



## **Senate**

### **Notice of Meeting**

Ronald D. Schmeichel Entrepreneurship and Innovation Building, Room 4106

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

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

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

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

**Agenda**

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**1.0 Land Acknowledgement**

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**2.0 Minutes of the Meeting of February 13, 2026**

Approval

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**3.0 Report of the President**

Information

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**4.0 Report of the Provost**

Information

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**5.0 Report of the Vice-President (Research)**

Information

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**6.0 Report of the Operations /Agenda Committee  
(S. Roland)**

**6.1 Questions for Senate**

Information

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**7.0 Report of the Nominating Committee (G. Little)**

**7.1 Membership – Senate Committee on  
Academic Policy**

Action

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

Action

**7.3 Membership – Selection Committee for the  
Dean of the Faculty of Information and Media  
Studies**

Action

**7.4 Academic Colleague Term Extension**

Approval

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**8.0 Report of the Senate Committee on Academic  
Policy (K. Yeung)**

**8.1 Introduction of a Policy on “Mandatory  
Training for Undergraduate Students”**

Approval

**8.2 School of Graduate and Postdoctoral  
Studies: Revisions to the Policy on “Academic  
Integrity – Graduate Studies”**

Approval

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**9.0 Report of the Senate Committee on Academic  
Curriculum and Awards (A. Johnson)**

**9.1 Schulich School of Medicine & Dentistry:  
Department of Pathology and Laboratory**

Approval

**Medicine: Introduction of a Major in Medical Bioinformatics**

**9.2 School of Graduate and Postdoctoral Studies: Introduction of a Doctor of Health Sciences in Interdisciplinary Health Sciences**

Approval

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**10.0 Report of the Senate Committee on University Planning (S. Schmid)**

**10.1 Budget Planning Update**

Information

**10.2 Western Libraries Annual Report**

Information

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**11.0 Report of the University Research Board (P. Pexman)**

Information

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**12.0 Report of the Academic Colleague (S. Roland) - No Report**

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**13.0 Unanimous Consent Agenda**

Approval

**13.1 Items from the Operations/Agenda Committee**

**13.1(a) Revisions to the Terms of Reference of the Senate Committee on Academic Curriculum and Awards**

Information

**13.1(b) Senate membership – Vacancies Filled by Appointment**

Information

**13.1(c) Senate Election Results (2026)**

Information

**13.2 Items from the Senate Committee on Academic Policy**

**13.2(a) Revisions to the Procedure for Thesis Examinations and Final Submission**

Information

**13.2(b) Schulich School of Medicine & Dentistry: Revisions to the Policy on “Admission – Dentistry”**

Approval

**13.2(c) Schulich School of Medicine & Dentistry and Faculty of Science: Revisions to the Policy on “Admission to the Bachelor of Medical Sciences Program”**

Approval

**13.2(d) Revisions to the Policy on “Dean’s Honour List and Graduation “With Distinction””**

Approval

**13.2(e) School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Grading Scale for Graduate Students”** Approval

**13.3 Items from the Senate Committee on Academic Curriculum and Awards**

**13.3(a) Faculty of Health Sciences, School of Kinesiology: Revisions to the Honours Specialization in Kinesiology** Approval

**13.3(b) Schulich School of Medicine & Dentistry: Department of Medical Biophysics and Faculty of Science: Revisions to the Honours Specialization in Medical Biophysics (Medical Science Concentration)** Approval

**13.3(c) School of Graduate and Postdoctoral Studies:**

**13.3(c)(i) Major Modification to the Master of Data Analytics** Approval

**13.3(c)(ii) Major Modification to Doctor of Philosophy in History** Approval

**13.3(c)(iii) Major Modification to the Master of Clinical Science in Pathologists’ Assistant** Approval

**13.3(d) 2024-2025 Annual Report of the Office of Academic Quality and Enhancement** Information

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

**13.4 Items from the Senate Committee on University Planning**

**13.4(a) Chair in Leader Character** Approval

**13.5 Items from the Honorary Degrees Committee**

**13.5(a) Honorary Degree Recipients – Spring 2026** Information

**13.6 Announcements and Communications**

**13.6(a) Academic Administrative Appointments**

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**14.0 Items Removed from the Consent Agenda**

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**15.0 Question Period**

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**16.0 New Business**

### Land Acknowledgement

**Action:**      Approval             Information             Discussion

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

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

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

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

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

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

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

**Minutes of the Meeting of February 13, 2026**

**Action:**       Approval               Information               Discussion

**Recommended:**              That the minutes of the meeting held on February 13, 2026, be approved as circulated.

**Documentation Provided:**

Minutes of the February 13, 2026 Meeting

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**MINUTES OF THE MEETING OF SENATE**

*Unofficial Until Approved*

**February 13, 2026**

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The meeting was held at 1:30 at the Great Hall, Somerville House

**SENATORS:**

Y. Al-Ani	R. Gros	L. Melnyk Gribble
C. Alcantara	N. Haggerty	M. Mills
A. Ali	A. Hassan	M. Modeski
J. Antonelli	N. Harney	Z. Nadeem
A. Awawdeh	D. Heap	I. Namukasa
C. Barteet	J. Herrera	A. Nocilla
B. Begg	A. Hearn	V. Parsa
K. Big-Canoe	B. Hill	R. Ramachandran
S. Boe	M. Joannis	W. Ritchie
A. Bryson	I. Johnsrude	S. Roland
N. Campbell	A. Jokhu	B. Rubin
K. Choi	M. Khimji	S. Schmid
B. Chronik	M. Kim	A. Shchepetkina
C. Chung	D. Kotsopoulos	A. Shepard
S. Clarke	S. Knabe	S. Sibbald
N. Coates	T. Layton	K. Siddiqui
K. Coley	H. Li	D. Smith
S. D'Arcy	G. R. Little	M. Stahl
M. Davison	L. Lingard	F. Strzelczyk
M. El-Sakka	M. Lebo	J. Walsh
D. Ferri	B. Lovie	L. Weller
R. Forrester-Jones	A. Lukawski	K. Yeung
C. Giannacopoulos	J. Makaran	J. Yoo
M. Green-Barteet	T. Mantler	N. Zabian

**Observers:**

R. Chelladurai, S. Hayne Beatty, S. Hendrikx, K. Henricus, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, O. Oloya, V. Sarkany, M. Yenson

## **LAND ACKNOWLEDGEMENT**

M. Mills offered a Land Acknowledgement.

## **MINUTES OF PRIOR MEETINGS**

### **ITEM 2.1 – Minutes of the Meeting of December 5, 2025**

It was moved by B. Hill, seconded by C. Alcantara,

That the minutes of the meeting held on December 5, 2025, be approved as presented in item 2.1.

CARRIED

### **ITEM 2.2 – Minutes of the Meeting of January 16, 2026**

It was moved by B. Rubin, seconded by D. Ferri,

That the minutes of the meeting held on January 16, 2026, be approved as circulated.

CARRIED

## **REPORT OF THE PRESIDENT**

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, provided verbal remarks, beginning with the recent announcement by the provincial government of \$6.4 billion in funding for the postsecondary education sector. The President noted that further details from the province are expected to be released in the coming days, which will allow for a reassessment of both current initiatives and future plans.

The President continued his report by commenting on the active investigation of the trespassing incident on campus. He advised that the investigation is currently under the authority of the London Police Service and that Western has initiated a review to ensure the necessary security protocols are in place to protect labs and property. The President acknowledged the Special Constables team for their service and timely response.

The President concluded his report with an update on Western's All-in Campaign, emphasizing significant overall successes.

A. Shepard responded to a question of clarification regarding a potential reset of the established enrollment corridor in light of the changes to the 2026-27 provincial funding allocations.

## **REPORT OF THE PROVOST**

F. Strzelczyk, Provost & Vice-President (Academic) began her report with a brief update on the development of the University budget, recognizing that planning to date has been based

on information previously available and will be adjusted once further details are released about the provincial funding. Once complete information becomes available, Faculties and support units will be issued updated budget letters. Additionally, the Provost confirmed that the University budget will be brought forward as planned in April through the established institutional process.

F. Strzelczyk concluded her report by sharing that the results of the Future of Teaching and Learning survey have been posted on the website of the Vice-Provost (Academic Programs) and commented on how Senators might be involved in Action Plan groups. Additionally, the Provost advised that more information will be shared at the March Senate meeting.

### **REPORT OF THE VICE-PRESIDENT (RESEARCH)**

A. Allan, Associate Vice-President (Research) provided an overview of key research initiatives, highlighting efforts to improve public transparency and understanding of animal-based research. A. Allan commented on the advocacy efforts to align provincial and federal regulations on animal-based research, with a focus on reducing administrative burden and unnecessary duplication. Additionally, she informed Senate that the Animal Research Transparency Initiative working group will be reconstituted this spring, and provided additional details for those who wish to participate.

A. Allan responded to a question of clarification regarding types of limits that were put in place by the provincial government for research involving cats and dogs as Ontario is moving forward with much stricter limits on these types of research. She stated as Western does not have a veterinary school, Western Research collaborated with peer institutions in Ontario to advocate that legislation captures the importance of research with animal models.

### **REPORT OF THE OPERATIONS / AGENDA COMMITTEE**

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

#### **ITEM 6.1 – Questions for Senate**

S. Roland presented the Chair's report on the questions for Senate received by OAC in advance, in accordance with the process established in the Adopted Policies and Procedures. She advised Senate that questions routed to Senate will be addressed at the Question Period.

### **REPORT OF THE SENATE NOMINATING COMMITTEE**

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

#### **ITEM 7.1 – Membership – Senate Committee on Academic Policy**

No nominations were received for the graduate student vacancy on the Senate Committee on Academic Policy.

**ITEM 7.2 – Membership – Senate Review Board Academic (SRBA)**

Maria Chen, undergraduate student, was nominated by the Nominating Committee and acclaimed to the Senate Review Board Academic (SRBA) for a term ending June 30, 2026.

Sarah Mantz, graduate student, was nominated by the Nominating Committee and acclaimed to the Senate Review Board Academic (SRBA) for a term ending June 30, 2026.

Roula Hawa, faculty member, was nominated by the Nominating Committee and acclaimed to the Senate Review Board Academic (SRBA) for a term ending June 30, 2027.

No nominations were received for the remaining faculty member vacancy on SRBA for a term ending June 30, 2026.

**ITEM 7.3 – Membership – Subcommittee on Undergraduate Academic Courses (SOC)**

Maria Chen, undergraduate student, was nominated by the Nominating Committee and acclaimed to the Subcommittee on Undergraduate Academic Courses (SOC) for a term ending June 30, 2026.

**ITEM 7.4 – Membership – Senate Committee on University Teaching Awards (SUTA)**

Bri Watson, faculty member, was nominated by the Nominating Committee and acclaimed to the Senate Committee on University Teaching Awards (SUTA) for a term ending June 30, 2027.

**ITEM 7.5 – Membership – Senate Committee on University Planning (SCUP)**

No nominations were received for the postdoctoral scholar vacancy on the Senate Committee on University Planning (SCUP).

**REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY**

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the Policy report. He advised Senate that, given the increased total number of scholastic offences and the level of discussion generated at the meeting of the Senate Committee on Academic Policy, the Committee recommended that the Annual Scholastic Offences Report, typically placed on the consent agenda, be presented as a regular item for Senate's information.

**ITEM 8.1 – Annual Scholastic Offences Report (2024-25)**

S. Lewis, Vice-Provost (Academic Programs) provided a presentation on the annual Scholastic Offences Report for the period from July 1, 2024 to June 30, 2025. She noted an overall increase in scholastic offences and presented data with a breakdown by Faculty across several years. Additionally, S. Lewis discussed potential factors that may have contributed to this increase.

In response to a question, S. Lewis advised that the use of generative AI is counted as a plagiarism offence, which is the largest category of scholastic offences.

In response to a question of clarification on whether the University is exploring potential tools for detecting AI-generated content, S. Lewis advised that there is currently no proven method for reliably detecting the use of AI. Additionally, S. Lewis outlined factors that might contribute to the absence of reported scholastic offences in several Faculties.

S. Lewis addressed a question of clarification from a Senator, commenting on the approaches used to mitigate assessment-related stress that may contribute to the rise of offences and the supports available, including the use of flexible assessment techniques.

In response to a question regarding increasing workload, S. Lewis advised that practices may vary across Faculties when conducting investigations and indicated that any suggestions on how to enhance faculty support on this matter would be welcomed.

S. Lewis commented on the potential use of AI in both creating assessments and providing feedback and emphasized that responsibility for this lies with instructors and faculty members.

S. Knabe, Acting Dean of the Faculty of Information and Media Studies (FIMS) provided comments on the low-stakes reporting system at FIMS, a mechanism that allows instructors to flag concerns about student performance before they rise to the level of a formal scholastic offence. She noted that such conversations occur across most Faculties but are not captured and this new mechanism will help track them.

Additionally, S. Lewis commented on the updated Academic Integrity training module that now includes a section on generative AI.

## **REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS**

On behalf of ACA, A. Johnson presented the report of the Committee.

### **ITEM 9.1 – Schulich School of Medicine & Dentistry: Introduction of an Honours Specialization in Public Health**

It was moved by N. Campbell, seconded by R. Gros,

That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2026, an Honours Specialization in Public Health be introduced by the Schulich School of Medicine & Dentistry as shown in Item 9.1.

CARRIED

**ITEM 9.2 – King’s University College: Introduction of a Certificate in Religious and Cultural Diversity**

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

That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Certificate in Religious and Cultural Diversity be introduced by King’s University College as shown in Item 9.2.

CARRIED

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING**

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

**ITEM 10.1 – Subcommittee on Enrolment Planning and Policy Report**

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), began his presentation by addressing first-year undergraduate admissions and noted that the general admissions approach from recent years will be maintained for Fall 2026. He advised Senate that the pilot project allowing a reduced final-grade requirement for several programs will be extended for an additional year to further assess its outcomes.

R. Chelladurai noted that within the international cohort there will be two distinct streams of students and outlined the minimum grade requirements for both.

R. Chelladurai continued his presentation with the undergraduate enrollment projections that were discussed and reviewed through the standard planning process. He advised that in light of the recent provincial funding increase and tuition changes, once further details become available, the projections may be updated and shared with Senate.

R. Chelladurai responded to a question of clarification and outlined the role of Faculty leadership in the enrolment planning process and stated that Faculty leaders will continue to be engaged in prioritizing key enrolment objectives going forward.

R. Chelladurai responded to questions of clarification regarding a specific line item in the enrollment projections related to master’s students, offering additional context.

It was moved by S. Schmid,

That on the recommendation of the Senate Committee on University Planning, Senate approve the plans and processes for first year, first-entry undergraduate enrolment for Western and its Affiliated University Colleges and the use of the 2026-27 enrolment projections for Western’s budget planning purposes.

CARRIED

**REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)**

On behalf of the University Research Board (URB), A. Allan presented the URB report and commented on the work conducted at the last URB meeting, including the reports received from the Western Academy of Advanced Research (WAFAR) and the Rotman Institute of Philosophy outlining their activities.

The Chair requested that additional details regarding the planned 2026 Interdisciplinarity Summit at the Rotman Institute be provided to Senate.

### **ITEM 12.0 – Report of the Academic Colleague**

The Report of the Academic Colleague was provided to Senate for information.

### **CONSENT AGENDA ITEMS**

#### **REPORT FROM THE OPERATIONS/AGENDA COMMITTEE**

##### **Information Items Reported by OAC on Unanimous Consent:**

- Item 13.1(a) – Annual Report of Convocation Board – 2025

#### **REPORT FROM THE SENATE COMMITTEE ON COMMITTEE ON ACADEMIC POLICY**

##### **ITEM 13.2(a) – Revisions to the Policy on “Course Numbering Policy, Essay Courses, and Hours of Instruction”**

It was moved by C. Barteet seconded by S. D’Arcy,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Course Numbering Policy, Essay Courses, and Hours of Instruction” be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

##### **Information Items Reported by Policy on Unanimous Consent:**

- ITEM 13.2(b) – Faculty-Specific Undergraduate Sessional Dates (2026-2027)

#### **REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS**

##### **ITEM 13.3(b) – Faculty of Engineering, Department of Mechanical and Materials Engineering: Withdrawal of the Engineering Externship Program for Mechanical Engineering**

It was moved by C. Barteet seconded by S. D’Arcy,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Engineering Externship Program for Mechanical Engineering, linked to the Practical Elements of Mechanical Engineering program at Fanshawe College of Applied Arts and Technology, be discontinued; and

That students currently enrolled in the program be permitted to graduate upon fulfillment of the program requirements by August 31, 2028; and

That the program be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.3(d) – Faculty of Law and School of Graduate and Postdoctoral Studies: Withdrawal of the Combined Juris Doctor / Master of Arts in History**

It was moved by C. Barteet seconded by S. D’Arcy,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the combined Juris Doctor / Master of Arts in History be discontinued and that the program be withdrawn.

CARRIED BY UNANIMOUS CONSENT

**Information Items Reported by ACA on Unanimous Consent:**

- ITEM 13.3(a) – Faculty of Education: Introduction of OSAP-Eligible Micro-credentials (EDAQ 5855, 5856, 5909, 5910, 5911)
- ITEM 13.3(c) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Correction to the Effective Date for the Withdrawal of the Western-Fanshawe Collaborative Bachelor of Science in Nursing
- ITEM 13.3(e) – Revisions to the Terms of Reference of the Subcommittee on Program Review – Graduate
- ITEM 13.3(f) – New Donor-Funded Scholarships, Awards and Prizes

**ANNOUNCEMENTS AND COMMUNICATIONS**

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

- ITEM 13.4(a) – Academic Administrative Appointments

**QUESTION PERIOD**

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

Question regarding AI-related academic offenses

The question was addressed under the agenda item 9.1.

Question regarding issues with the Brightspace grading interface.

S. Rodriguez, Director, Client Services (WTS), addressed a question regarding Brightspace potentially altering the way student papers appear online, clarifying that the issue pertains to formatting rather than the content of student assignments. He advised that instructors were informed of the problem and were provided with a temporary workaround, while a permanent solution is currently under investigation.

Question regarding the possible misuse of downloadable course content

S. Lewis responded to a question whether the ability for students to download entire course content from Brightspace could be linked to the reported increase in academic offenses and noted that the University will work with D2L on exploring an option that would allow instructors to control which content is available for download. She clarified that instructors cannot selectively restrict content in Brightspace, as the download function is globally on or off.

The Chair emphasized the importance of protecting academic integrity and advised that leading institutions should work together to find an effective approach.

Request for comparative information on administrative staff costs and complement trends

In response to a request for information on the administrative staff complement, similar to what was previously provided in respect of academic staff, R. Chelladurai provided a presentation (Appendix A). R. Chelladurai provided clarification on the extent of data available from peer institutions and the main resources for this type of information.

R. Chelladurai provided an overview of the data, benchmarking, and multi-year trends, drawing on internal information. He presented the key metrics, including all funding sources for non-academic staff and operating-funded staff, student-staff ratio, and operational expenditures in respect of administrative matters. R. Chelladurai emphasized that the information provided to Senate is most complete data currently available, as benchmarking data on non-academic staff is not available for other institutions.

The Chair advised that data on legal expenditures are excluded from public discussion.

Questions from the Senate floor

S. Lewis addressed a follow-up question concerning the process of determining penalties for low-stakes offenses and noted that the type of penalty is set by the Faculty.

A Senator expressed concerns regarding visa delay for international students, particularly prospective students from conflict zones, highlighting the challenges they face in completing requirements to obtain their study permits, and asked about supports that can be provided.

The President commented on the University's advocacy efforts and the range of channels engaged.

**ADJOURNMENT**

The meeting adjourned at 3:16 p.m.

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A. Shepard  
Chair

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A. Bryson  
University Secretary

# Academic and Non-Academic Operational Expenditures

Ontario U6 Comparative Data

Presented to Senate  
February 13, 2026



Office of the Provost & Vice-President (Academic)

1

## Overview

### Request from Senate:

Provide Ontario U6 comparisons, where available, to contextualize the budget data presented to Senate on December 5, 2025, with a focus on the proportion of operating expenditures allocated to non-academic units and administration.

### Objective:

Support Senate’s understanding of the budget processes.



Office of the Provost & Vice-President (Academic) 2

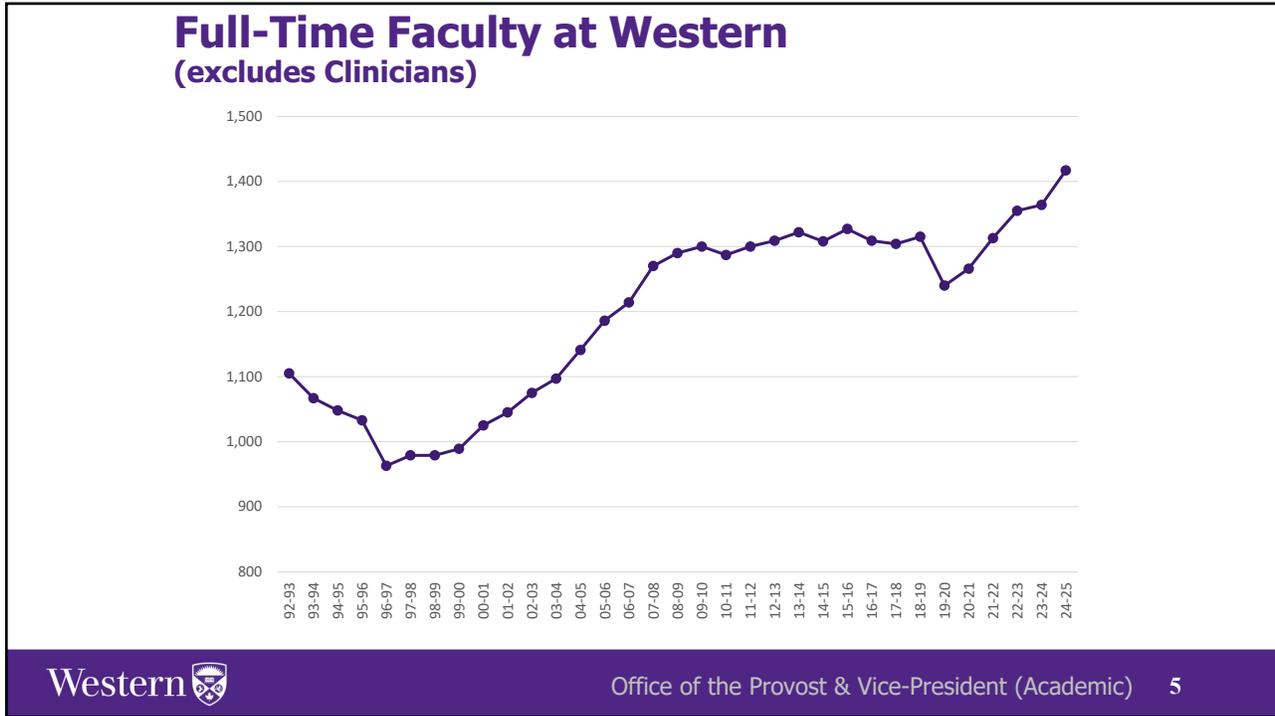
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## The Budget Process Through Governance

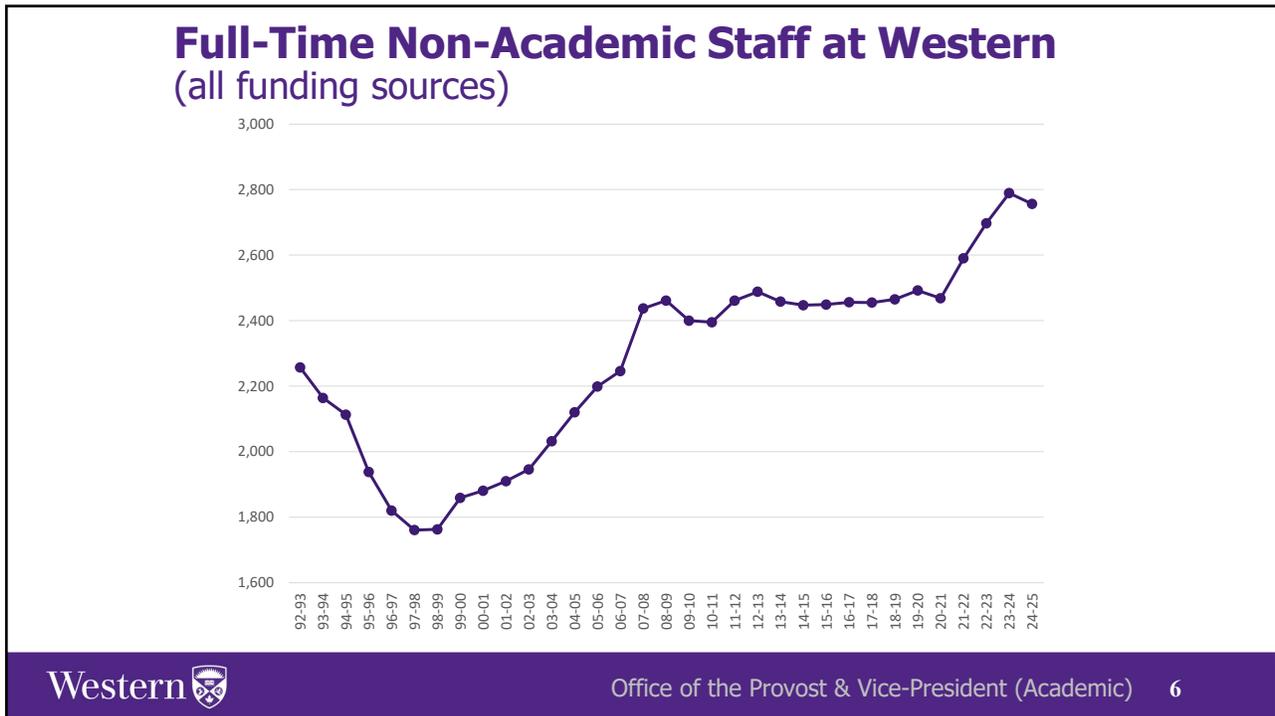
- SCUP is the chief forum within Senate for critical appraisal and coordination of long-term strategic, capital and budget plans for the University.
- SCUP makes recommendations concerning these plans to Senate.
- SCUP reviews and recommend to Senate the annual operating and capital budgets.
- Based on SCUP recommendation, Senate provides advice concerning these budgets to the Board of Governors through the President & Vice-Chancellor.

## Data and Benchmarking

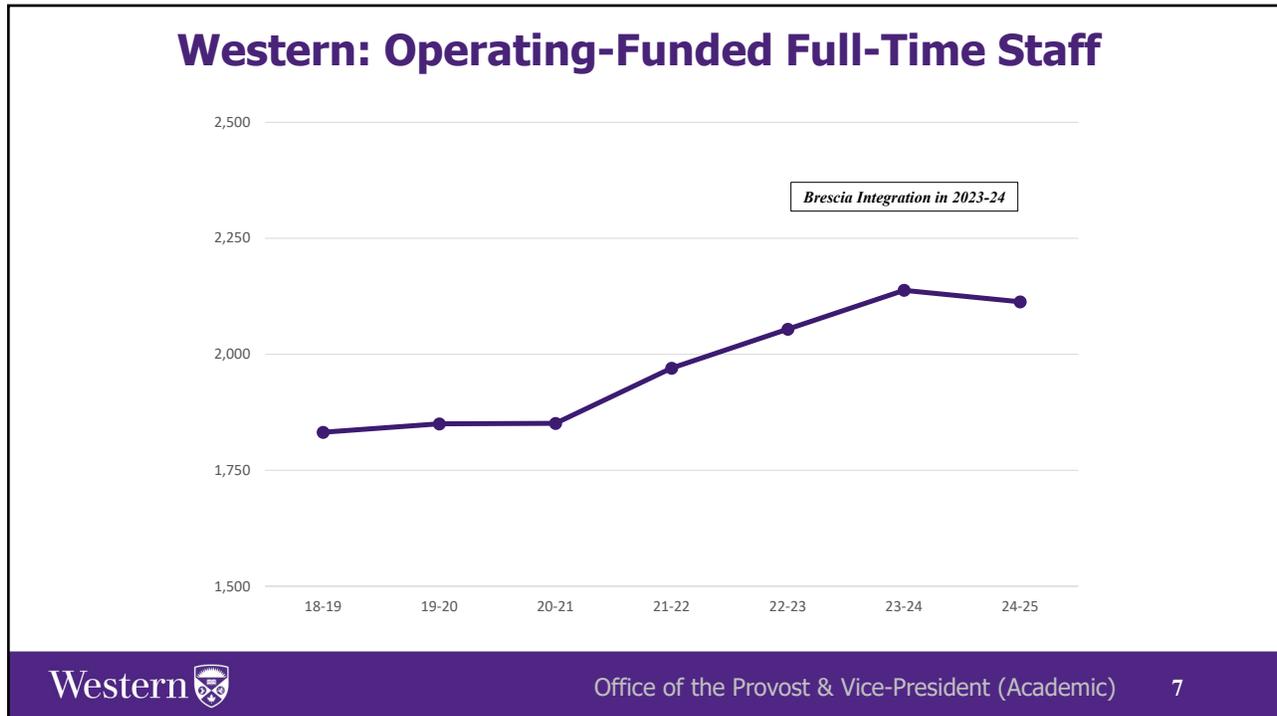
- Benchmarking data available through The Council of Finance Officers (COFO) Reports
- Benchmarking data on Faculty and Enrolments available through U15 Data Exchange, Statistics Canada
- Benchmarking data on Non-Academic Staff not available



