capacity to ensure continuity, sustainability, and effective delivery of the program Consideration should be given to increasing instructional and coordination support. One approach would be to consider hiring a limited-term faculty member on a trial basis to evaluate the impact on teaching, program organization, and overall support. If a dedicated position is not feasible, an	**Program:** The School has sought approval for a BME Teaching Scholar through Engineering's annual budget process for several years. Creating such a position is constrained by the UWOFA collective agreement, which favours reclassifying existing limited-term faculty, and BME has no such faculty available. The School currently relies on partner departments to assign BME-affiliated faculty to teach BME courses within their normal workloads, but this approach limits long-term planning. Although 112 faculty are affiliated with the BME graduate program, only about 30 FTE have Engineering as their home Faculty. Under Western's budget model, assigning faculty from other Faculties to BME undergraduate teaching is difficult because their home Faculty would fund instruction for Engineering students. BME therefore welcomes exploration of viable institutional mechanisms to support stable and sustainable teaching capacity. **Faculty:** The Faculty understands the motivation to increase teaching capacity for the BME program but respectfully disagrees that any additional faculty hires are necessary. The Faculty has a large cohort of biomedical engineering professors across three of our four departments, all of whom are available to teach in the program. While we will always seek to maximize teaching

alternative would be to appoint a BME faculty member with partial responsibility for the program.	resources available to our programs we must balance needs and resources. At present the needs are greater elsewhere.
Recommendation #3: Increase enrolment and retention Alter the sequencing of BME courses so that students have at least one BME course per year (or per term) to build a sense of cohort and program identity.	**Program:** The program agrees that a strong BME cohort identity across all years is essential to retention and engagement. Effective September 2026, BME 3301A/B will move from Year 4 to Year 3, providing earlier BME-specific content. In September 2027, Biology 1001A and Biology 1002B will move to Year 2. Together, these changes will give students BME-relevant coursework every year from Year 2 onward. Further sequencing opportunities will continue to be explored. The program is also addressing enrolment barriers. Following discussions with Undergraduate Services in April 2026, it is considering reserved seats in historically required electives and prerequisites offered outside Engineering. Students are now pre-enrolled in engineering sections compatible with first-year Biology, and this practice will continue. An annual summer retreat with partner departments will support proactive enrolment and scheduling coordination. To strengthen career visibility, alumni outcomes are being shared through recruitment events and advising. Beginning in 2026–27, BME 4400E will include a LinkedIn profile assignment and Career Services session, supporting students' professional development while enabling more systematic tracking of graduate pathways. **Faculty:** The Faculty fully supports the initiatives outlined in the Program response. The shift of BME 3301A/B from 4th to 3rd year was recently approved for implementation in September 2026. The movement of Biology 1001A and 1002B to 2nd year will be submitted in September 2026 for implementation September 2027.

Recommendation #4: Increasing stakeholder input This recommendation is threefold. 1) Hold undergraduate program committee meetings in person to facilitate discussion, brainstorming, and deliberations. 2) Meet annually in person with departments who contribute service teaching to facilitate planning, resolution of pain points with registration in required courses, etc. 3) Proceed with the creation of an external advisory group.	**Program:** The program agrees that formal stakeholder-engagement structures are important to its long-term sustainability. Beginning in 2026–27, the Undergraduate Program Committee will meet in person once each term, with formal agendas and minutes to strengthen accountability, continuity, and institutional memory. The inaugural BME Undergraduate Summer Retreat, planned for May 2026, will bring together BME faculty and staff, partner engineering and service-teaching departments, academic advisors, and student representatives. This annual forum will support collaborative planning related to course scheduling, enrolment, reserved seating, curriculum changes, thesis-supervision capacity, alumni outcomes, and program growth. It will also strengthen relationships among units that have often interacted primarily on operational matters. The program will also establish a shared external advisory board for its undergraduate and graduate programs. The board will support industry engagement, curricular collaboration, applied research connections, and professional networking. Initial outreach will focus on organizations with existing program relationships, including Boston Scientific, General Dynamics, and Trudell Medical International. The program aims to establish the board and hold its inaugural meeting by early summer 2027. **Faculty:** The Faculty agrees with the reviewers' recommendations and supports the Program's plans to formalize the Program committee meetings, the proposed annual BME Summer Retreat, and the establishment of a graduate/undergraduate advisory board.
Recommendation #5: Assist students with career planning There is still an underlying perception with applicants and students that there are few career opportunities in biomedical engineering. By tracking graduates through LinkedIn, exit surveys, and the co-op office, the Program can begin to gather	**Program:** The program agrees that improving the visibility of biomedical engineering career opportunities is important for recruitment and retention. Alumni outcomes collected through the IQAP self-study are now shared with current and prospective students through a "Where Are Our Alumni" feature at recruitment events. In April 2026, these outcomes were also shared with Undergraduate Services so advisors can communicate confidently about BME career pathways. Career development is further supported through collaboration with the co-op office and annual industry networking and career events organized by the Western Engineering Biomedical Club. Beginning in 2026–27, BME 4400E will include a LinkedIn profile assignment and Career Services session, strengthening students' professional skills while supporting systematic tracking of graduate outcomes. The planned external advisory board will create additional opportunities for employer engagement, networking, and curricular collaboration. Starting in September 2026, the Undergraduate Associate Director will visit BME courses annually to share current information about careers, co-op placements, graduate outcomes, thesis planning, and

some concrete examples of where graduates work. Also, consider working with the co-op office and student club to hold industry networking events and career planning events.	upper-year options. The program is also exploring the inclusion of a recent BME graduate ambassador in Engineering recruitment materials, providing prospective students with a visible example of graduate success. **Faculty:** The Faculty agrees with the importance of the recommendation and fully supports the Program's response.
Recommendation #6: Western Engineering Biomedical Club support Allocating resources and space to the club could help to further address some of the forementioned recommendations.	**Program:** The program strongly endorses the reviewers' recognition of the Western Engineering Biomedical Club (WEBMC), whose contributions are integral to BME's identity, recruitment, industry engagement, and national profile. The club's succession model, in which students advance through leadership roles and outgoing presidents mentor their successors, provides exceptional continuity and institutional memory. This is further strengthened when former presidents remain at Western for graduate study. WEBMC has demonstrated considerable initiative and organizational maturity. Students introduced a transparent $20 design-team fee to purchase a 3D printer without external funding. The club also founded the True North Biomedical Competition, a national, student-led initiative that brought more than 140 participants from 10 universities to Western in 2026, attracted sponsors including Dexcom Canada and Ansys, and connected students with real-world healthcare challenges. The competition will return in 2027 as an annual signature event. The program supports securing dedicated space for WEBMC in the new engineering building. Consistent with the Undergraduate Engineering Society's allocation process, the Undergraduate Associate Director and School Director will assist the club president in preparing a formal space proposal. Dedicated space and institutional support would recognize WEBMC's substantial contributions and enable its continued growth. **Faculty:** The Faculty agrees with the reviewer's assessment of the value of the WEBMC and fully supports the Program's response to the recommendation.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Undergraduate Program Chair and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: BME Thesis	• Review and refine deliverable timelines each year to minimize overlap and ensure students can give appropriate attention to both the thesis and capstone.	Associate Director Undergraduate	Follow up as part of the progress report in 2029
Recommendation #2: Bolster teaching and program support capacity to ensure continuity, sustainability, and effective delivery of the program	• Explore ways in which faculty members affiliated with the BME program (but outside of the Faculty of Engineering) can be assigned to teach BME courses.	Director, Partner Department Chairs, Decanal Office	Follow up as part of the progress report in 2029
Recommendation #3: Increase enrolment and retention	• Move BME 3301A/B from Year 4 to Year 3, providing earlier BME-specific content (for Sept 2026). Move Biology 1001A and Biology 1002B to Year 2 (for Sept 2027). Explore further sequencing opportunities. • Institute an annual summer retreat with partner departments to collaboratively plan for the upcoming academic year. This will allow partner units to anticipate BME student enrolment needs, coordinate course scheduling proactively, and address potential access barriers. • Introduce a LinkedIn profile assignment within BME 4400E, with a guest session led by Career Services to teach students how to build and use their profiles effectively.	Associate Director Undergraduate; BME 4400E Instructor	By September 2027

Recommendation #4: Increasing stakeholder input	• Hold undergraduate program committee meetings in person once per term with documented agendas and minutes to ensure continuity and institutional memory. • Establish a shared advisory board serving both the undergraduate and graduate BME programs, ensuring coordinated and efficient engagement with external partners.	Director; Associate Director Undergraduate;	By September 2027
Recommendation #5: Assist students with career planning	• Visit BME 3201A/B, BME 3303A/B, BME 3301A/B, and BME 4400E at the start of each academic year to speak directly with students at each stage of the program to ensure students have access to timely and accurate information about their program and future opportunities. • Use alumni data to continue ensuring that advisors are equipped to speak about BME career pathways when working with prospective and current students. • Include a recent BME graduate ambassador in the Engineering View Book.	Associate Director Undergraduate	By January 2027
Recommendation #6: Western Engineering Biomedical Club support	• Support the WEBMC president in developing a formal proposal for dedicated club space.	Associate Director Undergraduate	By January 2027

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

Faculty / Affiliated University College	Faculty of Science, Schulich School of Medicine & Dentistry	
Degrees Offered	Bachelor of Medical Sciences (BMSc); Bachelor of Science (BSc)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Medical Cell Biology Major in Medical Cell Biology Minor in Medical Cell Biology	
External Reviewers	Dr. Craig Mandato Associate Professor, McGill University	Dr. Keith Wheaton Professor, University of Ottawa
Internal Reviewers	Dr. Jan Plug Associate Dean, Faculty of Arts and Humanities	Hussain Nasser Undergraduate Student
Date of Site Visit	February 24-25, 2026	
Date Review Report Received	March 27, 2026	
Date Program/Faculty Response Received	Program Response: April 22, 2026 Faculty Response: May 19, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 22, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 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 - 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 Undergraduate Program, the Schulich School of Medicine & Dentistry, and SUPR-U.

Executive Summary

The Anatomy and Cell Biology Department has a rich history of excellence in undergraduate education, offering courses and modules in support of a variety of programs at Western. As part of the BMSc Program, students enter the modules in Year 3. The undergraduate Anatomy and Cell Biology program at Western is designed to provide students with a foundational understanding of the structure-function relationships within the human body and to begin to develop critical skills necessary to succeed in science. Courses within the program allow students to study the human form and function from the biochemical, cellular, tissue, and anatomical perspectives and to understand some of the disease processes that arise from structure/function disorders at each of these levels. Total enrolment of students registered in a least one Anatomy and Cell Biology module in 2024-2025 was 151 students.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was informed by student surveys, a student focus group and a dedicated faculty/staff retreat used primarily to undertake a SWOT analysis and the development of a 5-year strategic plan.

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

Strengths and Innovative Features Identified by the Program

- The program integrates biochemical, cellular, physiological, histological, anatomical, and disease perspectives, distinguishing it from programs focused primarily on molecular biology or anatomy alone.
- The Honours Specialization culminates in a supervised laboratory research project, supported by cross-departmental project sharing and matching processes that broaden project choices and help align students with preferred research environments.
- Recent developments include expanded anatomy, neuroanatomy, embryology, and histology offerings; redesigned thesis and companion courses; and a forthcoming experiential capstone for Major and double-Major students.
- Courses combine recorded or blended lectures, in-person laboratories, small-group learning, debates, presentations, critiques and research proposals.
- The small Honours Specialization cohort fosters community and faculty teaching evaluations are consistently strong.
- The department has developed an EDID Bias Checklist tailored to medical science courses providing instructors with a self-reflective tool to evaluate and strengthen inclusivity in course design and delivery.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Vacant administrative support positions, reliance on limited-term coverage, faculty members with major administrative responsibilities, constrained summer offerings, and the expansion of companion and capstone courses raise concerns about maintaining sufficient teaching and support capacity.
- Students identified overlap among 2000-, 3000-, and 4000-level cell biology courses; the program intends to clarify progressive expectations, strengthen skill scaffolding, and minimize unnecessary duplication.
- Desire for more experiential learning and greater awareness of co-op and internship options.

- Focus-group participants described mental-health challenges associated with the program's high-pressure and competitive environment, prompting greater attention to wellness, failure, resilience, and time-management supports.

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 of Academic Quality and Enhancement
- Centre for Teaching and Learning Team Members
- Western Libraries Team Members
- Vice Dean, Basic Medical Sciences, Schulich School of Medicine & Dentistry
- Associate Dean, Basic Medical Sciences, Schulich School of Medicine & Dentistry
- Assistant Dean, Program Review & Development, Schulich School of Medicine & Dentistry
- Department Chair
- Undergraduate Chair
- Undergraduate Education Committee Members
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students
- Director, Schulich Education Enhancement Division (SEED)
- Program Alumni
- Graduate Teaching Assistants

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 program's multimodal delivery strategy "*not only facilitates the successful completion of the program's learning outcomes but also provides the high-impact, experiential learning opportunities that distinguish the Western undergraduate experience.*"

Strengths of the Program:

- Research-active faculty provide disciplinary and research expertise, while Teaching Scholars have strengthened instructional innovation, pedagogical consistency, mentoring, and student-facing support.
- The curriculum progresses logically from foundational scientific and anatomical knowledge to functional pathways, molecular mechanisms, ethical inquiry, and advanced research, creating a connected “ladder” of competencies.
- Cadaveric laboratory immersion, collaborative laboratory work, community-based learning, senior seminars, and discovery-based research make for distinctive experiential learning.
- Specialized anatomy laboratories, advanced three-dimensional anatomical software, digital research resources, and highly skilled laboratory staff provide an impressive foundation for the program’s research-intensive and experiential curriculum.
- Modernization of the curriculum to include emerging fields such as bioinformatics and regenerative medicine.

Prospective Areas of Improvement for the Program to Consider

- Recent retirements of tenure-track professors have not been consistently replaced; need for a succession plan to maintain research-intensive expertise.
- Teaching Scholars should better complement, rather than replace, tenure-track researchers whose active laboratories support authentic discovery-based learning and research supervision.
- Disconnect regarding expectations for educational research funding, scholarly activity, start-up support, and the feasibility of securing major external grants within teaching-intensive appointments.
- Unfilled leaves appear to be placing substantial pressure on remaining technical staff and creating risks to safety, program quality, compliance, and sustainability.
    - Critical laboratory preparation and support responsibilities appear concentrated among too few specialized staff
- Declining numbers of research-intensive faculty may constrain thesis supervision, laboratory mentorship and the research experience of the HSP cohort.

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: Develop a formal five-year Faculty Succession Roadmap This roadmap should identify: A) The specific pedagogical and research competencies lost through recent retirements. B) A prioritized hiring plan to ensure that mandatory systemic courses and capstone research seminars are adequately staffed by research-active faculty. C) A contingency plan to maintain current laboratory supervision levels in the event that new hiring is delayed, ensuring that the "high-impact" nature of the program remains unimpeded.	**Program:** The Department Chair and Executive Committee are developing a multi-year Faculty Succession Roadmap to sustain the program's research-intensive, laboratory-based curriculum amid recent retirements and anticipated leaves. Since 2018, seven faculty members have retired and three additional retirements are expected, while only four faculty have been hired, resulting in reduced research-active and teaching capacity. Leadership appointments have further affected teaching availability, contributing to gaps in cell biology, neurobiology, cadaveric anatomy, thesis supervision, capstone mentorship, and clinically integrated instruction. The Department has prioritized two new faculty positions and will develop a targeted plan to recruit tenure-track, research-active faculty who can support core teaching, undergraduate thesis supervision, and strategic disciplinary needs. The Roadmap will also maintain an appropriate balance between Teaching Scholars and research-intensive faculty. Recognizing that hiring depends on Faculty-level budget approval, contingency measures include a proposed specialized anatomy laboratory position, flexible teaching assignments, greater use of cross-appointed and affiliated faculty, and complementary deployment of Teaching Scholars to preserve high-impact laboratory and research experiences. **Faculty:** The Decanal team supports the program's response. New faculty hires in the Basic Medical Sciences are prioritized by the Basic Science Chairs based on the teaching and research needs of the Faculty and the research priorities of Western. The Chairs along with the Dean's office will determine next steps for hiring faculty. There is a plan to hire 30 new faculty members by 2030 that should address the concerns of Department Chairs. However, each hire is still subject to budgetary considerations and dependent upon university approval.

Recommendation #2: Maintain the Research-Intensive Student Experience A) An expansion of thesis projects to include educational research directed by teaching scholars. B) Requiring that all ACB faculty take at least one ACB thesis student in their lab, before taking students from other departments. C) Producing clear guidelines for the major and Honours Specialization students to complete their degree in an easy assessable format. D) That priority be given to communication between the academic staff of each of the 7 streams to realign course offerings in terms of pre-requisite courses, overlapping course times and limited enrolments.	**Program:** The Faculty is exploring a SoTL-focused course that would expand thesis and capstone opportunities through rigorous educational research led by Teaching Scholars. These projects would be recognized as scholarly equivalents to traditional bench research, broadening student participation while maintaining academic standards. Where feasible, ACB faculty will be expected to supervise at least one Year 4 Medical Cell Biology thesis student, with this priority reinforced through annual workload discussions. To improve program navigation, students will receive structured degree-pathway worksheets before course registration, with resources also available on the ACB website. The Undergraduate Chair will also work with colleagues across the seven Schulich streams to strengthen coordination of assessment scheduling, course timetables, prerequisites, and enrolment capacities. Together, these measures will expand authentic research opportunities, improve the clarity of degree requirements, reduce structural barriers, and increase flexibility and course choice, particularly for students pursuing double majors. **Faculty:** The Decanal team supports the program's response and has established a working group to integrate SoTL research into BMSUE programs. Options include expanding Medical Sciences 3383F/G/Z and either creating a new SoTL research course or incorporating educational research into existing thesis courses. Students already have extensive degree-planning supports, including Medical Sciences 1000Y, Intent to Register events, advising through online, in-person, and virtual channels, regular communications, and program worksheets. The primary opportunity is therefore to improve the timing and format of communications so information reaches students when most relevant. Coordination of timetabling, prerequisites, and course conflicts already occurs among the BMSUE office, Undergraduate Chairs, Program Directors, and Department Chairs. Given the complexity of coordinating required and optional courses across programs and faculties, the Decanal team considers further refinement unlikely.