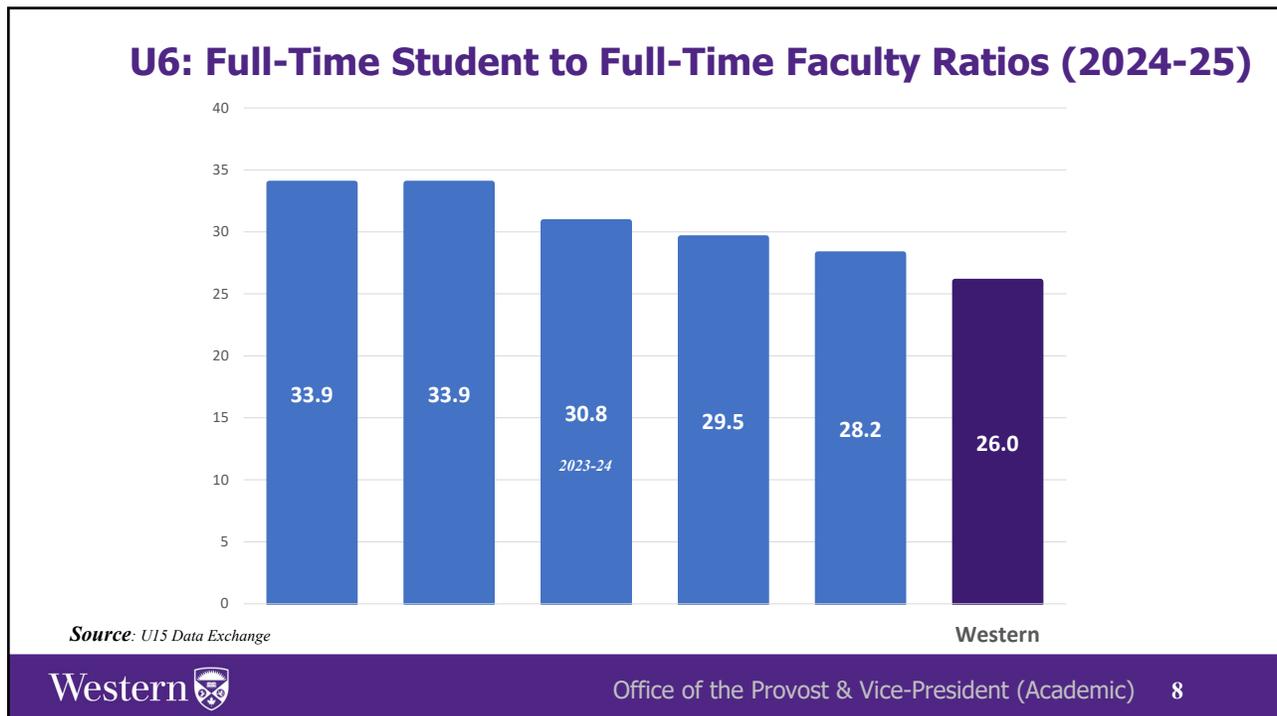
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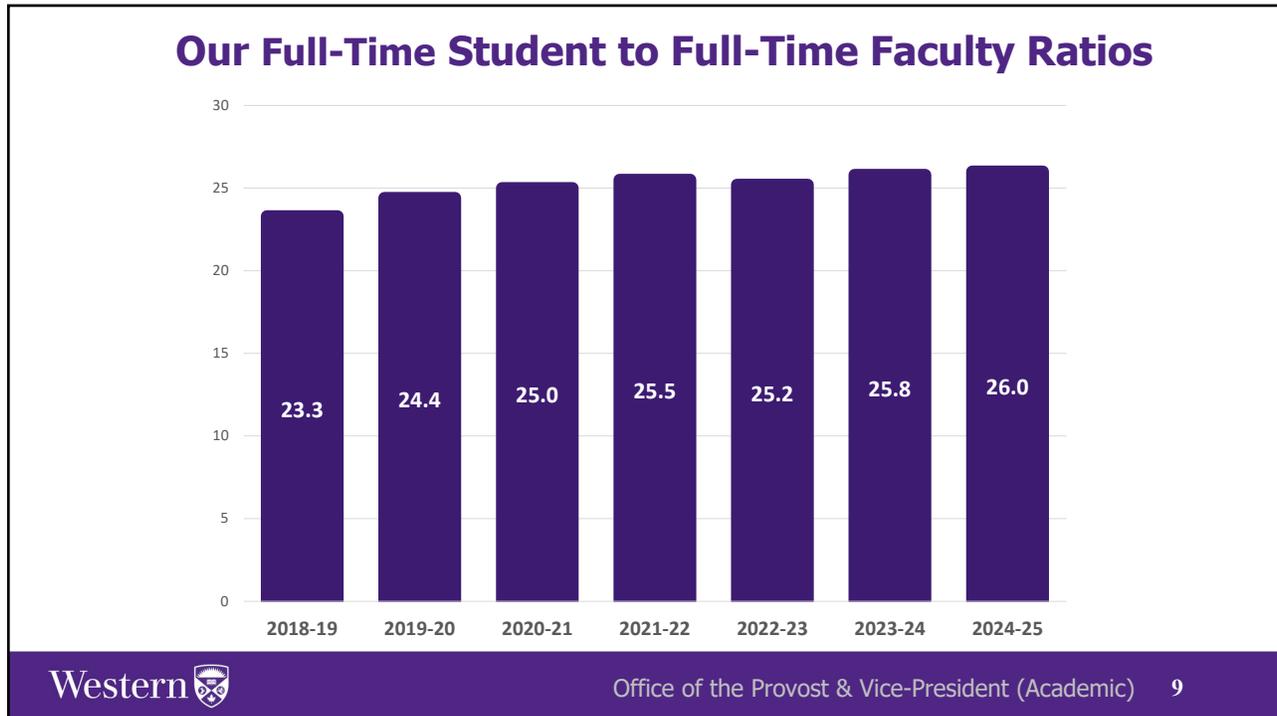
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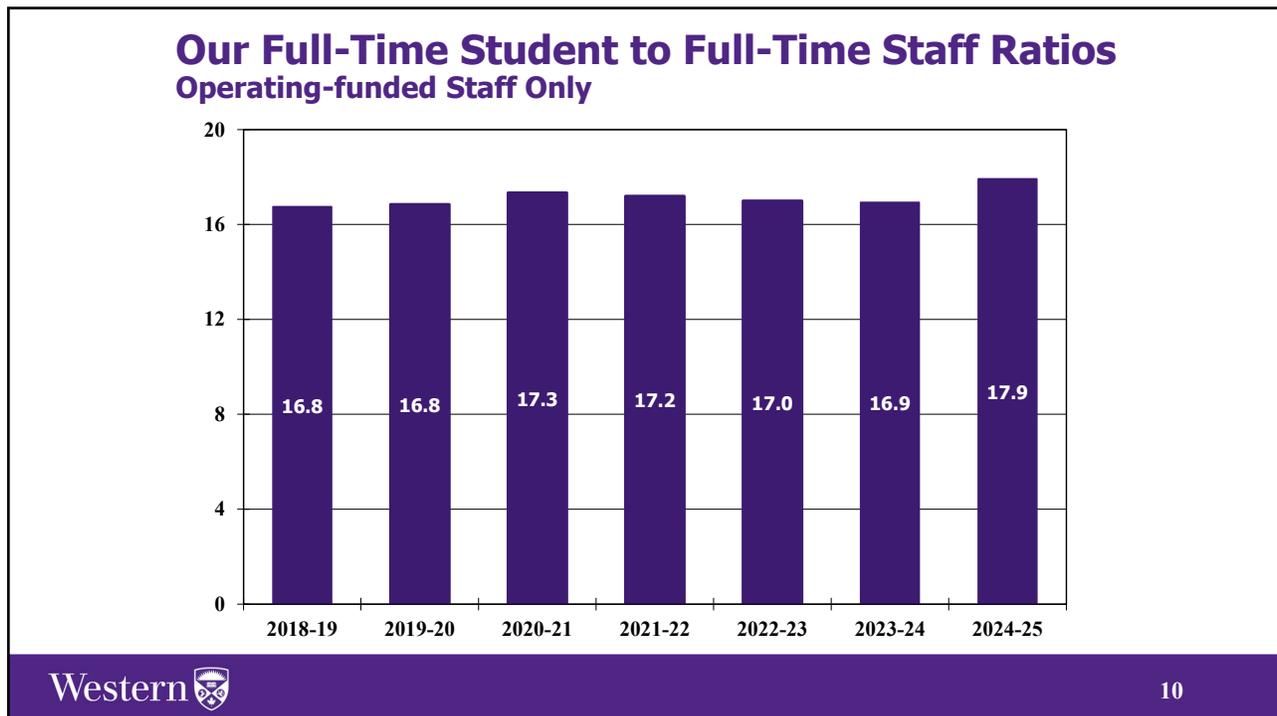
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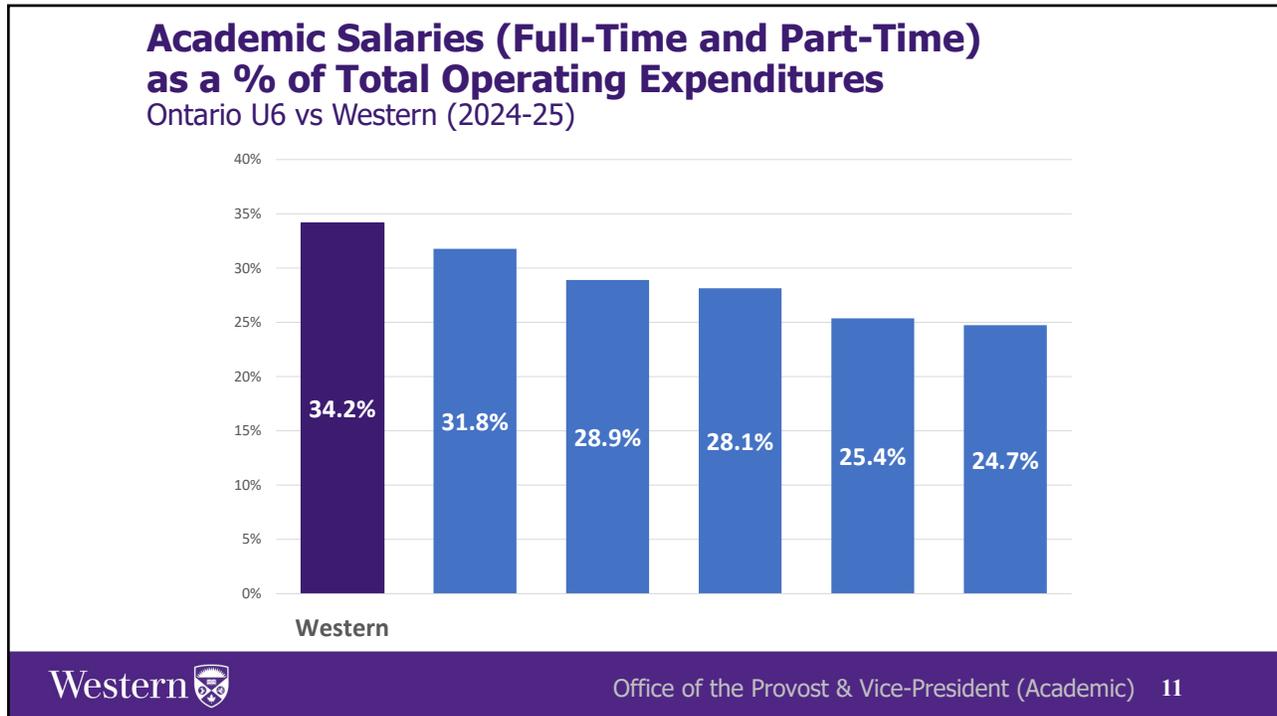
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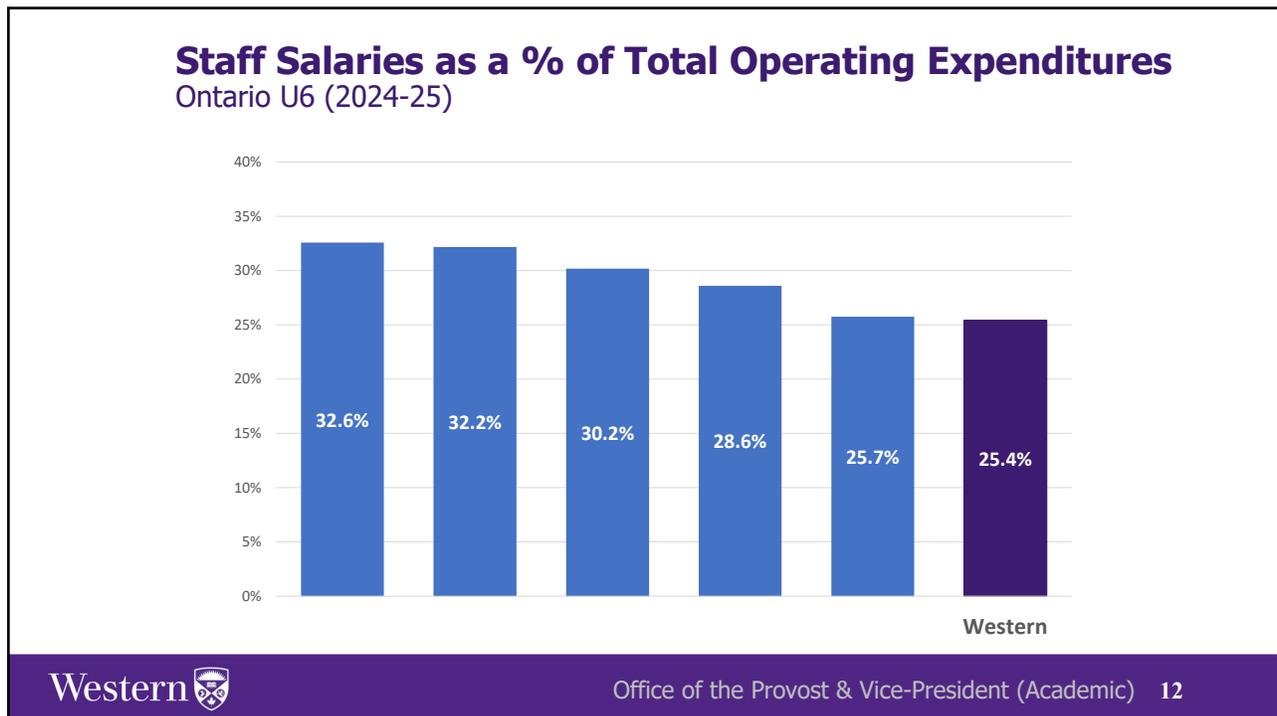
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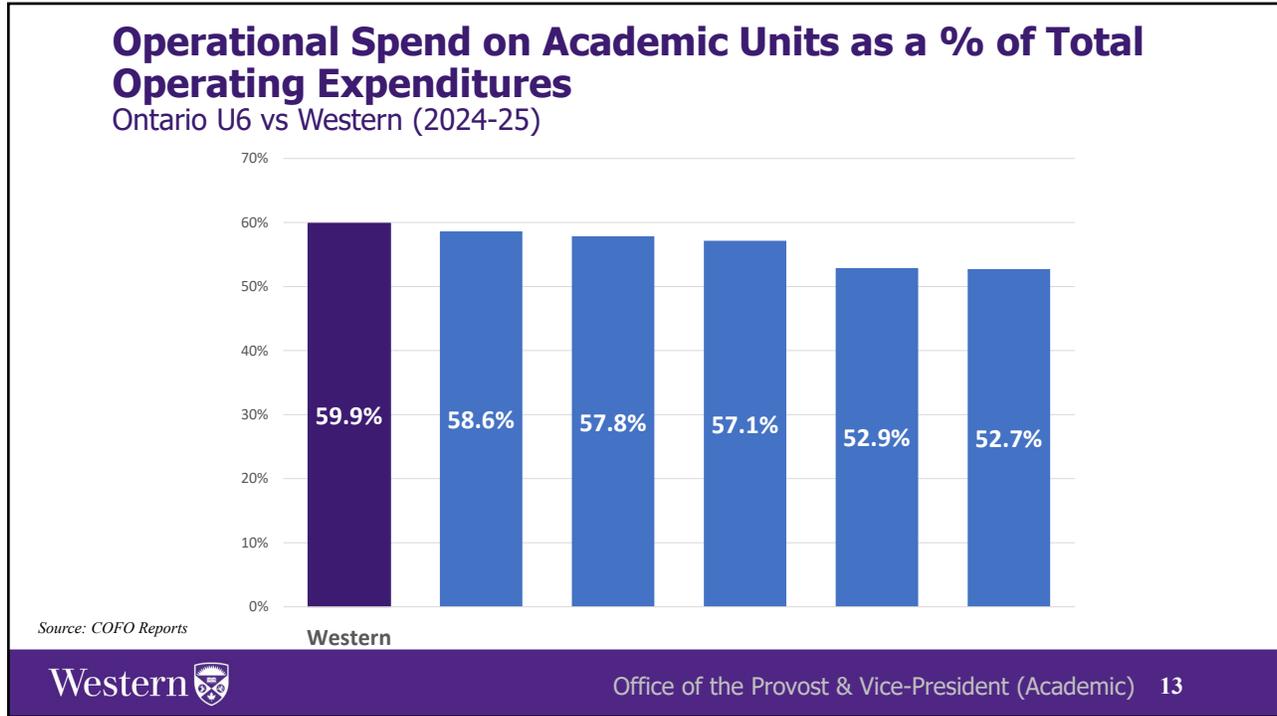
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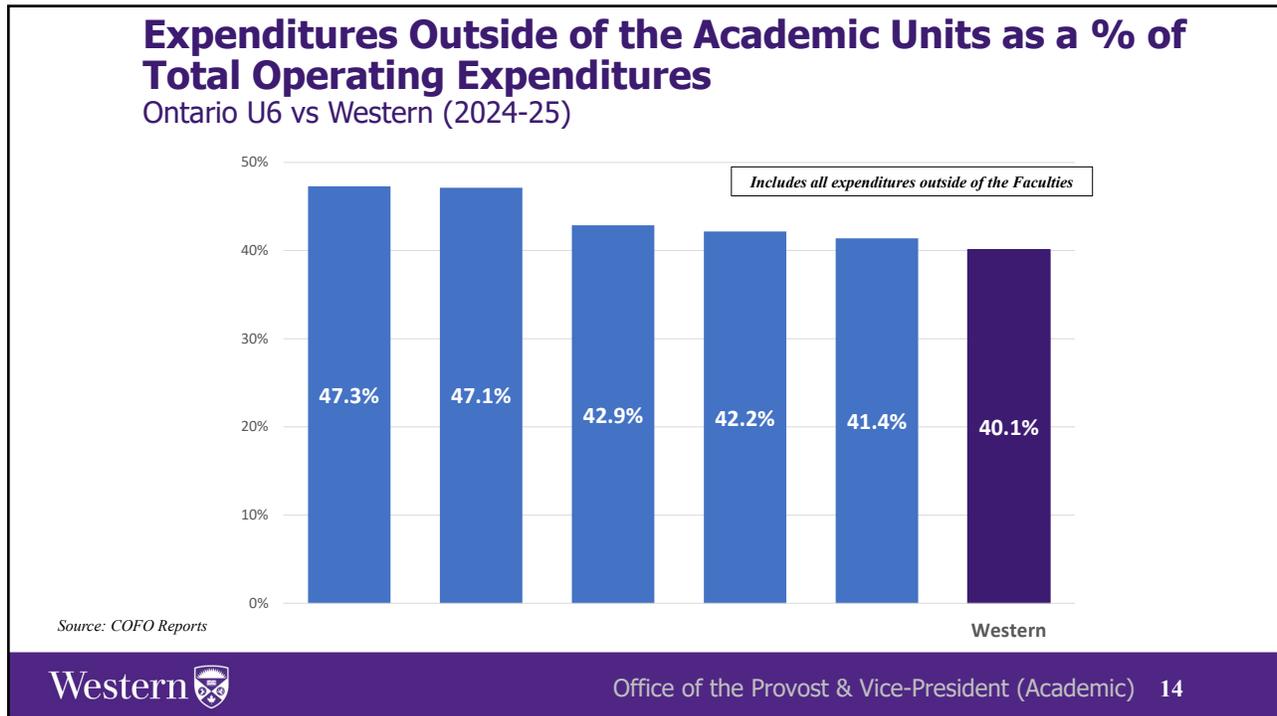
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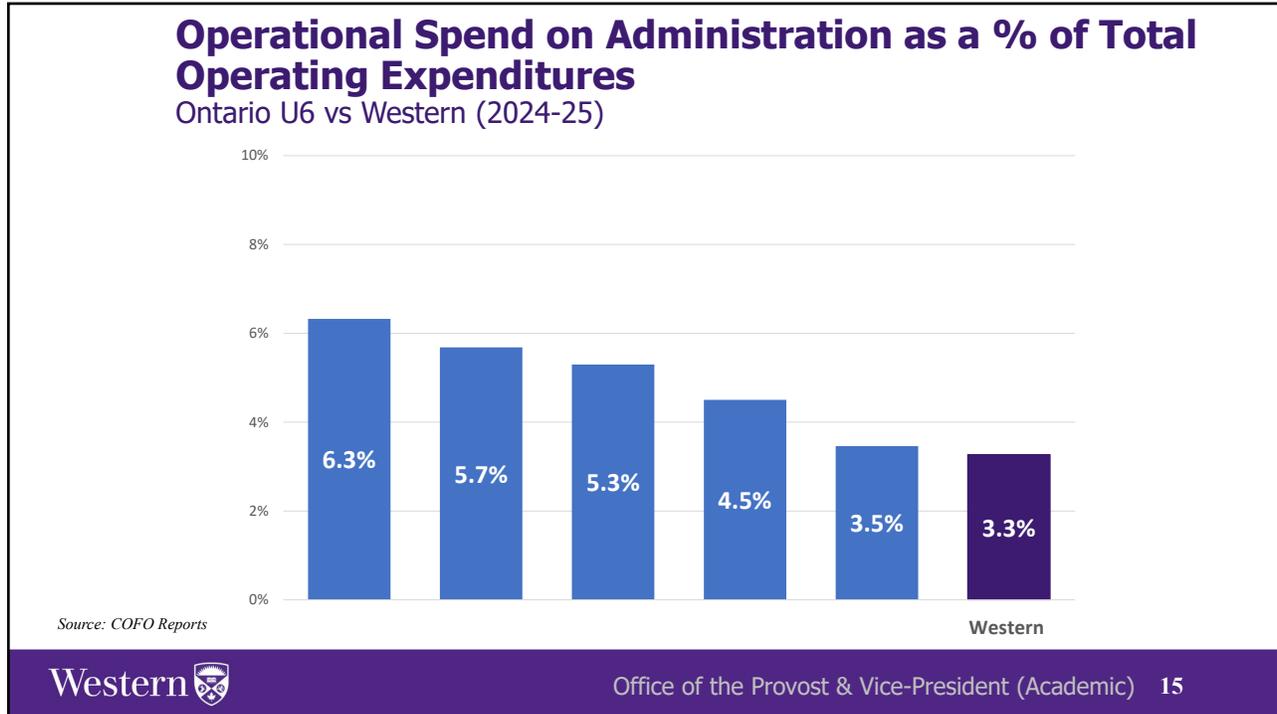
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## Conclusion

- Western directs a larger share of operating spending to the academic mission than Ontario U6 peers.
- Western spends less outside academic units overall – including the lowest share on administration under COFO’s standardized definition.
- These results are based on comparable, sector-standard COFO categories.

Western Office of the Provost & Vice-President (Academic) 16

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**REPORT OF THE PRESIDENT**

To: Senators

From: Alan Shepard

Date: March 6, 2026

Re: Monthly report for March 2026

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Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of February 13, 2026.

**Spring Convocation 2026** will take place from June 8 to 12 at Canada Life Place. Nine honorary degree recipients will be recognized, including: **Elizabeth Akiwenzie, Daniel Haas, Richard McLaren** (HBA'68, LLB'71, LLM'72) (Law), **Nancy Reid, Richard Rooney** (BA'77, MBA'81), **Sukinder Singh Cassidy** (HBA'92), **Kevin Sullivan** (BA'80, LLB'83), **Mike Wessinger** (BA'93), and **Dave Wessinger** (BSc'94). Visit the [convocation website](#) for more details.

**A new undergraduate public health program** developed by Schulich School of Medicine & Dentistry and the Faculty of Health Sciences, will admit up to 100 students entering their second year of study beginning in September 2026, drawing from existing undergraduate streams in medical and health sciences.

**Ivey MBA ranked first in Canada, 74<sup>th</sup> globally** in *The Financial Times* Global MBA Ranking. Ivey climbed 12 spots from last year, achieving its highest ranking since 2012. The ranking evaluates programs across multiple dimensions, including career outcomes, research quality, international diversity, and alumni success.

**Undergraduate admissions update and spring open house:** We have released 50 per cent of our anticipated total offers for this admission cycle for Ontario high school

applicants. Our approach focuses on early engagement with offer holders to nurture relationships and provide support. The key focus is conversion, especially for international applicants. We will welcome more than 10,000 guests for [spring open house](#) on Saturday, March 28.

**New IGNITE student research internships at WAFAR:** the Western Academy for Advanced Research has launched a new undergraduate summer research internship program. Up to six students will be selected to complete 14-week internships. This year the IGNITE interns will focus on Arctic Sovereignty.

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

- Appointed to the Order of Ontario:
  - **Amanda Grzyb** (BA'94, MA'96) (Information & Media Studies)
  - **Cameron Bailey** (BA'87, LLD'18)
  - **John B.W. Carmichael** (BA'74)
  - **Bernard Lawless** (MD'95)
  - **Tracy Moore** (MA'00)
  - **Edward Rogers** (BA'94)
  - **Richard Rooney** (BA'77, MBA'81)
- **Michael Kim** (Music) appointed Dean of Mason Gross School of the Arts at Rutgers University, starting July 1, 2026.
- **Yang Zhao** (Engineering) awarded the Bao and Zhu Innovation Award from the *Canadian Society of Chemical Engineers*.
- Six Western delegates selected for the Science Meets Parliament-Ontario event hosted by the *Canadian Science Policy Centre*: **Apurva Narayanan** (Engineering), **Bissan Ghadar** (Ivey), **Cornel Grey** (Arts), **Laura Fitzgibbon-Collins** (Health Sciences), **Katelyn Esmonde** (Health Sciences), and **Maxwell Smith** (Health Sciences).
- Western researchers, led by **Mohammad Zaki** (Engineering) designed the initial prototype of the new Project Arrow Borealis electric vehicle unveiled at the Canadian International Auto Show.

- Student **Rachel Peng** represented Canada at the 5<sup>th</sup> Annual Global Peace Summit hosted by Humanitarian Affairs Asian at a United Nations conference in Thailand.
- **Lukas Geske** and **Jonelle Clarke** won gold medals at *the U SPORTS* national wrestling championship. Geske was also named Men's Outstanding Wrestler of the Year, and **Iman Zebian** received the Female Athlete Community Service Award.
- Mustangs Men's and Women's track and field teams claimed team silver medals at the *Ontario University Athletics* championship. **Jackson Mackay** was named OUA Rookie of the Year and **Aaron Thompson** received the OUA Men's Community Service Award.
- **Iqra Develani** (Huron), and **Jayden Wright** (Huron) named finalists for the MacCall MacBain Scholarships, **Jenna Hire** (BA'26), **Sharini Sam Chee** (BMSc'24) named MacCall MacBain regional award recipients.
- **Connor Teskey** (HBA'09) named CEO of Brookfield Asset Management.
- *London Economic Development Council*, led by President & CEO **Kapil Lakhota** (BA'02), received the Lieutenant Governor Award for Excellence in Economic Development at the *Economic Developers Council of Ontario* annual conference.

### Leadership Updates:

Active academic leadership review/selection committees are underway for the Provost & Vice-President (Academic), Deputy Provost, and the Faculties of Arts & Humanities and Social Science.

To: Senators

From: Florentine Strzelczyk

Date: March 6, 2026

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

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Dear Senators,  
Please see the following updates from across the academy:

## I. Student Recruitment and Experience

### Western International College (WesternIC)

- Admission offers continue to be issued on a rolling basis.
- Recruitment and brand awareness efforts continue across priority international markets such as Central Asia and South Asia, including launch events and targeted outreach led jointly by Navitas and Western.
- Facilities upgrades remain on schedule, with work progressing on administrative and student-facing spaces, including classrooms and learning environments.
- Engagement with campus student service units continues to ensure advising, transition pathways, and access to wraparound supports are in place so WesternIC students can integrate confidently into the Western community during their time at the College and as they transition into Western programs.

### Soph Recruitment

Student Experience has just finished hiring 80 Leadership Soph Team members—including Head Sophs and Programming Assistants—as well as 793 additional Sophs (excluding King's and Huron). These Sophs are essential in helping new first-year students feel welcomed at Western, fostering a sense of community so that every student feels acknowledged and supported.

### Office of Indigenous Initiatives:

- Western's Local First Nations Scholarships Program awarded scholarships to eight exceptional Indigenous students from the local First Nations communities.
- Western's annual Indigenous Student Graduation Ceremony will be held on Friday, March 27, 2026.
- The Indigenous Students' Association will host its annual Pow Wow on Sunday, March 29, in the UCC's Mustang Lounge. The event is open to the public and welcomes all members of the community. The Pow Wow will feature drumming and dancing, as well as Indigenous vendors and food.

### Canadian Campus Well-being Survey (CCWS)

The [Canadian Campus Wellbeing Survey](#) is a national survey led by the University of British Columbia designed to help Canadian post-secondary institutions better support student health and wellbeing. Western received support through the Mental Health Action Plan (MHAP) and

Ministry of Colleges and Universities to implement this survey. The CCWS will help inform policies and practices to support student health and wellbeing at Western and will provide valuable, Canadian-relevant data to improve the way Western supports student wellbeing. Administered through the Office of Vice-Provost (Students), the survey ran from February 3-23, 2026, and was sent to all students (both undergraduate and graduate, including King's & Huron). In coming months, key themes and recommendations will be shared with the campus community.

## II. Teaching, Learning, Programs

### Western's Future of Teaching and Learning

Led by the Office of Vice-Provost (Academic Programs), [Western's Future of Teaching and Learning plan](#) is progressing, with the Steering Committee and more than 50 faculty, staff, and students participating in Action Plan Groups to develop recommendations for community consultation. This phase of engagement is intended to gather input from across the Western community as priorities for teaching, learning, and the student experience are refined. Two upcoming town halls will provide an opportunity for members of the community to attend, share ideas, and provide feedback:

- Monday, March 30, 2026, from 10:30 am to 12:00 pm at Weldon Library – Community Room
- Wednesday, April 1, 2026, from 9:00 am to 10:30 am at Weldon Library – Community Room

### Western Libraries – Rare Books Open House

Archives and Special Collections within Western Libraries will host a Rare Books Open House on Thursday, March 26, from 11 a.m. to 4 p.m. in Room 140, Weldon Library. The event offers an opportunity to explore recent acquisitions and donations, including first and second editions of works by Jane Austen and the Brontë sisters, Black history comic books, Second World War airplane manuals, and 19th-century handwritten recipe books. The event is free and open to all.

## III. Research Talent and Development

### Canada Impact+ Programs - Canada Impact+ Research Training Awards

Following an internal nomination process led by the School of Graduate & Postdoctoral Studies (SGPS), applications to the Tri-Agencies were submitted on March 4, 2026, with nominations representing all eight of Western's priority research areas and broad participation across multiple faculties, programs, and departments.

## IV. Infrastructure Initiatives

### Western Research Information Management System (RIMS) Implementation Update

Western [RIMS](#) is a university-wide, centralized platform designed to empower faculty, researchers and scholars by organizing and showcasing their research and scholarly activities.

- Following a phased implementation planned through summer 2026, RIMS access has now been expanded to Western's Institutes and the Faculty of Education, with onboarding and support through Western Libraries continuing as these units begin using the platform.
- Through integration with the Western ROLA grants management system, researchers now have the option to display grant information automatically imported from Western's

ROLA database. This feature is intended to streamline profile updates and improve the visibility of funded research activities within RIMS.

*Please see the RIMS one-pager attached with the report for more information.*

# Research Information Management System (RIMS) at Western

## Why a RIMS?

- Facilitate greater visibility and searchability of research and academic activities conducted at Western, by Western researchers, scholars and artists.
- Collate and manage researcher publications, data and research information in one place.
- Connects to external and internal data sources (e.g., CrossRef, Scopus, ORCiD, Web of Science, PeopleSoft).
- Set the foundation for aligning Western with other U15 institutions and promoting research outputs.
- Facilitate collaboration between researchers at Western and at universities around the world.

The screenshot shows a user profile for Jana Starling. The profile is titled 'experts' and has navigation tabs for 'ABOUT', 'SCHOLARLY & CREATIVE WORKS', 'GRANTS', 'SERVICE & LEADERSHIP', and 'TEACHING & MENTORING'. The profile includes a circular profile picture, the name 'Jana Starling', a phone number '0009-0000-8648-4699', the title 'Associate Professor Music Performance', an email 'jstarll@uwo.ca', and a 'Media' section with a link to 'Jana Starling, clarinet'. The bio states: 'Jana Starling is an Associate Professor in the Don Wright Faculty of Music at Western University and a Buffet-Crampon and Gonzalez Reed artist. She is an internationally recognized clarinetist and founder of ClarinetCanada, an organization to connect, support and highlight clarinetists nationally. She is also the co-founder of Lift Clarinet Academy, performed Eb clarinet in Ironwood Trio (Eb/Bb/bass clarinet trio) and Bb clarinet in LightBreak (a multimedia clarinet duo). Starling has 2 solo CD's, Inflexion, Mythos and a duo CD, Mythos, consisting of premiere recordings, and hailed as "a wonderful player... musically sensitive ...you will not be disappointed!" (The Clarinet journal)'. The 'MEDIA' section shows four video thumbnails. The 'ACADEMIC POSITIONS' section lists: 'Associate Professor Western University, Performance, London, Canada • 2016', 'Assistant Professor Western University, Music, London, Canada • 2011 - 2016', 'Assistant Professor Arizona State University, Music, Tempe, United States • 2007 - 2011', 'Assistant Professor Mount Allison University, Music, Sackville, Canada • 2005 - 2007', and 'Sessional Professor Brandon University, Music, Brandon, Canada • 1997 - 1998'. The 'NON-ACADEMIC POSITIONS' section lists: 'Co-director and faculty Lift Clarinet Academy, Fort Collins, United States • 2014'.

## Benefits to Researchers, Scholars and Artists

- Automate, collate and manage publications and scholarly information in one place, simplifying access and increasing visibility of work.
- Reduce the need to reproduce scholarly activities and achievements for CVs, grant and award submissions.
- Increased visibility of research activities can open doors to partnerships, resources, trainees and donors.
- Streamline communications from people interested in their work.
- Support data collection and organization to facilitate analysis for knowledge exchange, promotion and other activities required for grant applications and reporting.