Recommendation #3: Laboratory Support and Operational Sustainability Conduct an immediate Workload and Capacity Audit for laboratory technical staff. The Faculty should increase the Full-Time Equivalent (FTE) headcount for anatomical technologists to align with student enrollment. Investing in support staff is a requirement for maintaining safety, ethical compliance, and the apprenticeship model of instruction. We recommend that the Department: • Ensures sufficient numbered skilled staff that there is never a single point of failure. • Establish a budget for the Legacy Task Force Subcommittee. • Consider potential generation of revenue from the use of the Anatomy Laboratory to become a sustainable self-funding unit moving forward.	**Program:** The Department recognizes the cadaveric anatomy laboratory as central to the ACB program and is addressing concerns about staff workload, burnout, and operational vulnerability. A completed Workload and Capacity Audit assessed staffing demands, laboratory use, operational pressures, and opportunities to improve role distribution across all programs using the facility. Based on its findings, the Department has proposed a revised staffing model that includes a specialized technical position to strengthen sustainability, diversify staff roles, and reduce faculty operational burdens. Laboratory operations are also being reviewed through an Occupational Health and Safety lens. Greater cross-training, shared responsibilities, and operational redundancy will reduce physical demands and reliance on individual personnel while improving safety and continuity. The Department supports sustainable funding for the Legacy Task Force's ethical stewardship work. It will also explore Continuing Education programming and external workshops as a longer-term revenue opportunity, subject to sufficient staffing, expertise, and Faculty-level support, informed by successful models at peer institutions. **Faculty:** The Decanal team supports the program's response. Additional staffing and funding can be requested by the department through the annual budget process with the Dean's office. While not guaranteed, requests will be considered and evaluated with budgetary considerations in mind. The Decanal team has formed a working group, including representation from ACB, to leverage anatomy training opportunities in partnership with Continuing Education. We met with members of the Continuing Education Office and the Vice-Provost, and all parties are enthusiastic about moving forward with planning, developing as business plan etc. commencing in the Summer/Fall of 2026.
Recommendation #4: Enhance the "Digital- Physical" Hybrid Delivery Continue to fund and expand access to advanced anatomical software and bioinformatics tools. These resources should be viewed as essential "Laboratory Equipment" that prepares students for the technological	**Program:** The Department remains committed to a hybrid digital-physical model in which technology enhances, rather than replaces, the program's signature cadaveric laboratory experience. It will expand advanced anatomical visualization and medical imaging resources, including 3D platforms, CT and MRI datasets, and secure digital infrastructure. Integrating these tools with cadaveric dissection will strengthen clinical correlations and better prepare students for medical and graduate education. To modernize histology instruction and address the long-term costs of slide replacement, the Department will develop a student-led project to identify, curate, and digitize histological slides.

demands of modern medical and graduate school environments. It was pointed out that resources such as histological slide replacement was a priority to consider for future resource costs. It was mentioned that digitizing slides was one alternative.	This initiative will improve the accessibility and sustainability of teaching resources while creating applied, project-based learning opportunities. The Department will also explore collaboration with the Schulich Education Enhancement Division to draw on institutional expertise in digital media development, archiving, and dissemination. **Faculty:** The Decanal team supports the program's response. Additional funding can be requested through the annual budget process if needed to support the initiative. Funds for teaching innovation can also be requested through the Science Student Development Fund (SSDF). While neither source of funds is guaranteed, the department has successfully obtained SSDF repeatedly in the past.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Undergraduate Program Chair and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Develop a formal five-year Faculty Succession Roadmap.	• Complete the development of a Faculty Succession Roadmap. Identify and anticipate future gaps, with a targeted hiring plan. • Implement contingency measures to ensure that high-impact laboratory and research experiences are maintained without compromise. • Utilize flexible teaching assignments to ensure core course coverage. • Leverage cross-appointed and affiliated faculty to support teaching and research supervision.	Department Chair; Executive Committee; Undergraduate Chair	By January 2027
Recommendation #2 Maintain Research-Intensive Student Experience.	• Explore the creation of a course to provide SoTL research opportunities to support degree requirements. • Anatomy and Cell Biology faculty will be expected, when feasible, to supervise at least one Year 4 Medical Cell Biology thesis student. • Provide all students with structured degree pathway worksheets upon acceptance into the program, prior to course registration. • Discuss current processes such as scheduling exams, assignments and courses with other department leaders to reduce student barriers.	Department Chair; Undergraduate Chair	By January 2027
Recommendation #3 Laboratory Support and Operational Sustainability.	• Re-evaluate the laboratory operations through an Occupational Health and Safety lens, with the goal of reducing the physical demands placed on staff while improving overall efficiency and sustainability. • Explore continuing education programming and external workshops as a long-term strategic revenue generating goal.	Department Chair; Undergraduate Chair	By September 2027 By September 2029

Recommendation #4 Enhance the "Digital-Physical" Hybrid Delivery.	• Develop a student-led project initiative to systematically identify, curate, and digitize histological slides. • Explore the incorporation of 3D printing technologies to develop anatomical models that complement cadaveric and digital resources. • Explore collaboration with the Schulich Education Enhancement Division (SEED) - institutional experts in digital media development.	Department Chair; Undergraduate Chair	By September 2027

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Biochemistry
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Faculty of Science, Schulich School of Medicine & Dentistry	
Degrees Offered	Bachelor of Medical Sciences (BMSc), Bachelor of Science (BSc)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Biochemistry Honours Specialization in Biochemistry and Cancer Biology Major Biochemistry Minor Biochemistry	
External Reviewers	Dr. John Dawson Professor, College of Biological Science University of Guelph	Dr. Jeffery Wigle Professor, Department of Biochemistry and Medical Genetics, University of Manitoba
Internal Reviewers	Prof. Tricia Johnson, Professor, Department of Visual Arts	Asad Awawdeh Undergraduate Student
Date of Site Visit	March 5-6, 2026	
Date Review Report Received	March 23, 2026	
Date Program/Faculty Response Received	Program Response: May 11, 2026 Faculty Response: May 11, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 22, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Biochemistry 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 - 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 Undergraduate Biochemistry Program the Schulich School of Medicine & Dentistry and SUPR-U.

Executive Summary

At the interface between the physical sciences and life sciences, the undergraduate Biochemistry program is designed to provide students with foundational and advanced competencies in knowledge, literacy, lab work, research methodology, scientific writing, and communication. Students enter the BMSc Program (and their chosen modules) in Year 3 and are then registered in the Schulich School of Medicine & Dentistry for both Years 3 and 4. In Year 1 and Year 2 students complete coursework in Biology, Chemistry, Physics, and Math/Statistics and learn foundational concepts. In Year 3 and 4 students progress to a series of more advanced courses that explore the underlying mechanisms of the foundational concepts introduced in Year 2, with an increasing emphasis on experimental methods, data analysis, and scientific communication. The

Biochemistry undergraduate program places a strong emphasis on experiential learning and the development of practical research competencies, particularly in laboratory techniques, analytical reasoning, and communication of scientific information. Total enrolment of students registered in a least one Biochemistry module in 2024-2025 was 226 students.

Led by the Biochemistry undergraduate program committee, the self-study considered the results of student and alumni surveys, a dedicated retreat with faculty, staff undergraduate and graduate students, as well as a curriculum mapping exercise.

The external reviewers shared a positive assessment of the undergraduate Biochemistry Program. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Internationally recognized scholarship, strong teaching expertise, and broad faculty participation in undergraduate research supervision.
- Multiple program pathways allow students to combine biochemistry with biomedical sciences, business, and other disciplines. The Cancer Biology specialization adds a clinically oriented, community-engaged pathway.
- Range of experiential and faculty-supervised research beginning in third year: E.g., a traditional Honours thesis, a student-directed team research project, community-engaged learning and Science Co-op placements.
- Specialized course breadth which includes bioinformatics, biomedical big-data analysis, coding, artificial intelligence and machine learning, synthetic biology, CRISPR, proteomics, metabolomics, and other “omics” approaches.
- EDIDA-informed learning-outcome revisions, curriculum-decolonization work, flexible assessments, accessible learning resources, student representation on committees, annual exit surveys, and a strong student-led Biochemistry Club that supports mentoring, academic programming, networking, and community-building.
    - The “Scientist Spotlight” series in Biochemistry 2280A includes scientists from under-represented groups and or diverse backgrounds in which students write a short reflection on their learning.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Insufficient administrative support as the result of the redistribution of courses.
- Elimination of joint Honours Specializations and their replacement by Double Majors may reduce student choice and access to thesis-based research.
- Insufficient coverage of metabolism, the loss of a clinical biochemistry course, and student concerns about statistics and applied data analysis.

- The program is considering additional upper-year courses and an interdisciplinary Biochemistry and Computer Science project course as a clearer bioinformatics pathway.
- Anticipated retirements threaten structural biology and enzymology teaching capacity.
- Ongoing pressure on staff, facilities, and equipment; for instance, periods of excessive workload for staff and limited laboratory-equipment renewal funding.
- Exit surveys identify some inconsistencies and concerns about course scheduling, coordination of topics across courses, grading consistency, direct contact with faculty, career and industry preparation, and instruction in ethics.

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, Academic Quality and Enhancement
- Western Libraries Team Members
- Vice-Dean, Academic, Schulich School of Medicine & Dentistry
- Associate-Dean, Academic, Schulich School of Medicine & Dentistry
- Associate Dean Graduate and Postdoctoral Studies,
- Department Chair
- Undergraduate Chair
- Undergraduate Program Committee Members
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students
- Graduate Teaching Assistants

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 Department of Biochemistry at Western University has many strengths with respect to diverse experiential learning opportunities, an advanced undergraduate laboratory course and a wide variety of third- and fourth-year courses taught by subject experts in the field.*"

Strengths of the Program:

- Strong research culture and expertise among faculty members.
- Good progression from foundational science to advanced biochemical reasoning and analysis, while emphasizing critical thinking, quantitative reasoning, communication, and research preparedness.
- Advanced undergraduate laboratory, fourth-year research opportunities, community-engaged capstones, interdisciplinary project courses, and explicit professional-skills development as diverse and distinctive experiential learning opportunities.
    - The third-year teaching laboratory is well equipped and highly regarded.
- Active and planned developments in big data, bioinformatics, metabolomics, RNA biology, and other computational or data-intensive areas position the curriculum appropriately in relation to the evolving discipline.

Prospective Areas of Improvement for the Program to Consider

- Access to laboratory- and research-intensive experiences, especially fourth-year projects, varies according to supervisor availability, laboratory capacity, and funding.
- Uncertainty about assessment criteria and expectations, particularly in large or team-taught courses and during key program transitions.
- Anticipated retirements may affect upper-year course sustainability, disciplinary breadth, research supervision, and the number and diversity of project placements.
- Consider strengthening scientific writing earlier in the curriculum rather than creating a new second-year Biochemistry laboratory.

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: Student Experience and Communication **a) Implement a standard set of minimum expectations for assignment release,** including clear criteria or rubrics and explicit guidance on "what good looks like." **b) Make transition expectations explicit,** particularly at the second-to-third year transition, through a short, program-level communication (e.g., "what changes in Year 3") delivered via required courses and/or advising touchpoints. **c) Second year Biochemistry laboratory**: Prioritize an enhanced focus on scientific writing earlier in the curriculum rather than establishing a new second-year Biochemistry laboratory. **d) Enhance communication pathways for student support,** including clear information about who to contact for course-level issues, advising questions and program concerns. **e) Continue to actively advertise student events and opportunities,** using both electronic communication and in-class announcements, to strengthen a sense of community beyond students already engaged in the Biochemistry Club.	**Program:** Beginning in summer 2026, the Undergraduate Chair and Associate Undergraduate Chair will meet with course coordinators to review syllabi, assignment guidance, and grading rubrics. These discussions will share best practices, develop common syllabus language, and improve consistency across courses and instructors while respecting different teaching and assessment approaches. Biochemistry 3381A will serve as a useful exemplar for communicating expectations. The program will also strengthen the transition into third year, when students formally enter Biochemistry modules. Following adjudication, students will receive a "Welcome to Biochemistry" message outlining assessment practices, academic expectations, examples of successful work, practical advice, research pathways, and available supports. This information will be reinforced early in Biochemistry 3382A, with introductions to the Undergraduate Chair and Academic Counsellor, and coordinated with BMSUE communications. The Department agrees that a new second-year Biochemistry laboratory is not warranted. Although it has limited influence over earlier Biology instruction, scientific writing is developed extensively through scaffolded laboratory reports, clear rubrics, detailed feedback, and revision opportunities in Biochemistry 3380G, with further practice in Biochemistry 3381A and Biochemistry 3382A. Expectations regarding appropriate AI use in writing assignments will remain an ongoing area of discussion. Existing advising and support resources will be highlighted more prominently in transition communications. Faculty will also sustain stronger connections with the Western Biochemistry Club (WBC) by using Undergraduate Program Committee meetings to coordinate awareness of and support for student-led events and outreach. **Faculty:** The decanal team supports the program's response and notes that students already have extensive advising resources, including Medical Sciences

	1000Y, Intent to Register events, BMSUE and Science advising, online tools, drop-in and Zoom support, newsletters, and program-planning worksheets. The central challenge is not resource availability but the timing and effectiveness of communication, since students may overlook information until it becomes immediately relevant and may not engage consistently with email or websites. Communication could be strengthened through coordinated newsletters, in-class announcements, and collaboration with program clubs and Science Student Council representatives to promote events, initiatives, and available supports through channels students are more likely to notice.
Recommendation #2: Student access to fourth-year projects / project courses **a) Develop and implement a single, equitable and transparent screening and matching process for entry into fourth-year project courses at the end of third year.** **b) Use the screening and matching process as the authoritative point of entry into the program**, with a clearly published timeline (communicated earlier in third year) outlining project availability, student actions, and matching decisions. **c) Define and communicate explicit expectations regarding pre-matching, if it will be used at all**, including what is permitted, what is discouraged, and how exceptions are handled. The formal process should be strengthened to ensure transparency and equity. **d) Review building and laboratory access policies and training pathways** as they affect undergraduate research continuity and equity, ensuring safety requirements are met while reducing avoidable barriers to student participation.	**Program:** The program recognizes that its previous GPA-based matching system could disadvantage students because of differences in confidence, networks, socioeconomic circumstances, and other factors unrelated to scientific potential. Revised BMSUE progression now enables capstone allocation during the Winter term of third year, creating an opportunity to design a more equitable, transparent, and less stressful process. Led by the Undergraduate Program Committee and coordinated with partner departments, the new approach may combine GPA, structured interviews, student and supervisor rankings, regulated pre-matching, and student choice among capstones. Timelines, expectations, available projects, and routes to supervisors will be communicated earlier. Under Schulich policy, undergraduates must be supervised in laboratories and core facilities. Host laboratories remain responsible for required training and supervision, while broader efforts are underway to formalize and support core-facility training. The program will position the thesis and student-directed capstones as equally legitimate options offering different experiences. The entrepreneurship component of the student-directed course may be strengthened, and additional alternative capstones could further expand student choice and capacity. A new Research Partnership Agreement establishes common expectations for supervision, laboratory and seminar participation, and timely thesis feedback, with the aim of improving consistency and student satisfaction. Finally, feedback from a cross-departmental student focus group will inform revisions to upcoming

e) Resource a structured training and support model for undergraduates, where specialized infrastructure is required (e.g., TA- supported of core-facility-supported training). **f) Continue to support and value alternative capstone and project-based pathways**, such as the Student-Directed Research Project course (Biochemistry 4484E), ensuring they are not perceived as "second-rate" options but rather as legitimate, high-quality experiential learning opportunities. **g) Ensure expectations for project course are consistent between supervisors**. **h) Continue to Optimize the 0.5 credit *Beyond the Bench Biochemistry* 4986Y course** relative to the now 1.0 credit fourth-year 4985 research project course, with attention to combined workload expectations.	offerings of the companion professional-skills course, particularly its summer and Fall 2026 iterations. **Faculty:** The decanal team supports the program's response. There may have been some disconnect between what the reviewers were hearing from the students and the current state of the programs. Several recent changes to both the Honours and Majors program address many of the key points raised by the reviewers. For example, students are now admitted to the Honours program after 2nd year and before the beginning of 3rd year. Additional research opportunities are available through the Biochemistry Independent Study Course and Medical Sciences 3383F/G/Z and a new alternative capstone Medical Sciences 4000E Partnering for Impact in the Medical Sciences. This course provides a capstone project with a community, clinical or industry/innovation partner for students in double major programs. This course is new (starting Sept 2026) so students currently in the program may not have been aware of the changes since they are already enrolled in the program and would not have impacted them. With respect to how students are selected for the 4th year thesis research projects, a broader discussion involving all BMSUE programs and Neuroscience is necessary.
Recommendation #3: Faculty Renewal and Strategic Capacity **a) Develop a forward-looking faculty renewal plan** that explicitly connects anticipated retirements and strategic research directions to impacts on fourth year research project capacity and diversity, and the sustainability of high-enrolment upper-year courses. **b) Use upcoming recruitments to extend and consolidate strengths in structural biology and enzymology** areas identified as priorities and closely tied to fourth-year research capacity and disciplinary coherence.	**Program:** The Department thanks the reviewers for emphasizing faculty renewal and confirms that strategic workforce planning is a central responsibility of its elected Strategic Planning Committee. The Committee considers undergraduate and graduate teaching, project supervision, graduate supervision, and the need to sustain disciplinary expertise. Its annually ranked recruitment priorities currently include structural biology, enzymology and protein function, metabolomics, proteomics, synthetic and molecular biology, genomics, and intracellular organization and signaling Departmental priorities are considered alongside those of other basic science departments through Schulich's rolling five-year "30x30" recruitment plan and are then submitted to the Dean's Office. Proposed appointments must demonstrate how they address program gaps, create synergies, or introduce strategically important expertise. The same process supports succession planning for teaching-intensive faculty, as demonstrated by recent recruitments.

c) Make explicit the link between faculty renewal and access to fourth-year project courses, ensuring that hiring priorities are informed not only by research strategy but also by undergraduate experiential learning needs. **d) Consider a succession plan for Teaching Focused Faculty,** to ensure continued excellence and relevance of the second and third year Biochemistry courses. **e) Clarify supervision expectations, recognition, and support within departmental workload planning**, so that high-impact experiential components and capstone courses, remain sustainable and equitably distributed among faculty. **f) Align renewal planning with infrastructure and space considerations**, recognizing that research-active hires in areas such as structural biology and enzymology require appropriate facilities to fully realize their potential contributions to undergraduate training.	The principal limitation is that recruitment can begin only after a faculty member retires, meaning capacity inevitably trails need. Priorities must also compete across departments. Monthly discussions among the Dean and Department Chairs help mitigate gaps through collaborative teaching and Limited Duties appointments. Supervisory expectations are addressed through the Departmental Workload Document, annual faculty workload discussions, and formal performance evaluation. During the document's upcoming review, language will be added regarding common expectations for experiential learning. Concerns about uneven supervision will also be addressed through a supervisor-student partnership agreement establishing baseline expectations for thesis courses. Infrastructure and space planning are coordinated through the Dean's Office and a faculty-level planning group. A centralized database tracks current and anticipated needs so that space and equipment planning can begin when positions are approved. Although backlogs remain, this process has become more timely and forward-looking. The forthcoming Bioconvergence Centre is expected to provide significant new laboratory and core-facility space, alleviating current constraints by the next review. **Faculty:** The program's response provides an excellent narrative detailing the departmental, Faculty (Schulich School of Medicine and Dentistry) and Western's policies and procedures concerning hiring, teaching, workload etc.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Undergraduate Program Chair, and the Deans of the Faculties are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Student Experience and Communication	• Setup meetings with the course coordinators with a focus on the review of syllabi, guidance on assignments, grading rubrics and use of AI. • Create and deliver a "Welcome to Biochemistry" message to students featuring the Undergraduate Chair and the Academic Counsellor and information about who to contact in various situations. • Coordinate faculty awareness of, and support for, WBC events and initiatives via monthly undergraduate program committee meetings.	Undergraduate Chair; Associate Undergraduate Chair	By September 2027
Recommendation #2 Student access to fourth-year projects	• Design a more equitable 4th year project matching process in coordination with the Department of Microbiology and Immunology, and the Department of Anatomy and Cell Biology. ○ Implement early communication about the process, and the various ways of securing supervisors. • Develop more alternative capstone opportunities (for example in the domain of the scholarship of teaching and learning) to further support the idea of the research thesis being just one of several attractive capstone possibilities.	Undergraduate Chair; Undergraduate Program Committee	By September 2027
Recommendation #3 Faculty Renewal & 3e) Clarify supervision expectations and support within departmental workload planning	1. Assess the extent to which the strategic workforce planning process was able to help bolster faculty renewal in light of fourth year research project capacity needs. 2. Formulate a supervisor-student partnership agreement to capture baseline expectations of both faculty and thesis course students – to help clarity supervision related expectations and workload.	Undergraduate Chair	1. Follow-up in 2029 progress report. 2. By January 2027

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Biology
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Faculty of Science	
Degrees Offered	Bachelor of Science (BSc)	
Date of Last Review	2017-2018	
Modules Reviewed	Honours Specialization in Animal Behaviour Honours Specialization in Biodiversity and Conservation Honours Specialization in Biology Specialization in Biology Major in Biology Minor in Biology Major in Ecosystem Health Honours Specialization in Genetics Major in Genetics Minor in Genetics Honours Specialization in Genetics and Biochemistry Honours Specialization in Synthetic Biology	
External Reviewers	Dr. Brian Cumming Professor, Department of Biology, Queen's University	Dr. Nicolas Provart Professor, Department of Cell & Systems Biology, University of Toronto
Internal Reviewers	Dr. Daniel Robinson Associate Dean, Faculty of Information and Media Studies	Morgan DeCampos Undergraduate Student
Date of Site Visit	March 2-3, 2026	
Date Review Report Received	March 19, 2026	
Date Program/Faculty Response Received	Program Response: June 18, 2026 Faculty Response: June 18, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 22, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Biology Undergraduate Program, delivered by the Faculty of Science.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Science

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review - 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 Undergraduate Biology Program, the Faculty of Science, and SUPR-U.

Executive Summary

The Department of Biology offers twelve undergraduate modules, including joint modules with the departments of Psychology and Biochemistry. The curriculum is comprised of almost 100 courses that range from Biology 1001A and Biology 1002B, each with over 2,000 students, to a diversity of fourth-year courses where the enrolments are often less than 20 students. All students begin with common first-year and second-year core courses. At the honours specialization level, students experience an advanced level of subject-area knowledge, greater facility in scientific writing and presentations, greater depth in critical thinking, and the ability to execute an experiment in their field, rather than describing one.

The Biology program brings diverse perspectives together to bear on fundamental biological questions, and to train the next generation of biologists to understand, critically evaluate, and apply biological concepts to bear on the world's pressing challenges. Students in our programs acquire the knowledge, tools and skills that allow them to succeed in a wide range of careers, including research in academia, government, NGOs and industry, consultancy, medicine and law, to name a few. Enrolment of students registered in at least one module in 2024-2025 was 1367 students.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by a student focus group, an alumni survey and a dedicated departmental retreat which served as a forum for broad consultation and collaborative planning.