## Benefits to Western

- Facilitate an organized search of scholarly activities to increase visibility and collaboration opportunities.
- Ensure Western is credited for research conducted here, which has broad-based reputational benefits.
- Facilitate data-informed decision-making related to identifying and investing in research areas.
- Helps Western Communications identify expertise to support storytelling efforts.
- Support efforts to match faculty members' activities to potential donor interests, which benefits individual researchers' programs and the university's fundraising campaign.
- Support efforts to target grant opportunities through Western Research.

## About RIMS

- Sponsored by the Provost and led by Western Libraries
- Phased rollout by faculty through summer 2026
- Public-facing site: [expertise.uwo.ca](https://expertise.uwo.ca)
- RIMS Resource Hub: [rimshelp.lib.uwo.ca](https://rimshelp.lib.uwo.ca)
- Support: [rimshelp@uwo.ca](mailto:rimshelp@uwo.ca)

## REPORT OF THE VICE-PRESIDENT (RESEARCH)

**To:** Senators

**From:** Penny Pexman, Vice-President (Research)

**Date:** March 4, 2026

**Re:** Report of the Vice-President (Research) for **March 13, 2026**

---

Dear Senators,

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

### DEFENCE INDUSTRIAL STRATEGY

In [Budget 2025](#), the Government of Canada pledged \$81.8 billion for investments in defence, including \$6.6 billion for [Canada's Defence Industrial Strategy](#), which was released on February 17. The strategy, which seeks to increase national security and drive economic prosperity, is based on five key pillars:

- I. Renewing Our Relationship with Industry;
- II. Procuring Strategically Through a New “Build-Partner-Buy” Framework;
- III. **Investing Purposefully to Strengthen an Innovative Canadian Defence Sector;**
- IV. Securing Supply Chains for Key Inputs and Goods; and
- V. Working with Domestic Partners, including in Canada's North and Arctic.

With a focus on research, workforce development and commercialization, Pillar III has the most direct implications for universities. From fundamental through applied research, to technology demonstration and scale-up of Canadian enterprises, the government hopes to put the country at the forefront of global defence research and development. A few additional highlights include:

- Boosting defence-related research and development by 85 per cent;
- Creating a new Science and Research Defence Advisory Council that brings together leaders from the post-secondary sector and key federal partners;
- Having [BOREALIS](#) coordinate and accelerate defence research and innovation, particularly for such frontier technologies as AI, quantum and cybersecurity;
- Establishing a national network of [Defence Innovation Secure Hubs](#) through BOREALIS, where researchers can better collaborate with government and industry in secure environments; and
- Addressing research gaps in quantum technologies, critical minerals and drones.

**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).

OAC has reviewed the questions and considered whether the submitted questions fall within the scope of Senate's mandate.

In considering Senate’s mandate, OAC has referred to [Sections 29 and 30 of the UWO Act](#).

Questions routed to Senate in the chart below will be addressed at the Question Period

<b><u>Question Submitted</u></b>	<b><u>Routing</u></b>
<p>Miranda Green-Barteet, Senator</p> <p><i>(Submitted on February 9, 2026)</i></p> <p>I’d like to ask about campus safety communication in relation to the recent incident in which a loaded firearm was recovered on campus and hazardous materials capable of being used to create explosives were discovered nearby. To date, I have not come across any institutional directive or communication to employees regarding this incident, despite it having occurred at my place of work. My knowledge of the situation has been based exclusively on local media reporting.</p> <p>From a workplace safety perspective, could the administration clarify whether any internal alerts or communications were issued to members of the university community in relation to this incident, and if so, which groups</p>	<p><i>To Senate</i></p>

	<p>were notified? If different groups receive different levels of communication, what is the rationale guiding those decisions?</p> <p>Finally, how does this approach align with the changes made to emergency preparedness and alerting protocols following last summer's weapons-call hoax, and what steps are being taken to ensure consistent, transparent communication with employees about safety-related incidents going forward?</p>																			
2.	<p>Christopher Alcantara, Senator</p> <p><i>(Submitted on February 23, 2026)</i></p> <p>What quality assurance benchmarks are being discussed to evaluate the effectiveness of the forthcoming reforms to the REB process at Western?</p>	<p><i>To Senate</i></p>																		
3.	<p>Matt Lebo and Christopher Alcantara, Senators</p> <p><i>(Submitted on February 23, 2026)</i></p> <p>Western Research lists twenty-one Western Research Chairs under the categories of Leadership (L), Strategic (S), Advancing (A), Innovation (I), and Completed (C). Here are chairholders by Faculty:</p> <table border="1" data-bbox="250 1144 1107 1881"> <thead> <tr> <th>Faculty</th> <th>Number of WRCs</th> <th>Members</th> </tr> </thead> <tbody> <tr> <td>Arts &amp; Humanities</td> <td>2</td> <td>Bipasha Baruah (S), Christopher Smeenk (L-C)</td> </tr> <tr> <td>Engineering</td> <td>2</td> <td>Kibret Mequanint (S), Abdallah Shami (S)</td> </tr> <tr> <td>Health Sciences</td> <td>2</td> <td>Carrie Anne Marshall (A), Maxwell Smith (A-C)</td> </tr> <tr> <td>Law</td> <td>2</td> <td>Valerie Oosterveld (S), Andrew Botterell (I)</td> </tr> <tr> <td>Schulich M&amp;D</td> <td>9</td> <td>Dan Lizotte (L), Grace Parraga (L), Matthew Teeter (L), Shawn Whitehead (L),</td> </tr> </tbody> </table>	Faculty	Number of WRCs	Members	Arts & Humanities	2	Bipasha Baruah (S), Christopher Smeenk (L-C)	Engineering	2	Kibret Mequanint (S), Abdallah Shami (S)	Health Sciences	2	Carrie Anne Marshall (A), Maxwell Smith (A-C)	Law	2	Valerie Oosterveld (S), Andrew Botterell (I)	Schulich M&D	9	Dan Lizotte (L), Grace Parraga (L), Matthew Teeter (L), Shawn Whitehead (L),	<p><i>To Senate</i></p> <p><i>OAC requested that the question be formatted in accordance with Senate's Adopted Policies and Procedures, and rephrased to define acronyms used. Additionally, there was a request to revisit the numbers and categories of WRCs to ensure accuracy. The revised version of the question is presented under item 15.0 Question Period.</i></p>
Faculty	Number of WRCs	Members																		
Arts & Humanities	2	Bipasha Baruah (S), Christopher Smeenk (L-C)																		
Engineering	2	Kibret Mequanint (S), Abdallah Shami (S)																		
Health Sciences	2	Carrie Anne Marshall (A), Maxwell Smith (A-C)																		
Law	2	Valerie Oosterveld (S), Andrew Botterell (I)																		
Schulich M&D	9	Dan Lizotte (L), Grace Parraga (L), Matthew Teeter (L), Shawn Whitehead (L),																		

		Stefan Everling (S), Michael Hallett (S), Kun Ping Lu (S), Miguel Quiñones-Mateu (S), Nicole Redvers (S)
Science	3	Sarah Gallagher (L), Raymond Thomas (L), Tom DeFalco (A)
Social Science	1	Chris Hopkinson (S)
<p>Also, in January 2022 Western announced a call for a CERC competition. Four areas were chosen to advertise, none of them were in social science.</p> <p>In November 2024 another CERC call went out with ads that included social science. Ultimately, there were no social scientists among the (three?) candidates nominated or who were offered Western Research Chairs.</p> <p>In all, Social Science has been awarded 1 of 21 Western Research Chairs in Leadership (L), Strategic (S), Advancing (A), Innovation (I), and Completed (C) and has not had a nomination go forward in two rounds of CERC competitions (0 for 7). One in 28 (3%) seems drastically low for Western's largest faculty.</p> <p>How lopsided do these results need to be for Western to question whether the processes for evaluating candidates for these chairs are undervaluing Social Science? Is there any reason to expect the CIRC competition to turn out differently?</p>		

**Membership – Senate Committee on Academic Policy**

**Action:**     Action                       Information                       Discussion

*Workload: Meets monthly on Mondays at 9:30 a.m.*

**Composition:**    Twelve (12) members elected by Senate: Nine (9) faculty members, at least three (3) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies. Three (3) students: one graduate and two undergraduate.

**2025-2026 Senate-Elected Members:**

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
<b>Students:</b>				
Brooklin Begg	UNDG		June 30, 2026	UNDG
Aliya Jokhu	UNDG		June 30, 2026	UNDG
<b>TBD</b>	GRAD		June 30, 2026	Vacancy
<b>Faculty Members:</b>				
Nicole Campbell (Vice-Chair)	Faculty Member	Schulich	June 30, 2026	Schulich rep. Senator in 2025- 26
Mark Cleveland	Faculty Member	Social Science	June 30, 2027	SS rep.
Mahmoud El-Sakka	Faculty Member	Science	June 30, 2026	Sci.
Michael Fox	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Laura Graham	Faculty Member	Health Sciences	June 30, 2026	HS rep. Senator in 2025-26
John Mitchell	Faculty Member	Social Science	June 30, 2027	SS rep.
Xianbin Wang	Faculty Member	Engineering	June 30, 2027	Eng rep. Senator in 2025-26
Anita Woods	Faculty Member	Schulich	June 30, 2027	Schulich rep.
Ken Yeung (Chair)	Faculty Member	Science	June 30, 2026	Sci rep. Senator in 2025-26

**Membership Summary:**  
**Student Members:**

- **Required:** Three (3) students: two (2) undergraduate and one (1) graduate. One (1) position vacant.

**Required:** One (1) graduate student for a term ending June 30, 2026, vacant due to a resignation.

**Nominees:**           Sarah Sullivan           (GRAD)                      Term to June 30, 2026

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

**Action:**     Action                       Information                       Discussion

*Workload: ACA meets monthly on Tuesdays at 9:30 a.m.*

- 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.

**2025-2026 Senate-Elected Members:**

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
<b>Students:</b>				
Alexandra Agyapong	UNDG		June 30, 2026	UNDG
Yutong Gao	GRAD		June 30, 2026	GRAD
<b>Faculty Members:</b>				
<b>Vacancy</b>	Faculty Member		June 30, 2027	Vacancy, Senator
TBD	Faculty Member		June 30, 2026	
Adam Ali	Faculty Member	Health Sciences	June 30, 2027	HS rep. Senator
Rob Gros (Vice-Chair)	Faculty Member	Schulich	June 30, 2027	Schulich rep. Senator
Andrew Johnson (Chair)	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Kelly Olson	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Anton Puvirajah	Faculty Member	Education	June 30, 2026	Edu rep.
Rithwik Ramachandran	Faculty Member	Schulich	June 30, 2027	Schulich rep. Senator
Gal Raz	Faculty Member	Ivey	June 30, 2026	Ivey rep.
Sophie Roland	Faculty Member	Music	June 30, 2027	Music rep. Senator
James Voogt	Faculty Member	Social Science	June 30, 2026	SS rep.



**Membership – Selection Committee for the Dean of the Faculty of Information and Media Studies (FIMS)**

**Action:**       Action                       Information                       Discussion

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

**Composition:**

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

**Faculty elected Composition:**

Melissa Adler

Lilianne Dang

Amanda Grzyb

Tiara Sukhan

Emilia Sferrazza (undergraduate student enrolled in the Faculty)

Shannan Sword (graduate student enrolled in a program housed in the relevant Faculty)

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

**Nominees:**                Mohamed F. Khimji (Law)           (Dean)

          Grace Parraga (Schulich)           (Faculty)

          Elizabeth Mantz (Western Libraries)           (Admin Staff)

**Academic Colleague Term Extension**

**Action:**      Approval                     Information                     Discussion

**Recommended:**                    That on the recommendation of the Senate Nominating Committee, Senate approve that the term for the Academic Colleague be extended by one year, finishing June 30, 2027.

**Executive Summary:**

As outlined in its Terms of Reference, the Nominating Committee is responsible for nominating members for Senate representation on other bodies as requested by Senate, including a representative appointed to serve as an Academic Colleague to the Council of Ontario Universities (COU).

At the April 19, 2024, Senate meeting, Sophie Roland was acclaimed as the Academic Colleague to COU for a two-year term beginning July 1, 2024.

In 2025 Sophie Roland was elected to the Board of Directors of the COU for a two-year term finishing in 2027.

Sophie Roland has requested that the Nominating Committee and Senate consider whether her term as Academic Colleague could be extended by one year, ending June 30, 2027, in order to complete her full term of service on the Board of Directors of the COU.

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## Introduction of a Policy on “Mandatory Training for Undergraduate Students”

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective July 1, 2026, a policy on “Mandatory Training for Undergraduate Students” be introduced as shown in Item 8.1.

### **Executive Summary:**

The purpose of the policy on “Mandatory Training for Undergraduate Students” is to ensure that all incoming undergraduate students understand and uphold the principles of academic integrity and possess the skills and training needed to contribute to an academic and campus environment that is inclusive, trauma-informed and grounded in professional and ethical conduct.

This policy aims to foster a student culture of honesty, fairness, and responsibility at Western University, reduce incidents of scholastic offences, and equip students with the necessary knowledge, skills and resources required to meet the University’s standards for student conduct and academic integrity.

Requiring students to complete the Academic Integrity Tutorial prior to the start of their first term provides clear guidance on what constitutes a violation of academic integrity under Western’s “Scholastic Offences” policy, where to access support to avoid such violations, and the consequences of academic misconduct. The Academic Integrity Tutorial has been reviewed and updated and is available to students through OWL Brightspace.

This policy aligns with the graduate-level policy introduced in September 2022, “Academic Integrity – Graduate Studies”, which requires all incoming graduate students to complete the School of Graduate and Postdoctoral Studies Academic Integrity Module.

By requiring students to complete the Consent 101 e-learning module prior to the start of their first term, Western University provides students with foundational knowledge about consent, gender-based and sexual violence, and bystander intervention. This module offers strategies to help students contribute to a safe campus environment through the prevention of gender-based and sexual violence.

### **Documentation Provided:**

Policy on “Mandatory Training for Undergraduate Students”

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**Mandatory Training for Undergraduate Students**

<b>Subject:</b>	Mandatory Training for Undergraduate Students
<b>Sections:</b>	<a href="#">Preamble</a> ; <a href="#">Western Academic Integrity Tutorial for Undergraduate Students (Academic Integrity Tutorial)</a> ; <a href="#">Western Gender-Based and Sexual Violence Training Module (Consent 101)</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedures:</b>	*
<b>Related Policies:</b>	<a href="#">Scholastic Offences</a>
<b>Effective Date:</b>	July 1, 2026
<b>Supersedes:</b>	(NEW)

---

**I. PREAMBLE**

The purpose of this policy is to ensure students receive the necessary knowledge and skills to support their professionalism and ethical development, in alignment with Western’s Degree Outcomes (WDOs). Providing training on the expectations and skills needed to ensure an academic environment that is inclusive, trauma-informed and centered on ethical engagement will enable students to thrive. This training will also bolster graduates’ ability to recognize the ways in which their conduct affects others, and to work effectively with others practically, ethically, and socially, as aligned with WDO #7 Professionalism and Ethical Conduct.

**II. WESTERN ACADEMIC INTEGRITY TUTORIAL FOR UNDERGRADUATE STUDENTS (ACADEMIC INTEGRITY TUTORIAL)**

All incoming undergraduate students are required to complete the Academic Integrity Tutorial before the start of their first course at Western.

## Mandatory Training for Undergraduate Students

This tutorial is designed to help students understand the meaning of academic integrity and develop the necessary knowledge and resources to abide by academic principles during their undergraduate studies and to avoid scholastic offences.

As part of the tutorial, students are required to complete a multiple-choice assessment to evaluate their knowledge of academic integrity. Upon successful completion of the assessment, students will earn an Academic Integrity Certificate. Students have unlimited opportunities to pass the tutorial. Failure to complete the tutorial will result in the sealing of student records. Students with an academic seal will be unable to add or drop courses, or obtain a record of grades or transcripts.

### III. WESTERN GENDER-BASED AND SEXUAL VIOLENCE (“GBSV”) TRAINING MODULE (CONSENT 101)

All incoming undergraduate students are required to complete the Consent 101 asynchronous e-learning module before the start of their first course at Western. Students in the Faculty of Law and the MD Program, Schulich School of Medicine & Dentistry, are not subject to this policy and should consult their Faculty of Registration for information regarding GBSV education and how it is handled in their Faculty. This policy is subject to the requirements of section I. 2.00 of the *Procedure for MAPP Policy 1.52 – Policy on Gender-Based and Sexual Violence*.

This module is designed to provide students with the necessary knowledge, skills and resources to abide by university standards around student conduct and responsibilities, and promote a safer campus culture for all. This education will allow students to go forward as leaders in their communities after graduation with the knowledge to help create a world without violence.

As part of the module, students are required to complete a multiple-choice assessment to evaluate their knowledge of consent, GBSV, and bystander intervention. Upon successful completion of the assessment, students will earn their Consent 101 Certificate. Students must pass with a score of at least 6/8 and have unlimited opportunities to pass the tutorial.

Failure to complete the module will result in the sealing of student records. Students with an academic seal will be unable to add or drop courses, or obtain a record of grades or transcripts.

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**Last Reviewed:**

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**School of Graduate and Postdoctoral Studies:**  
**Revisions to the Policy on “Academic Integrity – Graduate Studies”**

**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 “Academic Integrity – Graduate Studies” be renamed as the policy on “Mandatory Training for Graduate Students” and that the policy be revised as shown in Item 8.2.

**Executive Summary:**

The current policy on “Academic Integrity – Graduate Studies” describes mandatory training on academic integrity for graduate students. Instead of creating separate policies for mandatory training on additional topics, a proposed revision is to rename the existing policy to make it a general policy on mandatory training for graduate students. This will allow for the addition of any new mandatory training under the same policy.

The second revision is to include new mandatory training on Gender-Based and Sexual Violence Prevention for graduate students. This new training is designed to provide students with the necessary knowledge, skills, and resources to abide by university standards around student conduct and responsibilities and promote a trauma and violence informed campus culture. This training also contributes to the enhancement of professionalism, which is one of the attributes of Graduate Degree Level Expectations.

Additional updates include the removal of procedural information.

**Documentation Provided:**

Revisions to the Policy on “Academic Integrity – Graduate Studies”

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**Mandatory Training for Graduate Students**  
*Academic Integrity—Graduate Studies*

<b>Subject:</b>	Mandatory Training for Graduate Students <i>Academic Integrity—Graduate Studies</i>
<b>Sections:</b>	<u>Academic Integrity Module; Gender-Based and Sexual Violence Prevention Education</u> *
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedures:</b>	*
<b>Related Policies:</b>	<u>Registration in Graduate Programs</u>
<b>Effective Date:</b>	September 1, 2026 <del>September 16, 2022</del>
<b>Supersedes:</b>	September 16, 2022 *

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**I. PREAMBLE**

All incoming graduate students are required to complete the following mandatory training, as part of their program requirements, in the first term of their registration. Students must complete these training modules to progress beyond the first term of their degree.

**II. ACADEMIC INTEGRITY MODULE**

~~All incoming graduate students are required to complete the School of Graduate and Postdoctoral Studies Academic Integrity module to progress beyond the first term of their degree.~~

This module is designed to provide students the necessary knowledge and resources to abide by academic principles during their graduate career and to help combat scholastic offenses. After reviewing the material and finishing the readings,

## **Mandatory Training for Graduate Students** ~~Academic Integrity~~

students are required to complete both a multiple-choice assessment and a series of short case studies to evaluate their knowledge of academic integrity. Students have unlimited opportunities to pass the module. ~~Students who do not complete the module will not be able to progress beyond the first term of their degree.~~ Eligible students can access the module in the Graduate Student Web Services Portal. ~~Instructions regarding access and how to complete the module will be emailed to students the first week of their first term.~~

### **III. GENDER-BASED AND SEXUAL VIOLENCE PREVENTION EDUCATION**

This training is designed to provide students with the necessary knowledge, skills, and resources to abide by university standards around student conduct and responsibilities and promote a trauma and violence informed campus culture. Students are required to complete the training by registering and participating in a synchronous online session. If a student is unable to complete the registered session, they will have one more opportunity to complete the training by participating in a make-up session.

This policy is subject to the requirements of section I. 2.00 of the *Procedure for MAPP Policy 1.52 – Policy on Gender-Based and Sexual Violence*.

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**Last Reviewed:** March 13, 2026 \*

**Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine: Introduction of a Major in Medical Bioinformatics**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Major in Medical Bioinformatics be introduced by the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry as shown in Item 9.1.

**Executive Summary:**

Medical bioinformatics is the use of computational and statistical methods to address data-intensive problems in biological and biomedical sciences. Western currently offers one of the few undergraduate bioinformatics programs in Canada in the form of an Honours Specialization in Medical Bioinformatics. The rationale for adding a Major is that many students have expressed an interest in acquiring skills related to Medical Bioinformatics, but do not want to make this field their only area of study.

**Documentation Provided:**

New Calendar Copy – Major in Medical Bioinformatics

*Extracted from the New Undergraduate Module Proposal – Major in Medical Bioinformatics*

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NEW CALENDAR COPY**MAJOR IN MEDICAL BIOINFORMATICS**

A degree containing this module normally requires 4 years for completion. The Major in Medical Bioinformatics can be completed in any regular undergraduate degree. When combined with one of the following Majors, however, this module leads to a Bachelor of Medical Sciences (BMSc) degree: Biochemistry\*, Epidemiology and Biostatistics, Interdisciplinary Medical Sciences (IMS)\*, Medical Biophysics, Medical Cell Biology\*, Microbiology and Immunology\*, One Health\*, Pathology\*, Pharmacology\* or Physiology\*. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information. The Major in Medical Sciences cannot be taken in combination with the Major in Medical Bioinformatics.

\* The combination of one of these Majors with the Major in Medical Bioinformatics can be completed in the Bachelor of Medical Sciences (BMSc) Honours degree with Double Majors, only.

**Admission Requirements**

Both 1000- and 2000-level courses are included in the Admission Requirements for students pursuing the Major in Medical Bioinformatics in BMSc degrees, since admission to the BMSc Program does not occur until Year 3. The Admission Requirements for students pursuing the Major in other regular undergraduate degrees include only 1000-level courses, since students may register in the Major in Year 2 in non-BMSc degrees. The Module requirements (below) are the same for all students completing the Major.

ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE:

Admission to this Major module occurs in Year 3 upon admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to a BMSc degree.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

- 1.0 course: Biology 1001A, Biology 1002B.
- 1.0 course: Chemistry 1301A/B, Chemistry 1302A/B.
- 0.5 course from: Calculus 1000A/B, Calculus 1500A/B.
- 0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.
- 0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1028A/B, the former Physics 1301A/B.
- 0.5 course from: Computer Science 1026A/B, Physics 1202A/B, Physics 1502A/B, the former Physics 1029A/B, the former Physics 1302A/B.

The courses below must be completed with a minimum mark of 60% in each (unless otherwise indicated) prior to admission to the Major module in Year 3. These courses will also be used towards the Module requirements. See the policy on *Admission to the Bachelor of Medical Sciences (BMSc) Program* for additional requirements (averages, course load, etc.).

0.5 course: Biochemistry 2280A.

1.0 course: Biology 2382A/B, Biology 2581A/B.

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B.

0.5 course from: Computer Science 1027A/B, Computer Science 2121A/B.

**ADMISSION REQUIREMENTS FOR STUDENTS PURSUING THIS MAJOR MODULE IN A DEGREE OTHER THAN A BACHELOR OF MEDICAL SCIENCES (BMSc) DEGREE:**

Completion of first-year requirements, including a mark of at least 60% in each of the 4.0 principal courses below:

1.0 course: Biology 1001A, Biology 1002B.

1.0 course: Chemistry 1301A/B, Chemistry 1302A/B.

0.5 course from: Calculus 1000A/B, Calculus 1500A/B.

0.5 course from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1028A/B, the former Physics 1301A/B.

0.5 course from: Computer Science 1026A/B, Physics 1202A/B, Physics 1502A/B, the former Physics 1029A/B, the former Physics 1302A/B.

**Module**

6.0 courses:

**0.5 course:** Biochemistry 2280A.

**1.0 course:** Biology 2382A/B, Biology 2581A/B.

**0.5 course** from: Biology 2244A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B.

**0.5 course:** Computer Science 2121A/B.

**0.5 course** from: Data Science 2000A/B, Statistical Sciences 2857A/B.

**0.5 course:** Computer Science 2120A/B (see note below).

**0.5 course:** Medical Bioinformatics 3100A/B.

**1.0 course** from: Medical Bioinformatics 4650F/G, Medical Bioinformatics 4750F/G, Medical Bioinformatics 4850G.

**1.0 course** from: Anatomy and Cell Biology 2200A/B, Anatomy and Cell Biology 3309, Biochemistry 3385B, Epidemiology 2200A/B, Medical Biophysics 3503G, Microbiology and Immunology 2500A/B, Pathology 3500, Pharmacology 3620, Physiology 3120, an additional 0.5 course in Medical Bioinformatics at the 4000-level.

**Note:** If Computer Science 1026A/B was completed with a mark of at least 60% but was not used to satisfy the 1000-level admission requirements, then it can be used

in place of Computer Science 2120A/B as a modular course. If Computer Science 1026A/B was used to satisfy the 1000-level admission requirements, then one of the following half courses must be taken to replace Computer Science 2120A/B as a modular course: Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, Computer Science 2214A/B, Computer Science 3120A/B, Computer Science 3121A/B, Computer Science 3319A/B, Computer Science 3346A/B.

***Extracted from the New Undergraduate Module Proposal –  
Major in Medical Bioinformatics***

Medical bioinformatics is the use of computational and statistical methods to address data-intensive problems in biological and biomedical sciences. As a field, bioinformatics was borne out of necessity in the era of the Human Genome Project (HGP), when researchers were confronted with an unprecedented amount of data. Today, a modern biomedical laboratory can generate the equivalent of the 13-year HGP in a single day. The growth of high-throughput technologies has rapidly outpaced the dissemination of the bioinformatics knowledge required to process and interpret the massive data produced by these systems. Thus, access to bioinformatics (biological data science) expertise remains a significant research bottleneck.

The mission of the undergraduate Medical Bioinformatics program at Western is to provide students with a foundation in the concepts and tools of the bioinformatics trade. Western currently offers one of the few undergraduate bioinformatics programs in Canada in the form of an Honours Specialization in Medical Bioinformatics. The rationale for adding a Major is that many students have expressed an interest in acquiring skills related to Medical Bioinformatics, but do not want to make this field their only area of study. A Major in Medical Bioinformatics affords greater flexibility such that a student in the Faculty of Science can enroll in the program, e.g., a double major in Genetics and Medical Bioinformatics.

This proposal is aligned with Western's strategic plan in equipping students with the computing and informatics literacy that has become a prerequisite to successfully navigating the data-intensive environment of modern laboratories. All undergraduate Medical Bioinformatics courses feature a substantial experiential learning component in which students are guided through the process of analyzing real genomic datasets using a high-performance computing system.

The Department has seen specific evidence of demand for Medical Bioinformatics at Western since its introduction into the BMSc program. The Honours Specialization in Medical Bioinformatics was introduced in 2021, along with its foundational third-year course Medical Bioinformatics 3100A. This course enrolled 12 students in 2021-22, followed by 20, 23, 32, and then 25 students in the current academic year.

Labour market trends show strong job market growth in areas directly related to Medical Bioinformatics. The advertised salary in job postings containing any of the keywords "bioinformatics", "precision medicine" or "data science" has increased by 24% over the last five years to a median of \$100K (Lightcast Q3 2024 Data). Over the same time period, the number of unique postings has grown from an average 422 to 922 per month. Based on practical skills obtained from a Medical Bioinformatics degree (including bioinformatics, high-performance computing, R and Python), the median advertised salaries in relevant job postings has grown by 8.6% in the last five years, and the number of unique postings has increased from 2021 to 3772 per month on average.

Offering a Major in Medical Bioinformatics will not require increasing the number of existing courses. Instead, a benefit of this Major will be the stabilization of enrollment

within the Department's current Medical Bioinformatics course offerings. This is particularly relevant given that, in recent years, 3<sup>rd</sup> and 4<sup>th</sup> year Medical Bioinformatics courses have either a) just met the limit, or b) just missed the minimum enrolment limit of students. The proposed module is expected to provide a consistent influx of students, ensuring these upper-year courses surpass targets and remain sustainable without the need for additional instructional resources.

The Department anticipates that the Major in Medical Bioinformatics will cater to a different set of individuals as compared to the Honours Specialization in Medical Bioinformatics, namely those students who do not want to specialize only in Medical Bioinformatics but rather do a double Major in Medical Bioinformatics and another relevant discipline. Presently there is no Major in bioinformatics available at Western (through Computer Science nor Computational Biochemistry).

### **Objectives**

- To educate the next generation of scientists with expertise in both bioinformatics and the medical sciences as well as integration of the two disciplines.
- To provide a program with an emphasis on applied learning and theoretical skills acquisition in computational and statistical techniques in the life sciences.
- To train students to critically evaluate data science inputs and outputs as well as their translatability and impact.

### **Learning Outcomes**

1. analyze the characteristics of normal biological systems at the molecular, cellular, tissue and organ levels;
2. evaluate disease presentations, clinical signs, and symptoms to determine pathogenesis, diagnosis, and propose treatment protocols;
3. synthesize foundational concepts in mathematics, mathematical literacy/numeracy, programming, computing and statistics literacy, and physics and chemistry to model biological phenomena and solve computational biological problems;
4. appraise human health from an interdisciplinary systems perspective by integrating environmental data and social determinants to explain and address health disparities across diverse populations;
5. assess reciprocal relationship between human activity and environmental change, and their combined impact on biological processes at multiple scales;
6. integrate principles of research ethics, data privacy and security, and equity into the design, execution, and interpretation of research across diverse populations;
7. validate information from medical and scientific literature as well as relevant biological databases to formulate evidence-based biological and health-related inquiries;
8. communicate complex scientific information accurately to disciplinary peers, interdisciplinary collaborators, and non-specialist stakeholders;

9. direct personal professional development by critically selecting and incorporating emerging scientific literature and computational tools into practice;
10. execute hypothesis-driven/generating research using computational and bioinformatic methodologies to solve evolving biological and health-related challenges;
11. independently and collaboratively apply computational methods in the analysis and interpretation of high-throughput biological data;
12. adapt current and emerging information and communication technologies, including bioinformatics software, genomic analysis tools, and cloud computing resources to address complex biological and health-related problems;
13. design and manage biological information environments by architecting systems for data curation, visualization, and database management to optimize data utility;
14. model professional conduct and ethical leadership through respectful collaboration and adherence to institutional expectations in all professional and research environments;
15. verify the accuracy and reproducibility of biological data by implementing rigorous quality-control procedures and statistical methods.

**School of Graduate and Postdoctoral Studies:**  
**Introduction of a Doctor of Health Sciences in Interdisciplinary Health Sciences**

**Action:**       Approval                       Information                       Discussion

**Recommended:**                      That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve and recommend to the Board of Governors that effective September 1, 2026, a Doctor of Health Sciences in Interdisciplinary Health Sciences be introduced as shown in Item 9.2.

**Executive Summary:**

The Faculty of Health Sciences proposes the introduction of a new Doctor of Health Sciences (DHSc) in Interdisciplinary Health Sciences. The proposed program will be a fully online, professional doctorate program designed to meet the growing demand for advanced, career-oriented education among health professionals (e.g., audiologists, nurse practitioners, public health administrators, occupational therapists, etc.) who are leading or aspiring to lead change across Canada's health systems and organizations. The proposed DHSc is designed to support mid- to senior-level professionals in health care, public health, and related sectors who are looking to deepen their impact through strategic leadership, innovation, and practical solutions to complex health system challenges.

The Subcommittee on Program Review – Graduate requested an external review of the program per Western's Institutional Quality Assurance Process for the introduction of new programs. The Final Assessment Report from the external review is attached.

The proposed Doctor of Health Sciences (DHSc) degree designation will require approval of the Board of Governors.

**Documentation Provided:**

*Extracted from the New Program Proposal for a DHSc in Interdisciplinary Health Sciences*

Final Assessment Report

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***Extracted from the New Program Proposal for a Doctor of Health Sciences in  
Interdisciplinary Health Sciences***

The Faculty of Health Sciences (FHS) proposes the introduction of a new Doctor of Health Sciences (DHSc) program – a fully online, professional doctorate program designed to meet the growing demand for advanced, career-oriented education among health professionals (e.g., audiologists, nurse practitioners, public health administrators, occupational therapists, etc.) who are leading or aspiring to lead change across Canada’s health systems and organizations. The DHSc is designed to support mid- to senior-level professionals in health care, public health, and related sectors who are looking to deepen their impact through strategic leadership, innovation, and practical solutions to complex health system challenges.

This program responds to a national need for doctoral-level training that prepares professionals to navigate and influence an increasingly complex health care landscape. Unlike traditional PhD programs that focus on academic research, the DHSc takes a practice-oriented approach – focusing on leadership development, critical analysis of real-world challenges, and the application of knowledge to improve health services, workforce performance, and policy implementation. The flexible, fully online format allows learners to remain active in their current roles while applying their learning in real time to professional contexts.

The program builds on the success of the Faculty’s existing online graduate programs, including the Applied Health Sciences Graduate Diploma (GDip) and the fully online Master of Health Science (MHSc) degree in the Advanced Health Care Practice Program. The MHSc has experienced a 482% increase in enrolment from 22 to 128 students since its introduction in 2019 – highlighting the success of flexible, online learning models and the appetite among health professionals for advanced, career-aligned educational opportunities. The DHSc extends this model to a new level, offering a structured but adaptable path to advanced credentialing for leaders across the health continuum.

Components of this full-time, 3-year online professional doctorate program include coursework in leadership development, health systems transformation, implementation strategy, and equity-driven decision-making. A defining feature of the DHSc is the required Dissertation in Practice (DiP) – a comprehensive, evidence-based project embedded in the learner’s workplace or professional field, designed to address a meaningful and applied challenge. The project is action-focused, relevant to organizational or sectoral priorities, and intended to deliver tangible, practice-ready outcomes (e.g., competency/practice framework development, program or service redesign proposal, policy analysis with recommendations).

Creation of this program aligns with the strategic direction of FHS and the University to develop continuing education offerings that support career advancement in leadership roles through education, professional development, and sector-responsive programming. By fostering innovation, systems thinking, and strategic leadership within

the health care system, the DHSc will serve as a critical pathway for experienced professionals to address complex health organization and system challenges and implement innovation. Therefore, the Faculty is proposing to create the DHSc program – a fully online, professional doctorate focused on practical system transformation and leadership in health care and related sectors.

### **Rationale to Support the Introduction of the Program**

To support the development of the DHSc program, the Faculty completed a review of existing Canadian and international doctoral-level programs in health sciences and related fields. In health sciences, Canadian doctoral programs remain predominantly structured as traditional PhD pathways (e.g., four-year duration, in-person requirements, traditional dissertation), with limited fully online, practice-based options designed for mid-career health professionals. Expanding the review to the United States and beyond revealed a small but growing number of DHSc or comparable professional doctoral programs, many of which are introducing flexible, fully online delivery models to better meet the needs of working health professionals seeking leadership development and system impact.

There are currently only two health-related programs in Canada comparable to the proposed DHSc: the Doctor of Applied Health (DrAH) at University of Prince Edward Island (UPEI) and the Doctor of Public Health (DrPH) at the University of Toronto, Dalla Lana School of Public Health. Both Canadian programs incorporate mandatory in-person components, presenting accessibility challenges for working health professionals seeking a fully online, practice-based doctorate.

A targeted review of international doctorate offerings identified nine online DHSc or comparable programs, primarily in the United States and New Zealand. While international programs are shifting toward flexible delivery, few fully integrate the leadership skills needed for digital transformation, system innovation, and knowledge translation – areas increasingly critical to health care system change.

The proposed DHSc program at Western University aligns with leading international programs by offering an applied, practice-based doctoral pathway focused on leadership development, health system transformation, and equity advancement. Similar to its international counterparts, the program incorporates a DiP model, flexible fully online delivery, a cohort-based structure, a streamlined time-to-completion of 3 years, and admission requirements aligned with global standards for professional doctorates.

However, Western's DHSc program is distinguished by several critical differentiators in the Canadian educational landscape:

- fully online delivery with synchronous components, ensuring national accessibility without compromising leadership development and peer engagement;
- a streamlined, focused course structure enabling completion within three years;

- delivery of core content on evidence-based leadership, communication, team management, and system-level change through required courses, while offering flexible electives that allow students to align their learning with their individual professional goals and sector priorities;
- no periodic in-person requirements, preventing travel-related costs and time away from work – supporting greater affordability and accessibility for mid-career professionals;
- integration of Knowledge Translation (KT) strategies, equipping graduates to drive evidence-informed action in organizational and system contexts; and,
- tailoring for the Canadian health system, preparing students to lead within national policy and organizational environments.

By advancing international best practices while addressing critical gaps in content focus and accessibility, Western's DHSc will position FHS and Western University as frontrunners in next-generation, practice-based doctoral education for health care system leaders.

Key features of the program include:

- Students can complete the program from their current geographic location while advancing their professional roles.
- Students will engage in primarily asynchronous learning, supported by minimally three synchronous live sessions embedded in core courses to accommodate diverse time zones and schedules.
- Students can tailor their learning by selecting elective courses aligned with their areas of professional interest and practice.
- Core courses will be intentionally linked across terms, allowing for progressive learning on key topics and providing structured support for the development and completion of the DiP.
- Milestone activities will guide academic and professional progression and DiP readiness.
- Mentorship from faculty and health care leaders will help students strengthen their leadership skills and expand their professional network.

The DHSc program is designed in direct response to a national labour market need for experienced health professionals equipped to lead system-level change. As Canada's health systems and related sectors face mounting pressures — including workforce shortages, system fragmentation, and demands for equity-driven, digitally-enabled innovation — there is a growing need for leaders who can bridge policy and practice to drive innovation. The target market includes mid- to senior-level professionals across public health, hospital systems, community care, government, and not-for-profit sectors. Graduates will be positioned for advancement into roles such as directors or managers in health systems, senior policy or program leads, knowledge mobilization specialists, and leaders in clinical education, organizational development, or health workforce planning. By preparing professionals to lead complex change, the DHSc addresses a critical gap in Canada's advanced health leadership training landscape.

## Objectives of the Program

The DHSc program is a professional doctorate designed to prepare experienced health professionals to lead system-level transformation in complex and evolving environments. Rooted in applied scholarship, equity-driven leadership, and interdisciplinary learning, the program supports students in acquiring and applying advanced knowledge across multiple contexts — including policy, education, organizational leadership, and practice innovation. Delivered fully online and supported by structured milestone activities and a DiP, the program enables learners to remain embedded in their professional settings while contributing to meaningful change.

The objectives of the DHSc program are as follows:

- To provide a program with an emphasis on the acquisition of leadership knowledge and skills through theoretical, applied, and practice-based coursework.
- To provide students with opportunities to engage with leaders within health care and related sectors, while gaining practical experience addressing challenges within workplace settings.
- To reflect critically on personal and professional development and practice within interdisciplinary contexts.

These objectives are realized through a curriculum that combines asynchronous online learning, core and foundational coursework, experiential milestones and a multi-year DiP. Together, these elements prepare graduates to develop implementable evidence-informed change, lead interdisciplinary teams, influence policy and practice to drive innovation, and advance equity across Canada's diverse health systems and related sectors. The DHSc is distinct from traditional research doctorates (e.g., PhD) in its emphasis on applied leadership, professional impact, and knowledge translation in real-world settings.

The degree nomenclature for this program is Doctor of Health Sciences (DHSc). This title reflects established conventions used in both national and international professional doctoral programs that emphasize applied, interdisciplinary, and practice-based learning in health-related fields (as evidenced in the environmental scan), while appropriately differentiating from the degree nomenclature for traditional research doctorates (e.g., PhD). It aligns with the program's structure, objectives, and intended outcomes, and as a professional doctorate program, is increasingly recognized in Canada as an appropriate designation for advanced, practice-oriented health education at the doctoral level.

## Program Requirements

This will be a three-year, nine-term program taken on a full-time basis. Students will complete ten courses, including a DiP course, across the three years.

Course credit requirements for the degree include:

- **Core Required Courses (3.0 FCE):** students take the following four core courses sequentially.
  - APPLHSCI 9015 Evidence-Based Leadership in Healthcare (0.5 FCE)
  - HEALTSCI TBD Managing Teams and Communication in Healthcare (0.5 FCE)
  - HEALTSCI TBD Leading Change and Organizational Transformation in Healthcare (0.5 FCE)
  - HEALTSCI TBD Dissertation in Practice (1.5 FCE; three 0.5 courses spread across three years with structured milestones)
- **Foundational Courses (1.0 FCE):** students take two of the following three electives.
  - APPLHSCI 9002 Equity and Health Systems (0.5 FCE)
  - HEALTSCI 9710 Reflective Practice & Professional Knowledge in Health and Social Care (0.5 FCE)
  - APPLHSCI 9010 Health Services, Systems, and Policy (0.5 FCE)
- **Electives (1.0 FCE):** students select two electives from existing FHS graduate course offerings, allowing flexibility to tailor learning to professional goals (e.g., Project Management, Program Evaluation, Indigenous Health).

Milestones (Non-course related requirements) include:

- SGPS Academic Integrity Module (completed at program start)
- Knowledge Translation Seminar Series
- Professional Development Seminar Series
- DiP with progression checkpoints for completion of key elements (i.e., project selection, proposal approval, completion of applied activities, completion of written report, and presentation of final report)

The DiP is designed to support the integration of academic learning with real-world leadership challenges in health systems and organizations, public health, and clinical practice. The DiP provides a structured opportunity for students to examine a complex problem of practice, apply theoretical frameworks to its analysis, and develop an evidence-informed, actionable response that contributes to organizational or system-level change.

The DiP reflects the program's emphasis on applied scholarship, leadership, and knowledge mobilization, rather than original empirical research. The DiP addresses a

field-relevant problem, challenge, or opportunity situated in the student's professional context (e.g., health care delivery, health equity, leadership development, workforce planning, public health, or health system integration). Students are expected to synthesize and apply relevant literature, analyze context-specific barriers and enablers, use theoretical frameworks to inform practice, and develop a well-reasoned, evidence-informed strategy or intervention. Examples may include policy briefs, program evaluation frameworks, implementation roadmaps, workforce strategies, or applied health leadership models.

Progress on the DiP is embedded throughout all three years of the program, via three courses (totaling 1.5 credits) and a milestone, the Knowledge Translation Seminar series. Students begin exploring a problem of practice and relevant literature in Year 1 (first .5 FCE course), continue developing their approach and engaging in applied activities in Year 2 (second .5 FCE course), and complete and present their final project in Year 3 (third .5 FCE course). To support continuity and mentorship, the same core faculty member will instruct the sequence of DiP courses, providing consistent guidance across the three years. This continuity is reinforced through regular meetings between the instructor and each student cohort, typically held at least once per term, where students discuss progress, receive formative feedback, and set goals for the next stage of their DiP. Meetings may combine synchronous sessions with asynchronous feedback to provide both structured guidance and flexible support.

Additionally, each student will have a field mentor for their DiP, a content expert who will provide context-specific mentorship. Within this dual-supervision model, the core academic faculty member will support research methods and project management while the field mentor will provide profession/organization-specific guidance (e.g., relevance of the DiP to the professional context; feasibility of the proposed practice solution within the organization). In addition to regular supervisory team meetings, each student will meet annually each spring with their academic faculty and field mentors to review their progress with the DiP and other aspects of the program.

The Knowledge Translation Seminar Series consists of eight sessions (offered once per term from the second through final term), where students present, discuss, and appraise their DiPs. Periodic guests — such as community partners and Western faculty — will be invited to give presentations and provide feedback on students' work. In the final term, an arms-length faculty evaluator assesses the completed DiP to ensure a fair and rigorous evaluation process.

### **Program Learning Outcomes**

By the end of the program, DHSc students will be able to demonstrate the following learning outcomes:

1. Demonstrate advanced leadership competencies to guide system- or program-level transformation in diverse professional contexts, drawing on evidence, values-based frameworks, and inclusive strategies to foster change.

2. Critically evaluate and apply theory, policy, and practice-based knowledge to develop feasible solutions to improve health outcomes, equity, and quality within organizations, sectors, or communities.
3. Frame solutions to complex problems across local, national, and global contexts by integrating interdisciplinary perspectives and drawing on diverse forms of knowledge, professional practices, and lived experience.
4. Design and lead applied, practice-based inquiries that address meaningful sectoral challenges and translate into measurable outcomes through the DiP.
5. Build collaborative relationships that can translate knowledge and mobilize change across professional settings, using inclusive engagement strategies.
6. Demonstrate core leadership and management capabilities that can effectively lead people, support team performance, and foster inclusive, respectful, and accountable work environments.
7. Translate leadership into action by effectively collaborating, setting priorities, managing projects, and implementing communication strategies to align with strategic goals and enable sustainable impact.
8. Engage in critical self-reflection, leadership growth, and professional learning through ongoing development, coaching, and milestone-based feedback to strengthen confidence, competence, and purpose as a system leader.

## Program Design

Expected Duration: 3 years

Courses (5.0 Total Credits)

<b>REQUIRED COURSES (3.0 Credits)</b>			Each course must be completed by all students		
<b>Subject</b>	<b>Course #</b>	<b>Length (in terms)</b>	<b>Course Title</b>	<b>Course Weight</b>	<b>Description</b>
HEALTSCI	TBD	2 terms	Dissertation in Practice (DiP) - I	.5	Addresses real-world health care challenges through applied inquiry and action. Students identify a problem in their professional context, review relevant literature, apply theory, and implement a practical intervention. The final project demonstrates their ability to drive meaningful change in health outcomes, policy, or practice – bridging academic rigour with professional impact.  Students will be required to complete the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans course [TCPS 2: CORE 2022]) within the Dissertation in Practice (DiP) – I.
HEALTSCI	TBD	3 terms	Dissertation in Practice (DiP) - II	.5	(see above)
HEALTSCI	TBD	3 terms	Dissertation in Practice (DiP) - III	.5	(see above)
APPLHSCI	9015	1 term	Evidence-Based Leadership in Healthcare	.5	Focuses on applying evidence-based leadership in real-world health care settings. Students learn how to use data, proven practices, and critical insight to lead

					teams, strengthen performance, and support better outcomes across complex health systems.
HEALTSCI	TBD	1 term	Managing Teams & Communication in Healthcare	.5	Develops essential skills for managing people, leading teams, and communicating effectively in health care. Students learn how to coach others, foster inclusive teams, and build strong working relationships across diverse roles and settings.
HEALTSCI	TBD	1 term	Leading Change & Organizational Transformation in Healthcare	.5	Explores how to lead change and strengthen organizations in complex health systems. Emphasizes leadership, change readiness, capacity-building, and equity-driven transformation.

<b>FOUNDATIONAL COURSES (1 Credit)</b>			2 of 3 courses must be completed by all students		
<b>Subject</b>	<b>Course #</b>	<b>Length (in terms)</b>	<b>Course Title</b>	<b>Course Weight</b>	<b>Description</b>
APPLHSCI	9002	1 term	Equity and Health Systems	.5	Examines health equity as a driver of care delivery and system design. Students engage with key concepts, frameworks, and real-world initiatives from global and Canadian contexts, learning to apply equity principles from both professional and community perspectives.
HEALTSCI	9710	1 term	Reflective Practice & Professional Knowledge in Health and Social Care	.5	Looks at how reflection shapes professional learning in health and human service settings. Students engage with different forms of reflection – from narrative to critical reflexivity – to deepen knowledge, bridge theory and practice, and support meaningful dialogue within professional communities.
APPLHSCI	9010	1 term	Health Services, Systems, and Policy	.5	Introduces the key structures, actors, and policies that shape the Canadian health care system. Using systems theory and public policy design, students develop a foundational understanding of how health care policy is formed, reformed, and evaluated within complex health systems.

<b>ELECTIVE COURSES (1 Credit)</b>		See below note.			
<b>Subject</b>	<b>Course #</b>	<b>Length (in terms)</b>	<b>Course Title</b>	<b>Course Weight</b>	<b>Description</b>
FIMS	9331-001	1 term	Artificial Intelligence & Human Health	.5	Explores how artificial intelligence and digital technologies are transforming health and health care. Through examples from clinical care, genetics, and mental health, students examine AI's capabilities, social impacts, and its role in shaping the future of health systems in Canada and beyond.
APPLHSCI	9009	1 term	Project Management	.5	Introduces project management principles for planning, implementing, and completing health-related initiatives. Students apply key tools – such as project charters, timelines, communication plans, and stakeholder strategies – by managing a project of their choice through individual and group activities.
APPLHSCI	9012	1 term	Program Evaluation	.5	Builds foundational knowledge of program evaluation in health systems. Students learn to design evaluation plans, apply key frameworks, and assess the effectiveness of health programs through practical, hands-on activities.
AHCP	9606	1 term	Research Team Leadership and Infrastructure Management	.5	Focuses on how to build, manage, and support effective research teams in clinical settings. Topics include team development, hiring and mentoring, ethics and regulatory processes, multi-site coordination, data collection, communication strategies, and preparing work for publication.
APPLHSCI	9005	1 term	Indigenous Health	.5	Explores Indigenous health through diverse

					worldviews and lived experiences. Grounded in critical race theory, it examines how history, policy, and practice shape health equity, while encouraging reflection and critical thinking through readings, dialogue, and applied learning.
APPLHSCI	9004	1 term	Determinants of Mental Health & Trauma-Informed Mental Health	.5	Provides an overview of how trauma and social factors shape mental health. Students analyze the impact of poverty, violence, and culture, compare diagnostic systems, and reflect on how mental health narratives are constructed through historical and societal lenses.
HEALTSCI	TBD	1 term	Business Foundations for Health Leaders	.5	Builds practical business skills for leaders working in health and research settings. Students learn the fundamentals of budgeting, resource planning, operations, and performance management, with a focus on aligning day-to-day decisions with strategic goals. Emphasis is placed on financial literacy, decision-making, and managing complexity in dynamic, team-based environments.
GHS	9106	1 term	Global Health Systems and Policy	.5	Explores health policy processes and issues across national, regional, and global contexts. Students examine the foundations of health policy development, the impact of local and international forces on policy agendas, and key health care reforms in diverse settings. Emphasis is placed on understanding transnational health challenges such as HIV/AIDS, malaria, and maternal health, with a focus on navigating complex, interconnected

					policy environments.
NURSING	9676	1 term	Leadership and Management of Nursing and Health Services	.5	This course focuses on the application of theory and research from contemporary organization and management sciences to the understanding of organizational and care delivery structures and the management of financial and information resources. Emphasis on organizational assessment techniques and design of clinical programs across the continuum of care, work design approaches and operational support systems.
NURSING	9638	1 term	Interdisciplinary Perspectives on Global Health	.5	Analyzes global health through an interdisciplinary lens, focusing on how political, social, economic, biological, and environmental factors influence health outcomes across contexts. Addresses issues of justice in global health and examines the roles of international organizations such as the World Health Organization and the World Trade Organization. Compares Canadian and international case studies to illuminate disparities and shared challenges in global health systems.
NURSING	9701	1 term	Development of Programs to Support Clinical Education	.5	Clinical Educators use pedagogical principles and curriculum development strategies to integrate best evidence into health-care practice. Critical analysis of effective education approaches is an outcome of the course. Students will evaluate and develop clinical education programs and apply knowledge of change behaviour to improve accessibility and

					adoption across health-care sectors in this course.
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Note: The above courses are anticipated to be frequently of interest to students. Students can also take other courses offered and/or approved by the program.

<b>MILESTONES (3)</b>	Each milestone must be completed by all students (optional)
<p><b>SGPS Academic Integrity Module</b></p> <p><b>Professional Development Seminar series:</b> Participate in at least 6 offerings from centrally run or Western-related groups including but not limited to the Centre for Teaching and Learning, Health Research Ethics Board, School for Graduate and Postdoctoral Studies (i.e., Own Your Future), Western Libraries, and the Preceptor Education Program (<a href="https://www.preceptor.ca/">https://www.preceptor.ca/</a>). To qualify for the milestone, 4 of the 6 offerings must include an interactive component with the instructor and other participants. This series is designed to allow students to take offerings tailored to their academic and vocational goals.</p> <p><b>Knowledge Translation Seminar series:</b> Participate in 8 sessions (offered once per term; 2<sup>nd</sup> through to final semester) aimed at sharing/discussing/appraising DiPs. Will include periodic guests (i.e., community partners, Western faculty) to partake in providing presentations as well as providing feedback on DiPs. This series is designed to enhance cohort building as well as support making connections with community partners and other stakeholders.</p> <p>Dissertation in Practice: Includes progression checkpoints for completion of key elements (i.e., project selection, proposal approval, completion of applied activities, completion of written report, and presentation of final report)</p>	

## Progression Requirements

The DHSc program is structured over three years of full-time study. Students complete required coursework, electives, and milestones, including a DiP aligned to real-world system needs. A summary of the progression is outlined below:

Year	Focus	Coursework, DiP, and Milestones
Year 1	Applied Leadership Foundations	<ul style="list-style-type: none"> <li>• Complete two required core courses.</li> <li>• Complete two foundational courses.</li> <li>• Complete first DiP course, including launching DiP with topic selection and supervisor matching (winter term).</li> <li>• Complete two Professional Development Seminar Series offerings.</li> <li>• Begin Knowledge Translation (KT) Seminar Series participation (starting in second semester; one session per term).</li> </ul>
Year 2	Deepening System Expertise	<ul style="list-style-type: none"> <li>• Complete one required core course.</li> <li>• Complete two electives based on interests.</li> <li>• Complete second DiP course to finalize DiP project planning and initiate activities (e.g., environmental scan; database searches and data extraction).</li> <li>• Complete two additional Professional Development Seminar Series offerings.</li> <li>• Continue KT Seminar Series participation (one session per term).</li> </ul>
Year 3	Synthesis and Knowledge Translation	<ul style="list-style-type: none"> <li>• Complete remaining two Professional Development Seminar Series offerings.</li> <li>• Complete KT Seminar Series participation (one session per term).</li> <li>• Complete third DiP course, deliver final DiP presentation and project deliverables (i.e., complete final required core course).</li> </ul>

Credit for one required elective may be granted upon entry into the program by the Graduate Chair, if the following conditions are met:

- The student completed one of the required electives at Western University within the past five years, as demonstrated by their official transcript.
- The student provides evidence of successful completion of a course within the past five years deemed equivalent to one of the required electives. Evidence must include the course syllabus, detailing course topics, objectives, and evaluation methods.

Approval for elective credit is at the discretion of the Graduate Chair and will be assessed based on the relevance and rigor of the previous coursework to the DHSc program requirements.

The progression requirements include:

- maintenance of a 70% passing grade is required in all courses.
- a maximum of one paper can be rewritten in the graduate program with a maximum grade of 75% on the rewritten paper.
- one course failure will result in a student being required to withdraw from the program.
- students are expected to be prepared and participate actively in all graduate seminars.
- completion of milestones.

Faculty minimally meet annually to discuss student progress in both courses and milestones and to ensure timely intervention is available to assist students if they are not progressing in their program; additionally, Western's Pathfinder platform is used to track completion of courses and progress in and completion of milestones.

## **Admission Requirements**

The DHSc program is committed to the principles of inclusive excellence. Admission requirements are designed to recognize both academic qualifications and diverse forms of professional, community-based, and lived experience that reflect leadership and impact in health-related fields. Admission decisions are made by a Graduate Program Admissions Committee using a holistic, equity-informed review process that considers academic qualifications, professional experience, program fit, and demonstrated leadership potential. The committee is supported by the FHS EDIDA Committee — which provides guidance on inclusive policy and practice—and is encouraged to adopt equity-driven assessment approaches aligned with Western's EDIDA framework.

- Minimum SGPS admission requirements apply and can be found at: [\[https://grad.uwo.ca/admissions/index.html\]](https://grad.uwo.ca/admissions/index.html).

Applicants must meet the following program-specific requirements:

- Completion of a master's degree in health sciences, public health, nursing, rehabilitation sciences, kinesiology, or a closely related field from a recognized institution
- A minimum GPA of 78% (B+), calculated over the last two years of full-time study or the last 10 half-credit courses of part-time study
- A minimum of three years of full-time equivalent professional experience within the past five years in health care, health leadership, public health, allied health, rehabilitation, or health policy
- Applicants may apply if an appropriate DiP project can be arranged within their current organization or through a remote placement

Applicants without a master's degree may be considered based on equivalent professional, community-based, or lived experience. Acceptable alternative qualifications may include:

- A four-year undergraduate degree in a related field and a minimum of five years of progressive, relevant work experience
- A three-year undergraduate degree in a related field and a minimum of seven years of relevant work experience, including leadership or project-based roles
- In exceptional cases, a college diploma in a relevant field and at least 10 years of senior-level or specialized experience may be considered on a case-by-case basis

An alternate admission pathway for applicants without a master's degree and who meet all other requirements is entry into the FHS Applied Health Sciences graduate diploma or master's program.

Upon successful completion of APPLHSCI9001: Critical Thinking in Health Sciences and an elective course, students may apply for transfer to the DHSc, including credit for the elective course already taken.

Applicants whose first language is not English are required to provide evidence of English proficiency prior to admission in one of the following ways:

- **TOEFL (paper-based):** minimum total score of 600 and minimum score of 5/6 on the Test of Written English (TWE)
- **TOEFL (computer-based):** minimum total score of 250 and minimum score of 5/6 on the Test of Written English;
- **TOEFL (Internet-based):** minimum score of 100, with no score less than 23 on each of the 4 skill categories
- **English Language Testing System (IELTS):** minimum score of 7 on the overall test and on each subcomponent
- **Western English Language Centre (WELC):** Successful completion of the High Advanced level of the Academic English program
  - Applicants whose current IELTS scores are 6.5 can complete the English Boost program
  - Students may contact WELC for a free assessment of English fluency and a determination of the length of any recommended program
  - Applicants are responsible for the costs of this program
- **Duolingo:** minimum score of 140

Students whose first language is not English may be exempt from providing English Proficiency test scores if they have studied academic courses on a full-time basis for at least two years in an English-speaking university located in a country whose official first language is English.

**Interdisciplinary Health Sciences**  
**Final Assessment Report & Implementation Plan**  
**February 2026**

<b>Faculty / Affiliated University College</b>	Faculty of Health Sciences	
<b>Degrees Offered</b>	Doctor of Health Sciences (DHSc) in Interdisciplinary Health Sciences	
<b>Date of Introduction</b>	September 1, 2026	
<b>External Reviewers</b>	Dr. Steven Hanna Vice-Dean, Health Sciences and Assoc Dean, Graduate Studies, McMaster University	Dr. Andrea MacLeod Vice-Dean and Assoc Dean Research, Faculty of Rehabilitation Medicine - Communication Sciences & Disorders University of Alberta
<b>Internal Reviewers</b>	Dr. Immaculate Namukasa Associate Dean, Faculty of Education	Anthony Cruz PhD Student, Member of SUPR-G
<b>Date of Site Visit</b>	Virtual: December 2, 2025	
<b>Date Review Report Received</b>	December 22, 2025	
<b>Date Program/Faculty Response Received</b>	Program – January 20, 2026 Faculty – January 28, 2026	
<b>Evaluation</b>	Approved to Commence	
<b>Approval Dates</b>	SUPR-G: February 23, 2026 ACA: March 3, 2026 Senate:	
<b>Year of Next Review</b>	2033-2034	
<b>Progress Report</b>	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 new program proposal, report prepared by external reviewers, internal responses and assessment and evaluation of the Doctor of Health Science in Interdisciplinary Health Sciences (DHSc) to be delivered by the Faculty of Health Sciences (FHS).

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response(s) from the academic unit; and
- the response from the Dean, Faculty of Health Sciences

This FAR identifies the strengths of the proposed 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 Senate Graduate Program Review Committee (SUPR-G), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

## Executive Summary

The proposed professional Doctoral Program (Doctor of Health Sciences (DHSc) in Interdisciplinary Health Sciences) provides a response to the national need for doctoral-level training that prepares professionals to navigate and influence an increasingly complex health care landscape. Designed to meet the growing demand for advanced, career-oriented education among health professionals (e.g., audiologists, nurse practitioners, public health administrators, occupational therapists, etc.) who are leading or aspiring to lead change across Canada's health systems and organizations.

The DHSc takes a practice-oriented approach. Focusing on leadership development, critical analysis of real-world challenges, and the application of knowledge to improve health services, workforce performance, and policy implementation. The flexible, fully online format allows learners to remain active in their current roles while applying their learning in real time to professional contexts.

The proposed program can be completed over nine consecutive terms of full-time study. The program integrates coursework, milestone activities, and a Dissertation in Practice (DiP) that is scaffolded across all three years. Full-time intake is expected to be twelve students for 2026-2027. Working up to twenty-five students by 2031-2032.

## Strengths and Innovative Features Identified by the Program

- The DHSc Builds on the success of the Faculty's existing graduate programs, including the Applied Health Sciences Graduate Diploma and the fully online Master of Health Science degree in the Advanced Health Care Practice Program.
- Fully online practice-based Doctoral program with synchronous components, ensures national accessibility without compromising leadership development and peer engagement.
  - No periodic in-person requirements, preventing travel-related costs and time away from work – supporting greater affordability and accessibility for mid-career professionals.
- Streamlined, focused course structure enabling completion within three years.
- Required DiP is a comprehensive, evidence-based project embedded in the learner's workplace or professional field designed to address a meaningful and applied challenge.
- Students can tailor their learning by selecting elective courses aligned with their areas of professional interest and practice.
- Curriculum incorporates reconciliation, decolonization, and equity-driven content, including courses such as Equity and Health Systems, Indigenous Health, and Trauma-Informed Mental Health.
- Integration of Knowledge Translation strategies, equipping graduates to drive evidence-informed action in organizational and system contexts.

## Proposal Preparation and Review Process

To inform the development of the proposed program, an extensive consultation and research process was undertaken from March 2023 to March 2025. This process engaged potential students, alumni, industry leaders, faculty, institutional leaders and community partners. These consultations played a central role in shaping program goals, course content, delivery format, and expectations for learner outcomes. Proposal development activities included:

- Environmental Scan
- Labour Market Analysis
- Needs Assessment Survey
- Prospective Student Focus Group
- Industry Focus Groups and Interviews

A working group, termed the FHS Professional Doctorate Committee, met monthly starting in May 2024 to guide the development of the program. This committee comprised of faculty members representing the five departments within the Faculty of Health Sciences and six different health professionals. The meetings of this committee involved the development of program goals, learning outcomes, course offerings, and program structure.

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met virtually over one day with the:

- Vice-Provost, Graduate and Postdoctoral Studies
- Associate Vice-Provost, Graduate and Postdoctoral Studies
- Vice-Provost, Academic Planning, Policy & Faculty
- Director of Academic Quality and Enhancement
- Dean, Faculty of Health Sciences
- Associate Dean, Graduate and Postdoctoral Studies Faculty of Health Sciences
- Graduate Chair
- Interim Associate Chief Librarian
- Faculty members
- Graduate Program and Departmental Staff Members

Following the site visit, the external reviewers produced a comprehensive external reviewer report, with recommendations, which was sent to the academic unit and to the Dean's Office of the Faculty of Health Sciences for review and response. These formative documents, including the program proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this assessment report of the proposed DHSc in Interdisciplinary Health Sciences.

## Summative Assessment – External Reviewers’ Report

External reviewers shared that “[The DHSc program] aligns well the priorities, strengths, and existing suite of graduate programming of the Faculty of Health Sciences. It offers an innovative pathway to the development of career-ready and career advancing leadership skills in healthcare.”

### Strengths and/or Unique Aspects of the Program

- Clear and coherent objectives that align with Western University’s mission and the FHS’ commitment to advancing evidence-informed leadership, equity, and system transformation.
- Curriculum is coherently designed, with core courses supporting leadership, systems transformation, health equity, and applied inquiry, while electives allow for focused specialization.
- Incorporates interdisciplinary courses that are already developed and offered, contributing to the feasibility and sustainability of the program as it reduces the need to develop a wide range of new courses and incorporates institutional expertise.
- Asynchronous delivery with periodic synchronous touchpoints ensures flexibility for working professionals, and milestone sequencing supports timely progression.
- The DiP anchors students’ applied learning, requiring the design, implementation, and evaluation of an initiative embedded in their professional context.