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

Strengths and Innovative Features Identified by the Program

- Biology functions as an undergraduate teaching hub, delivering foundational and shared courses for large numbers of students progressing through Science, Health Sciences, and Basic Medical Sciences, while also supporting cross-faculty and interdisciplinary programs.
- The broad suite of customizable Biology-focused modules allows students to pursue pathways spanning general biology, genetics, biodiversity and conservation, animal behaviour, ecosystem health, and synthetic biology, while combining Biology with offerings from other faculties.
- Research-active faculty bring current scholarship into teaching, supported by facilities and collections such as the Biotron, Advanced Facility for Avian Research, Molecular Genetics Unit, and Biodiversity Collections.
- Experiential opportunities to participate in honours theses, independent research, co-op placements, field courses, community-engaged projects, research-laboratory work, and local or international learning.
    - 2-week field course offered through the Ontario Universities Program, the Field Research in Ecology and Evolution Diversified program which offers subsidized opportunities for students from under-represented groups, and Ontario Biology Day.
- Strong enrolment, attracting students transferring from related programs. The program shows generally positive progression and retention patterns.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Recent departures and anticipated retirements could significantly reduce teaching capacity and disciplinary breadth, particularly in physiology, ecology and evolution, plant and fungal biology, systematics, and cell and developmental biology.
- Growing enrolments, oversubscribed upper-year courses, and extensive waitlists are limiting student choice and, in some cases, complicating timely progression through modules.
- Declining or constrained funding for teaching assistants, equipment, supplies, technical staffing, and teaching facilities has led to pressure on lab-intensive courses.
- Uptake of field courses, international experiences, exchanges, and co-op opportunities remains limited, with financial, informational, and other access barriers affecting participation.
    - Consider possibility of securing additional funding from donors to finically support student experiential learning opportunities.
- Need to consider gaps in routine exit and alumni data, incomplete tracking of graduate outcomes and limited formal program-level feedback.

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, Academic Quality and Enhancement
- Western Libraries Team Members
- Dean, Faculty of Science
- Associate Dean, Academic
- Department Chair
- Associate Chair, Undergraduate
- Undergraduate Education Committee Members
- Program Faculty Members
- Undergraduate Program Staff
- Undergraduate Students

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 *"Western University's Undergraduate Biology Program reveals a department that is academically strong, deeply student-focused, and central to the educational mission of multiple faculties. Biology functions as a "work-horse department," supporting students from Science, Health Sciences, and Medicine while maintaining high-teaching quality, diverse module offerings, and a rich suite of experiential learning opportunities."*

Strengths of the Program:

- Extensive range of specialist, major, and interdisciplinary modules enables students to customize their studies while retaining curricular coherence, depth, and a strong second-year foundation.
- Faculty achievements, including national and institutional research chairs and scholar awards, demonstrate research leadership, scholarly innovation, pedagogical excellence, and commitment to student mentoring.
- Field courses, honours theses, work-study positions, undergraduate research awards and internships, community-engaged learning, and access to zoological and herbarium collections provide rich hands-on and research-focused experiences.
- A strong Biology Undergraduate Society, and a "Thriving in Biology" mentorship program foster a strong student experience.

Prospective Areas of Improvement for the Program to Consider

- Large waitlists and constrained laboratory capacity limit access to high-demand upper-year, laboratory, and research-focused courses.
- Reduced teaching-assistant support and rising proctoring demands, threatens experiential learning and timely feedback.
- Need for consistent institutional guidance on AI-related assessment and academic integrity.
- Improve communication and visibility of opportunities such as undergraduate research awards, internships and events.
- Encourage efforts to increase the representation of racialized faculty, recruit Indigenous scholars, encourage Indigenous student participation, and better reflect the diversity of the student population.

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: Develop a Computational Biology Strategy There is strong student demand for more computational training, and administrators expressed openness to expanding offerings in this area. While students benefit from courses such as Biol/Stat 2244 and isolated bioinformatics electives, the curriculum lacks a coherent computational pathway. The department should consider introducing a 3rd-year computational biology course that bridges the gap between introductory R-based training and advanced 4th-year genomics and bioinformatics courses. More broadly, the department would benefit from a formal computational strategy that articulates core competencies. The department should strongly consider a hire in the area of computational biology to effectively implement the strategy.	**Program:** Over the years, the program has thought about pathways to learning computational biology. Because the modules and students are so diverse, we have felt that a single broad-strokes advanced computational biology course would not serve their needs well; instead, we introduce methods of computational biology as tools for different research fields such as ecology, bioinformatics, cell biology and image analysis in multiple separate courses across third and fourth years. An LT hire with these strengths could develop modules in computational biology in existing courses and provide support and training in this area for faculty and students. With the recent withdrawal of the bioinformatics module in Computer Science as well as the recently discontinued HSP in Computational Biochemistry (Schulich), perhaps Science and Basic Medical Sciences could consider developing a computational biology strategy at the faculty levels, and this strategy might inform decisions for faculty hires in Biology as well as other departments. A working group will be struck this summer reporting to the Biology Undergraduate Chair and including representatives from the mathematics, statistics and actuarial sciences and computer science departments, with the goal of a report in time to help direct the fall budget submission. We do need to address the existing university-wide limitations on data storage and transmission, and recent reductions in existing computer lab infrastructure for undergraduate teaching, as part of any computational biology strategy. **Faculty:** The Faculty defers to the Department's expertise on the most appropriate pedagogical approach for its diverse student population and is open to the distributed model of embedding computational methods across existing courses rather than a single dedicated course. The Faculty agrees with the department's observation that students pursuing degrees in the biological and life sciences are not particularly drawn to a standalone joint program with computer science, as reflected in enrolment trends in related computational programs across the Faculty and the Schulich School. This supports the department's approach of embedding computational methods within discipline-specific courses. The Faculty strongly supports the proposed working group and encourages Biology to lead it. The department is encouraged to identify, as part of the working group's report, any resource and staffing needs that may inform future budget submissions.

Recommendation #2: Improve Communication About USRA/USRI and Research Opportunities Students consistently reported that they were unaware of USRA opportunities and other summer opportunities or learned about them too late. The department should adopt more modern and student-friendly communication channels, including a departmental Instagram account, coordinated in-class announcements, and a refreshed website with consistently updated information and a regular undergraduate newsletter. Early messaging from the Dean's office about USRA timelines would help the department communicate proactively.	**Program:** This recommendation speaks to the impacts of recent cuts to staffing in communication at the Department and Faculty levels. Because of these cuts, we have been struggling, and unsuccessful, in keeping our websites current and broadcasting important information to our communities in a timely fashion. According to the review, our students felt that official news about the upcoming summer research opportunities - both NSERC USRA and Western USRI - from central administration comes too late in the year, so the Department needs to put out general and promotional information early in the school year with our best guesses based on the previous year's programs. Getting this information to our undergraduates about research opportunities in general is a priority that we will be addressing at the Biology Undergraduate Education Committee (BUEC), taking advantage of our connections with Biology Undergraduate Society (BUGS) and making use of our email lists of all Biology students at the 2nd, 3rd, and 4th year levels. The Bio 4999E (honours research thesis course) information session is usually held in February for the next year's students but should be moved forward to October. **Faculty:** The Faculty supports the department's commitment to improving communication about undergraduate research opportunities, and acknowledges that reduced communications staffing has made this more difficult. The Faculty notes that official USRA information is distributed to departments in December each year, approximately two months before the submission deadline. General promotional information about NSERC USRA and Western USRI can be communicated as early as September. The Faculty encourages the department to establish a dedicated, year-round webpage for undergraduate research awards, updated each December when official information arrives. The Faculty also supports moving the Bio 4999E information session to October/ November to improve equity of access.
Recommendation #3: Improve Access to Research and Lab Courses Given the large waitlists and competition from Health Sciences and Medical Sciences students, the department should explore mechanisms to prioritize Biology students in upper-year labs and research courses. Priority access for	**Program:** The first part of this recommendation has just been done: Biology staff have communicated with the Registrar's office to set enrolment priorities for our 3rd and 4th year Biology lab courses students in Honours Specialization and Specialization modules that require them. The Chair has suggested to BUEC that we consider the feasibility of introducing a 3rd-year independent study course that could both act as a bridge to our existing independent study (Biology 4970F/G and Biology 4971G/Z) and honours research (Biology 4998E and Biology 4999E) courses in 4th year, and an expanded opportunity for more students to experience research, including those for whom the 4th year courses are not the best option. We are hopeful that recent provincial announcements for increased funding for STEM will translate to better support from the Faculty for the infrastructure and operating costs of our

Biology majors, expanding spring and summer offerings, and reviewing the exclusion between independent study and thesis courses would help ensure that students in the program can complete required components in a timely manner. These measures are particularly important given the centrality of lab-based learning to the program's identity.	undergraduate teaching labs, possibly including this new initiative for independent research opportunities at the 3rd year level. Meanwhile, we have increased enrolment capacities to the maximum safely possibly within our most sought-after 3rd year courses and are for the first time offering a summer edition of Human Genetics (Biology 3592A), which was one of the highly over-subscribed courses in recent years. If approved, LT hires in the areas of biodiversity and computational biology would help meet existing demands and add increased capacity for anticipated additional enrolments. **Faculty:** The Faculty fully supports the department's response. The immediate action of establishing enrolment priority for Biology students in their own upper-year lab and research courses was the right step and addresses a long-standing inequity. The Faculty supports the proposed 3rd-year independent study course as a bridge to existing 4th-year thesis and independent study options and encourages the BUEC to advance this proposal under the incoming Undergraduate Chair. The Faculty recognizes that sustaining lab-based learning at Biology's scale requires continued investment in teaching capacity, TA funding, and laboratory infrastructure, all of which are connected to the faculty renewal priorities identified throughout this review.
Recommendation #4: Advocate for Improvements to the Scheduling and Registration Platform Although the scheduling system is not controlled at the departmental level, the student experience is significantly affected by the disconnect between Draft-My-Schedule and the registration platform. Western should explore integrating these systems or improving the workflow between them. In the meantime, clearer departmental guidance on navigating the two-system process would help reduce student frustration.	**Program:** The Department of Biology is happy to support efforts at the University (Registrar's Office) level to improve the connections between Draft-My-Schedule and the registration platform. At the Department level, the best we can do is provide tailored academic advice, which will rely on continued staffing support from the Faculty for what students consistently report is friendly, valuable and accurate advising within the Biology department. This ties into Recommendation #2, the need for improved staffing and IT support for communications at the department and faculty levels. **Faculty:** The Faculty acknowledges the inconvenience of having to transfer planned courses manually from Draft-My-Schedule to the Student Center when the registration window opens. The Faculty notes that even with tighter system integration, students would still face real-time competition for seats. The more substantive issue is course capacity, which is addressed under Recommendation 3. The Faculty encourages the department to communicate clearly to students that Draft-My-Schedule is a planning tool and that registration outcomes depend on seat availability at the time of enrolment. The Faculty will continue to advocate for process improvements through the Registrar's Office, but does not consider this a high-priority structural concern.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Undergraduate Program Chair and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Develop a Computational Biology Strategy	1. Establish a working group that will include representatives from the Mathematics, Statistical and Actuarial Sciences, and Computer Science departments (as well as members of Schulich) with the goal of drafting a computational biology strategy and creating a report to help inform the fall budget submission. 2. Assess and prioritize IT, data storage and transmission infrastructure.	1. Undergraduate Chair; 2. Incoming Director of Biology Core Facilities	1. By October 2026 2. By September 2027
Recommendation #2: Improve Communication About USRA/USRI and Research Opportunities	• Create promotional materials for NSERC USRA/Western USRI programs and have Biology undergraduate staff distribute in the Fall. • Collaboratively strategize improved communication processes and updates to the Biology website, for implementation throughout the 2026-2027 year. • Move the Biology 4999E information session to October or November.	Undergraduate Chair;	By December 2027
Recommendation #3: Improve Access to Research and Lab Courses	• Consider the feasibility of introducing a 3rd-year independent study course that could both act as a bridge to the existing independent study and honours research courses in 4th year (with possible implementation in 2027-28). • Increase enrolment capacity to the maximum for the most sought-after third year courses, and offer Biology 3592A/B: *Principles of Human Genetics* over the summer. • Make a request for Limited-Term faculty to support course offerings.	Undergraduate Chair; Department Chair	By January 2027
Recommendation #4: Advocate for Improvements to the Scheduling and Registration Platform	• Improve communications about how Draft-My-Schedule is a planning tool and that students are responsible for course registration – the outcome of which depends on seat availability at the time of enrolment.	Undergraduate Chair	By January 2027

Cyclical Reviews of Graduate Programs in English; Microbiology and Immunology; Pathologists' Assistant; Pathology and Laboratory Medicine; Geography and Environment

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on October 6, 2026, the Senate Committee on Academic Curriculum and Awards approved the recommendations of the Subcommittee on Program Review – Graduate with respect to the cyclical reviews of the graduate programs in English, Microbiology and Immunology, Pathologists' Assistant, Pathology and Laboratory Medicine, and Geography and Environment.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Arts and Humanities	English	Mar. 25-26, 2026	Good Quality
Schulich School of Medicine & Dentistry	Microbiology and Immunology	Apr. 7-8, 2026	Good Quality
Schulich School of Medicine & Dentistry	Pathologists' Assistant	Feb. 19-20, 2026	Good Quality
Schulich School of Medicine & Dentistry	Pathology and Laboratory Medicine	Mar. 12-13, 2026	Good Quality
Social Science	Geography and Environment	Mar. 12-13, 2026	Good Quality

The Final Assessment Reports for these reviews are attached.

Documentation Provided:

Final Assessment Report – English

Final Assessment Report – Microbiology and Immunology

Final Assessment Report – Pathologists' Assistant

Final Assessment Report – Pathology and Laboratory Medicine

Final Assessment Report – Geography and Environment

Western UNIVERSITY · CANADA

English
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Faculty of Arts and Humanities	
Degrees Offered	Master of Arts (MA), Doctor of Philosophy (PhD)	
Date of Last Review	2017-2018	
Fields of Study	American Literature; Canadian Literature; Cultural Studies; Indigenous Literature and Literary Criticism/Theory; Nineteenth-Century British Literature; Old and Middle English Language and Literature; Postcolonial Literature; Renaissance; Restoration and Eighteenth-Century Literature; Textual Studies; Twentieth-Century British and Irish Literature; Women's Literature and Gender Studies	
External Reviewers	Dr. Ian Higgins, Professor, Department of English University of Victoria	Dr. Eleanor Ty Professor, Department of English, Wilfried Laurier University
Internal Reviewers	Dr. Laura Murray, Associate Dean, Faculty of Health Sciences	Huilin Niu, PhD Student
Date of Site Visit	March 25 - 26, 2026	
Date Review Report Received	April 10, 2026	
Date Program/Faculty Response Received	Program Response: May 15, 2026 Faculty Response: May 15, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 21, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 English Graduate Program, delivered by the Faculty of Arts and Humanities.

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 - 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 English Graduate Program, the Faculty of Arts and Humanities, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The English M.A. and Ph.D. graduate programs at Western emphasize the deep study of literature and culture through research, writing, and analytical skills. The fields of study have benefitted from long-term stability and maintain many core areas of expertise including: Medieval and Renaissance studies, Canadian Literature; Nineteenth-Century British Literature; Postcolonial Studies, American Studies, Theatre and Performance Studies, and Indigenous Studies. The program participates in the collaborative specialization: Transitional Justice and Post-Conflict Reconciliation. Students in the MA program develop a critical, self-reflexive, and independent approach to research and scholarship, studying literary and cultural productions in a range of traditions, genres, and media, learning to locate their own research in these fields within the context of past and current scholarship. Students in the PhD program learn to

produce original research and advance the state of scholarship, developing competencies that will enable them to work as instructors in academia, as researchers, or in any field calling for high-level analytic and communication skills. The MA program features two options: 1) 4.0 course-based, or 2) 3.0 course-based plus an independent research project (both 3-term). Total enrolment as of May 2025 included 14 students in the MA program, and 55 in the PhD program.

The self-study was informed with dedicated input from current graduate students, graduate faculty, and alumni. An in-person student focus group was held in January 2025, and online surveys were conducted with students, faculty, and with recent alumni.

The external reviewers shared a positive assessment of the Graduate English Program. They offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Enriched student experience via the Graduate Development Workshops, the Writer-in-Residence annual showcase, and the Graduate English Society which hosts special events including the Fieldnotes Graduate Speakers Series, and opportunities to participate in conferences which include current and former students as participants and organizers.
    - The “Working Within and Beyond the University” course provides students with opportunities to meet with former PhDs who have taken up careers in Human Resources, government positions, curriculum designers, media, academic support and industry.
    - All eligible students must apply for SSHRC and OGS, with writing workshops hosted by the department to support this process.
- Inclusion of graduate students at the program and departmental level, with a Graduate student representative on the Committee on Graduate Studies, the Visiting Speakers’ Committee, and the selection committee for the Writer-in-Residence.
- A guaranteed annual travel stipend of professional conferences or research.
- The Graduate chair holds one-on-one advising meetings with incoming PhD students and Year 2 PhD students.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Improving communication with current and prospective students including: the program website, social medical communications, and broadcasting student research opportunities.
- Need for the development of a Graduate Handbook to help clarify and provide a single, coherent guide for information on expectations, regulations, procedures to complement the program website.
- A more detailed and usable student feedback form for Teaching Assistants.

- Ongoing faculty attrition and limited diversity have reduced graduate course variety, supervisory capacity, and expertise in emerging areas.
    - Lack of faculty renewal and development funding limits expansion in areas such as digital humanities, public humanities, creative writing, internships.
- More opportunities to design and teach courses and to develop communication, partnership, and career-related skills within the formal program.

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
- Vice-Provost Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Members of the Western Libraries Team
- Dean, Faculty of Arts and Humanities
- Associate Dean, Research, Graduate & Postdoctoral Studies, Faculty of Arts and Humanities
- Department Chair
- Graduate Chair
- Program Faculty Members
- Graduate Program Staff
- Graduate Students

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

Summative Assessment – External Reviewers' Report

External reviewers shared that "*the Department's current faculty have an excellent record of high quality and influential research and the program has an admirable record of training students who go on to post-degree success, including in academic*

appointments across the country and internationally in a period of declining opportunities."

Strengths of the Program:

- High-calibre scholars with influential research, strong publication and grant records, teaching and book awards, and national and international disciplinary recognition.
- Enduring reputation in literary history, particularly Medieval, Early Modern, Romantic, Victorian, Canadian literature, and European and Continental Theory.
- Students praise the program's leadership, administration, mentorship, supervisory guidance, and commitment to their success.
- Active student research and conference participation, and strong post-graduation outcomes across academic and non-academic employment.
- Strong completion rates in the MA program.
- Robust library holdings, special collections, archives, and Scholars Lab access support research, while archival assignments, exhibitions, visiting artists, conferences, and emerging creative-critical work provide innovative learning opportunities.

Prospective Areas of Improvement for the Program to Consider

- Proactive faculty renewal to hedge anticipated retirements that may substantially reduce teaching, supervision, research capacity, and established areas of strength.
- Greater alignment among faculty renewal, curriculum transformation, learning outcomes, and the cultural and racial diversity of the student body and surrounding community.
- Address uneven supervisory loads, variable faculty participation in graduate teaching, limited communal study space.
- Course offerings and supervision could better reflect contemporary and emerging areas, including global Anglophone and diasporic literatures, Critical Race and Refugee Studies, digital technology, environmental studies, life writing, graphic novels, popular culture, and other newer genres.
- Increase dedicated refinement and support for PhD time to completion, the candidacy transition, the relationship between learning outcomes and TA employment, assessment of course-design skills, pathways for students without TAships, and treatment of applicants with non-typical backgrounds.