### Opportunities for Program Improvement

- While the outcomes are clear, there are specific program learning outcomes that seem difficult to achieve and evaluate given the current program structure.
- Consider being more explicit about how students will develop and demonstrate the program learning outcome’s during the DiP, given that they may not be embedded in their own workplaces, are working with mentors assigned to them, and do not implement their proposals.
- Further detail would be helpful about how non-course milestones will be monitored.
- Greater transparency regarding the inclusion of equity and reconciliation learning goals in required coursework would be helpful.
- Consider formalizing the proposed advisory consultations with external stakeholders as an Advisory Board, which could include alumni.
- The discretionary use of interviews may introduce a risk of bias. If the program does not require interviews of all applicants, it is advisable to be explicit about when an applicant must be interviewed.

### Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
<p><b>Recommendation #1: Clarity around DiP Project Outcomes.</b> We recommend that the program team:</p> <ul style="list-style-type: none"> <li>- review and reconsider the option where students don't work on DiP projects in their own workplaces or professional settings;</li> <li>- clarify how the PLO's can be developed and demonstrated within the current design;</li> <li>- ensure that the DiP is an experiential assignment at the doctoral level and that the credit weight and objectives are appropriate for a major, multi-year implementation project.</li> </ul>	<p><b>Program:</b> The Program Learning Outcomes (PLOs) have been closely reviewed and edited to assure that they can be demonstrated through the completion of coursework and/or milestones, including the Dissertation in Practice (DiP). The design of the DHSc program will allow observing/evaluating the feasibility of organizational change/practice solutions as well as the development of skills needed to lead implementation of solutions. In alignment with practice at Western University, the DiP is recognized as a required program "milestone," and milestones are not assigned credit weight. The three DiP courses (one course per year; 0.5 credit weight each) focus on content and skill development that will support students' progression in designing, writing, and presenting their DiP.</p> <p><b>Faculty:</b> The Dean's Office agrees that the program's revisions to the Program Learning Outcomes (PLOs) and edits to the program brief clarify and assure that each PLO can be fostered by and demonstrated through completion of the DHSc program (coursework and milestones). The program team has the expertise to assure that the Dissertation in Practice aligns with doctoral degree expectations. Additionally, the Faculty of Health Sciences (FHS) has committed additional faculty resources to support a new Teaching Scholar appointment that will align with the DHSc and our suite of professional graduate programs.</p>
<p><b>Recommendation 2: Admissions Requirements</b></p> <ul style="list-style-type: none"> <li>- Ensure that admissions requirements are clearly aligned with the DiP to support it, given any changes made in response to Recommendation 1;</li> <li>- Be explicit about the criteria used to determine whether an interview is required, or alternatively require interviews for all applicants or none.</li> </ul>	<p><b>Program:</b> As recommended, the admissions procedure has been revised to make explicit that an interview is required for all applicants. Given that in many disciplines interviews of applicants to PhD programs are completed to ensure a fit of the applicant's research interests with the supervisory capacity of the program, we will use interviews for the DHSc program in a similar manner – to clarify any uncertainty regarding the fit of the interests that an applicant indicated in their Statement of Interest with the ability of the program to support the applicant. We will note on the DHSc application the need for an interview. We have removed any reference to out-of-province applicants. That is, all applicants will be asked to indicate on the application that they have support for their DiP (i.e., to develop a proposed solution to a problem of practice) within their current organization or if their DiP is appropriate for remote placement. We have further incorporated the reviewers' recommendation of the potential for a transfer from the FHS Applied Health Sciences graduate diploma or master's program as an alternative to direct entry for applicants who do not have a graduate degree.</p>

<ul style="list-style-type: none"> <li>- Clarify the requirements for out-of-province students. Consider a transfer or advanced-credit process from graduate diploma or master's programs, particularly to offer an alternative to direct entry for students without graduate degrees.</li> </ul>	<p><b>Faculty:</b> The Dean's Office supports the program's revised admissions requirements and procedures. The admissions requirements and processes will be helpful in determining the fit of the applicants' interests with the program's ability to support such interests and appreciate the incorporation of an inclusive, alternative entry pathway for applicants who do not have a graduate degree.</p>
<p><b>Recommendation #3: Part-Time Enrolment</b></p> <ul style="list-style-type: none"> <li>- Consider the addition of a part-time option in the program to support recruitment among working professionals and to align with any changes you make to the DiP.</li> </ul>	<p><b>Program:</b> A part-time option will be considered after the DHSc program has been established and if there is interest. Further, a part-time option will require developing a framework (different from full-time) to support cohort building, an important component of the DHSc.</p> <p><b>Faculty:</b> The Dean's Office concurs with the program's rationale for and plan to examine the feasibility of a part-time option once the DHSc program has been established.</p>
<p><b>Recommendation #4: DiP Supervision</b></p> <ul style="list-style-type: none"> <li>- Clarify the dual-supervision model of the DiP and how students will receive appropriate academic mentorship in the chosen model.</li> </ul>	<p><b>Program:</b> Further specification of the dual-supervision model has been added to the program brief. We have clarified that each DiP is supervised by a core academic faculty member and a field mentor/content expert. This dual-supervision model of the DiP is not unlike the requirement for supervisor/advisory committees in PhD programs or co-supervisory models in PhD programs. That is, the dual-supervision will combine supervisory support for research methods and project management (from the core academic faculty member) with context-specific mentorship from content experts. Additionally, this dual-supervision model is utilized with students within the FHS Advanced Health Care Practice (AHCP) MCISc and MHSc programs when completing their capstone projects.</p> <p>Given the revisions to admission process (i.e., requirement for interviews) detailed in the response to Recommendation #2, which are designed to assure a fit between an applicant's DiP interests and the program's ability to support the applicant, in concert with the dual-supervision model, we anticipate the program will be able to provide students with appropriate mentorship</p> <p><b>Faculty:</b> As the program has indicated, existing FHS graduate online programs have been utilizing the dual-supervision model to support students' successful completion of evidence-based experiential projects. The Dean's Office confirms that the program will be able to apply and/or build from these existing programs' administrative and organization resources and processes to support and coordinate DiPs, including the support of administrative staff with experience relevant to DiP-related logistics. Further, as noted in the response to Recommendation #1, the Faculty is budgeting for an additional tenure-track, Teaching Scholar position; this faculty member will expand the pool of academic faculty mentors supporting DiP projects.</p>

<p><b>Recommendation #5: Student Engagement &amp; Professional Development</b></p> <ul style="list-style-type: none"> <li>- Clarify strategies and opportunities for student engagement, networking, and peer-engagement, given the asynchronous online delivery of curriculum, and the geographic distribution of students.</li> </ul>	<p><b>Program:</b> Further specification of the strategies and opportunities that will be incorporated into the program has been added to the proposal brief. These include virtual activities such as faculty-student meet-and-greets during synchronous program orientation activities, a program-specific virtual bulletin board for students, academic faculty, and field mentors, milestone speaker series, virtual group learning sessions, an annual virtual, synchronous “town hall” session for students to share feedback about the program and their experiences, and optional group writing sessions coordinated by the Graduate Chair. Although online coursework is asynchronous, we have further clarified that there are opportunities for engagement embedded within these courses through activities such as group assignments, group discussion forums, and optional interactive synchronous sessions to engage with the course content and with the instructor. Also, it is important to note that the Professional Development Seminar Series and Knowledge Translation Seminar Series, both of which are required milestones, involve synchronous and interactive activities.</p> <p><b>Faculty:</b> The program has specified the many student engagement and networking strategies and activities built into the DHSc program. The Dean’s Office confirms that the program will also have the support of the FHS DesignEd team who have expertise in on-line learning and creative instructional design.</p>
<p><b>Recommendation 6: Student Progression</b></p> <ul style="list-style-type: none"> <li>- Consider mechanisms for remediation of failure that will not hold a student back from progressing or require that they be withdrawn after a single instance of failure.</li> <li>- Make clear how progress in the non-course milestones is monitored and the impact of missing a milestone.</li> </ul>	<p><b>Program:</b> Across graduate programs within FHS and across Western, it is the norm that failure of any program component in the absence of valid extenuating circumstances results in withdrawal of the student from the program. Whereas the appeal process was mentioned with respect to the final evaluation of the DiP, we have added further information regarding progression in both courses and milestones and specifying how students may seek academic relief and/or appeal and also how to access other student supports. Students will be informed of the process via a number of venues including in program orientation materials, within the program’s virtual bulletin board, course syllabi, and if progression issues arise. Upon admission, students will also be provided with information regarding the services and supports available at Western to enable their success (e.g., Writing Support Centre, Accessible Education); this information is also regularly included in course syllabi.</p> <p>Further details regarding how student progress is monitored, including milestone completion, have been added. For monitoring DiP progression, we have specified that there will be regular supervisory team meetings, an annual spring progress review meeting, and use of Western’s Pathfinder platform to track progress.</p> <p><b>Faculty:</b> The program has provided further specification of how student progression in both coursework and milestones will be monitored. Importantly, these progression and academic relief/appeals policies and procedures align with Western-wide policies and procedures.</p>

<p><b>Recommendation 7: Ensure PLOs are covered in required coursework in addition to electives.</b></p> <ul style="list-style-type: none"> <li>- Ensure that key program learning outcomes or skills are covered in required coursework, and not only in electives.</li> <li>- Consider whether course requirements can be individualized based on a student's previous training at admission.</li> </ul>	<p><b>Program:</b> We have reformatted the information which linked program learning outcomes with courses and milestones. This reformatting makes clear that the DHSc PLOs are being covered in required coursework and milestones.</p> <p>With respect to balancing foundational learning with individualized learning, the DHSc program offers students options within both foundational courses as well as electives; the DiP is also individualized. Students could take additional courses (in consultation with their mentors) to further individualize their program.</p> <p><b>Faculty:</b> The program has provided additional tables in the proposal brief that clearly illustrate that PLOs are covered by required coursework and milestones. The Dean's Office agrees with the program that individualized learning has been built into multiple components of the DHSc (e.g., elective coursework, DiP).</p>
<p><b>Recommendation #8 Community Engagement</b></p> <ul style="list-style-type: none"> <li>- Formalize the proposed consultation with regional healthcare organizations and leaders with the creation of an advisory board that includes alumni.</li> </ul>	<p><b>Program:</b> The program will work on formalizing the creation of an advisory board with the aim to have the advisory board in place upon completion of the first cohort so that alumni can be included.</p> <p><b>Faculty:</b> The Dean's Office agrees with the program's plan and timeline for establishing a DHSc advisory board. The Faculty has long-standing ties with regional healthcare organizations and their leaders which will facilitate identification and recruitment of key interest holders to the advisory board. As the reviewers indicate, FHS alumni are counted among leaders in these regional healthcare organizations, facilitating their inclusion on the advisory board.</p>
<p><b>Recommendation #9 Alumni Engagement</b></p> <ul style="list-style-type: none"> <li>- Formalize engagement of alumni before students graduate, to focus not only on feedback but also on recruiting their ongoing participation in the program.</li> </ul>	<p><b>Program:</b> Ideas for encouraging the ongoing participation of alumni in the program include creating a LinkedIn group for the DHSc program when it begins (also a method to engage community partners and field mentors). Another approach that will be implemented is to make explicit during their time in the program not only what types of ongoing participation in the program following graduation are encouraged, but also how such ongoing participation can be a means to further advance their leadership competencies, practice-based knowledge and inquiry skills, and network building and/or strengthening.</p> <p><b>Faculty:</b> The Dean's Office supports the program's strategies for encouraging students to become engaged alumni upon their completion of the DHSc. Further ideas for fostering alumni engagement may come from connecting with existing FHS Schools/programs with strong alumni networks; such across-FHS program communication and collaboration is supported by FHS graduate program committees, on which the DHSc Graduate Program Chair and administrative staff will serve.</p>

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair (or equivalent), and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendations 1, 2, 4, 5, 6 and 7 consisted of areas in need of clarification in the proposal brief. These have all been addressed, as articulated in the Program responses above. Therefore, these recommendations are not prioritized for follow-up in the Implementation Plan below.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p><b>Recommendation #3: Part-Time Enrolment</b> Consider the addition of a part-time option in the program to support recruitment among working professionals and to align with any changes you make to the DiP.</p>	<ul style="list-style-type: none"> <li>• Consider a part-time option after the DHSc program has been established. Solicit interest from prospective and enrolled students.</li> <li>• If actioned, develop a framework (different from full-time) to support cohort building.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Program Committee</li> </ul>	By December 2028
<p><b>Recommendation #8: Community Engagement</b> Formalize the proposed consultation with regional healthcare organizations and leaders with the creation of an advisory board that includes alumni.</p>	<ul style="list-style-type: none"> <li>• Create an advisory board upon completion of the first cohort so that alumni can be included.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate program committee</li> </ul>	Initiate formalizing during 2028-2029 academic year
<p><b>Recommendation #9: Alumni Engagement</b> Formalize engagement of alumni before students graduate, to focus not only on feedback but also on recruiting their ongoing participation in the program.</p>	<ul style="list-style-type: none"> <li>• Create a LinkedIn group for the DHSc program when it begins.</li> <li>• Make explicit to students what types of ongoing participation in the program following graduation are encouraged and how such ongoing participation can be a means to further advance their leadership competencies, practice-based knowledge and inquiry skills, and network building and/or strengthening.</li> <li>• Connect with existing FHS Schools/programs with strong alumni networks for additional ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Program Chair and core faculty members</li> </ul>	By September 2026 and ongoing

**Budget Planning Update**

**Action:**     Approval         Information         Discussion

**Executive Summary:**

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

**Documentation Provided:**

Budget Planning Update - Slide Deck

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# Budget Planning Update

Senate  
March 13, 2026

# Outline

- I. Budget Recap
- II. Ontario Government Announcements made on Feb 12, 2026
- III. Western's Response/Actions

# I. Budget Recap

# Recap: External Context

(pre-Feb 12, 2026 announcement)

- Frozen Core Operating Grants
- Frozen Domestic Tuition Rates
- Targeted Government Grants
- Cap on International Undergraduate Study Permits
- Time-Limited Government Funding
- Year 1 of SMA4

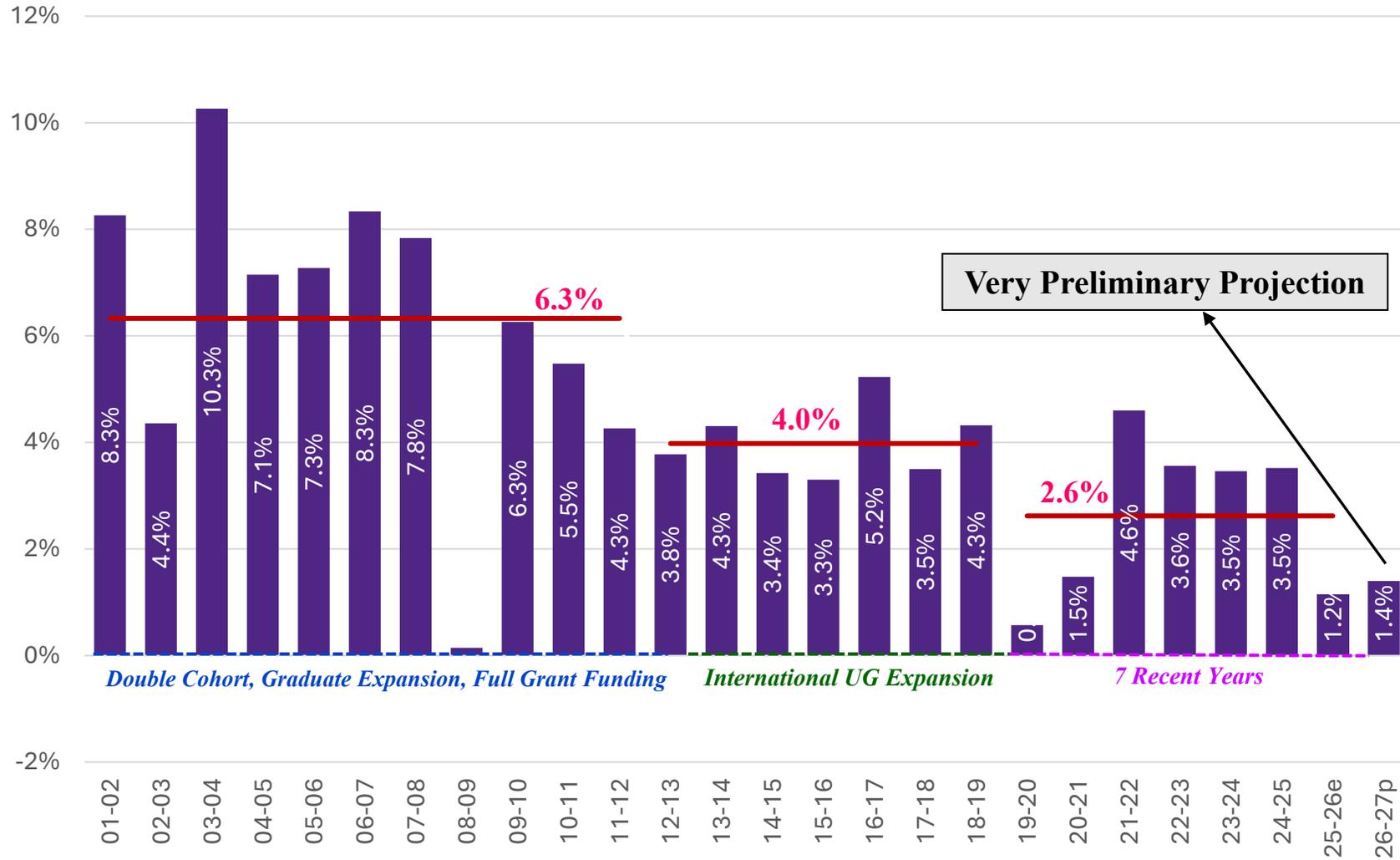
# Recap: Internal Context

(pre-Feb 12, 2026 announcement)

- Starting a New 2-Year Planning Cycle
  - Budget Approach/Structure Remains Unchanged
  - Enrolment-Related Revenue Sharing Continues
  - Focus On Strategic Priorities and Core Activities
- 
- Planning Assumption (Pre-Feb 12): No New or Incremental Base Allocations

# Our Operating Revenues

Annual % Change – 2001-02 to 2026-27p



# Faculty Recommendations for the Two-Year Plan

- Academic Priorities Fund (APF) allocations
  - \$1.4M in 2026-27 (One-Time)
  - \$0.9M in 2027-28 (One-Time)
- Strategic Expansion Funding
- Government-Supported Expansion
- Brescia-Western Integration UWOFAs MOU (5 faculty positions)
- Estimated Revenue Sharing
  - \$1.6M in 2026-27
  - \$2.3M in 2027-28
- Estimated PhD Funding Supplements
  - \$0.5M in 2026-27
  - \$0.6M in 2027-28

# Other Recommendations for the Two-Year Plan

- Small Capital Projects
  - \$265K in 2026-27
- RISF
  - \$750K
- Continuation of Undergraduate Summer Research Internships (USRI)
  - \$2M
- Continuation of Post Doctoral Programs (TBD)
- Ivey Funding Model

## **II. Ontario Government Announcements made on Feb 12, 2026**

# Domestic Tuition

(Feb 12, 2026 announcement)

- **NEW (effective Sept. 1, 2026):** Domestic Ontario tuition can increase by 2% per year for the next 3 years, with up to 2% increases permitted again in the following 3 years.
- **CONFIRMED:** Anomaly adjustments (Computer Science and MOS) continue at 7.5% annual increases.
- **CONFIRMED:** Domestic out-of-province tuition continues to increase by 5% per year.

# Components of Operating Grants Under Consideration

(Feb 12, 2026 announcement)

- Funding for all unfunded students up to 2024-25 enrolments
  - Per-student funding rate per Weighted Grant Unit (WGU) will increase
  - WGUs for Government's priority programs will increase
- 
- Details and restrictions are not yet known

# **III. Western's Response/Actions**

# Western's Response

(post-Feb 12, 2026 announcement)

- STEM Funding (last year)
  - Provided \$7.2M to Faculties in-year as one-time for 3 years
  - Considering converting to base
- Response to Domestic Tuition Increase of 2%
  - Immediately provided base to Faculties
  - Also provided base funding to Support Units
- Response to Operating Grant Increases
  - Waiting for details and confirmation
  - Recommendations in early summer 2026

# Next Steps

- Faculties and Support Units informed of additional investments
- Final Unit plans due: March 9, 2026
- University Budget Development: March-April 2026
- Budget at the Board of Governors: April 30, 2026
  - April budget will likely not reflect Operating Grant increases
  - After government confirmation, new recommendations expected for May-June 2026

# Discussion

Thank you.

**Western Libraries Annual Report**

**Action:**       Approval               Information               Discussion

**Executive Summary:**

The Western Libraries Annual Report for the period from May 1, 2024 to April 30, 2025 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 Vice-Provost & Chief Librarian.

**Documentation Provided:**

Western Libraries Annual Report

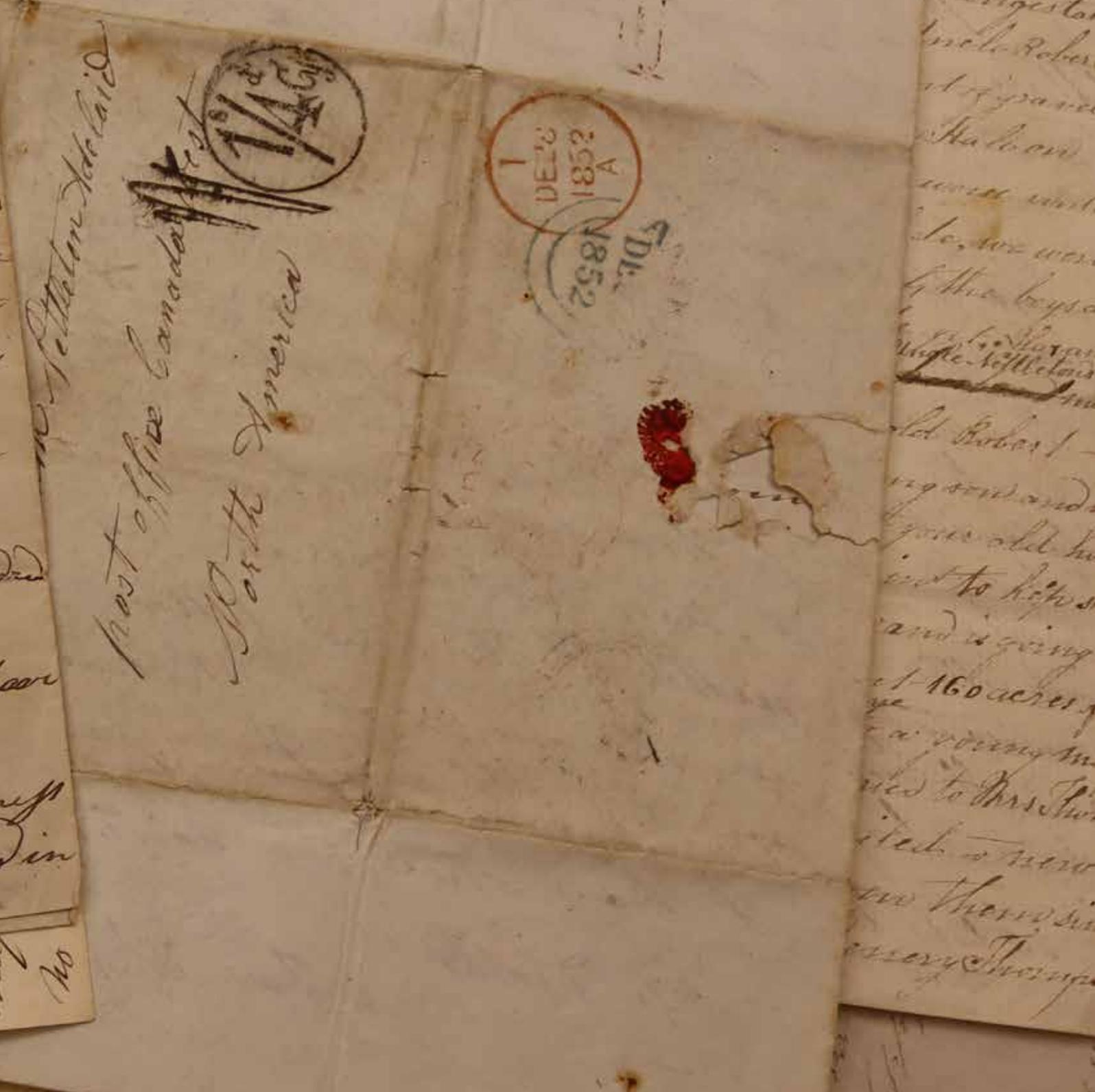
2024-25 Impact Report - Slide Deck

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Western  
Libraries

## Impact Report | 2024-25



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## Western Libraries Impact Report 2024-25

### Western Libraries

Western Libraries is the library system of Western University in London, Ontario. As the university's academic commons, we provide essential library and archival expertise, information resources, technology, collaborative spaces, and specialized staff. We support the university's research mission by cultivating and mobilizing knowledge across campus. Western Libraries engages, inspires, and empowers students, scholars, and researchers to achieve excellence in teaching and scholarship, and supports their development as global citizens and leaders.

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## A Message from Geoffrey

In reviewing an early draft of this Impact Report, I was struck by the scope, scale, and breadth of the work taking place in Western Libraries, and by the expertise and deep knowledge of our staff. Together we have achieved much over the last year.

In this report, you'll learn about new spaces, including Scholars Lab on The D.B. Weldon Library's ground floor and a new silent study space on its first floor, as well as our support for innovative scholarship and research creation such as the Black Londoners Project and Emma Donoghue's new play, *The Wind Coming Over the Sea*, which premiered at the Blyth Festival this summer. We are also celebrating some exciting new acquisitions, including the historical records of the London Health Sciences Centre, which was originally founded in 1875, three years before Western University itself. Another 15th-century Book of Hours donated by professor Jane Toswell in honour of her father. Designed to aid and guide an individual's daily prayer cycle, it features appeals to Saint Apollonia, the patron saint of dentists and those suffering from toothache. You'll have to read on in this report to understand the connection between the manuscript and professor Toswell's dad.

Student success is central to our mission. In the fall, and for the second year, we presented the Western Libraries Undergraduate Research Awards, or WLURAs, which honour exceptional scholarship by undergraduate students. The award recipients, and the high number of submissions we received, are a testament to the intellectual and creative power of Western students and to the important role that librarians, archivists, staff, and library collections play in their success. As part of the ambitious *All in* campaign, which Western launched in September, we are looking to create an endowment to ensure the future of the WLURAs.

We are also committed to our community. This year we abolished borrowing fees for members of the public, granting them free access to most of our vast print collection. More recently, we became only the second Ontario university to join the Community Scholars Program, which connects the staff of non-profit, charitable, and public service organizations with more than 20,000 academic journal titles and e-books.



Finally, we are supporting EDIDA (Equity, Diversity, Inclusion, Decolonization and Accessibility) in numerous ways, including a new joint fellowship with the Faculty of Information and Media Studies to support Black and Indigenous students in the Master of Library and Information Science program.

Like many parts of the university, Western Libraries is facing a challenging period. We are being asked to think differently about how we do our work within a resource-constrained environment. Responding to that call will require creativity, ingenuity, and collaboration. I am confident in our ability to navigate these challenges with care, thoughtfulness, and integrity.

My sincere thanks go to my colleagues in Western Libraries for their many contributions over the last year. We should be proud of much.

**Geoffrey Robert Little**  
Vice-Provost & Chief Librarian

# Emma Donoghue Brings Western's 19th Century Letters to Life at Blyth Festival

Inspired by Johnson-McConnell family correspondence, Emma Donoghue's new play captures the hopes and hardships of Irish immigrants to Canada

*"...but Henry Dear, I leave this to yourself you have some idea which of the two countries would be best. It would be very hard for me to take the children as I know of no person going to that country at present but if you wish me to go, I will go without any hesitation."* — Jane Johnson's letter to Henry Johnson, Jan. 9, 1849

The correspondence between Jane Johnson (née McConnell) and her husband Henry Johnson vividly illustrates one family's immigration journey to Canada during the Great Famine—detailing the uncertainty, hardship and hope of Irish immigrants preparing to move to Canada.

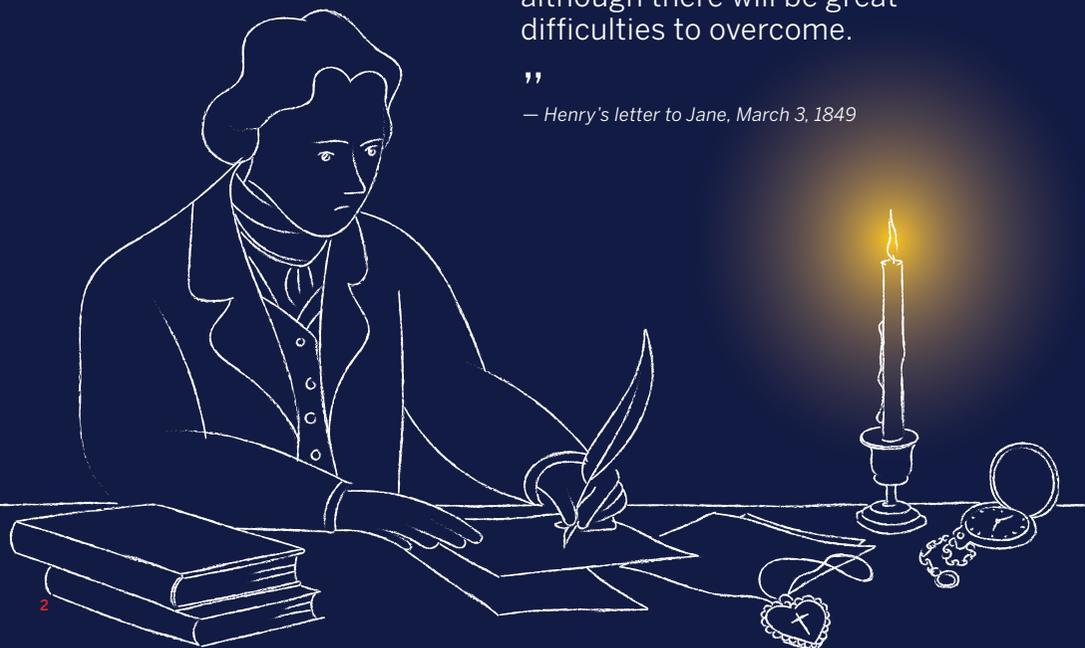
These letters, carefully preserved in the Archives and Special Collections (ASC) at Western, served as the inspiration behind award-winning author Emma Donoghue's new play *The Wind Coming over the Sea* at the Blyth Festival.

“

Those who are doing well at home and a prospect of continuing to do so ought not to come here, those who are not it is just the place for them although there will be great difficulties to overcome.

”

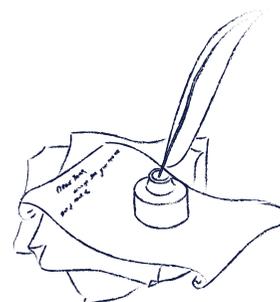
— Henry's letter to Jane, March 3, 1849



Donoghue, LLD'13, first came across the letters as a footnote in a text she was researching in 1999, when she was Western's writer-in-residence. She had been looking to learn more about the immigrants who had come before her, especially Irish immigrants. The letters inspired her to write a short story about the Johnsons. Years later, when the Blyth Festival approached her to write a play about Irish immigrants, she immediately thought back to the letters because they were so "eloquent, sturdy, practical and yet emotionally expressive."

In hopes of writing about the letters in more detail, she travelled 5,566 km to Belfast in an effort to find the original copies, only to learn the letters had been in her own city—in the same archives where some of her own work and archival records are kept.

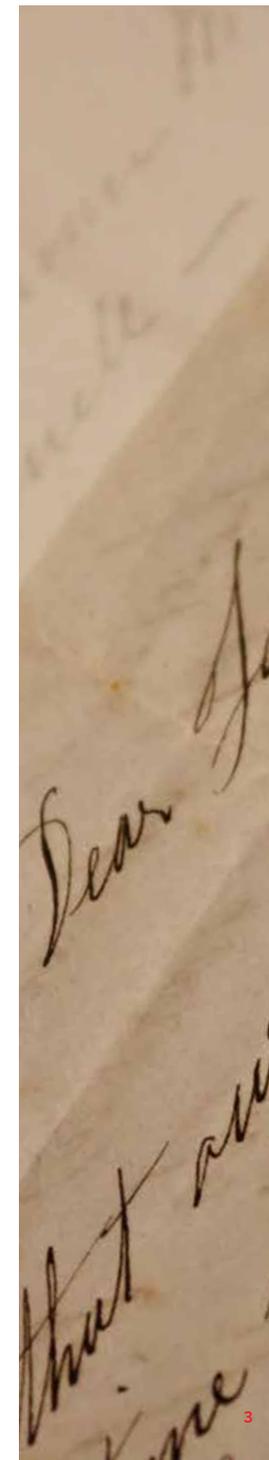
"I was so moved to be laying my hands at last on the actual pages. Not only had Jane and Henry written to each other, but they had managed to keep the letters safe on their travels all that time. Some of them were dirty, some were tattered, some with pages missing and some entire letters were missing," said Donoghue. "I think the letters were so important to the couple, to keep them going. They were an emotional lifeline so they each carefully preserved the ones that they had."

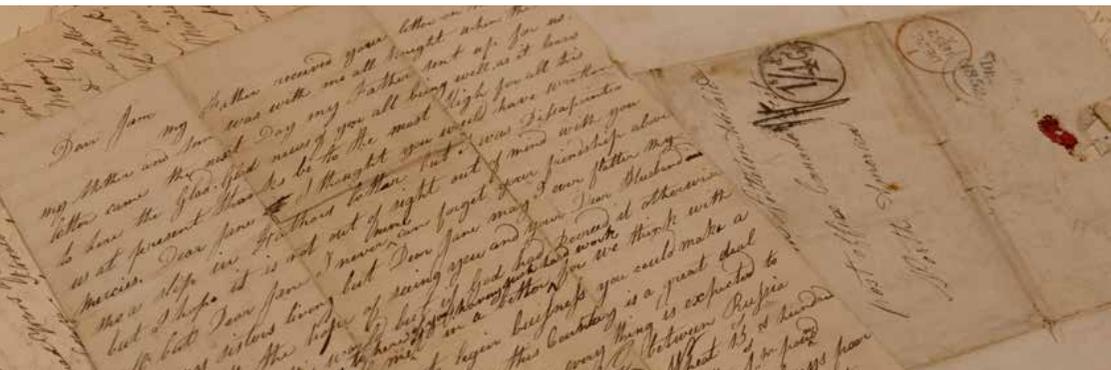


For Amanda Jamieson, a Western archivist at ASC, the letters stand out among the 19th century collections. Often records capture one side of a story, because the person only has the correspondence they received, not the ones they sent.

"With these letters, we can read the back and forth. It's a conversation. You can see two sides of a story, and you also get the family connection as well," said Jamieson. "They're from the 1840s predominantly and our collection only has a small number of letters from that timeframe. These letters are so detailed. There's so much yearning and hyperbole and they're so well written."

The collection includes correspondence from Jane's father and other relatives of the couple. Preserved with unusual completeness, the letters provide insight into the family's private lives and the broader context of mid-19th century immigration.





“It was around that turbulent time of immigration. Their town, Antrim in Ireland, was becoming destitute and people were becoming so impoverished they had to leave the country. I think that’s why the letters are so emotional as well, because they were leaving under such duress,” said Jamieson, who noted that about 200,000 people fled the country in 1847.

She pointed out the physical documents themselves are striking. Made of high-quality cotton rag paper, the letters have endured with minimal damage. Even the addresses, often as simple as “Post Office, Canada West, North America,” reveal a glimpse of a world where mail still reached its intended recipient across the Atlantic.



“

I am not able to do much; but the little that I can, I will do. I intend therefore in my next letter to send each of you a small matter to show you that though absent, none of you are ever forgotten by me.

”

— Arthur McConnell’s letter to his daughter Jane, July 5, 1855, sent from Antrim, Ireland to Canada



“We have such a large archives program for the region, and we have the ability to provide really great access with a wonderful reading room and resources to preserve and digitize one-of-a-kind records,” said Jamieson.

The letters were safeguarded for generations by their descendants, including Jane’s great-granddaughter Louise Wyatt, a teacher in London, Ont. who published some of the letters in *Ontario History*.



## From the Archives to the Stage

Donoghue used fragments and details from the letters to build monologues that honour the family’s voices while shaping a narrative for the stage.

“Their marriage was this living thing where they both brought skills and strength. This is not what we think of as a classic sort of Victorian marriage. He wasn’t making the decisions for the family, so these letters are a rich source that lends itself well to a 21st century play about two equal parties, full of humour, satire and human warmth,” said Donoghue.

The play is a musical featuring traditional Irish ballads and folk music.

Donoghue described watching her words take shape on the stage for the first time as everything she had wanted.

“It feels particularly alive. Watching these actors play Jane and Henry, it’s sort of like we’re letting the dead walk again. It’s a kind of thrilling magic,” she said. “At the very origin of theatre is having people let themselves get kind of possessed by either imaginary people or dead people or people far away.”

The Blyth Festival, known for championing Canadian and rural stories, proved an ideal home for the production.

“It’s extraordinary that this play has managed to find such an audience and people are relating to it so much based on their own history of their families coming to Canada from many different places—it seems to have touched a real nerve. It’s celebration of the ups and downs of immigration,” said Donoghue. ♥

The donation of the letters to Western in the 1970s ensured their story can continue to be shared with the wider public.

“I’m so thrilled by archives,” said Donoghue, “But researching archives is quite a solitary experience, and every now and then I come across something that I feel needs to go to a wider audience, sometimes in the form of a novel and in this case in the form of a play.”



# The Detective Work of an Archivist

## One archivist's journey through the clues of history, from paper composition to Victorian mourning customs

When Amanda Jamieson picks up a stack of old letters, her mind immediately begins piecing together clues. The colour of the paper. The style of cursive. The way a letter has been folded and sealed. To the untrained eye, these are simply old documents. To Jamieson, an archivist at Western Libraries, they're a puzzle waiting to be solved.

"Usually what we're trying to do is date something—that's our number one priority as archivists," Jamieson explains, carefully handling a blue-tinted letter from the 1850s. "We're trying to give it a date, a context, and a creator."

But dating historical documents requires a specialized skill set that Jamieson has honed over two decades working in archives. Her expertise includes palaeography—the study of handwriting and writing systems—along with an intimate knowledge of paper types, ink styles, and historical writing conventions that most people never think about.

### The Paper Tells a Story

Take paper, for instance. Jamieson can tell at a glance whether she's looking at cotton rag paper (common before the 1850s) or wood pulp paper (which became standard after).

"This paper, to me, is cotton rag paper," she says, examining a letter. "And for the most part, you see lots of blue papers from this era. The paper gets whiter and cleaner and more standardized later on."

The cursive itself offers clues too. Jamieson watches for the presence of a "long S"—a letter that looks like an 'f' but represents an 's', common in 18th century writing. Its absence helps her narrow down dates. She notices how people's penmanship varies, how some writers cram words together to save space while others sprawl luxuriously across the page.

### Creative Solutions to Postal Costs

One of the most fascinating practices Jamieson encounters is cross-hatching—when letter writers, concerned about postage costs based on the number of sheets mailed, would write in one direction, then rotate the paper 90 degrees and write perpendicular lines over the first layer of text. "You'd read it one way, and then you'd have to flip it to read it the other," she explains. "It was quite common in the 19th century to keep that postage down."

Even the envelopes tell stories. In the mid-1800s, the paper and envelope were often the same document, folded and sealed with wax. Jamieson points to a letter with a black border: "When we see black on the outside of a letter, we usually know that the person who's sending the letter is in mourning. This was a common practice from the Victorian era."

### Building Context and Provenance

Currently, Jamieson is working with the Johnson-McConnell letters, a collection of letters during the Irish Famine that inspired the work of internationally bestselling author, screenwriter, and playwright Emma Donoghue (story on page 2). But Jamieson's detective skills extend far beyond reading old handwriting. She's also piecing together context and provenance, figuring out who sent letters to whom, and maintaining what archivists call "original order"—preserving the relationships between documents as they were kept by their creators.

"We're creating context. That is a key task in archives," Jamieson says. Sometimes this means using a perpetual calendar to determine which year a partially dated letter was written. Other times, it's recognizing that houses in 1850s London, Ontario didn't have street numbers yet—crucial information for researchers doing genealogical or built heritage work.

What strikes Jamieson most is how these skills have become second nature. "I've internalized a lot of this at this point," she admits. "These are just thoughts that happen, and I don't really give them too much depth because that's not necessarily the most important thing I need to know."

The most important thing? Making sure researchers can access and understand these materials and preserving the voices of ordinary people experiencing extraordinary circumstances. ▀

# Rare Medieval Music Pages Join Western's Collection

Western has acquired two complete pages of medieval neumes—early forms of written music. Complete neume pages are rare. These are Western's first, purchased from an Ontario vendor with support from legacy donors. They'll enable hands-on research for students studying early musical history.

### What Are Neumes?

Unlike modern sheet music, neumes show melodic direction and rhythm without specifying exact pitch. Monks already knew the melodies; neumes were memory aids, not sight-reading tools.

### Why They Matter

Dating to the 9th–12th centuries, neumes reveal that Western music developed through oral tradition and memorization—similar to Eastern cultures—rather than rigid notation.

"Neumes are the closest thing to an actual transcription of an intangible idea in someone's mind," said music professor Kate Helsen.

### Bringing History to Life

To make neumes come alive for modern audiences, Helsen created "sound walks," featuring posters with images of neume fragments found by Meert-Williston in manuscript waste. Paired with sound beacons linked to a smartphone app, visitors can hear the chants as they approach each one.

"We forget there was a time when sheet music was a momentous discovery," Helsen said. "...Now Western has actual examples of the earliest efforts to capture music."

For a full version of this story, visit [Medieval Neumes](#). ▀







Fourth-year classical studies student Stephanie Leith spent her summer searching for medieval manuscript fragments used to support spines and reinforce bindings in the production of the world's first books. She worked under the guidance of special collections librarian Deborah Meert-Williston and her research supervisor, classics professor Kyle Gervais.

Fourth-year classical studies student Stephanie Leith (left) spent her summer searching for medieval manuscript fragments used to support spines and reinforce bindings in the production of the world's first books. She worked under the guidance of special collections librarian Deborah Meert-Williston (centre) and her research supervisor, classics professor Kyle Gervais (right).

## Medieval manuscript fragments, once buried in bindings of early books, offer 'window into the past'

She once worked in the high-tech world for search engine giant Google. Now, Stephanie Leith is manually searching early print books, looking to uncover even older works within.

Leith's quest started this past summer, delving into volumes housed in the [Archives and Special Collections \(ASC\)](#) of Western Libraries, hunting for fragments of medieval manuscripts, once used to make bindings of the world's first books.

As bindings and covers fall away over time, the fragments of parchment become visible. Because the text of these fragments was not typically erased before being repurposed for bookbinding, it's often possible to read and analyze that text. Researchers can sometimes identify the work from which it was drawn and determine the approximate date of when the manuscript was first produced.

"These fragments offer a window into the past, telling us more about what life was like in a given time," said Leith, who took on the project through Western's [undergraduate student research internship \(USRI\)](#) program.

The opportunity brought the fourth-year classical studies student the satisfaction she

was seeking when she left her career and returned to school.

"I was driven by a need and thirst for meaning and to contribute to something larger than myself, which is how I see academia," Leith said. "Now I'm contributing to a piece in the giant puzzle of history."

### Research Opportunity 'Too Exciting to Let Go'

Leith first learned of the use of early medieval manuscripts in the art of bookbinding as part of classics professor Kyle Gervais' Introduction to Medieval Manuscripts course, during a class visit to the ASC.

"As we shifted from medieval manuscripts on parchment to print books, manuscripts became 'old tech' as printing could ramp up the dissemination of written works faster," Leith said.

"Manuscripts weren't thought to be exciting anymore and were often cut into strips to support the spines of books, reinforcing the sewing supports to make sure the books would still open nicely."

As special collections librarian Deborah Meert-Williston showed examples of fragments found in some of the ASC's rare books, Leith became fascinated, eager to learn more.

"Western Libraries had already identified fragments dating back to the early 12th century, and the possibility of finding more was too exciting to let go. When Dr. Gervais pitched the USRI project to me, I absolutely knew that's how I wanted to spend my summer," Leith said.

Under the supervision of [Gervais](#), whose research interests include digital humanities and the study of pre-modern manuscripts, and with the guidance of Meert-Williston, an [expert on rare books and medieval manuscript materials](#), Leith reviewed 200 early books from the 16th century.



She discovered 16 books containing 62 individual fragments, which she photographed, catalogued and recorded. She also created a [website](#) to document her findings.

## Fascinating Findings Buried in Bindings

The limp parchment bindings of 12 out of the 16 books show they've remained untouched for almost 500 years. The fragments predominantly feature texts written in Latin, with two in Dutch and Hebrew. Others, not yet identified, could be in German or Middle English.

The manuscript fragments vary in size and content, falling in four categories: Christian theology, history of medicine, classical history and English literature.

Highlights include three large fragments from the 13th century decretals of Pope Gregory IX, created to organize and clarify the laws of the Roman Catholic Church.

They hold what Leith calls the "little gem" of her discoveries.

It's not just the main text that's intriguing, but the commentary surrounding it.

"You can see two different people had used it for study. Their handwritten notes are around it and they've done a medieval version of 'highlighting,' where they draw a little finger to point out what's important. This is an example of how these tiny fragments tell their own story. Those students, through their notes, are showing this was important enough to be studied, how it was interpreted and what it meant to them at the time."

A small 1562 edition of *The Epistles of St. Ignatius of Antioch* contained not one, but three different fragments.

Gervais identified one of the fragments to be from Julius Caesar's *De Bello Civili 2.4*. 'Hidden' on the spine of the book, it was only found because the book fell apart.

"To discover a pagan work supporting the spine of a Christian one is fascinating," said Leith, who's also pursuing a major in Catholic studies. "In the medieval period, Christianity became dominant, prompting an ongoing debate about classical works—the idea they were valuable, but how could Christians reconcile that if pagans wrote them? Finding writings of Julius Caesar under a religious book shows someone found enough value in it to save it, even if they later turned it into trash. It also tells us they were reading Caesar's works and that Caesar's works were being reproduced into the 13th and 14th century."

## Relevance of Research at Western and Beyond

Meert-Williston said Leith's research is helping advance important work for the ASC and Western.

"Although we knew that our early print collection contained manuscript 'waste', so far there has not been a systematic approach to gathering

the fragments all together and creating a record of what we have. Most of the fragments Stephanie identified have not been studied and some of what she uncovered was being seen for the first time in hundreds of years," Meert-Williston said.

She also noted the relevance Leith's and Gervais' ongoing research has beyond Western.

"There is great interest in our medieval manuscript collection, not just from our campus community, but from around the world. Finding, identifying, and describing these fragments is an extremely worthwhile effort because it adds to the quantity and quality of our existing collection, which supports both teaching and research," said Meert-Williston. "Since each medieval manuscript is a unique object, and may contain information not available anywhere else, every fragment offers the academic community the possibility of learning something about the world we didn't know before."

Gervais said the discoveries help give humanities students direct connections to the materials they're studying, a rarity in the field.

"For the classics of Ancient Greece and Rome, the texts we study are here thanks to copies handwritten over time. We have all these fragments, thanks to the fact somebody had an old book kicking around. They no longer saw it as valuable and cut it up to support a new book they did value. Five hundred years later, it is suddenly significant to us, because it's preserving a document hundreds of years older than the book we're looking at."

Preservation, Gervais added, is another important aspect of the manuscript fragment project.

Libraries around the world, including Western, are preserving fragments of ancient medieval manuscripts within early modern books, without knowing they are there. That puts the fragments at risk, often when someone has good intentions of repairing them.

"When a rare book is recovered and rebound, all of this, 'waste' gets

thrown away," Gervais said. "That's why it's important to find it, catalog and preserve it."

## Next Steps

Fueled by the findings of her summer internship, Leith is continuing to work on the project with Gervais.

"It's become a bit of an obsession, like solving a mystery," she said. "And there's so much more to explore."

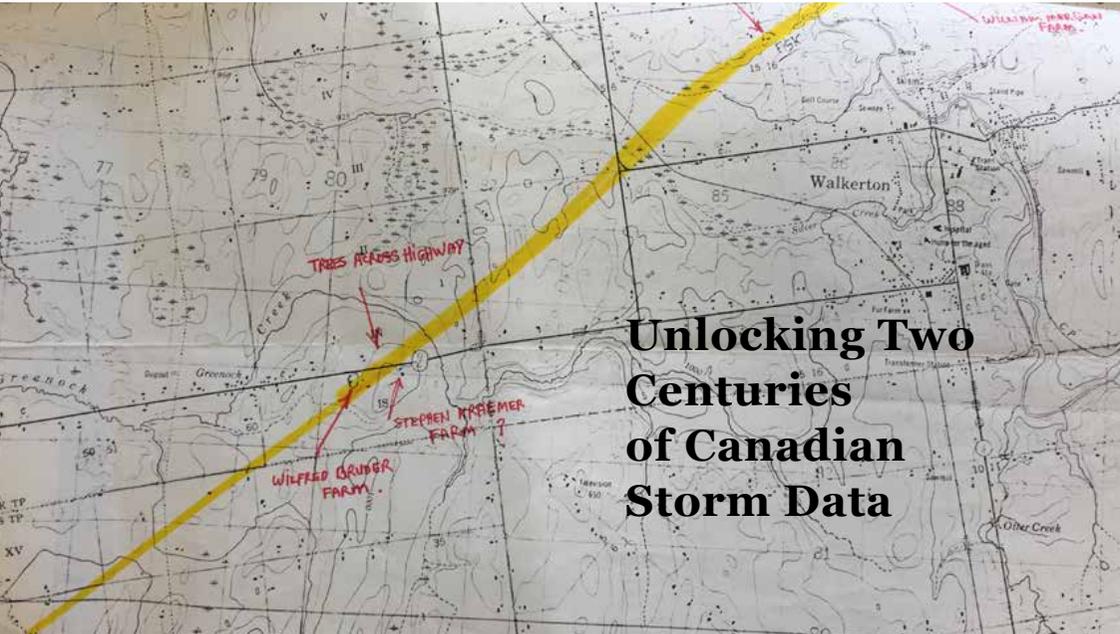
Once Leith finishes studying books in the ASC's 16th century collection, she'll turn her focus to those from the 17th century.

Other next steps include developing a fragment catalogue for Western Libraries and sharing that data on [Fragmentarium](#), a digital laboratory cataloguing medieval manuscript fragments from around the world. This opens the possibility of collaborating with scholars around the world to piece together a manuscript, once cut into pieces and scattered across the globe.

That would be "a gift," for Leith, who's glad to have transferred her love for sharing knowledge at Google to sharing knowledge through tiny pieces of history.

"Working in tech, everything phases out approximately every six months, because things iterate so fast," she said. "What's fascinating about this work is its enduring nature. It's a little footprint in the path of time and part of my footprint now. ♥"





## Unlocking Two Centuries of Canadian Storm Data

Michael Newark’s pioneering tornado research archive has been transformed into a comprehensive digital resource, making centuries of Canadian storm data accessible to researchers worldwide

For decades, retired Environment Canada meteorologist Michael Newark pursued a singular mission: tracking down every piece of tornado documentation he could find. Newspaper clippings, investigation reports, photographs—Newark methodically assembled Canada’s first national tornado database, with records stretching back to 1792. Yet

this treasure trove of storm data remained locked away in filing cabinets, invisible to the researchers who could put it to use.

That changed when the [Northern Tornado Project](#) (NTP) approached Western Libraries with a challenge: transform Newark’s comprehensive collection into an [accessible online resource](#). After a two-year collaboration, they succeeded, launching the digital archive in July 2024.

### The Challenge: Organizing a Whirlwind of Information

“When we first got [Newark’s archive], it was really just like folder of digital documents of various types and sizes,” says [Arielle VanderSchans](#), the research and scholarly communications librarian who co-led the project with her colleagues [Joanne Paterson](#) and [Courtney Waugh](#).

The scope was daunting. Thousands of documents needed organizing. Photos were

labelled with random numbers. News clippings from different decades were mixed together. Nothing was searchable.

“It was like getting a file cabinet with no order,” VanderSchans explains. “There was a lot of organizing to do before we even got started on metadata, which is where the real work began.”

The team spent 18 months organizing and creating detailed digital records for each tornado event by systematically adding titles, locations, dates, and times—metadata that would make the archive useful for research.

“As my colleague Joanne likes to say, ‘It all starts with a spreadsheet,’” VanderSchans notes.

### A Tool for Modern Research

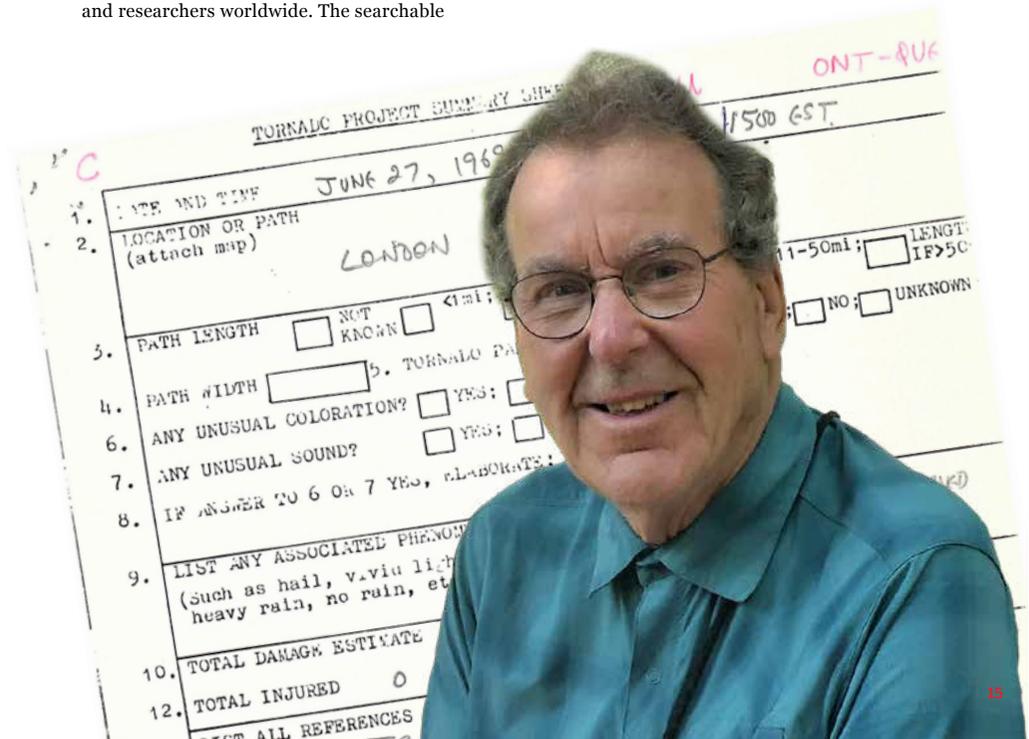
The [Michael Newark Digitized Tornado Archive](#) now serves meteorologists, emergency planners, insurance companies, and researchers worldwide. The searchable

database allows for better risk assessment, improved forecasting, and stronger preparedness planning.

The project shows how careful organization can transform a static collection into a dynamic research tool. By making the historical record openly available online, researchers can now analyse patterns and trends that were previously locked away.

By summer 2026, the team plans to migrate to a new platform with enhanced mapping capabilities, using the geographic coordinates they catalogued to enable better spatial analysis.

The collaboration between Western Libraries and the NTP has preserved an important piece of Canadian meteorological history while creating a foundation for ongoing tornado research and education. ♥



\* Michael Newark, University of Toronto graduate, retired Environment Canada meteorologist, and a 1969 London Tornado Project Summary Sheet

# Making Invisible Histories Visible

## The Black Londoners Project

A groundbreaking collaboration between Western researchers and Western Libraries is recovering lost stories from London, Ontario's past

*Harpers Weekly, 1864, Negroes Leaving Their Home. Internet Archive.*

*"I keep a boarding-house, and have now ten boarders, all fugitives, as nearly as I can recollect. One of them came last winter. They have all got employment."*

These words from 1855, spoken by a formerly enslaved woman known only as Mrs. Brown, offer a rare glimpse into a thriving but largely invisible community of Black freedom seekers in London, Ontario. Her testimony, recorded in abolitionist Benjamin Drew's *A North-Side View of Slavery*, represents one of just 16 documented accounts of Black Londoners whose stories have been systematically erased from the historical record.

Walking through downtown London today, PhD candidate Ronique Gillis sees invisible histories everywhere. "I think about how some of these places once belonged to Black Londoners as Black businesses or households," she reflects in a [2025 Western News article](#). "The erasure is shocking to me." Her words capture the central challenge facing [The Black Londoners Project](#): how do you recover entire communities that have been systematically written out of history?

The answer lies in an innovative collaboration between Western researchers and Western Libraries Map and Data Centre, using Geographic Information Systems (GIS) technology to transform scattered historical traces into an interactive digital map that makes invisible histories visible for the first time.

“

My name is — — — but you must not tell it, for I have children at the South, who would be eaten up if their masters knew.

”

— An 80-year-old freedom seeker, known simply as “An Old Woman,”



— Auguste Edouart. 1844. *Dalmany*. Glenn Tilley Morse Collection. The Metropolitan Museum of Art.

## Why Black Histories Disappeared

[The Black Londoners Project](#), co-founded by English and Writing Studies professors [Alyssa MacLean](#) and [Miranda Green-Barteet](#), confronts a stark reality about historical preservation in 19th century Canada. London's memory of Black history is very limited, even though Black communities were very much present in the early 19th century.

Because the historical record was so systematically biased against people of colour, many records simply weren't preserved. Records for women of colour were even more rarely kept. The record-keeping itself was male-dominated and focused almost entirely on London's white population, leaving Black lives largely undocumented.

Beyond institutional neglect, many formerly enslaved individuals—known as freedom seekers—deliberately avoided documentation due to fear and vulnerability. Some were afraid of being found by former enslavers or had family members who had not yet escaped. This apprehension extended to interactions with census takers and officials, leading many to remain hidden from public records.

The consequences of this systematic erasure are profound. An 80-year-old freedom seeker, known simply as “An Old Woman,” instructed Drew: “My name is — — — but you must not tell it, for I have children at the South, who would be eaten up if their masters knew.” Her words reveal how survival often required invisibility—creating the very silence that historians now struggle to overcome.

“  
These records are very hard to find. It's really hard to trace any sort of Black history in London, and a lot of those records have been erased  
”

— *Maia Somers, GIS Technician*

## Mapping the Unmappable: Technology Helps Reveal Hidden Lives

In addition to [traditional archival research](#), reconstructing the lives of early Black Londoners required spatial thinking, data management, and technical innovation. This is where Western Libraries' Geographic Information Systems (GIS) expertise became crucial.

GIS technology allows researchers to create digital maps that layer different types of information—historical documents, census records, property deeds, and personal testimonies—onto geographical locations. For [Maia Somers](#), GIS technical specialist at the Western Libraries Map and Data Centre, this presented both opportunities and challenges. “These records are very hard to find. It's really hard to trace any sort of Black history in London, and a lot of those records have been erased,” she explains.

Initially supported by GIS specialist [Liz Sutherland](#) and now guided by Somers, the team developed an [interactive dashboard](#) mapping birthplaces, arrival points in London, and final destinations for the 16 documented individuals. Users can click on these points to explore each person's journey, transforming abstract historical data into tangible human stories.

The project currently features three detailed stories online: [Mrs. Brown](#), whose boarding house sheltered other freedom seekers; [Margaret Henderson](#); and the anonymous “[Old Woman](#)” whose protective silence speaks volumes about the dangers these individuals faced. Each represents a different facet of the freedom seeker experience in London.

“The map really gives life to the data,” Somers explains. “It makes it easier to understand the story and connect with the individuals behind it.”

The team is now working toward a more advanced map that will integrate spatial data with archival materials—newspaper clippings, sketches, and other documentation—to create an even richer, interactive experience.

## A Model for Uncovering Hidden Histories

This collaboration represents more than a single research project—it's a model for how academic libraries can support community-driven research into underrepresented histories. By combining historical research with spatial data visualization, Western Libraries continues to provide GIS guidance and technical support to help researchers manage and visualize their data in ways that traditional archival methods cannot achieve.

The project builds infrastructure that can support similar efforts to uncover erased or marginalized narratives across Canada and beyond. The methodology developed here—using GIS technology to map fragmented historical records—offers a blueprint for other researchers working to recover lost communities and forgotten voices.

***The Black Londoners Project interactive map and database is available online. If our GIS experts can help you bring stories connected to your research to life, please reach out to [rsclib@uwo.ca](mailto:rsclib@uwo.ca).***



• Timothy H. O'Sullivan. 1862-1865. *Five Generations on Smith's plantation, Beaufort, South Carolina.* New York Public Library.



**Maia Somers**  
Geographic Information Systems Technician,  
Map and Data Centre,  
Western Libraries

*“It's super interesting to see how history and spatial data can combine and create a really powerful story.”*

Maia Somers (BSc [Hons] '17, Geology and Physical Geography, Western University; MSc '23, Physical Geography, Queen's University) works as a GIS technical specialist at Western Libraries. The primary focus of her work is with the Canadian Severe Storms Laboratory (CSSL) to manage project data including aerial, drone, satellite, and ground surveys. She supports the field survey team with data collection methods and maintains Open Data sites and event dashboards for both the Northern Tornadoes Project and Northern Hail Project.

Maia also collaborates with a variety of other groups in the Western community applying GIS tools and software to create educational maps and applications. She believes GIS is most powerful when it reveals a story in the dataset, making it easier for users to understand and connect with the information.



## Western Libraries Joins National Digitization Effort

Through a national partnership, Western Libraries is helping unlock new research possibilities by digitizing a vital piece of Ontario’s newspaper history

When Western Libraries digitization librarian Leanne Olson packed up 87 reels of microfilm containing editions of the *London Advertiser*, she wasn’t just mailing old newspapers—she was ensuring a piece of Ontario’s history would be widely accessible for generations to come.

Thanks to a new partnership with the [Canadian Research Knowledge Network](#) (CRKN), Western University Libraries is helping digitize 11 additional years of the *London Advertiser*, a once-prominent daily newspaper that served London, Ontario, until 1937. The project is part of CRKN’s inaugural call for [Canadiana Collection Development Projects](#), a national initiative to expand access to Canada’s diverse and rich past.

“This is a great partnership,” says Elizabeth Mantz, Acting Head of Archives and Special Collections. “It’s not just about preserving the past—it’s about making it accessible to researchers, genealogists, and the public across Canada and beyond.”

### A National Stage for Local Stories

The *London Advertiser* was a vital source of news for southwestern Ontario in the early 20th century. Covering everything from local elections and real estate sales to world wars and influenza outbreaks, the

“ This is a great partnership. It’s not just about preserving the past—it’s about making it accessible to researchers, genealogists, and the public across Canada and beyond.

— Elizabeth Mantz, Acting Head of Archives and Special Collections

paper offered a daily snapshot of life in a growing Canadian city.

One of the world’s largest digital archives of Canadian heritage, [CRKN’s Canadiana platform](#) already hosts issues from 1890 to 1925. With Western’s contribution of microfilm from 1925 to 1936, the collection will now offer a more complete historical record—freely accessible to anyone, anywhere.

“Local newspapers are really heavily used,” says Olson. “Now access won’t be limited to those who are able to access our collections. They’ll be fully searchable online and part of a much larger national collection.”

The demand is clear. In 2024, the *London Advertiser* ranked #42 among the top 50 most consulted titles in CRKN’s Canadiana Collections. A user survey, which gathered over 13,000 responses, found that most users are interested in history, genealogy, and Indigenous studies—areas where historical local newspapers can be an invaluable resource.