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: Develop a Handbook for graduate students and faculty available as soon as reasonably possible and ideally in the form of a downloadable pdf. The program should complete a graduate handbook that serves as the authoritative reference for its policies, requirements, and practices, complementing rather than duplicating the website. Drawing on existing website and self-study content, the handbook should be developed in consultation with students and faculty. It should clearly outline course requirements, options for study outside the Department, examinations, dissertation submission processes, and sample timelines for PhD years three and four. Particular attention should be given to clarifying the purpose, format, assessment criteria, and approval process for the Chapter Milestone. The handbook should also explain typical TA responsibilities and expectations within the applicable collective agreement.	**Program:** The graduate chair and graduate coordinator have begun drafting a Graduate Handbook: we have copied the website material, compared other graduate handbooks and have begun a draft outline of the contents. The reviewers' suggestions for specific content is noted and will be addressed. **Faculty:** The Faculty supports the program's response.
Recommendation #2: Decide on and set in motion a process of strategic planning for desired renewal of personnel and programs in the short to medium term (the coming two to five years). The process could involve a retreat or focused planning meetings guided by advance questions and benchmarking. Planning should consider plausible future configurations of the Department, balance established strengths with emerging fields, connect undergraduate and graduate needs, and advance EDI, decolonization, and Indigenization. It should also address artificial intelligence, alternative career preparation, professional development, dissertation expectations, and the continued cultivation of distinguished research.	**Program:** The Department Chair has begun the strategic planning initiative for the department. In the spring, he arranged planning meetings (2) with the department officers and program directors to evaluate our current and projected directions for the future. These include faculty renewal, curriculum renewal, and further integration of English and Writing programs. Planning will continue into 2026-27 under the direction of the chair in order to carry out the suggestions listed here for subcommittee groups to address priorities and concerns. AI, for example, is a topic addressed in the department's undergraduate program IQAP review (2025-26) and strategic planning for the graduate program can be integrated with those plans. Hiring, likewise, affects both graduate and undergraduate programs, so discussion of priorities about

	maintaining our traditional fields and expanding them can be considered at both levels/programs. **Faculty:** The Faculty supports the program's response.
Recommendation #3: Ensure that PhD students admitted to the program are reasonably likely to have appropriate supervisors and committees for their likely dissertation topics. Recognizing that students' interests may evolve, admissions decisions should more carefully consider the alignment between proposed projects and current or anticipated faculty expertise, particularly amid uneven supervisory workloads and forthcoming personnel changes. At the same time, admissions should not be limited too narrowly by the existing faculty complement, as this could restrict engagement with emerging areas of English literary studies. These considerations should inform broader strategic planning for faculty renewal, curriculum development, and the program's continued excellence and viability.	**Program:** This recommendation has begun to be addressed in the admissions process: This year and last year the Committee on Graduate Studies (also the admissions committee) was explicitly asked to consider the merit of applicants as well as who might supervise the student's proposed project. This year the admissions meeting was given a table of current supervisions to adequately assess supervisors' availability. The reviewers note that this suggestion has direct bearing on the faculty complement: our anticipated retirements and need for renewal. Our newest hire is already attracting students to his field; another hire in 2027-28 should result in similar capacity for the kinds of projects that applicants propose. **Faculty:** The Faculty supports the program's response.
Recommendation #4: More systematic and planned (two-year) rotation of graduate courses to serve at least two purposes: to provide as wide a range as reasonably possible of courses to MA and PhD students; and to allow for a similarly wide participation of faculty in offering graduate seminars. A systematic two-year rotation of graduate courses could help improve planning, course allocation, curricular breadth, and recruitment by communicating anticipated offerings to prospective students. Given the limited number of annual offerings, the program should reconsider the value of full-year courses and encourage broader faculty participation in graduate teaching. Course proposals should extend beyond established period and national categories to include cross-period, cross-cultural, contemporary, and popular topics	**Program:** Course planning is organized by the Graduate Chair in consultation with the Department Chair. Faculty propose graduate courses which usually reflect their research projects. The Graduate Chair has recognized the need for encouraging faculty who have not taught to do so and to offer fresh courses. This effort will continue along with more careful attention to rotation of courses. Although the Graduate Chair has attempted in recent years to expand offerings and the faculty who teach, these have been constrained due to undergraduate teaching needs, administrative secondments or duties, sabbaticals/leaves, and lack of hiring in the department. **Faculty:** The Faculty supports the program's response.

such as young adult literature, speculative fiction, adaptation, food studies, and detective fiction. A more balanced rotation could diversify student choice while reducing the recurring concentration of courses in Early Modern literature.	

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Develop a Handbook for graduate students and faculty.	• Finalize a graduate handbook in consultation with the Committee on Graduate Studies and the Graduate English Society.	Graduate Chair	By January 2027
Recommendation #2: Decide on and set in motion a process of strategic planning for desired renewal of personnel and programs.	• Complete a strategic planning process (to include faculty renewal, curriculum renewal, AI).	Department Chair, Graduate Chair	By December 2027
Recommendation #3: Ensure that PhD students admitted to the program are reasonably likely to have appropriate supervisors and committees for their likely dissertation topics.	• Review the effectiveness and impact of the process of matching applicants and supervisors trialed in the 2026 admission cycle. Determine any adjustments.	Graduate Chair	By September 2027
Recommendation #4: Plan (two-year) rotation of graduate courses to provide as wide a range as reasonably possible of courses to MA and PhD students; and to allow for a similarly wide participation of faculty in offering graduate seminars.	• Encourage faculty who have not taught to do so and to offer fresh courses. ○ Expand offerings where possible. • Plan a dedicated rotation of courses and a communication strategy for anticipated offerings to prospective students.	Graduate Chair, Department Chair	By June 2028

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Microbiology and Immunology
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	Cellular and Molecular Biology of Microorganisms Cellular and Molecular Biology of the Immune System	
External Reviewers	Dr. Lori Frappier Professor, University of Toronto	Dr. Craig McCormick Professor, Dalhousie University
Internal Reviewers	Dr. Terry Peters Professor, Department of Medical Biophysics	Reforce Okwei PhD Student
Date of Site Visit	April 7-8, 2026	
Date Review Report Received	April 21, 2026	
Date Program/Faculty Response Received	Program Response: July 9, 2026 Faculty Response: July 23, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 21, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Microbiology and Immunology 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 Department of Microbiology and Immunology, the Schulich School of Medicine & Dentistry, the School of Graduate and Postdoctoral Studies (SGPS) and SUPR-G.

Executive Summary

The Graduate program in Microbiology and Immunology enables students the opportunity to conduct cutting edge research while also developing important career skills and strong networking opportunities. The department places emphasis on biomedical research and teaching, with a focus on human disease, infection, and immunity. The program seeks to foster an environment where the next generation of scientists can be trained in infection and immunity – training scientists to combat present and future threats affecting human health, while mitigating the risk of future pandemic threats for both academic and non-academic futures. The graduate program offers a 1-year project-based Master of Science (MSc), a 2-Year thesis-based MSc, and a Doctor of Philosophy (PhD). At the Masters level, students will be expected to a) understand the field of Microbiology and Immunology, and to learn the theory behind

experimental techniques in these fields, and b) be able to describe and interpret the literature pertaining to their specific research project and sub-discipline within Microbiology and Immunology. At the Doctoral level, students are required to create original knowledge by performing research supervised by a Microbiology and Immunology program member. All students enroll in MIROIMM 9000: *Infection and Immunity* which provides a comprehensive introduction to infection and immunity and an exposure to cutting-edge technologies and their application in infection and immunity (e.g., bioinformatics, genomics, proteomics, imaging, statistics, microscopy, transgenics, animal gene knockouts, flow cytometry, quantitative PCR). Total enrolment in 2023-2024 was at 11 for the Course-based Master's, 45 for the Thesis-based Master's and 43 for the PhD.

The self-study was informed by a student focus group, student surveys and several town hall meetings. Additionally, insights were drawn from a dedicated retreat in 2022 shortly after the appointment of a new department chair.

The external reviewers shared a positive assessment of the graduate Microbiology and Immunology Program. They offer seven recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The ImPaKT CL2+/CL3 facility supports real-time imaging of infectious agents and immune responses, enabling advanced biocontainment research, industry collaboration, and specialized trainee experiences.
- Recent faculty recruitments have expanded research expertise in neuroimmunology, pathogen genomics, bioinformatics, HIV and global health, bacteriology, and host-pathogen research.
- A new course, MICROMM 9329: *Introduction to R for Microbiology and Immunology*, introduces students to advanced bioinformatic techniques.
- Students participate in departmental governance and organize the annual Infection and Immunity Research Forum.
- The RGE Murray Seminar series takes place throughout the year on a weekly basis. External speakers are invited to speak on cutting-edge research topics and problems.
- Departmental fellowships, scholarships, publication awards, travel support, teaching assistantships, and entrance awards provide financial assistance and recognize research excellence.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Rapid program growth has intensified administrative workloads, while reliance on a single graduate administrator and repeated staff turnover creates retraining demands and concerns about long-term sustainability.

- The undergraduate program cannot accommodate all graduate students in departmental TA roles, requiring some to teach elsewhere and contributing to scheduling conflicts and a sense of disconnection from the program.
- Students report difficulty balancing coursework, laboratory responsibilities, and thesis preparation.
- Lengthy animal-protocol reviews can impede research progress, while delays in accessing accommodation, medical, mental-health, and integration supports present challenges for students requiring timely assistance.
- Inflation and housing costs continue to challenge student financial viability.

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:

- Associate Vice-Provosts, Graduate and Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy and Faculty
- Director of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Western LibrariesTeam Members
- Associate Dean, Graduate and Postdoctoral Studies, Schulich School of Medicine & Dentistry
- Department Chair
- Graduate Chair
- Graduate Program Committee 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 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 "*Overall, we consider the MICROIMM Graduate Program a very successful program, with each degree-granting program serving a useful purpose and accomplishing its learning objectives. The transfer rate from MSc to PhD program is excellent, as is the time to completion of both MSc and PhD degrees. Student morale is high and there are ample social activities that promote cohesion*."

Strengths of the Program:

- Strong faculty and research environment: The program benefits from accomplished, well-funded faculty with diverse expertise, strong publication records, international visibility, research awards, and sustained success in attracting grant funding.
    - Strong long standing research collaborations with institutions based in Uganda have provided unique training opportunities. The Uganda-Western Graduate Scholar Program facilitates recruitment of highly qualified future PhD students from five Ugandan institutions.
- Students reported high satisfaction with faculty supervision, teaching, mentoring, and the broader program environment; morale is high, and social activities help sustain cohesion.
- The one-year project-based MSc fills a useful niche – providing an opportunity for honours thesis students to continue their studies for another year.
- Research infrastructure available to students is outstanding, including the ImPaKT Facility which provides advanced *in vivo* imaging modalities under CL2+ and CL3 containment.
- The student-led annual Infection and Immunity Research Forum (IIRF).

Prospective Areas of Improvement for the Program to Consider

- Strengthen administrative capacity and continuity.
- Despite progress in hiring female faculty, the reviewers identified continuing gender and racial imbalances and encouraged sustained efforts to recruit more female and BIPOC faculty.
- Presentation topics and brief RStudio module in MICROIMM 9000 were viewed as less useful by students.
- Need to identify, or build out, quiet work and meeting space for students.
- Ability for students to address their advisory committee members in their advisory committee meetings without their supervisor present.
- Formalize graduate-student representation, perhaps via a structured student organization.

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: Administration It is essential to the success of the program to maintain the Graduate Program Coordinator role at 1.0 FTE, not shared with other departments.	**Program:** Continuity in this role is essential, and we agree that the department must maintain the current 1.0 FTE for this position to support a large graduate program such as Microbiology and Immunology. All staff positions in the Department undergo reviews to ensure roles and tasks match with the Union mandated pay scales. These revisions are agreed upon by both the Manager of Administration of Finances and the Graduate Program Coordinator. **Faculty:** The decanal team supports the program's response but note that staff positions are under the purview of the Dean's office.
Recommendation #2: EDIA There is a considerable gender and race imbalance in the faculty that should continue to be adjusted. Despite progress in recruiting female faculty since the last review, the faculty complement remains overwhelmingly white and male, and BIPOC faculty remain underrepresented. This contrasts with the student population, who are mostly female.	**Program:** Since the last graduate IQAP review, the Department of Microbiology and Immunology has increased the female faculty complement from 5 members to a total of 13. However, we agree that this does not currently represent an adequate balance. The Department has three concurrent Assistant Professor job searches on the go, and we anticipate that with these three recruitments that diversity within the department will continue to increase. However, outside of recruitments for research chair positions tied to specific EDID mandates, Ontario bill 149 prevents hiring on the basis of self-identity. **Faculty:** The decanal team supports the program's response. Schulich has made meaningful efforts to diversify faculty members in terms of gender and racial background. There is increasing diversity in terms of faculty and leadership positions.
Recommendation #3: Space There is a need to identify quiet work and meeting spaces for students. While the research infrastructure for the graduate program is good, the students report a lack of space for both quiet work and meetings.	**Program:** The Department Chair is making changes to how space issues are discussed within the department for more transparency. As part of this process, graduate students' needs will be of central consideration. Still, there is no way around the fact that student offices will usually house multiple students, often from multiple research groups, which creates challenges for quiet workspace. The Department will consider identifying space that can be used more socially, so that office space is reserved for more quiet work. We

	will also work to identify spaces (in the library for example) that can be reserved for students in critical writing stages (thesis writing for example). **Faculty:** As indicated in the program's response, quiet space locations are available on campus. Meeting space is also available throughout the Medical and Dental Sciences Buildings that can be booked by students or with the assistance of administrative staff. Construction of the new Bioconvergence center will help relieve some of the space pressure but students' offices will likely always be shared.
Recommendation #4: Curriculum The Graduate Studies Committee should work with students to review and revise the MICROIMM 9000 syllabus to arrive at a solution that addresses critiques (about the group presentations and RStudio components) while maintaining the rigour of the program.	**Program:** The Graduate Chair will lead a review and discussion of the graduate level courses with the Graduate Education Committee, including course organizers and the student representative, to update course offerings at the graduate level. Of prime importance, this discussion will center around MICROIMM 9000 which will also benefit from a new Course Coordinator for Fall 2026. Possible changes will be discussed, including modifying certain topics such as RStudio from the 9000 course and expanding the offering of "topic expertise" courses (neuroimmunology, RStudio in data analysis, etc) that would allow for more expansive training in these subjects. The MICROIMM 9000 course could focus more on broadly relevant subjects, such as appropriate use of AI in scientific writing and data analysis, through partnerships with related departments facilitated through the SGPS Own Your Future program. **Faculty:** The decanal team supports the program's response.
Recommendation #5: Policy A policy on acceptable and unacceptable uses of AI in the graduate program should be created and implemented. This would likely include restrictions on using AI to generate committee reports, course assignments and candidacy proposals.	**Program:** There are extensive ongoing discussions at the SGPS and Schulich School of Medicine & Dentistry levels about the growing role of AI in academics and where its use is appropriate in graduate training and where it is not. As recommended by the reviewers, the Graduate Chair will take guidance from these discussions and work with the Graduate Education Committee to formulate and approve a Department AI policy for graduate training by the Winter term, 2027. **Faculty:** The decanal team supports the program's response. 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.
Recommendation #6: Committee Meetings Students should have the opportunity to address their advisory committee meeting members without their supervisor present. An opportunity to speak with the advisory committee without the supervisor provides an opportunity for the student to voice concerns about any aspect of their research training or conflicts with their supervisor and is a common part of committee meetings in many similar programs.	**Program:** The program recognizes the importance and value of advisory committees to student development, and our reliance on advisory committees to provide both support and guidance for both career and research development will increase as the program grows. The Reviewer's recommendation to formally reserve a period of time where the student meets with the committee in the absence of the supervisor could be a valuable tool for committees to fulfill this role. Based on this recommendation, the Graduate Chair with the Graduate Education Committee will initiate discussions on how best to implement this recommendation, with a goal to approve this change to the advisory committee meeting process or identifying an equivalent mechanism to achieve the same goal by the fall term, 2026. **Faculty:** The decanal team supports the program's response.
Recommendation #7: Student Organization There is a need for a better-organized student-led committee that plays an active role in identifying issues and gathering suggestions from other students in the program and provides these to the faculty.	**Program:** The Department does, in fact, have a long history of strong student leadership with students taking an active role in department and student life, perhaps best exemplified by the fully-student run Infection and Immunity Research Forum. However, as the reviewers identified, some continuity and structure of student leadership was lost over pandemic years and there is considerable room to strengthen student participation in department leadership. Renewing student leadership is a major short-term goal of the Graduate Chair. As part of a wider effort to promote professionalism and to develop professional skills and responsibilities, the Graduate Chair will work with students to formalize student participation in appropriate department level committees and to also more formalize student-centric committees. Terms will be set to match that of other department committees with turnover in July. There will be an expectation that graduate students will organize and host their own meetings to happen once per term, at minimum, with formal agendas and student committee reports. Necessary support will be provided by the Graduate Program Coordinator. This will be done both to formalize student leadership structure and processes, but also to develop professional skills in students applicable not just to academics but also other careers with more formalized information sharing and decision processes. **Faculty:** The decanal team supports the program's response.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Recommendation #1 does not appear in the Implementation Plan as it has already been actioned, as per the program and faculty response above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #2 EDIDA Imbalance of gender and race among Faculty members.	• Continue to prioritize diversity in the faculty roster in upcoming faculty hires.	Department Chair, Dean's Office	Follow-up as part of the progress report in 2029.
Recommendation #3 Space Space for quiet work and meetings.	• Ensure greater transparency regarding space availability and ability to book. • Identify additional space that can be used more socially or for silent study - such as the library, that can be reserved for students in critical writing stages. • Consider forming a Space Committee to help maximize resources currently available to the program.	Department Chair; Graduate Chair	By January 2027
Recommendation #4: Curriculum Adjustment of the content of MICROIMM 9000, including revision of the syllabus with the import of students.	• Review and discuss graduate level courses with the Graduate Education Committee, including course organizers, and the student representative to update courses at the graduate level, with MICROIMM 9000 course at the centre of discussion. • Consider modifying certain topics such as RStudio from the MICROIMM 9000 course and expanding the offering of "topic expertise" courses (neuroimmunology, RStudio in data analysis, etc.) that would allow for more expansive training in these subjects.	Graduate Chair	By June 2027

Recommendation #5: Policy Creation and implementation of a policy on acceptable and unacceptable uses of AI within the program.	• Formulate and approve a Department AI policy for graduate training – guided by ongoing discussions at the Faculty and SGPS-levels. This policy will be regularly reviewed and revised as appropriate. • Disseminate existing resources provided by the SGPS and Centre for Teaching and Learning, as relevant.	Graduate Chair; Associate Dean Graduate; Education Committee	By June 2027
Recommendation #6: Committee Meetings Students should have the opportunity to address their advisory committee members during advisory committee meetings without their supervisor present.	• Initiate discussions with the Graduate Education Committee on how to best implement this recommendation with a goal to approve this type of change to the advisory committee meeting process or identify an equivalent mechanism to achieve the same goal.	Graduate Chair	By January 2027
Recommendation #7: Student Organization Support organized student-led committee(s).	• Work with students to formalize student participation in appropriate department level committees and formalize student-centric committees. • Support the crafting of terms of the committee(s) to match that of other department committees. • Support students in the organization of their own meetings once a term at minimum, with formal agendas and reports. Necessary support will be provided by the Graduate Program Coordinator.	Graduate Chair	By January 2027

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Pathologists' Assistant
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	Master of Clinical Science (MClSc)	
Date of Last Review	2017-2018	
Fields of Study	NA- Professional Program	
External Reviewers	Patrice Boulianne Regional Discipline Manager DMP/HLA Eastern Ontario Regional Laboratory Association	Dr. Fang-I-Lu Staff Pathologist, Sunnybrook Health Sciences Centre, Associate Professor, Department of Laboratory Medicine and Pathobiology, University of Toronto
Internal Reviewers	Dr. Elizabeth Hayden Associate Dean, Graduate Faculty of Social Science	
Date of Site Visit	February 19 and 20, 2026	
Date Review Report Received	March 18, 2026	
Date Program/Faculty Response Received	Program Response: April 21, 2026 Faculty Response: May 27, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 21, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Pathologists' Assistant Graduate 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 Pathologist's Assistant Graduate Program, the Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies (SGPS) and SUPR-G.

Executive Summary

Established in 2007, the Pathologists' Assistant graduate program is a professionally oriented six-term program combining intensive academic instruction with hands-on clinical training. Initially offered as a Master of Science (M.Sc.), the program evolved into a standalone professional degree in 2012 and is now conferred as a Master of Clinical Science (MClSc) in Pathologists' Assistant. Notably, it was the first program in Canada to receive accreditation from the National Accrediting Agency for Clinical Laboratory Sciences in 2012, this was renewed in 2015 and 2022 for a ten-year term.

The curriculum begins with eight months of didactic instruction, followed by a two-month introduction to the clinical laboratory environment. This is succeeded by a 10-month practicum with rotations in surgical and autopsy pathology. The final phase, a two-

month community hospital placement, provides an opportunity for students to consolidate their training and develop greater independence. This comprehensive clinical exposure across both high-volume tertiary centres and smaller community settings equips graduates with the skills, confidence, and versatility required for successful integration into professional practice. The program admits six students annually, ensuring personalized instruction and close mentorship throughout the duration of the program.

The self-study included refinement of the program learning outcomes and a curriculum mapping exercise. It was equally informed by site visits to each key rotation sites (Ontario Forensic Pathology Services, SickKids Hospital, and Grand River Hospital) including meetings with the corresponding preceptors and supervisors. Additionally, two focus groups were conducted, one with students and one with faculty members, as well as a survey of program alumni, and feedback from employers.