### A Win-Win Collaboration

For Western, the project is a milestone in its growing digitization efforts. “We don’t have the equipment or staff to digitize microfilm at this scale,” Olson explains. “This partnership allows us to contribute to a national collection without needing to invest in specialized technology or staffing we simply don’t have.”

CRKN is handling the digitization, metadata creation, and hosting. Western provides the content and curatorial expertise. “It’s a great

model,” Olson says. “We’re learning a lot, and we’re contributing to something bigger than ourselves.”

The project also reflects Western’s strength in regional history. “We’re very well resourced in Canadian newspapers, especially for southwestern Ontario,” Mantz notes. “This could open the door to digitizing other regional newspapers in the future.”

### Research That Reaches Beyond Campus

The impact of digitizing historical newspapers is already evident in the broader research community. [Alyssa MacLean](#), a professor in Western’s [Department of English and Writing Studies](#), offers a compelling example. Her research relies heavily on digitized newspapers like *The Provincial Freeman* and *London Free Press*, many of which are available through platforms like Canadiana.

“One of the helpful aspects of having sources online is that we can consult them as a team in asynchronous contexts,” she explains. “We can interact with the entire newspaper page, rather than just a photocopy from microfilm.”

Her experience highlights the value of making historical newspapers digitally accessible—for academic researchers, but also for genealogists, educators, and community historians alike.

### Looking Ahead

For Western Libraries, the project is just the beginning. “We’re already thinking about the next call,” Olson says. “It takes time and a lot of collaboration across our units to develop a solid project, so we’re starting to plan ahead.”

Western’s digitization efforts continue to grow, with projects like the digitization of the [Western Gazette](#), the university’s official student newspaper, also underway. “We’re really seeing growing interest in local history,” Olson says. “Whether it’s alumni researching the university, genealogists tracing family roots, or community members learning about their neighbourhoods, these digitized materials are filling in important gaps.”

As Western approaches its 150th anniversary in 2028, projects like this one ensure that the university’s legacy—and the stories of the communities it serves—are preserved for generations to come. ♣

## For the Record: A Librarian's Fight to Rescue Public Data

As government datasets began to vanish, Kristi Thompson mobilized a national initiative to keep critical evidence accessible



On Jan. 20, 2025—the day of the U.S. presidential inauguration—a quiet digital purge began. Federal agencies began removing thousands of pages and datasets, erasing content related to diversity, gender identity, climate science, and public health almost overnight. This wasn't arbitrary: new executive orders ended DEI programs and ordered agencies to strip related language from public platforms. The impact quickly extended beyond messaging. The National Center for Education Statistics lost most of its staff, climate monitoring initiatives were defunded, and key health and social data portals went offline.

For researchers and the public, the information gap was immediate—and potentially catastrophic. Without access to these datasets, tasks like tracking inflation, modeling climate risk, or evaluating education policy are at risk of becoming increasingly speculative. The loss undermines evidence-based decision-making across sectors, leaving policymakers, analysts, and communities to navigate

critical issues with incomplete or outdated information.

“This kind of destruction goes beyond data loss—it is a deliberate effort to disrupt and control discourse by limiting what can be known,” says Kristi Thompson, research data management librarian at Western Libraries. She adds: “An even bigger threat is that the U.S. government has stopped collecting certain data. If the data isn't collected, it never existed. You can't go back and fill in the gaps later.”

Thompson documented these events in her recent peer-reviewed article, [The Data Resistance: Preserving Data Set Integrity During Federal Purges](#), published in *Behavior and Social Issues*. In her article, she describes how automated web crawlers failed to capture many of the datasets. Manual intervention was required—fast.

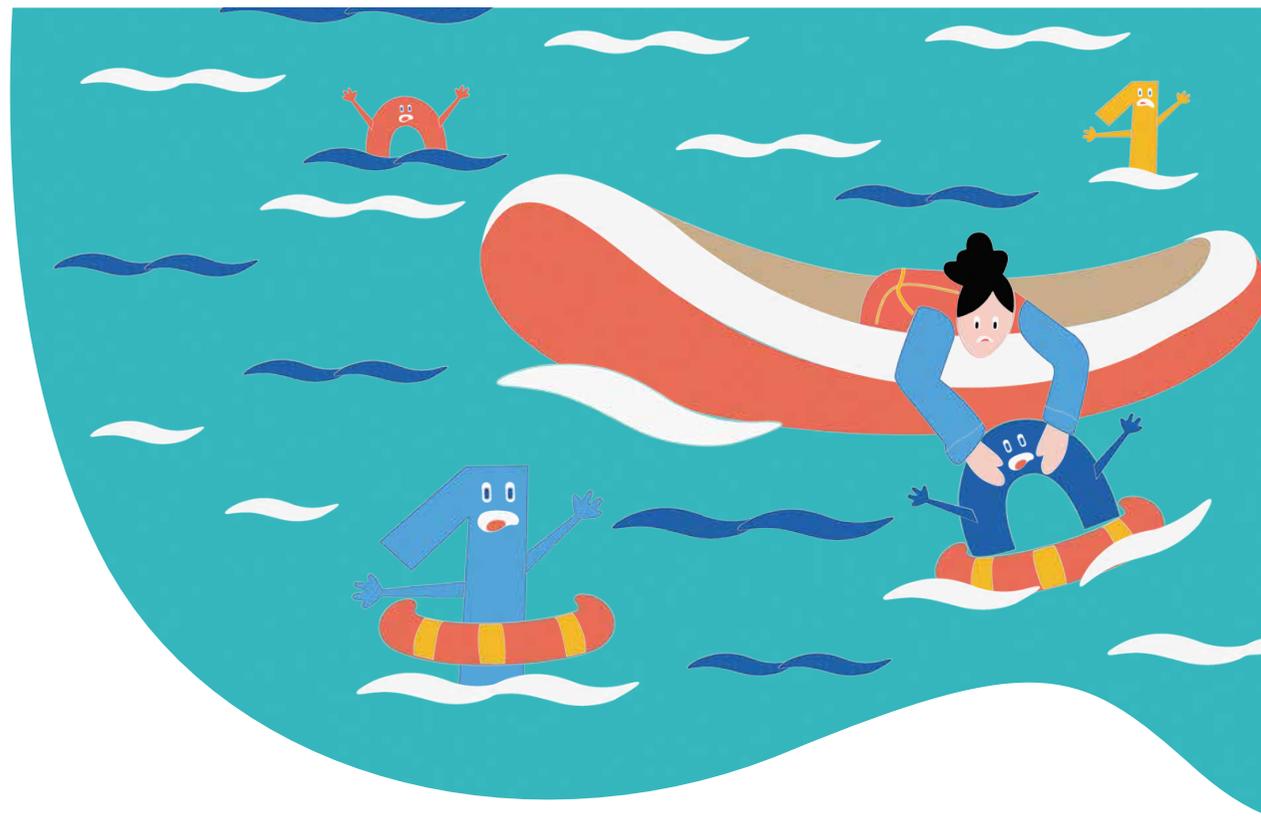
### A Coordinated Canadian Response

As U.S. librarians scrambled to copy and preserve what they could, Thompson saw the alarm spreading north.

“We've had our own history of data loss in Canada,” she says, pointing to the 2011 cancellation of the long-form census and the closure of the First Nations Statistical Institute. “It can happen here.”

In February 2025, she co-founded the Canadian Public Data Rescue Initiative with [Alexandra Cooper](#) of Queen's University. What began as a listserv post quickly evolved into a multi-institutional collaboration. The initiative now includes three subgroups: one focused on rescuing U.S. data, another on mass downloading Canadian government data, and a third to curate and publish individual datasets so they remain usable—not just stored.

“Our job is to turn a disappearing link into durable evidence—cleaned, documented, and deposited where people can actually find and use it,” says Thompson.





## From Rescue to Reuse

While downloading raw data can come with its own challenges, making sure a file is usable—and safe—is a whole other matter.

Some data collections are only accessible through interactive web tools. Others require registration or a data use agreement. File sizes can be massive, and often special expertise is needed to structure the data and import it into statistical software for analysis.

“If you just grab the raw file, it’s like finding a box of lab notes in a language you don’t speak,” Thompson explains. “Without proper processing, a file can be meaningless.”

Turning a panicked download into a durable public resource requires a series of unglamorous but essential steps: writing metadata, reviewing and organizing documentation, and performing ingest—the process of uploading and preparing files for long-term preservation.

Privacy adds another layer of complexity. Some datasets include survey responses or health details. Even without names, combinations like postal code, age, and language can identify someone. These sensitive variables can make individuals traceable. For example, if a dataset shows a Danish-speaking researcher in a specific region with 45 years of experience, that person could be singled out.

While anonymization isn’t always part of the rescue process itself, Thompson’s broader work in this area has helped researchers prepare sensitive datasets for public sharing. In May 2025, she [co-authored a paper on reducing re-identification risk](#)—the chance that someone could be identified from supposedly anonymous data. Her approach: check for sensitive variables, group rare values into broader categories, and document every change so the dataset remains trustworthy.

These same principles are essential when rescued data is intended

for reuse. Saving a dataset isn’t just about copying it before it disappears—it’s about ensuring it can be shared responsibly and understood by others.

“  
**When government data disappears, it disrupts the entire system of knowledge that allows governments to function effectively—and allows the public to see whether they are functioning effectively. Data collection and analysis is inherently a political act. A society makes implicit statements about what it values by what it chooses to count.**

”  
— Kristi Thompson, *Research Data Management Librarian*

## From Emergency to Infrastructure

By spring 2025, the Canadian data rescue team had moved from crisis mode to building systems for the future. One major contribution: preparing rescued U.S. datasets for deposit in [DataLumos](#), a public repository hosted by the [Inter-university Consortium for Political and Social Research \(ICPSR\)](#) at the University of Michigan. The team is also establishing a dedicated archive on [Borealis](#), a national research data repository, to host the Canadian datasets being rescued.

Depositing datasets in repositories like DataLumos or Borealis means they are preserved in a trusted archive, assigned a permanent link (a DOI), and made discoverable for researchers worldwide. It also ensures the data is documented and curated so others can understand and reuse it.

The initiative also ran download sprints to safeguard Canadian government data and began drafting repeatable workflows—step-by-step guides for what to grab, how to describe it, and where to publish it—so future rescue efforts can start faster and finish stronger.

## What’s at Stake

Government data is more than numbers. It’s the evidence base for public policy, disaster planning, social equity, and much more. When it disappears, decisions get made in the dark.

“When government data disappears, it disrupts the entire system of knowledge that allows governments to function effectively—and allows the public to see whether they are functioning effectively,” says Thompson.

“Data collection and analysis is inherently a political act. A society makes implicit statements about what it values by what it chooses to count.”

In the face of current and threatened data destruction, Thompson urges researchers to take action—starting with safeguarding their own materials. She encourages them to become “data hoarders,” keeping local copies and tracking the provenance of every file.

“Even if you think the material is backed up elsewhere,” she says, “remember the LOCKSS principle—Lots Of Copies Keep Stuff Safe.”

Practicing good data management, supporting preservation efforts, and using public datasets in their own research are all ways researchers can demonstrate the value of open data—and help protect it.

For Thompson, the work is urgent but also hopeful.

“If data destruction is a way to limit what people can know,” she says, “then preserving data is an act of resistance.” ♥

“  
**If data destruction is a way to limit what people can know, then preserving data is an act of resistance.**

”  
— Kristi Thompson, *Research Data Management Librarian*



**Kristi Thompson**  
Research Data Management Librarian, Western Libraries

*“Data preservation isn’t just technical work—it’s about protecting evidence for the public good.”*

Kristi Thompson is a national leader in research data stewardship and co-founder of the Canadian Public Data Rescue Initiative, which mobilizes librarians and researchers to safeguard vulnerable government data. She also serves as an advisor to Western’s Research Ethics Boards and co-chairs the Digital Research Alliance of Canada’s Sensitive Data Expert Group. Her work spans data rescue, data anonymization, and open education. Thompson co-edited Canada’s first open, bilingual textbook on research data management and has published widely on privacy and preservation.



# FROM FINDING SOURCES

# TO SEEKING VOICES

## A New Open Resource Invites Us to Rethink the Answer

A free, interactive teaching tool challenges educators, students, and professionals to build more inclusive, justice-oriented classrooms and practices

In 2022, Western Libraries made a bold commitment: to decolonize its curriculum and move beyond traditional approaches to teaching information literacy. That commitment has now evolved into a national resource—an Open Educational Resource (OER) titled *Knowledge Justice in the Helping Professions: From Theory to Practice*, launched in August 2025.

Though titled for the helping professions, the resource offers insights and strategies that extend far beyond nursing, psychology, or librarianship. Its core questions—about whose knowledge counts and how we make space for diverse voices—are relevant across disciplines, institutions, and professions.

This free, interactive teaching tool is already generating national interest, with close to 100 educators and librarians signed up, even before the resource had officially launched.

“We built this resource for educators, librarians, and students across Canada,” said [Heather Campbell](#), curriculum librarian and co-lead author. “But its lessons are relevant anywhere—the questions it asks about whose knowledge counts are universal.”

“

We built this resource for educators, librarians, and students across Canada, But its lessons are relevant anywhere—the questions it asks about whose knowledge counts are universal.

”

— Heather Campbell, Curriculum Librarian

## A Spark in Nursing

The OER's roots trace back to Western's 2022 Fall Perspectives on Teaching conference, where [Ashley McKeown](#), a lecturer in the Arthur Labatt Family School of Nursing, first encountered Western Libraries curriculum work.

"I realized my students—and even my own practice—were relying on a narrow slice of evidence," McKeown recalls. "I went home and rewrote my assignments that night."

That moment sparked an ongoing partnership between McKeown, Campbell, and teaching and learning librarians [Lea Sansom](#) and [Kathryn Holmes](#). Together, they began experimenting with how to teach epistemic justice—the idea that social identities influence whose knowledge is heard, valued, or dismissed.

Their work resonated deeply with students and faculty, inspiring new assignments, classroom discussions, and even a presentation to the Canadian Association of Schools of Nursing (CASN), where McKeown, Campbell, and doctoral student

“

This resource exists because so many people came together around a shared belief that students deserve to engage with knowledge in more inclusive and critical ways.

”

— [Lea Sansom](#), *Teaching and Learning Librarian*

28

V. Logan Kennedy shared their curriculum work with nursing educators and regulators.

## From Curriculum to OER

Western Libraries Teaching and Learning team quickly realized that putting knowledge justice into practice would require experimentation—and collaboration.

"As librarians, we often teach in other people's classrooms," said Campbell. "Ashley gave us the chance to test new approaches, and together we developed something that truly resonated."

The project was made possible by a dedicated Open Educational Resource (OER) grant from Western Libraries, which provided the primary funding for development. Additional support came from the Centre for Teaching and Learning, the Instructional Technology Resource Centre, and faculty from Education and Health Sciences. [Co-authors from across Western](#)—including the Faculty of Education, Faculty of Health Sciences, Arthur Labatt Family School of Nursing, Centre for Teaching and Learning, and Western Libraries—played a vital role in shaping the resource and championing its inclusive vision.

Built in Pressbooks and licensed under Creative Commons, the OER is free to access, share, and adapt. It includes six chapters, embedded videos, reflection activities, and a downloadable workbook.



## What Makes This Resource Different

Unlike traditional information literacy modules, the OER reframes how learners engage with knowledge. It introduces tools like the Voices Flower, which shifts the focus from "finding sources" to "seeking voices," and the Framework of Harms, which helps learners evaluate all forms of evidence—peer-reviewed articles, government reports, or social media posts—based on their potential to help or harm.

Rather than relying on checklists or source types, learners are guided to assess the diversity and sufficiency of their evidence, and to reflect on whose perspectives are missing.

"We're teaching students to seek voices, not just sources," said Campbell. "And to ask: What evidence do we value most—and whose voices are being left out as a result?"

The OER also offers [practical guidance on Generative AI](#), helping learners navigate these tools with care and intention. Rather than treating systems like ChatGPT or Gemini as neutral sources, the resource encourages students to reflect on how such technologies—trained on dominant cultural data—can shape the knowledge they encounter.

## What's Inside the OER?

Each chapter explores a different facet of knowledge justice:



### Chapter 1:

Identity, positionality, and power



### Chapter 4:

Strategies to seek missing voices, including guidance on AI and seeking others lived experience



### Chapter 2:

Epistemic injustice—recognizing who is missing



### Chapter 5:

Evaluating knowledge sources through the *Framework of Harms*



### Chapter 3:

Defining knowledge justice and its role in evidence-based practice



### Chapter 6:

Real-world applications, featuring interviews with professionals in nursing, psychology, and librarianship

The final chapter is a standout. It builds on the foundation laid in the first five chapters by bringing those ideas into the real world, featuring candid reflections from professionals who are learning to apply knowledge justice in their daily work—often in messy, complex, and emotionally charged contexts. It's where theory meets practice, and where readers see how small, intentional shifts can lead to meaningful change.

"It shows what happens when professionals choose to act differently, when they confront epistemic injustice, reflect on their own social locations, and commit to change," said Campbell. "These stories are an invitation to imagine new ways of practicing."

## Why It Matters

The OER asks difficult but essential questions, such as: Whose evidence are we relying on? Who is missing from our understanding of the world? How can we practice knowledge justice in spaces dominated by hidden algorithms and systemic biases?

“Our students know that inequities exist. They live them every day,” said McKeown. “Avoiding those conversations in the classroom does them a disservice.”

For Western Libraries, the OER is more than a teaching tool. “This resource helps us fulfill our operational goal of being leaders in library instruction,” said Campbell. “It’s also a concrete example of how we’re embedding our curriculum across the university.”

## Early Impact and Future Plans

Western instructors in nursing, health sciences, dietetics, medicine, library and information science, and philosophy plan to integrate the OER into their courses this year. Nationally, the resource’s authors have presented the curriculum at conferences across the country, sparking conversations in disciplines from psychology to library science.

Looking ahead, the team plans to release a companion teaching guide and explore future volumes focused on academic research and knowledge production.

“Knowledge justice is a collaborative practice,” said Sansom. “We hope this inspires faculty at Western and beyond to reach out to their librarians and explore these ideas together.”

## Ready to Explore?

Visit [Knowledge Justice in the Helping Professions](#) or the [Western Libraries curriculum](#) online and discover how you can bring knowledge justice into your classroom or professional practice. ♥

# Want to Learn About Valuable Resources Like This, and More?

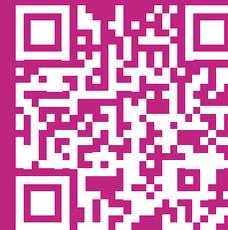
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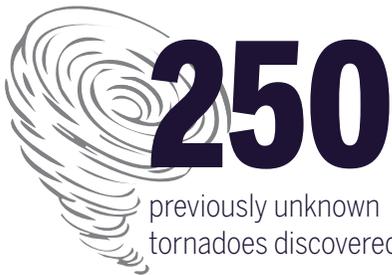


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# Beyond Basic Weather Maps: Creating Tools for Tornado Professionals



## How the Map and Data Centre transformed decades of tornado data into one of Canada's most sophisticated weather research tools

 **250**  
previously unknown  
tornadoes discovered

When the [Northern Tornadoes Project](#) (NTP) approached Western's [Map and Data Centre](#) with decades of tornado research, the challenge was clear: how do you transform raw historical data into something meteorologists, emergency planners, and researchers can actually use? The answer required

sophisticated Geographic Information Systems (GIS) expertise, careful platform design, and ongoing technical maintenance—exactly what GIS technician [Maia Somers](#) and her colleagues specialize in.

The result, launched in May 2024, is Canada's [Advanced Tornado Dashboard](#)—a platform that does more than display data. It reveals patterns, enables complex filtering, and has helped document over 250 previously unknown tornadoes across the country, including 45 newly identified fatalities from 1980-2009.

### Designed for Professional Users

The Map and Data Centre's first task was understanding what professionals actually needed. Weather Network reporters covering severe storms, insurance companies assessing regional risks, and municipal planners

developing emergency protocols all required analytical capabilities that basic public dashboards couldn't provide.

The solution meant building two complementary systems with distinct technical requirements. While the [NTP's main dashboard](#) needed to stay simple and updated regularly with recent events from 2017 forward, the Advanced Dashboard required sophisticated filtering, historical depth, and membership-based access control.

"We'll get reporters from newspapers or the Weather Network or meteorologists that will come in and look at this dashboard to analyze the historical database," explains Somers.

The technical architecture the Map and Data Centre created using ArcGIS Online goes far beyond basic mapping. For the first time, users can view actual tornado tracks where documented, with enhanced detail for complex, non-linear paths. The platform enables filtering by month, time of day, tornado length and width, Enhanced Fujita rating (a scale used to measure tornado intensity), motion patterns, and economic losses.

"The filters that we create in the back end help them do that," Somers says. "If researchers are going in there to use it, they are now able to find specific subsets of a dataset."

“

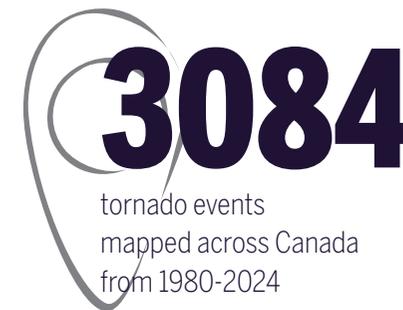
ESRI has asked us if we would be able to include NTP's tornado event layer in the Living Atlas of the World, because it is important information that is consistently being collected and updated live. This is positioning Western's Map and Data Centre among elite institutions creating GIS infrastructure with global impact.

”

— *Maia Somers, GIS Technician*

### Building the Platform

The project began in 2023 when GIS specialist [Liz Sutherland](#) and former Map and Data Centre employee Jordan Fuller started developing the technical framework. When Somers joined in April 2024, she brought the dashboard to completion before its summer launch, working closely with the NTP team led by [David Sills](#).

 **3084**  
tornado events  
mapped across Canada  
from 1980-2024

The technical work involved more than just displaying points on a map. The Map and Data Centre had to create systems for visualizing tornado paths, building intuitive filter mechanisms, managing membership access, and ensuring the platform could handle 3,084 tornado events spanning from 1980 through 2024—with plans to eventually extend back to 1792.

Each technical decision shaped how users interact with the data. The backend filtering system allows researchers to quickly isolate specific subsets—say, all major tornadoes (rated EF3 or higher) in Quebec during summer months, or all tornadoes causing fatalities in a specific decade. This granular control transforms how professionals analyze historical patterns and assess risk.

### The Technical Heavy Lifting

For Somers, launching the dashboard was just the beginning. Her role requires continuous technical maintenance and refinement—what she calls “the technical heavy lifting.”



**4000+**  
views since the launch of the  
Advanced Dashboard

Each year, she integrates new field season data into the Advanced Dashboard. The 2024 tornado season data was incorporated last winter, requiring careful quality control and metadata updates. But the work extends far beyond these annual additions.

“We’re constantly in discussion about it with the team,” she explains. “I get emails multiple times a month and then do an annual update as well, on top of the small little tweaks that I make every month. It’s constantly evolving.”

Those “small tweaks” involve updating attributes as the NTP research team confirms new details about historical events, refining visualizations, and ensuring data accuracy.

The Map and Data Centre also manages the entire membership system, processing requests and controlling access to maintain the platform’s professional focus.

### National and International Recognition

The technical sophistication of the platform hasn’t gone unnoticed. [ESRI](#), the leading geographic information systems company, has invited Western Libraries to include tornado data in their [Living Atlas of the World](#)—a collection of authoritative geographic datasets used by GIS professionals globally.

“ESRI has asked us if we would be able to include NTP’s tornado event layer in the Living Atlas of the World, because it is important information that is consistently being collected and updated live,” Somers explains.

This recognition positions Western’s Map and Data Centre among elite institutions creating GIS infrastructure with global impact. The platform supports scientific studies, helps industry professionals assess risk levels, and enables municipalities to improve emergency management planning. The historical data also helps improve tornado probability modelling and challenges the misconception that tornadoes rarely occur in Canada.

The Advanced Dashboard demonstrates how specialized GIS expertise transforms research data into genuinely useful tools. By creating sophisticated technical infrastructure and maintaining it through ongoing collaboration, the Map and Data Centre has built a platform that serves both immediate professional needs and long-term scientific understanding of severe weather patterns across Canada.

The NTP Advanced Dashboard is [available by membership request](#). The [Map and Data Centre](#) provides GIS support for research projects across Western University. ♥



## What’s Next: Creating Canada’s First Hail Intensity Scale

Unlike tornadoes, which have the Enhanced Fujita scale for measuring intensity, hailstorms have no standardized classification system. The [Northern Hail Project](#) (NHP), supported by Western Libraries’ GIS expertise, is working to create Canada’s first hail intensity scale—a critical step given that hail has been identified as the largest contributor to insured losses from severe convective storms globally, with Canada experiencing its first billion-dollar hailstorm in Calgary in 2020.

The challenge? “Hail is ice and it melts, so as a researcher, you have to be right there while the hailstorm is still happening,” explains [Maia Somers](#), GIS technical specialist at Western Libraries. This has led the research team to become storm chasers, racing to collect samples.

Since taking over the project from former colleague Jordan Fuller, Somers has worked with the team to develop new types of weather mapping, including “hail swath” visualization that tracks entire storm footprints using radar data combined with ground samples.

With the help of GIS technical specialist [Liz Sutherland](#), the project has also launched [an open data site](#) with an interactive dashboard where users can explore hail events investigated by the NHP Storm Survey Team. This work could influence how hailstorms are understood across North America. ♥

# MADE IN CANADA

## A bilingual, open textbook co-created by Western librarians is setting the national standard for research data management

When Canada's [Tri-Agency Research Data Management Policy](#) introduced new requirements for data planning and sharing, researchers, librarians, and educators across the country faced a challenge: there was no comprehensive, Canadian-specific resource to guide them. In response, Western Libraries helped lead a national effort to fill the gap. The result: [Research Data Management in the Canadian Context](#), a bilingual, open textbook co-edited by Western librarians [Kristi Thompson](#), [Elizabeth Hill](#), and [Emily Carlisle](#), alongside [Danielle Dennie](#) (Laurentian University) and [Émilie Fortin](#) (Université Laval), who oversaw French-language submissions and led development of the French edition.

Today, it's being adopted in courses and training programs across the country.

### Building Canada's RDM Playbook

The idea began in 2021 as a conversation among research data management (RDM) professionals who saw a gap in Canadian resources.

"We saw a real need for Canadian-specific guidance," says data librarian Hill. "Before this, instructors had to rely on U.K. materials that didn't reflect our laws, policies, or infrastructure. This book reflects our bilingual context and Indigenous data sovereignty considerations—turning policy into practical, teachable workflows."

With Hill's and Thompson's expertise in data management and Carlisle's background in open access publishing and editorial management, the team launched a national call for contributions—accepting chapters in English and French and securing professional translation and copyediting.

"The editorial work was intensive but essential," says Hill. "Emily led that effort with care and coordination to ensure consistency across chapters and translations."

To support this ambitious work, they raised close to \$45,000 in grants, including a prestigious [SSHRC Connection Grant](#) and significant support from [Compute Ontario](#). This national backing ensured the book met professional standards while remaining freely available as an open resource. Additional support came from Western University, the University of British Columbia, Dalhousie University, Western Libraries, Concordia University Library, and the Digital Research Alliance of Canada.

### From Policy to Practice

RDM can sound abstract, but it's essential for research quality and compliance. Good RDM supports replicability, protects public

“This book reflects our bilingual context and Indigenous data sovereignty considerations—turning policy into practical, teachable workflows.”

— Elizabeth Hill, Data Librarian

# OPEN BY DESIGN

trust, and is now required under Canada's Tri-Agency RDM Policy, which mandated in 2021 that researchers applying for grant-funded, data-related research must write Data Management Plans and prepare data for archiving.

"Research data management is about planning for the future—so others can verify, build on, and reuse what we discover," says Thompson, a research data management librarian at Western Libraries.

The textbook explains these principles in plain language and connects them to Canadian requirements—such as where to deposit data and how to handle sensitive information.

The opening chapter of the second section of the book, co-authored by Hill and colleagues from across Canada, provides a historical and policy overview of Canadian RDM and links it directly to practical steps researchers can adopt.

The resource also aligns directly with funder expectations and Canadian infrastructure, helping researchers meet compliance while elevating research quality.

### Impact so Far

Since its launch, the textbook has gained significant traction:

**High engagement:** As of August 2025, the English edition has drawn 16,700 visitors and 33,900 page views, with about 28,000 chapter views.

**Adoption in courses:** Library and Information Science (LIS) programs at multiple Canadian universities—including Western, UBC, and Dalhousie—now use it as a core text, giving students a Canadian-focused foundation in RDM.



**Emily Carlisle**  
Research and Scholarly  
Communication Librarian,  
Western Libraries

Emily Carlisle supports researchers, students, and faculty in making their work openly accessible. As Western Libraries research and scholarly communication librarian since 2020, she provides guidance on Open Access publishing, Open Educational Resources (OER), and the use of open publishing platforms like Pressbooks. Her work helps scholars make informed decisions about licensing, reuse, and adaptation—advancing both research visibility and student success.

Her current research explores the history of Open Education and publisher "openwashing." She also co-led the launch of Western's inaugural OER Grant and Support Program, which funded five faculty-led projects in its first year.

**Policy support:** Institutional RDM teams report using the book to train staff and guide the creation of compliance workflows.

**National Recognition:** The Digital Research Alliance of Canada featured the book in bilingual webinars, and the Tri-Agencies recommend it as a learning resource.

**Global interest:** A group of Japanese academics has begun translating the book for local use, and international audiences have been eager to learn about Canada's bilingual approach, geographic diversity, and funding systems.

Thompson credits the strong collaboration of Canada's RDM community for the book's success. "The level of interest from authors across the country made developing content smooth," she says. "It showed the strength and partnership of this community."

## Designed for Adoption, Built for Adaptation

The textbook's modular structure allows instructors to assign individual chapters or the full text. It's available online through [eCampusOntario Pressbooks](#), downloadable in multiple formats, and openly licensed for adaptation.

## What is RDM, and why does it matter?

Research data management (RDM) is the process of organizing, documenting, storing, and preserving research data so it can be understood, verified, and reused. Good RDM practices:

- Support research integrity by making results reproducible.
- Meet funder requirements, such as the Tri-Agency RDM Policy.
- Protect sensitive information through proper handling and documentation.
- Increase impact by enabling data sharing and reuse.

In short, RDM ensures that research data remains a valuable, trustworthy resource—long after a project ends.

“  
Open was non-negotiable. If we're telling others that open access to information is important, we should follow suit by making our own publications open access, too. This project was an example of us doing just that.”

— *Emily Carlisle, Research and Scholarly Communication Librarian*

The book's organization reflects how RDM is taught: foundational principles, Canadian context, practical workflows, and specialized topics like sensitive or geospatial data. Fully bilingual and professionally edited, the resource is easy to remix. Pressbooks supports embedded media, updates, and export to print-ready PDF or EPUB. ♥

# Crowdsourcing Project Makes Rare Handwritten Documents Accessible and Searchable

## Western Libraries invites community volunteers to help transcribe historical records

When the pandemic prevented visitors from accessing Western Libraries Archives and Special Collections in person, archives assistant [Theresa Regnier](#) and archivist [Anne Quirk](#) found a creative solution: invite the community to help make handwritten documents accessible anywhere through volunteer transcription.

Using [FromThePage](#) software, the team launched [a crowdsourced transcription project](#) that allows volunteers to convert handwritten historical documents into typed, searchable text. Community members can sign up to help transcribe materials ranging from Victorian-era diaries to World War I letters.

“The response was overwhelming,” says digitization librarian [Leanne Olson](#). The pilot project's success led to its continuation, with Olson helping with digitizing materials and archival staff regularly uploading new items to the collection.

Available collections include diaries from London's Harris Family women in the late 1800s, journals from nursing student Kathleen McIntyre at Victoria Hospital School of Nursing in the 1920s, and records from the Wawanosh family, band chiefs of the Aamjiwnaang First Nation. Volunteers can also transcribe material from John Davis Barnett, Western's first librarian, along with various university and city records.

The platform displays page images alongside text boxes where volunteers type what they see. This simple approach makes historical documents accessible to everyone while creating searchable digital archives.

FromThePage has helped institutions worldwide engage the public with their collections. Over one million pages have been transcribed through the platform, which is used by Harvard, Stanford, the British Library, and other major institutions.