The external reviewers shared a positive assessment of the Graduate Pathologist's Assistant Program. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- First to be accredited by the National Accrediting Agency for Clinical Laboratory Sciences in Canada.
- The small annual cohort promotes personalized learning, strong peer relationships, and paired clinical rotations that provide students with ongoing mutual support.
- The centralized pathology department at the University Hospital offers students valuable clinical exposure and convenient access to the university's research facilities.
- Weekly evaluations from clinical preceptors at all sites provide continuous feedback on students' development and readiness to meet program competencies. The program and medical directors also conduct formal reviews of student progress throughout both the didactic and clinical phases.
- Laboratory tours, forensic and surgical experiences, professional seminars, and participation in Pathology Research Day connect classroom learning with professional practice and scientific communication.
- The practicum component of the program supports the transition to the workforce via networking and relationship building across multiple healthcare institutions.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Put in place a dedicated orientation session to better support incoming Pathologists' Assistant students.

- Increase frequency of check-ins and establishing clear goals and objectives for each rotation with the students.
- Increase coordination meetings among preceptors to discuss student progress and teaching strategies.
- Review and Realignment of the Infectious Disease Course Curriculum.
- Re-evaluation of the competencies list to reflect evolving surgical trends.
- Develop and transition the grossing course (0.5 credit) into the academic year and led primarily by Pathologists' Assistant

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal 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
- Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Associate Dean, Graduate & Postdoctoral Studies, Schulich School of Medicine and Dentistry
- Vice-Dean, Basic Medical Science, Schulich School of Medicine and Dentistry
- Western LibrariesTeam Members
- Program Directors
- Department Chair
- Graduate Education Committee Members
- Program Faculty Members
- Program Staff
- Graduate Students
- Community Partners

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 "*offers an excellent curriculum to their students, thanks to their discipline-relevant didactic courses in year one that provide students with a solid knowledge base in human pathology and human anatomy, and their practical rotations in surgical pathology specimen grossing and autopsy at various academic, regional and community hospital labs that ensure the students have the knowledge, skills and confidence to work independently.*"

Strengths of the Program:

- Excellence and dedication of the program director and the pathologists and Pathologists' Assistant teachers from London Health Sciences Centre (LHSC).
- Practical rotations at LHSC offer students valuable clinical exposure to simple and complex surgical and autopsy specimens and allows the teaching faculty members to closely monitor students' progress early on in their training.
- Interdisciplinary learning through rounds with other medical learners (pathology, medical students, oncologic residents).
- Regional/community practical rotations are done in pairs, ensuring peer support.
- The Capstone research project has resulted in students sharing their findings at conferences at the provincial, national and international level, with several published in reputable pathology journals.
- EDID principles are integrated into academic programming through seminars incorporated into Departmental Grand Rounds and Seminars, including sessions addressing bias and discrimination in STEM and equity reform for trainees.
- Strong on-time completion rates and employment outcomes for students.

Prospective Areas of Improvement for the Program to Consider

- The program director and all teaching faculty members are funded by LHSC's department of pathology. As a result, they are often pressured to prioritize clinical work over their teaching and administrative commitments, impacting the implementation of program changes or innovations.
- The existing lab space for Pathologists' Assistant students at LHSC is suboptimal, with only two benches available for all medical trainees, limiting the amount of specimen grossing training for all trainees.
    - Due to the human and physical constraints at LHSC, collaboration with new labs would be necessary to increase student enrollment.
- Students must arrange their own travel and accommodation for out-of-town clinical rotations, and pay for all costs, with limited assistance from the Program.
- Incorporating other innovative courses in research, teaching and lab management/leadership, and novel technologies such as artificial intelligence, digital pathology and simulation.
- Competitive admissions and the high employment rate indicate a strong need to expand student enrollment to meet the high demand of Pathologists' Assistants in Canadian healthcare system.

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: Increase resource support from the university: a. Consider allowing the LHSC's department of pathology control over a larger share of students' tuition. This would allow for transparency and more freedom in financial resource allocation (e.g., funding for more dedicated teaching time for the program director +/- clinical teachers/preceptors). b. Provide more non-clinical teaching personnel (teaching assistants, digital media intern, teaching scholar) to the program as needed. c. Improve the awareness of existing resources from the university (e.g., faculty teaching training, workshops on research by teaching librarians, access to library database).	**Program:** a. The program recognizes the need to explore a range of approaches to increase resources available to support the program. At present, implementation of this recommendation would require in-depth discussions with senior leadership across Western University, the Schulich School of Medicine & Dentistry, and LHSC. These discussions would need to consider institutional policies, funding models, and broader resource allocation frameworks. The Program Director will take the initiative to establish appropriate communication channels with relevant constituents to explore the feasibility of this recommendation. b. This need has been identified internally, and recent discussions with the Department of Pathology. Proposed measures include the addition of teaching assistants and/or teaching scholars to support course coordination. In parallel, the program is exploring the use of digital media support personnel to assist with maintenance of online course materials. The program is actively working with departmental leadership to assess resource availability and implementation pathways. c. To address this, the Program Director and administrative staff will take a more proactive role in regularly disseminating information about available workshops, seminars, and training opportunities at Western University to clinical preceptors. In addition, the program will collaborate with leadership at the LHSC to support protected time for preceptors to participate in these activities. This aims to enhance engagement with available resources and support ongoing faculty development. **Faculty:** The decanal team supports the program's response. The Chief/Chair of Pathology and Laboratory Medicine can request additional teaching assistant (TA) support through the Bachelor of Medical Sciences Undergraduate Education (BMSUE) office. The BMSUE office administers the application process and TA funding. Teaching scholars are not directly hired by a department. However, when there are calls for teaching scholar applications, qualified members of the department can apply for the positions and should be encouraged to do so by the department. There are many resources available through Western and/or the Schulich School of Medicine and Dentistry that can assist with training, design, implementation renewal etc. There are also faculty and staff in the Dean's office that can help navigate the available resources and help with program design and implementation.

Recommendation #2: Seek collaboration and resource support from outside of the university: a. Collaborations with other Pathologists' Assistant programs in Canada to share teaching resources and coordinate admission. b. Collaborations with other healthcare professional organizations (e.g., Canadian Association of Pathologists, Medical Laboratory Professionals' Association of Ontario) to advocate for more funding from the government. c. Partnership with other academic hospitals that can offer specialized pathology services (e.g., pediatric pathology, forensic pathology). d. Partnership with community hospitals in out-of-town and underserved areas.	**Program:** The program recognizes the value of strengthening partnerships with other institutions across the region to support both clinical training and potential future enrollment growth. This approach has previously been implemented successfully, as demonstrated when enrollment increased from four to six students through the addition of external institutions as core clinical rotation sites. Building on this model, the program will continue to expand its network of affiliated institutions at both the local and provincial levels. Established relationships with community partners have already created opportunities for new clinical placements, and ongoing discussions with Hamilton General Hospital reflect continued progress in this area. In addition, the program will seek to strengthen collaboration with other accredited Pathologists' Assistant programs in Canada to promote shared academic practices and resource optimization. These partnerships may include alignment of admissions processes, exchange of curricular insights, and discussion of sustainable funding models. Planned actions are outlined in the Implementation Plan below. **Faculty:** The decanal team supports the program's response. There are currently initiatives underway in the Dean's office to expand our network to include underserved and Northern communities for other programs. Working with the Dean's office may help to develop a local group that can share contacts, experiences and best practices.
Recommendation #3: Curriculum improvement suggestions: a. Consider redesigning the Infectious Disease course to better relate with the Pathologists' Assistant profession. b. For Practical courses: - Support students with logistic and financial support for their out-of-town rotations. - Better prepare students for the	**Program:** a. Didactic course- A meeting has been scheduled with the course coordinator to develop a plan to consolidate the course from two academic terms into a single term. This restructuring will focus on refining course content to ensure that lecture material is concise, relevant, and aligned with the competencies required for the Pathologists' Assistant profession. b. Practical courses-The program acknowledges that financial support for out-of-town clinical rotations remains an ongoing challenge, with limited dedicated funding currently available. To help mitigate financial barriers, recent efforts have focused on improving access to existing funding opportunities. The financial structure supporting student attendance at academic conferences has been revised to enhance accessibility and increase participation in professional development activities. To strengthen exam readiness,

Canadian and US certification exams. - Offer a more seamless and standardized learning experience for the students, such as implementing formal mid-rotation feedback/ evaluation, having more standardized and detailed grossing curriculum and student performance evaluation rubrics, and having a better learner handover process between clinical teachers/preceptors. - Have more emphasis on knowledge acquisition (rather than just skill acquisition) in year 2, such as regular knowledge assessment quizzes. c. Innovative curricula to better "future-proof" students: - Consider offering students formal teaching in research, teaching and lab management/leadership. - Expose students to new technologies that are poised to change the pathology profession (such as artificial intelligence and digital pathology), and health profession training such as (grossing simulation).	several targeted strategies are being implemented across the curriculum. Within clinical rotations, the program has recently introduced structured study guides designed to reinforce key competencies and promote critical thinking aligned with certification expectations. In the didactic curriculum, assessment methods are being revised to incorporate question formats that more closely reflect those used in certification examinations. These efforts are complemented by the existing annual seminar delivered by a recent graduate, which provides students with practical insights into the examination process, preparation strategies, and expectations. The program is currently undertaking a revision of its clinical rotation teaching model at LHSC to enhance continuity, communication, and student assessment. To strengthen coordination among teachers, regular communication structures will be implemented, including weekly check-ins and monthly review meetings. In addition, the program will introduce pre-rotation and post-rotation learning objectives for each clinical block. These will support goal settings, allow students to track their progress more effectively, and enable earlier identification of any areas of concern. Student oversight will be enhanced through scheduled progress meetings with the Program Director, occurring at a minimum of four intervals throughout the clinical year. To further reinforce foundational knowledge, additional structured worksheets will be incorporated during clinical training. These changes are scheduled for implementation in the upcoming academic year. c. Recent enhancements include the introduction of lectures on digital pathology and laboratory management, as well as the expansion of research opportunities in areas such as artificial intelligence applications in pathology. Exposure to a variety of clinical training environments further supports this objective. Rotations across multiple institutions provide students with broader perspectives on laboratory operations and alternative approaches to practice beyond those at LHSC. In addition, planned collaboration with other accredited programs is expected to create further opportunities for shared learning and innovation in these areas. **Faculty:** The decanal team supports the program's response.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Increase resource support from the university.	a) Explore approaches to increase resources available to support the program. b) Consider adding Teaching Assistants and/or Teaching Scholars to support course coordination and the use of digital medial support personnel to assist with online course materials. c) More regularly disseminate information about available workshops, seminars, and training opportunities at Western to clinical preceptors and collaborate with leadership at LHSC to support protected time for preceptors to participate in these activities.	Program Director; Dean's Office	a,b) By September 2027 c) By January 2027
Recommendation #2 Seek collaboration and resource support from outside of the university	a) Continue to expand the program's network of affiliated institutions at both the local and provincial levels. b) Expand engagement with established community institutions to assess their capacity to serve as core clinical rotation sites. c) Explore partnerships with institutions in underserved regions, including Northern and Eastern Ontario, to assess the feasibility of supporting clinical training that aligns with regional workforce needs.	Program Director	a) By September 2027 b,c) By September 2028
Recommendation #3 Curriculum improvement	a) Restructure the Infectious Disease course to improve its content and better alignment with the competencies required for the Pathologists' Assistant profession. b) Review the effectiveness and impact of the existing targeted strategies (listed in the program response above); finalize revision of the clinical rotation teaching model at LHSC; implement regular communication structures including weekly check-ins and monthly review meetings; and	Program Director	All By September 2027

	introduce pre-rotation and post-rotation learning objectives for each clinical block. c) Review the effectiveness and impact of the recently integrated lectures on digital pathology and laboratory management as well as the expansion of research opportunities in areas such as artificial intelligence applications in pathology.		

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Pathology and Laboratory Medicine
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), Graduate Diploma (GDip)	
Date of Last Review	2017-2018	
Fields of Study	Molecular Pathology and Transplant Pathology Neuropathology Oncology and Environmental Pathology One Health	
External Reviewers	Dr. Judy West-Mays Professor, Department of Pathology and Molecular Medicine McMaster University	Dr. Carolyn Baglole Associate Professor, Department of Medicine McGill University
Internal Reviewers	Dr. Zoë Sinel Associate Dean Faculty of Law	Colleen Van Loon PhD Student Health and Rehabilitation Sciences
Date of Site Visit	March 12-13, 2026	
Date Review Report Received	March 27, 2026	
Date Program/Faculty Response Received	Program Response: May 5, 2026 Faculty Response: July 16, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 21, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Pathology and Laboratory Medicine 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 Department of Pathology and Laboratory Medicine, the Schulich School of Medicine & Dentistry, the School of Graduate and Postdoctoral Studies (SGPS) and SUPR-G.

Executive Summary

The Department of Pathology and Laboratory Medicine is a unique department within the Schulich School of Medicine & Dentistry in that it is both a clinical and basic science department. The Department offers MSc and PhD thesis-based degrees, both as part-time and full-time programs, to students who are interested in developing a more extensive understanding of the mechanisms and drivers of disease, and patterns of disease emergence. The Pathology MSc program is designed to introduce students to the research process and to train them in obtaining elementary research skills. Students learn how to pose a relevant scientific question; determine the most appropriate methodology (technology) to answer that question; and master the methodology to answer the question posed. The Pathology PhD program is designed to train students beyond mastering basic technical skills so that they exhibit a greater degree of independence and originality in their thesis work. In addition, it offers a one-

year GDip program in Pathology, which was launched in September 2020. The One Health research field is managed by the Department of Pathology and Laboratory Medicine and involves participation from the Faculties of Science, Social Sciences, Arts and Humanities, Engineering, and Health Sciences at Western University. The goal is to develop future leaders in Canadian healthcare with skills necessary to utilize a One Health systems approach. Total enrolment in 2025 was at 31 in the MSc, 17 in the PhD and four in the GDip.

The self-study was informed by a survey to faculty and staff, a student focus group and a faculty focus group which served as fora for broad consultation and data collection.

The external reviewers shared a positive assessment of the Graduate Pathology and Laboratory Medicine Program. They offer eight recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- The distinctive interdisciplinary structure brings together basic scientists, clinicians, and diverse pathology-related disciplines, supporting multidisciplinary collaboration and the integration of molecular, experimental, and clinical perspectives
- Flexible and light course requirements give students time to develop expertise in their individual research areas while still gaining exposure to a wide range of pathology topics.
- Access to specialized equipment, animal models, clinical resources, and diverse research projects, including opportunities to translate basic science findings into clinical applications.
- Approachable leadership, supportive administrative staff, effective communications, and a relatively small, tight-knit community.
- Recently established Pathology Commons supports informal interaction, cross-disciplinary dialogue, wellness, mindfulness, and multi-faith needs.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Student stipends, particularly at the MSc level, are seen as inadequate relative to living costs. Equally, students indicate a lack of clarity regarding the funding model.
- The Scientific Communication and Critical Thinking (SCCT) was viewed as overly long and unevenly relevant; suggestions included remote participation, clearer first-year expectations, moderated discussions, and more discipline-specific content.
- Students requested more structured instruction in foundational laboratory and safety skills, professional software, communication for lay audiences, and skills applicable beyond individual research laboratories.

- The breadth of research areas and distribution of students across multiple sites can inhibit collaboration, community-building, seminar participation, and access to activities held on the main campus.
- Limited preparation for non-academic careers.

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
- Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Western Libraries Team Members
- Associate Dean Graduate and Postdoctoral Studies, Schulich School of Medicine & Dentistry
- Department Chair
- Chair/Physician Department Executive
- Graduate Education Committee 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 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 MSc and PhD graduate program in Pathology and Laboratory Medicine at Western University is strong and provides students with rigorous academic and scientific training in key areas of disease-focused research*."

Strengths of the Program:

- Faculty expertise spans diverse areas of disease-focused research, allowing students in a relatively small program to gain knowledge beyond their thesis specialization and benefit from multidisciplinary perspectives.

- Strong faculty competence in research, teaching, supervision, knowledge dissemination, scholarly productivity, and research funding; evident collegiality was also linked to students' positive perceptions of the program.
- New faculty expertise in bioinformatics and the development of the Medical Bioinformatics stream provide sought-after computational training and enhance graduates' competitiveness.
- Administrative support was highly regarded by students and faculty.
- Emphasis on scientific communication skills through seminar and journal club.

Prospective Areas of Improvement for the Program to Consider

- Further development and advertising of the Medical Bioinformatics stream.
- Need for a centralized core equipment unit; completion of the planned core facilities was expected to enhance students' scientific training.
- Student financial support was clearly documented, but the reviewers flagged the treatment of stipend top-ups for holders of CGS-D scholarships as an area requiring change.
- Withdrawal rates of 11.9% for MSc students and 18.9% for PhD students considered somewhat high.
- Supports for students regarding post-degree opportunities.
- Examination of and possible strategy to help mitigate gender imbalances among faculty and students.

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: One Health Stream and Possible MBI Stream Reevaluate One Health remaining within the Department of Pathology Graduate program, but instead, positioned within a broader graduate program such as the proposed School of Public Health. Further efforts could be directed to build the MBI stream that is supported by current faculty (with strength) and highly sought after by students. This latter initiative was considered a strength by the reviewers and would elevate the program and its research component.	**Program:** While we agree with the reviewers that Medical Bioinformatics is a major strength and deserves further elevation, it is not currently a research stream/field within the graduate program of Pathology and Laboratory Medicine. We will internally circulate a proposal for Medical Bioinformatics (MBI) to be introduced as an additional Research Field in the PaLM graduate program. If this proposal has sufficient support in the department, then we will proceed to submit an application for a modification to the program. Transferring the One Health research field to another administrative unit is not currently feasible and may reflect a misunderstanding of what constitutes a research field. PaLM has invested dedicated funding, awarded a One Health scholarship, and supports two enrolled students whose funding and research continuity could be disrupted by a transfer. The department will reassess its research fields at the mid-cycle review. Meanwhile, Epidemiology and Biostatistics could develop a distinct One Health stream or program with its own learning outcomes, curriculum mapping, asset review, faculty expertise assessment, and feasibility analysis. **Faculty:** The decanal team supports the program's response. The decanal team is available to assist with any program modification. With respect to the One Health field, having two different One Health fields offered by two different graduate programs may not be the best use of resources and could be confusing for prospective students. The decanal team will support conversations with the relevant programs' leadership to determine an optimal model (e.g., interdisciplinary program in One Health).

Recommendation #2: Clarity Regarding Student Funding Enhancements are needed for incoming and current students to clearly understand the funding package and GTA commitments. This could be made clearer in the offer letters (scenarios outlined if they are to obtain scholarships). We also recommend that those with external national scholarships at the CGS-D level, also receive a percentage top-up (above the 40K) to incentivize students to apply for these external awards. It is further recommended that the department consider implementing a peer-review session/committee for evaluating student applications to boost success and aid in crafting grant applications.	**Program:** While all Program Offer Letters (called welcome letters) must adhere to a strictly approved institutional template, the department will prepare an addendum for each offer to clearly illustrate the financial package. To further support this, we will evolve our current orientation practices. Currently, the department hosts an initial information session on funding and scholarships during the first installment of the Scientific Communication and Critical Thinking (SCCT) milestone in September. We plan to dissect this session, enhance its content, and launch it as a standalone 'financial literacy workshop' required for all incoming graduate students to ensure they have a comprehensive understanding of their funding throughout the duration of their studies. Regarding the reviewers' concerns about scholarship incentives, the PaLM Research-Based Graduate Education Committee will formally revisit the departmental graduate funding model with a specific focus on introducing a 'top-up' for students receiving external scholarships of $40,000 or more, ensuring that high-achieving students are appropriately rewarded for securing national-level funding. Finally, to improve the success rates of these applications we will organize a formal workshop for the internal peer review of scholarship applications. **Faculty:** Schulich follows institutional procedures for communicating admission and funding details through SGPS offer letters, program welcome letters, and the Mercury system. The decanal team supports the program's plan for clearer communication about funding packages, scholarship impacts, and appropriate compensation for major external awards. A brief Mercury navigation video will be incorporated into the first-term Introduction to Biomedical Research milestone. The team also supports PaLM initiatives to strengthen scholarship applications and suggests extending relevant supports to postdoctoral fellows and offering faculty workshops on alternative awards, application assessment, and effective reference letters.

Recommendation #3: Curriculum Revisions We recommend that the graduate curriculum be re-evaluated including the content of the required courses and the SCCT milestone component. The course content should meet the criteria for current student needs in today's job market and diversity of the program. If the SCCT continues in its current form as a milestone that at a minimum the required number of sessions attended to pass be clearly indicated and prior access to upcoming journal articles or brief abstract of the student's presentation be provided one week in advance.	**Program:** In alignment with the reviewers' observations, we had already intended to hold a comprehensive retreat for both the undergraduate (BMSc) and research-based graduate programs for the 2026-2027 academic year to facilitate deeper curricular discussions. We aim to harmonize elements that naturally complement one another, such as pairing the SCCT milestone with PATHOL 9687A (Effective Proposal Writing). This core experience will be further enriched by integrating established workshops developed by the Western Pathology Association, such as those focused on poster and journal presentations. However, to respect the diversity of our research programs, which span medical bioinformatics, immunology, biochemistry, and pathology etc., the program will keep foundational course requirements separate while removing the specific restriction on which foundational course a student must take. We intend to prepare a 'Major Modification to an Existing Graduate Program' to implement the merger of SCCT and PATHOL 9687A and redefining the foundational course requirement for 2027 academic year. To specifically address the SCCT milestone, we recognize that greater student and faculty engagement is essential for its success. Consequently, the program is planning a significant revamp of this requirement to move beyond simple attendance. The potential new model involves 'research groups' hosting one to two sessions per year where their students present their research proposals. We will ensure that the revamped milestone clearly defines attendance requirements and participation expectations. **Faculty:** The decanal team supports the program's response. Since the department plans to hold a retreat to reconsider graduate curriculum, it may be of value to map the knowledge and skills that currently exist in the program and use market reports etc. to identify training gaps and address them during the curricular revision.
Recommendation #4: PATHCORE The proposed PATHCORE (with centrally located equipment in the Department) was considered a potential strength as it will be cross utilized by both undergraduate teaching and the graduate student body. We recommend the replacement of	**Program:** We appreciate the reviewers' endorsement for PATHCORE, as we have now reached a critical mass of researchers and specialized equipment ready to be pooled and shared to maximize our departmental resources. The centralized hub will not only prevent equipment redundancy and enhance access for both undergraduate and graduate students but also serves as the necessary foundation for the recommended Lab Technician role, whose expertise will be vital for equipment maintenance and student training. Additionally, we are actively considering the fee-for-service model, which would allow personnel from outside the department to access our specialty equipment, thereby supporting sustainable cost recovery for the program.

the Lab Technician, which is needed to maintain equipment and train students. Consolidating all current equipment will prevent redundancy and enhanced access. This core could also offer a fee-for-service for personnel outside of the department to aid in cost recovery.	**Faculty:** The decanal team supports the program's response. The department can request funds to hire a Laboratory Technician during the annual budgeting process. It is important to note that funding is not guaranteed and staff hiring is within the purview of the Dean's office.
Recommendation #5: Student Committee Meeting Reports We recommend evaluating the rigor of the current student committee meeting reports such that they include clear short, medium and long-term objectives and goals for the coming 12 months ensuring student progress and timely completion of the program. We recommend that the standard requirement for a PhD student in this research-intensive program and university should be three publishable units that stand alone with the intention to be published during or after student graduates.	**Program:** We must respectfully resist mention or indication of a three publishable papers requirement to define PhD-level scholarship. We believe that doctoral excellence is best measured by the depth, originality, and significant contribution of the research to the field, rather than a fixed numerical count of units. Rigidly requiring three publishable papers sends the wrong signal and may not account for the diverse nature of research across our department, where some projects involve long-term, complex data collection, and could inadvertently prioritize quantity over the quality of the scientific inquiry. Scholarly level of a PhD is best judged by the thesis examination committee. We note that our existing advisory committee reports and evaluation forms already incorporate the majority of the reviewers' suggestions regarding performance assessment and progress monitoring. To further refine this process, we will enhance the current reporting structure to include explicitly defined short-term and long-term objectives. By requiring these specific milestones in the 12-month outlook, we can provide students with a clearer roadmap for completion. We will also implement a system for tracking students where one or more areas have been flagged as "needing improvement" to ensure that the existing remediation guidelines are being followed. **Faculty:** The decanal team agrees with the program's response. Publication requirements (if any) are set by the department/graduate program and the supervisory committees.

Recommendation #6: Clarity and Communication of Resources Available to Students. It is recommended that a clear understanding of the steps needed regarding support for health and well-being as well as dealing with student-supervisor conflict be provided to all incoming students. Equally, clear steps that the graduate program staff can provide students with when necessary. Students should also be made aware of resources available including library resources and use of AI software as appropriate.	**Program:** To address this gap in support and guidance, the university is presently drafting a new policy on academic consideration for graduate students. While this institutional framework matures, we continue to prioritize immediate clarity through our mandatory orientation for all incoming students. During these sessions, we provide a comprehensive suite of resources, including a strategic flowchart of immediate contacts for support, such as the Graduate Chair and the Office of the Ombudsperson, alongside presentations from our departmental Wellness Ambassador and various student associations. Furthermore, we recognize the rapidly evolving ethical and pedagogical landscape regarding the use of Generative AI in research and education. To provide the clear steps and appropriate use guidelines requested by the reviewers, the Graduate Education Committee is tasked with drafting a set of departmental guidelines. **Faculty:** The decanal team agrees with the program's response. The decanal team also recognizes that students now communicate differently and traditional methods such as orientation sessions may not be the best way to reach them. To address this issue, we will produce a short video to introduce students to wellness, financial, and conflict resolution resources and pathways available to them. We will include viewing of this video as a requirement within the existing "Introduction to Biomedical Research" milestone which all students in Schulich research thesis-based programs must complete within the first term of their program.
Recommendation #7: Professional Development It is recommended that further efforts be made to support students' interest in future career paths upon graduation. In addition, program-led career exploration events, either run by the student association group or faculty would provide students with an understanding of current industry/pharma or government career opportunities.	**Program:** To facilitate this, the Graduate Education Committee will work closely with the Western Pathology Association (WPA) and our faculty to host dedicated career exploration sessions that focus on industry, pharmaceuticals, and government sectors. In the past year, two such events were organized in partnership with the WPA, and we will continue to offer these opportunities. We also recognize that internships, are an excellent vehicle for this growth. In support of such endeavors, we intend to promote the 'flex term' recently introduced by the SGPS. This administrative option provides the necessary structural flexibility for students to engage in professional experiences or internships with the oversight of their advisory committee. **Faculty:** The decanal team agrees with the program's response.

Recommendation #8: Gender Imbalance Among Faculty Complement and Students It was noted that overall, there is an overrepresentation of male faculty at the full professor level; a similar disparity was noted in the proportion of male/female PhD students. A proactive approach to address these is recommended.	**Program:** It is important to clarify the distinct structures that oversee faculty career progression, as the Graduate Program possesses no authority over faculty recruitment or advancement. While the Graduate Program focuses on the student experience and curriculum, faculty hiring is managed by the Appointments Committee, and career advancement is strictly governed by the Promotion and Tenure (PT) Committee. All probationary faculty members at the rank of Assistant Professor are required to have a Mentorship Committee. We believe the most effective vehicle for encouraging the formalization of such committees is through existing institutional mechanisms, specifically the cyclical performance evaluation process and the Departmental Promotion and Tenure Committee, which are best positioned to identify and support faculty ready for the transition to Full Professor. **Faculty:** The decanal team agrees with the program's response. Schulich has made meaningful efforts to diversify faculty members in terms of gender and racial background. Schulich also intentionally aims to fill leadership positions with greater diversity

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: One Health Stream and Possible Medical Bioinformatics Stream	• Circulate a proposal for Medical Bioinformatics (MBI) to be introduced as an additional Research Field in the PaLM graduate program. • Revisit the current research streams within the graduate program at the mid-cycle point to make any necessary changes. • Initiate conversations with the relevant programs' leadership to determine an optimal model for One Health.	Graduate Chair Decanal Office	By September 2027
Recommendation #2: Clarity Regarding Student Funding	• Enhance the funding information provided in the September Orientation and launch it as a standalone financial literacy workshop. • Revisit the departmental graduate funding model with a specific focus on introducing a 'top-up' for students receiving external scholarships of $40,000 or more, ensuring that high-achieving students are appropriately rewarded for securing national-level funding. • Work with the Western Pathology Association to organize a formal workshop for the internal peer review of scholarship applications to refine their grant writing skills. Workshops to be expanded to include information on alternative funding sources such as Mitacs.	Department Chair; Graduate Chair; Decanal Office; PaLM Research-Based Graduate Education Committee	By September 2027

Recommendation #3: Curriculum Revisions	• Harmonize elements that naturally complement one another, such as pairing the SCCT milestone with PATHOL 9687A: *Effective Proposal Writing*. • Consider a 'Modification to an Existing Graduate Program' to implement the merger of SCCT and PATHOL 9687A and redefining the foundational course requirement for 2027 academic year. • Revamp the SCCT milestone, clearly defining attendance requirements and participation expectations.	Graduate Chair	By January 2027
Recommendation #4: PATHCORE	• Explore the possibility of hiring a Laboratory Technician • Actively consider a fee-for-service model, which would allow personnel from outside the department to access specialty equipment.	Department Chair; Graduate Chair	By January 2027
Recommendation #5: Student Committee Meeting Reports	• Enhance the current reporting structure to include defined short-term and long-term objectives. • Implement a tracking system that will flag areas labeled as "needing improvement".	Graduate Chair	By September 2027
Recommendation #6: Clarity and Communication of Resources Available to Students.	• Continue to prioritize clarity through the mandatory orientation for all incoming students. • Draft a set of departmental guidelines with regards to the use of GenAI. • Produce a short video to introduce students to wellness, financial, and conflict resolution resources and pathways available.	Graduate Chair; Graduate Education Committee Decanal Office	By September 2027
Recommendation #7: Professional Development	• Work with the Western Pathology Association and Faculty members to host dedicated career exploration sessions that focus on industry, pharmaceuticals, and government sectors.	Graduate Chair; Graduate Education Committee	By September 2027

Recommendation #8: Gender Imbalance Among Faculty Compliment and Students	• Continue supporting the work of the Appointments Committee, Performance Evaluation Committee and the Promotion and Tenure Committee to recruit and mentor faculty members with the aim of diversifying the faculty complement.	Decanal Office	Follow up as part of the progress report in 2029

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Geography and Environment
Final Assessment Report & Implementation Plan
August 2026

Faculty / Affiliated University College	Faculty of Social Science	
Degrees Offered	Master of Arts (MA), Master of Science (MSc), Doctor of Philosophy (PhD)	
Date of Last Review	2017-2018	
Fields of Study	Environment Development and Health Geographic Information Science Physical Geography Urban Studies	
External Reviewers	Dr. Philip Kelly Faculty of Environmental and Urban Change York University	Dr. Melissa Lafreniere Department of Geography and Planning Queen's University
Internal Reviewers	Dr. Nica Borradaile, Associate Dean, Schulich School of Medicine & Dentistry	Cherin Chung, PhD Candidate, French Member of SUPR-G
Date of Site Visit	March 12-13, 2026	
Date Review Report Received	April 9, 2026	
Date Program/Faculty Response Received	Program Response: May 1, 2026 Faculty Response: May 6, 2026	
Evaluation	Good Quality	
Approval Dates	SUPR-G: September 21, 2026 ACA: October 6, 2026 Senate (for information): October 23, 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 Geography and Environment Program, delivered by the Faculty of Social Science.

This FAR considers the following documents:
- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Subcommittee on Program Review - Graduate (SUPR-G) and the Senate Committee on 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 Geography and Environment Program, the Faculty of Social Science, the School of Graduate and Postdoctoral Studies (SGPS) and SUPR-G.

Executive Summary

Offering degrees since 1946, the Geography and Environment graduate program is research-focused with a vision and aspiration to excel at multi-disciplinary science. The program participates in several collaborative specializations, namely: Environment and Sustainability (MA, MSc, PhD), Hazards, Risks and Resilience (MSc, PhD), Migration and Ethnic Relations (MA, PhD), and Planetary Science and Exploration (MSc, PhD). The thesis-based 2-year MA and MSc programs are designed to provide students with the education and skills required to examine human-environment relationships from geographical perspectives. The PhD program is designed with the same foundation as the MA and MSc degrees, while developing the skills needed to independently conceptualize, design, and implement research for the generation and dissemination of

original knowledge and methodologies. In 2023-2024, total enrolment was 16 for the MA program, 18 for the MSc program, and 46 for the PhD program.

The self-study was informed by a curriculum mapping exercise as well as focus groups with graduate students and a dedicated alumni survey. In addition, a 2024 review of the department's Comprehensive Examination process, consisting of interviews with current and former graduate students across all fields, was also considered.

The external reviewers shared a positive assessment of the Geography and Environment Graduate program. They offer eight recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Graduate students have a strong track record of external scholarships, including Vanier, Trudeau, CGS and OCS at the Masters and Doctoral level, with 15 recipients in 2025.
- All students are required to take 9998 Debates in Geographic Thought to ensure students have a better understanding and appreciation of Geography as a discipline.
- The PhD features a distinctive comprehensive examination model that is integrated with the dissertation proposal, combining assessment with meaningful progress toward the student's research and contributing to comparatively timely completion.
- The annual fall cohort community building retreat for all new graduate students.
- Experiential learning opportunities through internships and research partnerships across private, NGO and government sectors largely funded by MITACS.
- Professional development workshops and events are offered through the year such as; 'Preparing a Scholarship Application', and 'Field Work Preparation'.
- Students and alumni share strong perceptions of degree value, substantial employment or further-study outcomes, and development of skills such as critical thinking, project management, interdisciplinary collaboration, networking, and EDI awareness.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Despite the important research and contributions to solving current societal problems, graduate student enrolment has declined by 19% since 2017.
    - Projected declining enrolment expected due to reductions in funding for graduate students in Western budgets.
- Given the limited enrolment and resources, the program needs to rationalize graduate course offerings, reconsider fields of study in relation to faculty expertise, and adjust programming.

- Students identified differences in funding packages, supervisor-supported funding, summer support, tuition deductions, and scholarship adjustments, creating uncertainty and uneven access to resources.
- Expanding experiential learning opportunities available to students beyond those funded by MITACS.
- Career development, job readiness, networking, and connections with employers or industry could be further enhanced.
- PhD candidates pursuing academic careers would benefit from more structured opportunities to teach courses or course components and build a teaching dossier.

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
- Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Administrative Coordinator, School of Graduate and Postdoctoral Studies
- Western LibrariesTeam Members
- Dean, Faculty of Social Science
- Associate Dean Graduate and Postdoctoral Studies, Faculty of Social Science
- Department Chair
- Graduate Chair
- Graduate Affairs Committee Members
- Program Faculty Members
- Graduate Program Staff
- Graduate Students
- Geograd Society Members

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-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 has an "*enviable record of achievement, including: moving forward goals of EDID and Indigenization; faculty research excellence in terms of publications, research grants and reputation/recognition; student success in timely program completion, scholarships, publications and post-graduation trajectories; a caring, engaged, and extremely competent staff complement; and a culture of collegiality."*

Strengths of the Program:

- Impressive record of research output by both faculty and graduate students. Current faculty publication records attest to this success, as do major research grants, research chairs, graduate scholarships and alumni trajectories.
- Significant progress in advancing equity, diversity, inclusion, decolonization, and Indigenous-focused scholarship.
- Community engagement locally and internationally with strong collaborations in Africa and Latin America.
- A robust and comprehensive PhD Comprehensive Exam that appears to prepare doctoral students for successful and timely completion.
- Laboratory facilities that are well established in both the physical and social science areas of the discipline.
- Collegial culture that supports community, inclusion, and productive working relationships.

Prospective Areas of Improvement for the Program to Consider

- Plan strategically for eventual faculty renewal in established areas of research strength that need to be preserved.
- Graduate admissions numbers should be considered in relation to their effects on research capacity, program culture, and the maintenance of program excellence.
- In the absence of sufficient TA and PhD teaching opportunities for all students in the programs, the Department should find other types of work (e.g., research assistants, or internships) to ensure that all students are able to meet the learning outcomes.
- Consider how the learning outcomes might be revised to provide a clear distinction between the program requirements or nature of the research that are expected for an MA versus an MSc.
- Promote the program in more systemic ways – to increasingly recruit beyond Western undergraduate students.

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: Develop more extensive opportunities for professional (i.e., non-academic) networking and preparation among students who are contemplating diverse pathways after competing their graduate degrees. Creative solutions might include a speaker series that pairs academics and practitioners.	**Program:** The department is introducing a new Professional Graduate Seminar Course for all first year/ incoming students. This course has a component which will focus on non-academic career opportunities. Re-introduce our Speaker Series to include: both academic and non-academic speakers. The department would host two events per term - typically one academic and one non-academic. **Faculty:** We are pleased to see the program's plans to develop a professional graduate seminar that includes a discussion of non-academic career opportunities, as well as the program's plans to revitalize its speaker series.
Recommendation #2: Conduct marketing and outreach in order to expand the applicant pool for the program. This will enable the program to consider all applicants on an equal footing, ensure the highest possible quality of applications, and enhance the programs general visibility and reputation.	**Program:** In 2024, in collaboration with the SGPS, the program developed a comprehensive Communication Plan. The purpose of this plan was to reach a wider applicant pool by advertising and promoting the program and faculty complement, as well as research opportunities. This was put on hold in 2025 due to budgetary uncertainty. Going forward, the department will revisit this Communication Plan and ensure implementation. **Faculty:** The proposed communication plan to be implemented by the graduate affairs committee is an excellent idea that the decanal team is pleased to support.
Recommendation #3: Strongly recommend that the administrative staff position dedicated fully to the graduate program be sustained going forward as the position serves as the key contact for students who are joining the graduate community and navigating the program.	**Program:** Due to the upcoming retirement of the current Graduate Administrator, the position has been advertised and will be filled. **Faculty:** The decanal team is pleased to have been able to support the recruitment of a new graduate program assistant for the Geography and Environment program. It is anticipated that a number of well-qualified candidates will apply for the position.

Recommendation #4: Ensure support and integration for recently hired Indigenous faculty members, including: a clear workload agreement that recognizes the added service and administrative roles undertaken by Indigenous faculty, especially when cross-appointed; the provision of meaningful and flexible funding to facilitate community engagement and relationship building; and, the integration of Indigenous perspectives across the curriculum to avoid a 'silo-ization' in which Indigenous research exists solely in its own separate research cluster.	**Program:** We are incredibly excited to be a leading centre for Indigenous Geographies in Canada, and we recognize our responsibility to meaningfully integrate and support the research and efforts of this growing cluster — not only in words, but in structure, resources, and recognition. Three of the four Indigenous faculty became jointly-appointed July 2024, so this year will only be the second year that these faculty members' workloads will be determined with the Director of Indigenous Studies. A priority in this process will be ensuring equitable workloads that explicitly recognize the added service and administrative roles undertaken by Indigenous faculty in joint-appointment roles. To support this, the Department will continue a timely annual review of each Indigenous faculty member's responsibilities across Geography & Environment and the Indigenous Studies Program, ensuring that commitments across both units, the broader university, and affiliated communities remain equitable and sustainable. On the question of funding for community engagement and relationship building, we recognize that the current departmental budget is insufficient to meet this need, and that internal grants and individual external funding applications alone place an undue burden on Indigenous faculty. The Department also recognizes that Indigenous scholars frequently bring non-linear and non-traditional academic pathways to their roles, which includes time spent as practitioners or in extended community-based learning of traditional knowledge. While this represents a significant and often undervalued asset, such trajectories can present real challenges to establishing a research funding profile. The Department further recognizes the additional costs routinely associated with community engagement and relationship-building that are central to Indigenous research methodologies. As a more sustainable path forward, the Department commits to providing mentorship opportunities for Indigenous faculty at all career stages, and to actively advocate for dedicated internal research funding. The Chair will continue to advocate through the departmental budget and institutional channels to this end. The Department already has compelling evidence that meaningful integration is possible and working. The Department also acknowledges the broader challenge of incorporating Indigenous perspectives within a discipline historically grounded in Western epistemologies. While each of our existing clusters, Physical Geography, GIS, and Urban Geography, engages with BIPOC communities and equity concerns, they remain largely rooted in Western knowledge frameworks. Each cluster will be encouraged to meaningfully integrate Indigenous theoretical perspectives into their sub-disciplinary work, directly addressing reviewer concerns about siloing effects. Critically, the Department is committed to supporting this process in ways that

	do not generate additional labour for Indigenous faculty members. At the same time, the Department affirms its ongoing commitment to the Indigenous Geographies cluster as a distinct and vital sub-discipline within Geography and Environmental Studies — recognizing that integration across clusters must complement, not replace, dedicated space for Indigenous scholarship. **Faculty:** Those of us in the dean's office are keenly aware of the key role that Geography and Environment plays in fostering Indigenous geography, which has had incredibly beneficial downstream effects on Indigenous graduate education in our Faculty. Indeed, Geography and Environment has done much to cultivate talented junior Indigenous scholars and scientists. Their success in this regard is the result of hard work and dedication, and we recognize how important it is to support the work of Indigenous faculty members to prevent burnout. We support the program's plans to support key faculty members and monitor workload issues and will engage in ongoing consultation with both Geography and Environment and Indigenous Studies to ensure that this vital intellectual resource is protected and nurtured.
Recommendation #5: Recommend that one-year Master's degree be rolled out with caution. The new and tighter list of course offerings (designed for the two-year program) limits the possibilities for a one-year coursework-heavy program. The possibility of losing research intensity - as students undertake less rigorous projects and faculty are diverted away from supporting two-year students - is a real cost and would have implications for reputation, research output and faculty retention. If a one-year Master's is to go ahead, we would recommend exploring a focused skills-based program, for example addressing GIS applications across a range of urban, health and environmental issues.	**Program:** The program held further discussion at the faculty's monthly council meeting regarding the proposed one-year course-based master's program and conducted an electronic vote to determine whether to proceed or pause the initiative. A majority of faculty members voted to move forward. Implementation will take place in two phases. In Phase 1, the program will launch a general one-year course-based program. In line with the reviewers' recommendations, the program will admit only a small cohort in the initial stages. Enrolment may be increased over time, as appropriate. Students admitted to the one-year master's program will not be guaranteed funding; therefore, we do not anticipate any reallocation of resources from the existing two-year thesis-based program. Careful oversight of program growth will allow the program to ensure that resources are not diverted from the research mission. In Phase 2, the program will pursue the development of specialized streams in key areas of geography and environment (e.g., GIS, urban, physical, and health geography). This phase will focus on building a skills-based program. No timeline has been established for Phase 2, as it will require additional resources and careful planning.

	Faculty: The decanal office is pleased that the program is interested in developing a one-year MA and is confident that it can do so without compromising the integrity of Geography and Environment's research excellence. Decanal staff will be available to support the institutional processes needed to launch this program.
Recommendation #6: Explore further collaborative opportunities with the Library in relation to their strong expertise and resources in GIS.	**Program:** The program will invite the library GIS contact to come to the department to host occasional workshops on available library resources and advise on how the department can better utilize these resources. **Faculty:** Plans to bolster the use of library GIS resources are appropriate as are the individuals that will oversee this work.
Recommendation #7: Work towards a budget allocation that would allow senior PhD students to teach undergraduate courses - at least one or two per year. More broadly (and recognizing that this too is out of the Department's hands) we recommend that sudden changes in graduate admission levels should be avoided in order to enable careful management of the impact of any reductions on research programs, reputation and teaching capacity.	**Program:** Budget constraints, as well as union rules, make it nearly impossible at present to offer upper PhD students' opportunities to instruct undergraduate courses. However, the program will provide alternate teaching experiences, such as guest lectures in undergraduate courses, in-person instructional opportunities through labs and tutorials and other such opportunities. The program will ensure graduate students know how to highlight these activities as teaching experiences in their CVs. The program will continue to advocate to maintain graduate numbers at the level necessary to advance research and teaching goals. Currently, budget constraints have resulted in a reduced graduate student intake. The program is working to ensure that the reduction in graduate students and TAs does not impact undergraduate programs. **Faculty:** The program is correct that both budgetary and collective agreement issues constrain programs' capacities to hire graduate students to teach. The dean's office staff support the proposed means of providing teaching experience through other mechanisms.

Recommendation #8: Distinguish between expectations for the MSc and MA degrees by communicating dedicated program elements and/ or learning outcomes.	**Program:** In conjunction with the Centre for Teaching and Learning, the program will schedule a departmental Faculty Retreat to come up with a distinct set of Program Learning Outcomes for the MA and MSc degrees. **Faculty:** The decanal office supports the plans to hold a retreat to discuss the differentiation of the MA and MSc programs in Geography and Environment.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Recommendation #3 does not appear in the Implementation Plan as it has already been actioned, as per the program and faculty response above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Develop more extensive opportunities for professional (i.e., non-academic) networking and preparation.	• Introduce a Professional Graduate Seminar Course for all first year/ incoming students. • Re-establish a Speaker Series Committee, which will host two events per term, with both academic and non-academic speakers.	Department Chair; Graduate Chair;	By January 2027
Recommendation #2: Conduct marketing and outreach to expand the applicant pool for the program.	• Revisit the communication actions that were put on hold due to budgetary constraints including social media advertising, Geography-related listservs, virtual open houses, email campaigns, and website updates to include current funded research opportunities.	Graduate Chair; Graduate Affairs Committee	By September 2027
Recommendation #4: Ensure support and integration for recently hired Indigenous faculty members.	• Work with all relevant institutional groups to ensure equitable workloads that explicitly recognize the added service and administrative roles undertaken by Indigenous faculty in joint-appointment roles. ○ Continue a timely annual review of each Indigenous faculty member's responsibilities across Geography and Environment and the Indigenous Studies Program, ensuring that commitments across both units, the broader university, and affiliated communities remain equitable and sustainable. • Provide mentorship opportunities for Indigenous faculty at all career stages, and to actively advocate for dedicated internal	Department Chair; Director of Indigenous Studies; Decanal Office	By January 2027

	research funding through the departmental budget and institutional channels.		
Recommendation #5: Roll out a one-year Masters degree with caution.	• Implement the roll out of a new Masters degree in two phases. Phase 1: launch of a general 1-year course-based program with a small cohort. Program growth to be carefully overseen. Phase 2: development of specialized streams in key areas of geography and environment.	Graduate Chair; Graduate Affairs Committee	By September 2027 (for Phase 1)
Recommendation #6: Explore further collaborative opportunities with the Library in relation to their strong expertise and resources in GIS.	• Invite the library to host workshops on available resources and advise on how these resources can be better utilized. • Continue to collaborate with the library on the planning of GIS Day and include library representatives at the Annual Incoming Graduate Student Orientation.	Graduate Chair	By January 2027
Recommendation #7: Work towards a budget allocation that would allow senior PhD students to teach undergraduate courses.	• Provide alternative teaching experiences, such as guest lectures in undergraduate courses, and labs and tutorials. • Support students with how to highlight these activities as teaching experiences in their CVs.	Department Chair; Graduate Chair	By September 2027
Recommendation #8: Distinguish between expectations for the MSc and MA degrees by communicating dedicated program elements and/ or learning outcomes.	• Schedule a departmental faculty retreat to craft a distinct set of program learning outcomes for the MA and MSc degrees.	Department Chair; Graduate Chair; Graduate Affairs Committee	By September 2027

New Donor-Funded Scholarships, Awards, and Prizes

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on October 6, 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(g), 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

Athletics

Petrow Family Foundation Men's Hockey Award
Awarded to full-time undergraduate or graduate students at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Men's Hockey Team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

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

This award was established with a generous gift from the Petrow Family Foundation to support Western students.

McIntosh Gallery Annual Report

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The McIntosh Gallery Annual Report for the period from May 1, 2025 to April 30, 2026 is presented to Senate for information in accordance with the Senate Committee on University Planning's Terms of Reference. The Annual Report is compiled by the Office of the Director of the McIntosh Gallery.

Documentation Provided:

McIntosh Gallery Annual Report

Western McIntoshGallery



Annual Report

2025-2026

Vision

To cultivate inclusive spaces where diverse voices, perspectives, and experiences are celebrated through transformative encounters with art, ideas, and one another.

Mission

Our mission is to unleash the power of art to transcend boundaries and ignite change. McIntosh Gallery is a catalyst for dialogue, discovery, and connection where contemporary and historical perspectives converge to inspire mutual care, cultural understanding, and a deeper appreciation of the world we share.

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Director's Report

As I reflect on 2025-2026, I'm filled with gratitude for our campus community, regional partners, donors, volunteers, and dedicated staff. This year marked a significant milestone as the work for our new strategic plan was completed, and will be ready for release in the coming months. Through conversations with artists, scholars, students, and thought leaders, we explored the evolving role of art and cultural institutions within our university and beyond. Together, these discussions helped shape a renewed sense of purpose and direction for McIntosh Gallery in support of Western's strategic priorities.

This year saw the launch and advancement of several exciting programs, projects, and exhibitions. Among them was *Art Thrive*, a creative wellness initiative presented at five locations across campus. Supported by the Office of Western Sustainability and Student Health & Wellness, the program combined video art and artist-led activities to foster creativity and help students address feelings of eco-distress.



Students participate in *Art Thrive: Water|Fluidity*.

Connecting to Collections, a multi-year initiative focused on collection review, student experiential learning opportunities, policy development, exhibitions, and public engagement, continued to advance on schedule. At its core is an exploration of what it means to be a collecting institution today. To date, the project has generated two exhibitions, three public lectures, student internships, and professional development opportunities through Western's co-curricular program.

Work continues to address the lengthy waitlist for inclusion in the ArtShare program. With over six hundred and seventy pieces from the collection installed around campus, the program is being reimaged to function as curated, satellite exhibition spaces bringing the collection to our campus community where they work and study.

We also strengthened connections between art and research through a partnership with the Canadian Severe Storms Laboratory in Western's Faculty of Engineering. Two exhibitions highlighted the intersection of artistic practice and climate science while encouraging cross-disciplinary collaboration. *Atmospheric Shifts* explored climate anxiety, resilience, and responsibility to the land, while Andrew Maize's interactive installation *(s)twerH* challenged audiences to consider uncertainty, chance, and our desire to control natural forces.

With the support of students, our Marketing and Outreach initiatives achieved significant growth and increased impact. Awareness of the gallery grew through campus engagement, conference participation, and the installation of a new outdoor billboard. Following its installation, daily foot traffic increased by 33 % compared to the same month the previous year. Social media engagement, visitor attendance, and class tours also continued to grow.



Billboard with *Art Thrive* program.

It was an energizing year filled with new ideas and initiatives, meaningful partnerships, and important groundwork for the future. Together, we advanced ambitious goals while strengthening our impact across campus and beyond. Thank you to everyone who contributed to this work. As we move forward with a bold sense of purpose, we remain committed to serving our communities through creativity, care, and meaningful social engagement.

Lisa Daniels
Director

Collection Report

Significant progress has been made this past year on the collection audit and review. This multi-year project began in January 2025 in response to several years of reduced gallery capacity due to challenges related to Covid-19 and staff turnover. This work advances the goal of positioning the collection as an accessible resource and cultural touchstone for students, faculty and the broader community.

Alongside the audit, a series of exhibitions, programs, and educational initiatives have been developed to strengthen engagement with the collection among students, faculty and the public. Work to address the ArtShare waitlist continues, as does the reimagination of the program. We anticipate the ArtShare waitlist to be completed in the next fiscal year.

A key component of the collection review is updating the collection's valuation. A certified Art Appraiser was engaged to conduct an updated appraisal of the collection. Following an initial collection-wide assessment to identify priority works, a second phase began this spring focusing on detailed market research and updated valuations for our high-priority objects. Completion of the appraisal process is anticipated in the 2027-2028 fiscal year.

The audit has also helped identify conservation priorities. While no major concerns were identified, a conservator inspected select artworks to ensure that they were not actively deteriorating or causing harm to other pieces in storage, and to ensure works were in good condition for inclusion in exhibitions or to go out on loan.

Four works by Greg Curnoe were loaned to the Kitchener Waterloo Art Gallery for a group exhibition entitled *Auto-Biography: Vehicles of Identity, Community, and Globalization* which ran from September 20, 2025 – January 4, 2026. Several research requests were handled for both works in the collection and for resources held in the Curatorial Study Centre.

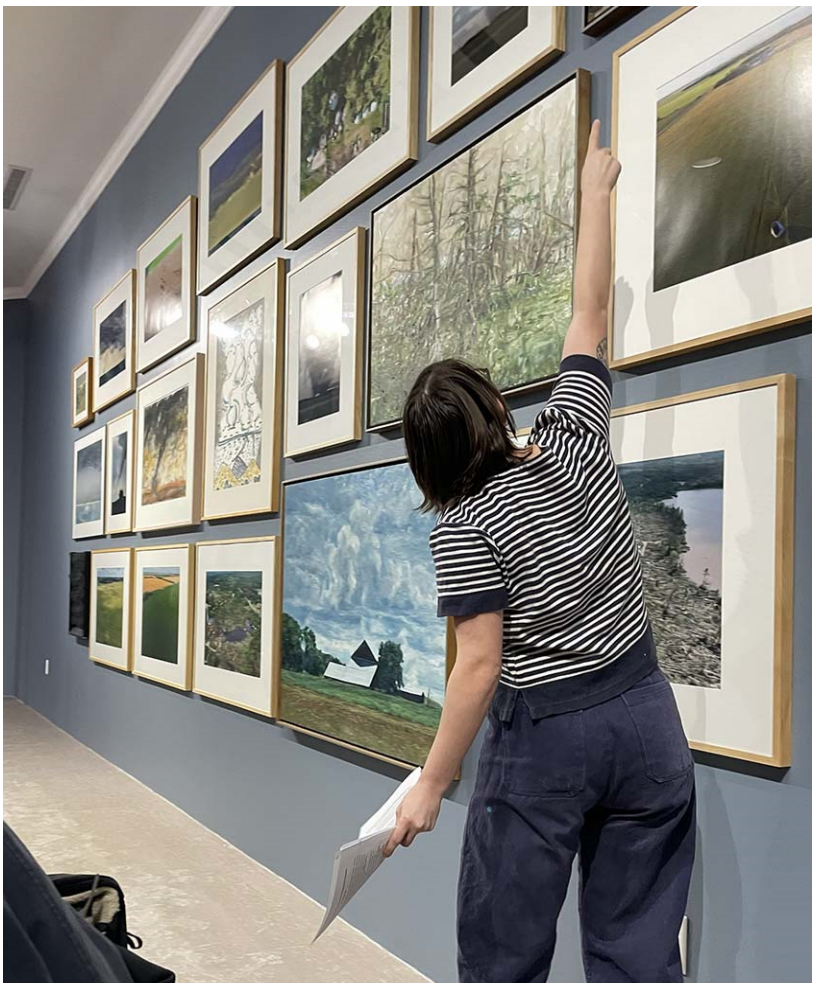


Collections Assistant Emily, and Collections Volunteer Kath work in the vault.

Except for significant works, acquisitions remain on pause during the audit and review. This year, there were two additions to the collection: *Amauti* (2018), a photograph by Katherine Takpannie donated by Shelli Cassidy-McIntosh and Mike McIntosh, and *Aeternum* (2025), by David Spriggs which was created for the exhibition *Atmospheric Shifts* and donated by the artist.

Over the coming year, the collection audit, the internal and external collection reviews, and the second phase of the appraisal process will near completion. Work will also advance on the *Portraits of Record* project, engaging student interns and volunteers in the curatorial process of online exhibition development. Preliminary content development will be conducted by a team of student interns and volunteers beginning this fall and will be integrated into coursework as part of the Master of Public History course, HIST9808B: Digital Public History, in the winter term. During this term, the gallery will host a new three-part workshop series to support collection-focused professional development opportunities for students from across the university.

Rachel Deiterding
Curator, Collections & Special Projects



Curator of Collections Rachel Deiterding discusses work from the collection as part of the *Let's Talk Collections* lecture series.

Acquisitions



Katherine Takpannie
***Amauti*, 2018**
Archival pigment print
91.5 cm x 137.2 cm
Gift of Shelli Cassidy-McIntosh & Mike McIntosh



David Spriggs
***Aeternum*, 2025**
Acrylic, acrylic paint on layered acrylic sheets, LED light box
101.6 cm x 101.6 cm x 27.4 cm
Gift of the Artist

Exhibitions



Opening reception for *Atmospheric Shifts*, Wally Dion, Lisa Hirmer, and David Spriggs, 2026, McIntosh Gallery.

The 2025-2026 exhibition program focused on animating a key strategic direction to support and contribute to education, research, and knowledge creation. In addition to presenting two student thesis exhibitions, four exhibitions were mounted that provided creative opportunities for students and faculties to engage with the gallery, the art, and the artists in different ways.

Building on last year's focus on environmental stewardship and the importance of ecological research and care, we strengthened our commitment to substantive collaborations with other departments and faculties across campus. Of note were *Atmospheric Shifts* and **(s)twerH*, the winter exhibitions developed in collaboration with Western Engineering's Canadian Severe Storms Laboratory and the WindEEE Dome Research Facility.

Through this collaboration, we were able to offer a five-week artist residency during the winter term, as well as to provide financial support to three of the participating artists to develop new work for the exhibition, one of which has been donated to the university. In February, Western Engineering hosted the Great Northern Concrete Toboggan Race, which brought Engineering students from approximately twenty different universities to campus. Over three hundred Engineering students toured the exhibitions over the course of the day.

To animate the collection audit and review, two collection-focused exhibitions were designed to make the process transparent. The exhibitions were accompanied by the *Let's Talk Collections* lecture series, as well a series of three collections management workshops offered through the Western Co-Curricular Record program. Forty students participated in the workshop series, providing an opportunity for hands-on collections management experience.

Helen Gregory
Curator



Documentation from Wally Dion, wind dancers, WindEEE Dome, 2025.

Student Thesis Exhibitions

Providing opportunities for the next generation of artists and curators to acquire knowledge and develop skills, two student thesis exhibitions were mounted. Working with professional curators, preparators, and marketing staff, selected graduating students were provided with an exceptional experiential learning opportunity where they gained first-hand knowledge working with a professional public art gallery towards mounting their thesis exhibition.



June 12 - July 11, 2025
Aryen Hoekstra: In Storage

Researching from the perspective of an academic, an artist, and a gallerist, Aryen Hoekstra's thesis exhibition examined the way that art objects are handled and traded. *In storage* delved into the under-examined logistics of the art business, the storage and shipping of artworks, their care and circulation.

July 28 - September 5, 2025
Tia Bates: Through and From the Looking Apparatus

With *Through and From the Looking Apparatus*, the Gallery became a vivarium where the substance of filmic light inhabits space—an environment where the viewer is invited to wander and discover cinematic curiosities.

Referencing the cinematic experience as a sensorial interaction with light, *Through and From the Looking Apparatus* was both an installation of light and body and a habitat that cultivates human encounters with cinematic light.



April 5 - July 11, 2025

Holding Patterns: the short view—recent acquisitions from the McIntosh Collection

The first in a pair of exhibitions illustrating the collection audit and review process, *Holding Patterns: the short view* began by looking to the recent past, focusing on a selection of artworks collected since 2020 to understand recent collecting priorities. Audiences were invited to consider collecting across institutional and personal contexts, and to question assumptions of permanence that underpin museum collections.

The exhibition was accompanied by the first lecture in the *Let's Talk Collection*'s series. *What's Up with the McIntosh Gallery Collection*? was hosted in collaboration with the Art Dealers Association of Canada's *Canadian Art Hop* event. It presented the story of collecting at Western University and McIntosh Gallery since the 1920s and reflected on how this history has informed recent acquisitions.

September 25 - December 6, 2025

Holding Patterns: the long view—a look inside the McIntosh Collection

Holding Patterns: the long view examined the McIntosh Gallery collection through the lens of collection data—the information that is recorded to describe, organize, and preserve knowledge about each artwork. Through a curatorial approach that centred data, the selected artworks presented a proportionally accurate overview of the 4,350 artworks in the gallery's care. They made visible trends in collecting activity, artistic approaches, and how information has been categorized to offer insights into the collection's purpose and evolving priorities.

Among the many stories the data tells is a century-long history of collecting, the who, what, when of the collection since its inception in the 1920s. Yet data is not neutral. Equally present are the stories that are missing from the data, the gaps and inconsistencies that leave us with more questions than answers and inform what we ask next.
Reflecting on decades of collecting, the exhibition situated data as both a historical and a future-oriented tool, highlighting how its insights and omissions shape the questions we ask about the collection and how we imagine its future.



The second lecture in the *Let's Talk Collection*'s series, *Where Art and Data Intersect*, was presented to a full house in October. Throughout the Fall term, the three-part professional development workshop series offered through the Western Co-Curricular Record program, *Into the Vault: Building Collections Management Skills*, was oversubscribed. A second series of workshops was added to accommodate most of the waitlist.



Natalie Scola demonstrates object handling as part of *Into the Vault: Building Collections Management Skills.*

January 15-May 16, 2026
**(s)twerH*

**(s)twerH*, an interactive kinetic installation took the form of a laboratory/studio where Maize worked as artist-in-residence for five weeks as he further developed a body of work that considered the fundamental nature of indeterminacy. Inspired by the work of climate scientists on the complexity of turbulence and the increased prevalence of severe storms, **(s)twerH* challenged the scientific impulse to understand and control chaotic forces associated with weather systems and questioned what we might learn by embracing indeterminacy and chance.



Andrew Maize and engineers from the Canadian Severe Storms Lab.

While Maize was on site, he engaged in conversation and art making with over nine hundred students and faculty. A free mobile workshop for the general public was held in downtown London at TAP Centre for Creativity. Thirteen participants, including Western staff, faculty, students, and the general public explored the work of Alexander Calder, the history of mobiles and kinetic sculpture, and discussed the physics of mobiles.

In a collaborative performative event, *a space of cloud/not cloud*, Maize and artist Lisa Hirmer brought together kites, wind catchers, and smoke bombs to conduct experiments documenting transitory and ephemeral moments with(in) local wind and weather conditions on Western's University College Hill.



A space of cloud/not cloud with Andrew Maize and Lisa Hirmer on UC Hill.

January 15-May 16, 2026
Atmospheric Shifts: Wally Dion, Lisa Hirmer, David Spriggs



Atmospheric Shifts considered the role of climate change in increasing severe storm events through an exploration of climate anxiety, vulnerability, resilience, and responsibility to the land. The exhibition was presented in collaboration with the Canadian Severe Storms Laboratory, a research group in Western's Faculty of Engineering and the WindEEE Dome. The partnership supported the production of new work and programs that encouraged interdisciplinary research and collaboration both financially and creatively. These new works were placed in conversation with art from McIntosh Gallery's permanent collection, public and corporate collections, and material culture derived from research conducted by the Northern Tornadoes Project, the Northern Hail Project, and the Northern Mesonet Project in Western University's Faculty of Engineering.

Artists participated in a thought-provoking panel discussion in partnership with the Department of Visual Art's *Art Now! Speakers Series* with support from the Faculty of Arts & Humanities. A second panel discussion, *The Reciprocal Benefits of Interdisciplinary Collaboration*, featured some of Western's most creative, boundary-pushing thinkers from across disciplines ranging from the Institute for Earth and Space Exploration to the Faculty of Music.



Installation images from *Atmospheric Shifts*, with Emily Hiemstra's quartet performing *Didsbury.*

Essays & Publications



Art Thrive: Elemental Forces

Curated by: Imogen Clendinning

Programmed by: Tia Bates

Printed brochure with curatorial essays to accompany *Art Thrive: Elemental Forces*, a series of programs pairing curated video art screenings with thematically related art-making activities.

Holding Patterns: the long view – A Look Inside the McIntosh Gallery Collection

By Rachel Deiterding

Essay accompanying *Holding Patterns: the long view*; published on McIntosh Gallery website.

Holding Patterns: the short view – Recent Acquisitions from the McIntosh Gallery Collection

By Rachel Deiterding

Essay accompanying *Holding Patterns: the short view*; published on McIntosh Gallery website.

Boundary Layers and Boundary Objects
*Atmospheric Shifts & *(s)twerH*

By Helen Gregory

Essay accompanying *Atmospheric Shifts* and **(s)twerH*; published on McIntosh Gallery website.

Around Campus



Art Thrive: Fire | Futures with work by Rah Eleh pictured, and lantern painting activity.

September 11 - December 10, 2025
Art Thrive: Elemental Forces

Art Thrive: Elemental Forces was an interactive art series that combined moving image screenings and art-making sessions to reflect on the animacy of water, earth, wind, and fire. The project supported developing coping strategies to help combat eco-distress.

Developed and delivered in partnership with Student Health & Wellness and the Western Student Recreation Center, and supported by an internal grant from the Office of Western Sustainability, seven sessions were held in five social spaces across campus from September to December 2025. A total of four hundred and fifty nine students, staff, faculty and members of the community took part. A publication was produced documenting the project.

February 25 - May 1, 2026
Art of Creation

Art of Creation is an innovative interdisciplinary arts-based research program and education initiative where complex biological science has been woven together with arts-based communication and public educational programming. It is an arts-based knowledge translation program that was designed to convey the biology of early life development to the public. A collaborative research and communication initiative between McMaster University and the Art Gallery of Hamilton, McIntosh Gallery worked with the Schulich School of Medicine & Dentistry to present the *Art of Creation* at Western. The project included an art exhibition and a series of presentations and workshops delivered to Western students.



Art of Creation exhibition in Weldon Library.

Impact & Outreach

McIntosh continued our commitment to deepen our presence across campus. In 2025-2026 we developed, partnered, and participated in over twenty-two events and initiatives from *Art & Green Walking Tours* that explored public art on campus, to offering engaging tours to children through Western Engineering's Discovery Western summer camps, to participating in the Ontario Art Teachers Conference in April. In addition, the McIntosh had a presence at four University Outreach events including: the Health & Wellness Fair, Volunteer Fair, Move your Mood Wellness Fair, and Ontario Art Educators Association Conference.

Through these initiatives, the groundwork to expand our student volunteer and internship program was strengthened and diversified, and new connections began to emerge with a wider range of faculties across campus.

Encouraged by the level of interest and engagement from students, we posted four volunteer positions through the Western Peer Leader Program for the 2026-2027 academic year, attracting thirty-one student applications from across faculties (with a further fifteen students on a waitlist). Two applications for student internships were received for the 2025-2026 school year and increased to six applications for 2026-2027. New co-curricular programs are in development in response to student interest and feedback.



Art & Green campus tour with McIntosh Gallery and Western Sustainability.

Programs & Events

a space of cloud/not cloud

Art & Green Walks

ArtHop

Artist In Residence: Andrew Maize

Art Share

Art of the Mobile Workshop

McIntosh Gallery and Art Now! presents: Atmospheric Shifts and Turbulent Times

Art Thrive: Elemental Forces

Art & Travel Committee Trips and Lectures

Curious by Nature: Riverfest

Digital Humanities Day – Holding Patterns: the long view

Exhibition Tours

Health & Wellness Fair (World Mental Health Day)

Into the Vault: Building Collections Management Skills

Let's Talk Collections Lecture Series

Mindful Mondays

Move Your Mood Wellness Fair

Ontario Art Education Association Conference: Make it Matter

The Reciprocal Benefits of Interdisciplinary Collaboration Panel

Student Internships

Student Volunteers

Summer Camp Tours





Left: World Mental Health Day Fair. Right: Mindful Mondays in *Holding Patterns—the long view*.

Marketing & Communications

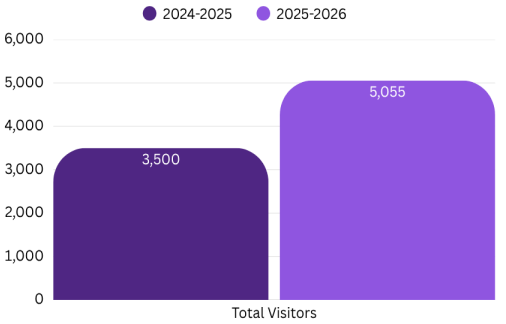
2025-2026 marked a significant change in our communications strategy, with renewed attention being paid to community outreach, better signage, and more frequent content presented in different formats to engage a variety of audience interests. We took the first steps towards our goal of developing a comprehensive and dynamic marketing and communication strategy, starting with the promotions plan for the *Art Thrive* program. We have begun to collect more data about our audiences: who they are, how they hear about us, and why they are coming to the gallery and our events. The result of which has helped lead us to our current multi-channel strategy.

The *Art Thrive* communications plan was developed with input from Wellness and Well-being, and the Office of Indigenous Initiatives - designed to reach a range of students as our primary audience. We ended up presenting a successful outreach program to help reach students at a variety of campus locations. Many students participated in more than one *Art Thrive* event, and it became a program that future gallery visitors mentioned as something they enjoyed engaging in.

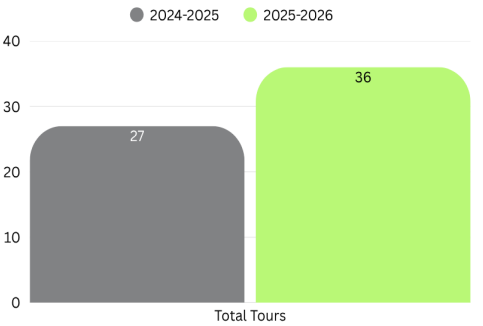


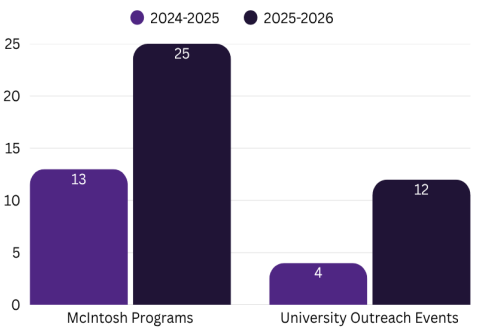
Events and Communications volunteers Humay and Niloofar make buttons and distribute catalogues at the Ontario Art Educators Association Conference.

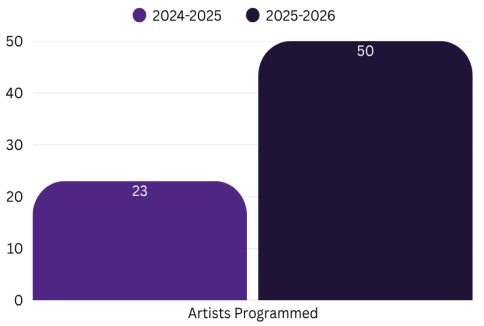
Overall, the increase we have seen in engagement can be attributed to an exhibition program that connects with other campus departments, an increase in tours and events, direct outreach to people and groups, and an increase in visibility on campus.



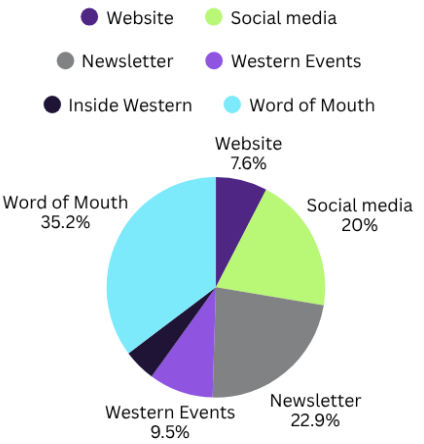
In 2025-2026, we increased our exhibition attendance by 31%, our tours by 25%, and our events by 54%.



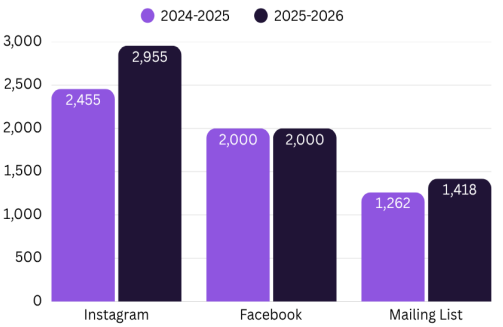




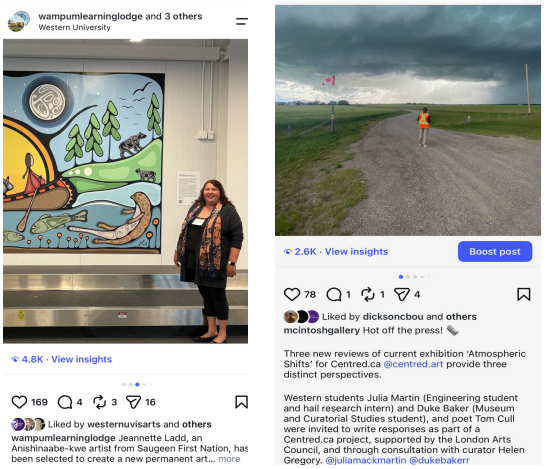
We engaged a large number of artists this year, through exhibitions, and programming, including forty artists being highlighted in the *Art Thrive* video series.



Our events visitors are hearing about us from a variety of sources which highlights the need to continue to promote through a multi-channel approach. Both our enews subscribers, and Instagram followers have grown this past year.



We have grown our Instagram audience significantly, and with help from monthly social media strategy meetings, we have stayed in the loop with significant changes to the algorithm, testing out content with a range of formats and designs, and the creation of a number of high-performing posts in the past year. Other units have had success with student ambassadors, and while we did have occasional event volunteers who helped with content in 2025-2026, we are very excited to be engaging student social media ambassadors for 2026-2027 through the Western Peer Leader program to start creating content for us to better appeal to student audiences.



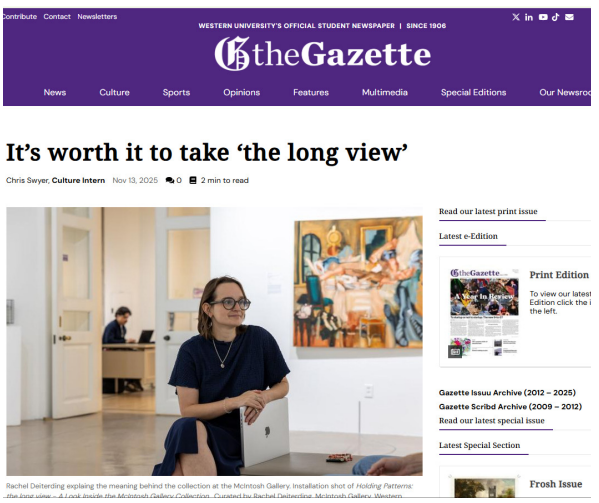
We have developed an understanding of Western's connection to the media, and the process of pitching, and have built connections with staff at Western Media since January 2026, who are helping us promote across Western and to local media.

McIntosh Gallery was in the following media in 2025-2026:

"Laura Moore: Memories of the Future", Autumn 2025, Matthew Ryan Smith, ESPACE Art Actuel.

"It's worth it to take the long view", November 13, 2025, Chris Sawyer, Western Gazette.

"Learning Behind the Scenes", April 30, 2026, Duke Baker, Centred.ca



McIntosh Art & Travel Committee

Supported by Alumni Affairs, the Art & Travel Committee is an enthusiastic group of volunteers that organizes Art Trips to various locations. All proceeds from the trips are donated to the Gallery to acquire new work.

This past year the committee organized two trips. One to Windsor that included a visit to Willistead Manor, the Coach House, Paul Martin Gardens, and Art Windsor-Essex. And another to Toronto to take in *Joyce Wieland: Heart On* at the AGO, and *Saints, Sinners, Lovers and Fools: 300 Years of Flemish Masterworks* at the ROM, with a stop at the Distillery Winter Village.

Stefan Andrejicka
Kathleen Brown
Mary Lake Collins
Susan Henderson
Catherine Littlejohn
Sandra March
Mary Redekop
Louise Sabourin
Sophie Skaith
Gabriella Sterescu
Wilda Thomas
Viola Weil
Nancy Wright

2025-2026 Donors

In 2025-2026 McIntosh gratefully accepted $70,784.94 in donations from monthly and annual donors. These donations are essential to our operations and support our exhibitions, programs, collection work, and cross-disciplinary student experiential learning opportunities.

Thank you to our 2025-2026 donors.

Lydia Abbott
Anonymous (x 6)
Mrs Daphne Bice and Mr Kevin Bice
Mr. John Cernik
Ms. Di Coates
Mrs. Mary Lake Collins & Mr. Robert Collins
Catherine Elliot Shaw
Dr. Joel Faflak
Ms. Joyce Garnett
Prof. Sheila Macfie
Mr. Douglas McAndless
Professor Jan Shepherd McKee & Reverend Keith McKee
Dr. Linda Miller & Dr. Chris Lee
Mr. John Murphy
Mrs Heather Peterson
Dr. Nancy Geddes Poole
The Schulich Foundation
Mr. David Spriggs
Dr. Florentine Strzelczyk
Ms. Wilda Thomas
Mr. Ian Tripp
Mrs. Viola Weil
Dr. Rod Willis & Mrs Faye Willis

Gallery Advisory Committee

Linda Miller, Faculty, Past Chair
Catherine Elliot Shaw, Past Curator/Acting Director, McIntosh Gallery
Joel Faflak, Faculty Arts & Humanities (on sabbatical)
Lindsay Bell, Faculty Associate Professor, Sociocultural Anthropology
Lyn Purdy, Faculty Ivey Business
Ruth Skinner, Staff SASAH
Geoffrey Little, Vice Provost & Chief Librarian
Shelli Cassidy-McIntosh, Alumna; Co-Owner/Director Olga Korper Gallery
Richard Nixon, Alumni; Partner DLA Piper Law Firm; Art Collector
Karam Kaur Bhuee, Student, Arts & Humanities/SASAH
Rawan El Moghrabi, Student, Engineering Computer Science
Patrick Mahon, Artist

Ex-Officio

Florentine Strzelczyk, Provost & Vice President
Christy Bressette, Vice-Provost & AVP Indigenous Initiatives
Alena Robin, Chair Department of Visual Arts
Lisa Daniels, McIntosh Gallery Director
Heather Carey, Recording Secretary

McIntosh Team

Staff

Lisa Daniels, Director
Heather Carey, Gallery Operations Officer (Administration & Engagement)
Helen Gregory, Curator
Rachel Deiterding, Curator Collections & Special Projects
Aaron Guravich, Gallery Operations Specialist (Collections, Exhibitions, Facility)
Emily Henry, Administration Assistant, Collections (YCW Building Careers in Heritage, One Year)
Dickson Bou, Preparator (Casual)

Work Study Students

Kaltoum Al Karout
Karam Bhuee
Momin Khan
Nyanasoundari Lourdsamy
Shayma Masaud-Wahaishi
Sara Papasodaro
Angela Ryoo
Fatima Saeed
Melanie Van Schaick

Volunteers & Interns

Duke Baker
Araminta Neog Bharali
Eric Alan Cameron
Niloofar Ejraei
Kath Goodhue
Shebora Kamara
Peter MacDonald
Humay Majid
Arisia Qarri
Densika Ravindiralingam
Xue Sha

Thank you for your support

Election Results – Senate Committees

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At the September 18, 2026 Senate meeting the following nominations were received, resulting in electronic votes:

1. Three nominations to serve on the Selection/Review Committee for the Vice-Provost (Academic Programs).

2. Two nominations from the faculty members from the Schulich School of Medicine & Dentistry to serve on the Senate Review Board Academic.

An electronic vote was subsequently held on Sep 22-24, 2026.

The following individuals have been elected:

- Zia A. Khan was elected to serve on the Selection/Review Committee for the Vice-Provost (Academic Programs).
- Nicole Campbell was elected to serve on the Senate Review Board Academic for a term from July 1, 2026 to June 30, 2028.

The certified Simply Voting election results are attached.

Documentation Provided:

Simply Voting Certified Results

Simply Voting

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

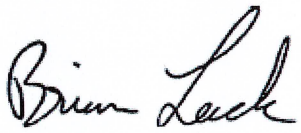
Sep 24, 2026

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

To Whom It May Concern:

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

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Senate Elections Arising from September 18, 2026 Meeting

Start: 2026-09-22 12:00:00 America/Toronto
End: 2026-09-24 12:00:00 America/Toronto
Turnout: 58 (60.4%) of 96 electors voted in this ballot.

Selection/Review Committee for the Vice-Provost (Academic Programs) - Faculty member - One position electable

Option	Votes
KHAN, Zia A.	23 (41.8%)
STEPHENSON, Laura	21 (38.2%)
QUAN-HAASE, Anabel	11 (20.0%)

VOTER SUMMARY	
Total Voters	58
Abstain	3 (5.2%)

Senate Review Board Academic - Faculty member - Schulich School of Medicine & Dentistry - One position electable

Option	Votes
CAMPBELL, Nicole	39 (78.0%)
SULJAK, John	11 (22.0%)

VOTER SUMMARY	
Total Voters	58
Abstain	8 (13.8%)



Election ID: 301506
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.

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.

The following question pertains to Item 8.1 – *Introduction of a Policy on "Examinations – Administration and Printing" (and Associated Procedures)*

Maria Goltsman, Senator:

How would one enforce the policy of no food or drink except water in the examination area for students who have diabetes?

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 October 23, 2026, Senate meeting.

Excerpt from Senate's Adopted Policies and Procedures:

4. Questions for Senate

4.1 Questions regarding matters on the agenda

(a) It is suggested, though not required, that Senators and Official Observers (collectively "members") who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

4.2 Question Period

The Question Period has two functions:

(a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

(b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2.1 Questions and Issues for Discussion

(a) Questions and issues for discussion shall be submitted to the

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

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

4.2.2 General Regulations

(a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least eight days prior to the next OAC meeting will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.

(b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.

(c) No motions may be put forward or considered during the Question Period.

(d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

(e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

(f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

(g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

(h) If after an answer is received or discussion of an issue concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate unit on campus.

(i) If there are issues or questions that have not been addressed at the end of the 30-minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Question Period of the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.

* The deadline for submitting questions and issues for discussion for consideration by OAC is 4:00 p.m. on:

Submission Deadline (to OAC)	OAC Meeting Date
Tuesday, September 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.