For Western's archives, the project offers a way for history enthusiasts to contribute meaningfully from home while preserving and sharing London's rich historical legacy. ♥



12  
collections



196  
contributors



2799  
pages transcribed



3300  
active pages

# THE COMMUNITY SCHOLARS PROGRAM

## Western Libraries Bridges Research Gap for Local Non-Profits

### Community Scholars Program provides free access to thousands of academic journals and e-books

Western Libraries is proud to announce its [Community Scholars Program \(CSP\)](#), effective Oct. 1, 2025. This innovative initiative currently provides free access to over 20,000 academic journal titles and e-books to Community Scholars—staff at charitable and non-profit organizations in partner universities' communities.

Led by Simon Fraser University Library in partnership with Canadian university libraries, the CSP addresses a critical gap in research access. While thousands of researchers publish findings on social challenges in peer-reviewed journals, these resources remain largely inaccessible to the more than 170,000 non-profit organizations across Canada working on the front lines of social issues.

Western Libraries' participation expands this program's reach into southwestern Ontario, connecting local organizations working in social services, arts, human rights, housing, health, and environmental conservation with the research they need to strengthen their impact.

"Academic libraries can help ensure that research serves not just the university community, but the broader public good," said Geoffrey Robert Little, vice-provost and chief librarian of Western Libraries. By joining the CSP, Western Libraries is helping to democratize access to knowledge and ensuring that evidence-based research can directly inform the work of organizations making a real difference in our communities."

Community Scholars will be able to search and access publications from anywhere with an internet connection, receive support from library staff, and participate in specialized workshops. The program also provides access to "grey literature" through the [Policy Commons database](#)—including government reports, policy documents, white papers, and research from think tanks and NGOs—materials that are often unavailable through traditional academic databases but can be highly relevant to community-based work.

Ready to apply? Local organizations interested in joining the CSP can [contact Western Libraries directly](#). ▀

“  
By joining the Community Scholars Program, Western Libraries is ... ensuring that evidence-based research can directly inform the work of organizations making a real difference in our communities.  
”

— Geoffrey Robert Little, Vice-Provost & Chief Librarian

## Current Library Partners



Libraries

## Breaking Down Barriers to Knowledge

### Western Libraries waives fees for community members

In January 2025, Western Libraries eliminated borrowing fees for members of the public and organizations, granting them free access to most of its extensive print collections.

Previously, organizations were charged \$500 annually, while individuals paid \$35 for three months or \$100 yearly. Removing these fees aligns with the accessibility and inclusion goals of both Western Libraries and the University.

"We believe that everyone should have the opportunity to learn, discover, and engage with knowledge, regardless of their affiliation or background," says Geoffrey Robert Little, vice-provost and chief librarian of Western Libraries. "By removing these fees, we are reinforcing our commitment to supporting the intellectual curiosity and research needs of our entire community."

### Expanding Community Impact

The change opens doors for community members to support research and professional development, program development, advocacy and policy work, industry research, and grant writing. Guest borrowers can now access most materials and utilize library services and spaces open to the public at Western Libraries and its affiliated university college libraries, strengthening Western's role as a vital resource for the broader London community and region. ▀



# Western Libraries Launches Open Repository

As an early adopter of Scholaris, Western advances Open Access and shapes Canada's shared research infrastructure

In 2025, Western Libraries launched the [Western University Open Repository](#), marking a major milestone in our commitment to advancing open access and supporting sustainable, community-driven infrastructure at Western and beyond.

The Open Repository replaces the legacy Scholarship@Western platform and is now part of Scholaris, Canada's new national shared repository service developed by the Canadian Association of Research Libraries (CARL), the Ontario Council of University Libraries (OCUL), and other partners using open-source DSpace software.

## Shaping Canada's Repository Future as an Early Adopter

This migration represents a critical opportunity to help shape the direction of shared repository infrastructure across Canada. As an early adopter of Scholaris, Western doesn't just benefit from this national initiative—we help guide it, ensuring Western's voice and values influence how

Canadian institutions approach scholarly repositories for years to come.

By moving away from a commercially owned platform and working with colleagues from across the country, we're embracing a cost-effective, open-source solution aligned with our values of openness and transparency.

## Impact and Benefits

Scholaris provides Western with a streamlined interface, scalable infrastructure, technical expertise, and community support while combining institutional branding with centrally managed hosting and access to a national repository network. The platform enhances the discoverability and impact of Canadian research through improved knowledge sharing and collaboration.

Western's Open Repository provides global access to our scholars' work—from theses and dissertations to publications and research outputs—positioning Western as a leader in building systems that make scholarship open, equitable, and impactful. ▀

# Archives Launches New Search Tool

Western Archives has migrated to AtoM (Access to Memory), a new web-based platform providing easier access to archival collections. Ongoing refinements will continue into 2026.

The database includes more than 72,000 descriptions of fonds, collections, and items,

plus over 8,000 searchable digital images. The open-source software supports international archival standards and makes it simpler for researchers to discover and explore Western's rich archival holdings. Visit [AtoM](#) to start searching. ▀

# Western Libraries Supports Launch of Research Information Management System

Western Libraries is playing a key role in the implementation and ongoing support of Western's new [Research Information Management System](#) (RIMS), working in collaboration with the Office of the Provost and Western Research.

Built on the [Symplectic Elements](#) platform—used by leading institutions like U of T, University of Michigan, and Carnegie Mellon—RIMS is designed to showcase research accomplishments, streamline reporting, and reduce duplication of work across campus. The centralized system draws data from trusted

sources including ORCID, Scopus, PubMed, and Web of Science to build up-to-date researcher profiles that faculty control and customize.

A phased rollout began in 2025 with librarians, archivists, and senior academic leaders. Faculty-by-faculty onboarding is anticipated to begin in early 2026. Western Libraries provides comprehensive support throughout implementation, including guides, FAQs, workshops, and profile-building assistance. ▀



“

This is a space where ideas take shape—where students and faculty come together to explore, create, and contribute meaningfully to the global research conversation.

”

— Geoffrey Robert Little, Vice-Provost & Chief Librarian

## Designed to meet the evolving needs of researchers, the new Scholars Lab at Weldon Library enhances Western's capacity to foster meaningful, interdisciplinary scholarship

Western Libraries has opened the doors to a transformative new space designed to elevate research, collaboration, and creativity across disciplines: the [Scholars Lab](#). Located at the heart of campus, this dynamic environment is already reshaping how graduate students, faculty, and research partners engage with knowledge.

"The Scholars Lab is a bold investment in the future of research at Western. It reflects our deep commitment to fostering scholarship that is collaborative, inclusive, and forward-looking," says vice-provost and chief librarian Geoffrey Robert Little. "This is a space where ideas take shape—where students and faculty come together to explore, create, and contribute meaningfully to the global research conversation."

More than just a physical space, the Scholars Lab is a hub for intellectual exploration and scholarly exchange. With 80 mix-used seats and cutting-edge technology, the open-plan Scholars Square is ideal for workshops, presentations, and community events.

The Scholars Lab was conceived with graduate students in mind, offering them a dedicated environment to dive deep into their research, collaborate with peers and faculty, and share their work with the world. It complements the Learning Commons, which primarily supports undergraduate learning, by providing a parallel space for advanced scholarship.

Already, the lab has hosted a public lecture by the [Starling Centre](#) and a student-led research showcase. Looking ahead, it's slated to host the 40th Society of Graduate Students Research Forum.

As Western continues to invest in research excellence, the Scholars Lab is emerging as a cornerstone of that vision—an incubator for ideas, a platform for discovery, and a vibrant community for scholars at every stage of their journey. ♥

### Five Zones for Every Research Journey

Beyond Scholars Square, the Lab features five distinct zones, each tailored to support different facets of scholarly work:

#### Scholars Lab Instruction Room

- A 36-seat active learning space designed for hands-on engagement with library resources, such as rare books or archival material.

#### Project Room

- A collaborative boardroom-style space for up to 28 people, equipped for hybrid meetings and group work.

#### Graduate Student Commons

- A thoughtfully designed area for focused study and small-group collaboration, featuring height-adjustable desks and private rooms.

#### Creation Suite

- A blank canvas space designed for the development and exploration of various types of programming.

#### Media Suite

- A production suite for audio and video recording—ideal for podcasts, research presentations, and digital storytelling.



## Amplifying Student Voices at Western Libraries

### In 2024, Western Libraries launched the Library Student Advisory Council (LSAC) to strengthen communication between students and library administration

This diverse group of 12-14 undergraduate and graduate students—including representatives from the University Students' Council (USC) and the Society of Graduate Students (SOGS)—meets with library leadership to provide feedback on services, spaces, and programs. Through constructive dialogue, the LSAC helps shape the future of Western Libraries, ensuring student perspectives are heard and, where possible, actioned.

Recent discussions have addressed exam hours, study space needs, collection management, and the development of new facilities like the Scholars Lab. Student participation is recognized through the Co-Curricular Record (CCR), empowering students to collaboratively influence library enhancements that support their academic success. ♥





**Student feedback inspired a brand-new space with everything needed for deep, uninterrupted study**

When students told us what they needed most from their library, reducing noise levels in study areas was top of the list.

As one undergraduate student from the Faculty of Social Sciences put it: "Weldon is way too noisy, especially in the quiet areas there is never silence."

We took this feedback to heart. In late 2024, Western Libraries opened a brand-new silent study room at the base of the grand stairwell in what was formerly the Centre for Teaching and Learning (CTL). The space provides a dedicated environment for students, faculty, and staff to focus, featuring 90 seats and a range of seating options including individual study carrels, Acoustic panels on the walls and ceiling help absorb sound for an even quieter experience.

*I enjoy studying here. It is quiet and everyone seems to put in effort to keep it that way. I also like that it has standing desks.*

*I really like this silent study room. The sunlight that comes through the windows is very comfortable. The table variety is also great. It gives students a space to study without having to worry about booking a study room every time. I also like how the space is actually silent.*

**Ergonomic height-adjustable desks**

Customizable workspaces for maximum productivity.

**Individual study carrels**

Private nooks for distraction-free focus.

**Comfy couches**

Plush seating to make those long study sessions more relaxing.

# WELDON'S NEW SILENT STUDY SPACE IS HERE



**Large windows**

Plenty of natural light to boost mood and productivity.

**Room dividers**

Living plants bring a touch of nature indoors while creating separation between zones.

**Abundance of power outlets**

Power outlets are built into surfaces throughout the room, including lounge chairs.

Additional features include ergonomic height-adjustable desks and an abundance of power outlets. We even embedded outlets into the comfy lounge chairs, so visitors can charge up while they study, wherever they settle! With large windows and (soon-to-come) living room dividers made of real plants, the design creates an inviting atmosphere that promotes productivity and relaxation.

This spectacular space has been three years in the making and marks a significant milestone in Weldon's Library Revitalization. Phase 2, Phase 1 introduced a new two-story student learning commons and restructured staff areas to maximize study space.

The success of these renovations earned Weldon multiple awards, including the title of "Best of Year" in the library category from Interior Design Magazine, an esteemed U.S. publication with an international audience.

*Amazing! I can focus here better than in my office at home. Always had a great experience because I get my stuff done. No distractions. Also, I go outside for lunch, go to the bathroom, and make a call and I can leave my stuff here, never have missed anything.*

*I really appreciate the silent study room. It's quiet, clean and a great place to focus, but the temperature can be a little cold.*

# Bringing Art and Ideas to Life in the Library

A new display program invites the campus community to share ideas and spark conversation

You may have noticed fantasy-inspired sculptures in Weldon's display cases, tiny paintings on the walls, or a variety of themed book displays near the entrance of Weldon this year. If you wondered what (or who) is behind these exhibits, it's all part of a new display program launched by user experience librarian Jennifer Robinson.

[The Learning Commons Display Program](#) invites students, faculty, researchers, and staff to collaborate with the library on displays that engage, educate, and enrich the campus community. Display cases, bookcases, and art rails throughout the Weldon Learning Commons are available for exhibits that explore a variety of topics and highlight library collections, services, or areas of expertise.

Since the program's inception, Weldon hosted a diverse array of exhibits: the Gender Studies Student Collective explored themes of feminism and anti-colonialism; *Fallen Tales from the Bookshelf* featured 3D-objects inspired by fantasy literature; first-year SASAH students displayed their "everyday life projects"; and the Western Ukrainian Club's *On the Ruins with Hope* shared photographs documenting the resilience of Ukrainian women.

In the summer, the library featured books removed from the U.S. Naval Academy's library,

prompting conversations about intellectual freedom and the right to read. Staff also contributed their own creative work to a staff creativity display, from pottery to poetry.

The response has been positive. "So cool and informative. Love this and gave me an educational study break!" wrote one visitor. Survey results from the *Fallen Tales* exhibit showed that 93% of respondents found the library an appropriate place for art, and 83% enjoyed sharing library space with creative work.

Interested in participating? We'd love to hear your idea. Please reach out to [jrobins@uwo.ca](mailto:jrobins@uwo.ca).



→ Jade Dunn, Ella Rose Brown and Jennifer Robinson (l→r)



**Gender Studies Student Collective (GSSC) Art Show**  
November-December 2024

Student-organized art exhibit exploring feminism, LGBTQ+, body positivity, anti-racism, and anti-colonialism. An experiential learning opportunity sponsored by SASAH and visual arts faculty.



**SASAH Students ARTHUM 1020**  
March-April 2025

First-year SASAH students displayed their "everyday life projects"—eight-week experiments in attention and observation inspired by works like Thoreau's *Walden*.

**Fallen Tales from the Bookshelf**  
February 5-26, 2025

Fantasy-inspired 3D objects that appear to have stepped out of storybooks, curated by artLAB Gallery Intern Venus Nwaokoro. Paired with related books from Weldon's collection.



**On the Ruins with Hope**  
April 2025

Photography exhibition by the Western Ukrainian Club documenting the resilience of Ukrainian women, connecting scholarly research on war and displacement with personal perspectives.

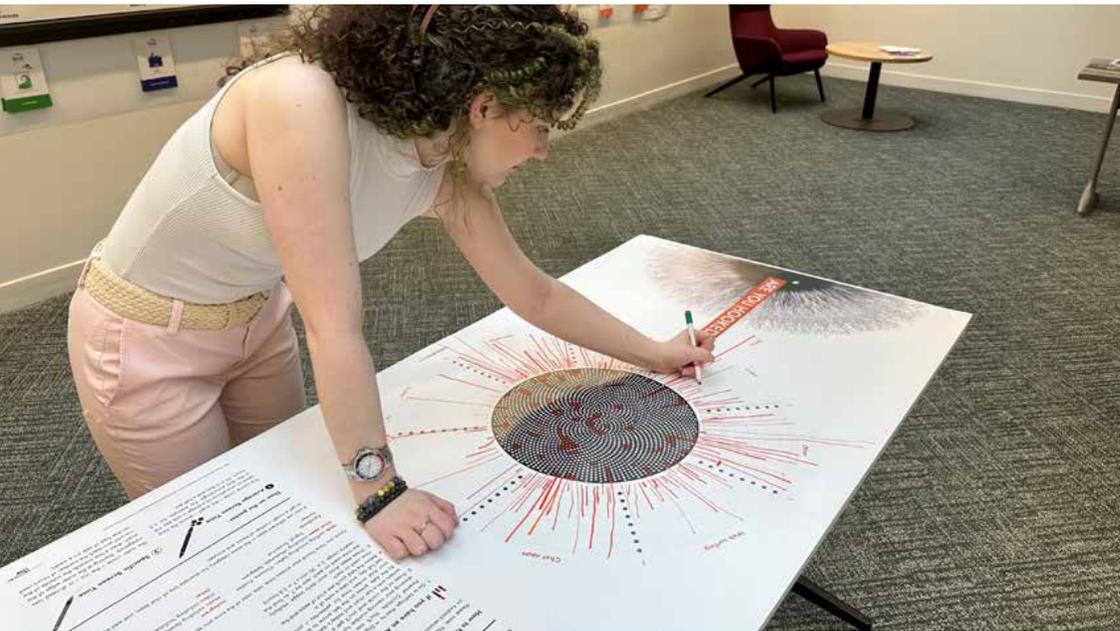
**Small Intentions**  
March 12-26, 2025

Curated by artLAB Intern Maggie Shook, this exhibit explored the unique charm and quiet power of small paintings, featuring works by eight artists.



**Banned Books**  
May-August 2025

Featured books removed from the U.S. Naval Academy based on an executive order targeting works about diversity, equity, inclusion, and 2SLGBTQ+ and Black experiences. Displayed with context about intellectual freedom and censorship challenges in Canada.

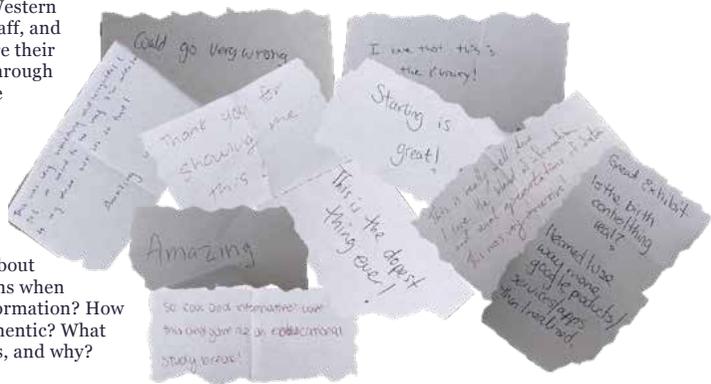


## Confronting the Digital Age

### The Glass Room Exhibit at Weldon sparked conversation about technology and privacy

From January to April 2025, Western University students, faculty, staff, and Londoners, were able to explore their relationship with technology through [The Glass Room](#), an interactive exhibition housed in Weldon's Learning Commons.

Developed by Berlin-based non-profit Tactical Tech, the internationally acclaimed exhibition challenges visitors to examine critical questions about their digital lives: What happens when we rely on social media for information? How can we verify if images are authentic? What data is being collected about us, and why?



Visitors to the Weldon stop of The Glass Room were encouraged to share their reflections on post-it notes, and their responses revealed the exhibition's impact.

“

This is the dopest thing ever!

”

— Feedback from a student attendee

“This is the dopest thing ever!” one student wrote, while another noted it was “so cool and informative” and provided “an educational study break.” Other comments ranged from enthusiastic praise for “the blend of information and visual representations of data” to one anonymous submission that simply stated, “We are cooked.”

This was only the second time The Glass Room has been installed in Canada, following the country's first Glass Room at the Satellite Project Space in downtown London in October 2024, which attracted over 200 community members. The exhibition has reached more than 500,000 participants across 71 countries since 2016.

Hosted by the [Starling Centre for Just Technologies and Just Societies](#) and Western Libraries, the exhibit fulfilled one of Starling's core pillars: fostering community awareness and engagement in emerging technologies like artificial intelligence, as well as technologies already embedded in our everyday lives. ♥



## Beryl Ivey Library Collection Joins Western Libraries

Following the integration of Brescia University College with Western University in May 2024, Western Libraries successfully incorporated the Beryl Ivey Library collection into its system

The integration, completed in spring 2025, involved the careful relocation and processing of nearly 49,000 items from the former Brescia library. Collections were strategically distributed across all five main Western Libraries locations to best support continuing academic programs and research needs.

Notable additions include materials supporting the Brescia School of Food and Nutritional Sciences—now part of Western’s Faculty of Health Sciences—which have been housed at Taylor alongside other specialized health sciences resources. These materials include an [extensive cookbook collection](#) originally donated to Brescia by Martha Molina Steers. Business, law, and music collections found new homes in their respective libraries, while archival materials were preserved for their future home, the Ursuline Museum and Archives.

Western Libraries welcomed four former Brescia library staff members to the organization: Kate Beswick, Kathleen Dahl, Katie Holmes, and Alicia Calkins. The project’s success was made possible through the collaborative efforts of the Libraries Integration Steering Committee, collections librarians, technical services staff, facilities teams, and student library assistants who managed the physical transfer and processing of materials.

This integration honours Brescia’s legacy while ensuring continued access to resources that support student success and scholarly research across Western’s academic community. ♥



## Two MLIS Fellowships for Black and Indigenous Students Awarded

In September 2025, the Faculty of Information and Media Studies (FIMS) and Western Libraries announced that Master of Library and Information Science (MLIS) students Savannah Simon and Olivia Couchie were named the inaugural recipients of the Western Libraries-FIMS MLIS Fellowships for Black and Indigenous Students. The fellowships, funded by FIMS and Western Libraries as part of a commitment to increasing diversity within librarianship and the information profession, were awarded for the first time.

“Librarianship is rooted in the stewardship of knowledge, and that responsibility demands diversity of thought and experience,” said Geoffrey Robert Little, vice-provost and chief librarian of Western Libraries. “These fellowships are an investment in voices and perspectives that will strengthen librarianship, advance equity in access to information, and honour multiple knowledge traditions. By supporting these students, Western Libraries and FIMS are acting on their responsibility to ensure libraries reflect and serve the diversity of the communities they support.”

**Olivia Couchie** is a member of the Nipissing First Nation and is local to London, Ontario. She has previously completed a double major in Gender and Women’s Studies and Criminology, as well as a Master of Arts in Gender, Sexuality and Women’s Studies, both at Western. As a new Master of Library and Information Science student, Olivia says she’s “most looking forward to the courses in the MLIS program and the chance to learn from and alongside others who care about access to knowledge and community.”

**Savannah Simon** is from Natoaganeg First Nation, just outside Miramichi, New Brunswick. She completed her BA (Honors) in History at St. Thomas University in Fredericton. This year Savannah is looking forward to the mentorship and experiential learning opportunities available through co-op placements and other student activities.

“I am so excited to see how this opportunity will help me grow and learn, not only as a student, but also as an upcoming professional in this field. My goal has always been to give back to my community with the utmost of my abilities, and I believe that the MLIS program at Western will prepare me to do just that,” she said.

As the home Faculty for the Master of Library and Information program, Acting Dean Susan Knabe said that FIMS is very pleased to be involved in the partnership with Western Libraries, and that the initiative will “provide students like Olivia and Savannah with the opportunity to explore how information, knowledge and librarianship can meet the needs of diverse communities.”

The Western Libraries—FIMS MLIS Fellowships for Black and Indigenous Students are intended to recruit and support applicants who identify as Indigenous (First Nations, Inuit or Métis) or Black who demonstrate academic achievement, community involvement, and a desire to build a career in libraries and the information profession. Recipients receive funding for tuition and fees and are provided with a two-term, paid co-op placement with Western Libraries. ♥



♥ Savannah Simon (l) and Olivia Couchie (r)



# Celebrating Excellence in Undergraduate Research

Nicole Bussey, Victoria Chechulina, Olivia Holland, Joel Friesen Waldner, and Karen Wen are the five recipients of the 2024 [Western Libraries Undergraduate Research Awards \(WLURAs\)](#). The WLURAs recognize the outstanding research of undergraduates from across all programs at Western. Award winners are chosen based on their exceptional use of library and archival resources, their insightful reflections on the research process, and their adherence to proper citation practices, with a careful evaluation of these criteria guiding the selection process.

“The WLURAs are an amazing way to recognize exciting undergraduate research and celebrate connections between student researchers, and our expert librarians and archivists,” said Geoffrey Robert Little, vice-provost and chief librarian of Western Libraries. “I am proud of the ways in which we are supporting student success while promoting the thoughtful use of Western Libraries’ deep and rich collections.”

This year’s submissions featured a diverse array of research projects spanning Japanese American music, equity-efficiency trade-off studies, World War I, unmanned underwater vehicles, and Shakespeare.

To be considered for a WLURA, applicants were required to submit a research project from one of their courses, accompanied by answers to four reflection questions about their research process. Their submission

also included a bibliography in the citation style of their discipline.

“Before the WLURA application, I had never really considered my research process,” said Holland, whose research project focused on the life and death of Edward Martin Roberts, a Canadian soldier wounded in the Battle of Vimy Ridge during the first World War. “During research, I was more focused on what information I found rather than how I discovered it.”

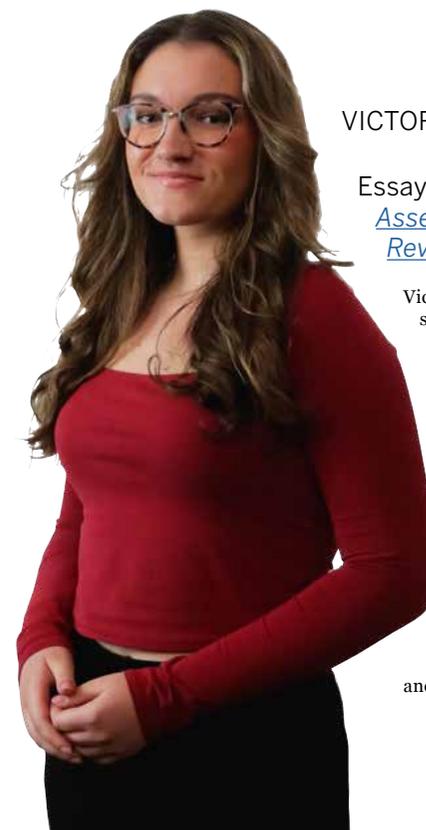
WLURA winner Wen, whose submission investigates the theme of jealousy in Shakespeare’s Othello, said she had a similar learning experience: “I’ve realized that I can sometimes get too focused on the final product that I overlook the significance of the research journey itself. But the application has helped me see the process as equally important.”

Applications are due each year on April 30. Winners receive a certificate and a \$1,000 scholarship. Their projects can be accessed through [Western University Open Repository](#).

“The WLURA application allowed me to reflect on the iterative, scholarly process I had to follow to arrive at my research question,” Chechulina noted, “and how I can apply this important skill in the future.”

Meet this year’s WLURA winners! ♥

*“I hope this project can be used to inform future studies and maybe even shape how we apply research to health policy.”*



VICTORIA CHECHULINA

Essay: [Do Equity-Efficiency Trade-Off Studies Assess Validity and Reliability? A Systematic Review](#)

Victoria Chechulina, a third-year student in the medical sciences and scholar’s electives programs, specializes in epidemiology and biostatistics. She conducts research at Western and Sepsis Canada, focusing on sepsis, health economics, and clinical epidemiology.

Victoria’s current work aims to improve research methods for integrating health equity into economic evaluations, crucial for addressing inequities in health outcomes. Outside of academics, she is passionate about mentorship and trying every item on the Spoke Kitchen menu.

“The WLURA application helped me appreciate Western Libraries’ resources, which were invaluable for my systematic review, from database access to discussing my search strategy with a librarian. It also encouraged me to reflect on the iterative research process and how to apply this skill in the future.”

"This paper became something more than course work; I was trying to put the pieces of someone's life together. Don't wait to write something you are passionate about!"

## OLIVIA HOLLAND

### Essay: ["At Rest:" The Life and Death of Private Edward Martin Roberts](#)

Olivia Holland just graduated with an Honours Double Major in History and English from King's University College and she is now completing her MA in History at Western. Olivia's research focuses on Canadian women in varsity sports at the turn of the twentieth century, with plans to pursue a doctorate exploring the tourism of Canadian nurses during the World Wars.

When she is not in the library studying, Olivia can be found reading, figure skating, or rewatching *The Lord of the Rings*.

"Before the WLURA application, I focused on the information found rather than the discovery process. Reflecting on my research approach helped me identify ways to improve, making me a better researcher."

## Nicole Bussey

### Essay: [Don't Bite the Hand, Make Love to It: Disrupting Pervasive White Representation in Mitski's "Your Best American Girl"](#)

Nicole Bussey holds an Honours BA in both Media and Communications and Popular Music Studies from Western University, where she earned the Gold Medal for the highest GPA in the Media, Information and Technoculture (MIT) program. Her research focuses on women in music.

Completing three Western Undergraduate Summer Research Internships (USRI) projects at the Faculty of Information and Media Studies (FIMS) allowed her to hone her research skills, and her passion for artist development led her to a marketing internship at AWAL, SONY Music Canada.

A storyteller, songwriter and vocalist, Nicole is skilled in guitar, piano, and digital production. In her free time, she enjoys Tori Amos CDs and reading fiction.

"The WLURA application highlighted the importance of an accessible library database for research and motivated me to engage more with these resources for future projects."

## Joel Friesen Waldner

### Essay: [Recent Developments of Next-generation Unmanned Underwater Vehicle-based Structural Health Monitoring Technologies](#)

Joel Friesen Waldner is currently in his third year of studying Electrical and Artificial Intelligence Systems Engineering at Western University.

Over the last two summers, he interned at Western's Smart Cities Laboratory, conducting research on unmanned underwater vehicles for structural inspection and the application of virtual reality in civil engineering. His work has been published in the *Journal of Infrastructure Intelligence and Resilience*.

"The WLURA helped me think about how, with each new resource accessed, my understanding of the topic of underwater drones expanded and required a shift in how I defined the ultimate questions I was trying to answer."

## Karen Wen

### Essay: [Representation of Possessive Fear: Destructive Jealousy in Othello](#)

Karen Wen is a second-year student at Western pursuing an Honors Specialization in English Language and Literature and a Major in the School for Advanced Studies in the Arts and Humanities. She is passionate about the intersection of science and literature and actively involved in medical humanities initiatives outside of school.

"My research processes range from spontaneous brainstorming to structured approaches. The WLURA application has helped me reflect on these methods and recognize the importance of seemingly minor details. It also enhanced my appreciation for the support from librarians, professors, and TAs. I've come to value the research journey itself, making my experience more meaningful."



A staff member retrieves materials from the high-density storage at Western's Archives and Research Collections Centre, where LHSC's historical records now reside.

## Preserving a Legacy: LHSC's Historic Archives Find a New Home at Western Libraries

A transformative donation opens new doors for research, discovery, and community memory

The sky-high shelves in Western's climate-controlled Archives and Research Collections Centre now house a remarkable gift: more than 150 years of medical history, entrusted to Western by the [London Health Sciences Centre](#) (LHSC).

This donation marks a meaningful chapter in the collaboration between two institutions with deep roots in London's medical and academic history. Comprising 152 boxes of photographs, handwritten letters, medical records, and other artifacts, the collection traces the evolution of health care in the region.

"These records are a major part of London's history and health care in Canada," said Anne Quirk, archivist in Archives and Special Collections at Western Libraries. "Bringing them into a secure, professionally managed archival environment means we can preserve them and eventually open them up to researchers. It's a celebration of this community's health-care legacy."

### A Century and a Half of Stories

The donated materials span institutions such as Beck Memorial Sanatorium, South Street Hospital, War Memorial Children's Hospital, Westminster Hospital, and the London General Training School for Nurses—one of the earliest nursing programs in the region.

Among the collection are items that speak to the lived experiences of health-care workers: letters from nurses, including one expressing frustration over not receiving time off for Christmas and





hinting at a potential strike; a nurse’s uniform; a ceramic device for steam inhalations; and a wide range of medical records and administrative documents.

Darren Hamilton, clinical librarian specialist at LHSC, led the initiative to ensure the archives were preserved for future generations.

“I connected with archival experts from across Ontario,” said Hamilton. “Anne Quirk and the team at Western Libraries were excited to develop this collaboration that maintains LHSC’s history at home in London at Western. These items are invaluable to those researching health care in London and I am pleased that they will be well kept by the Western team.”

## Research Potential: Unlocking New Narratives

While the materials have not yet been processed, the potential for research is already clear. Plans are underway to create a finding aid, enter descriptive information into Western’s searchable archives database, and explore digitization for broader access.

“We’re excited about the possibilities,” said Quirk. “These materials could support research in medical history, public health, nursing education, and even local business and social history. The scope is vast.”

Western Libraries has a strong track record of supporting research through its archival

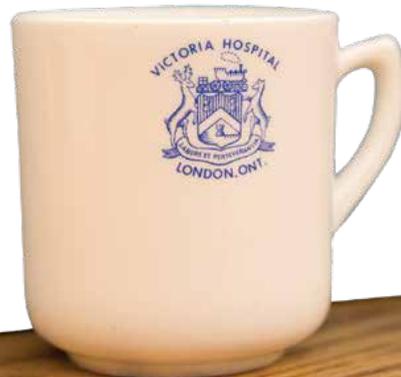
holdings. A recent example is the [Bucke-Grosh expedition project](#), where a team of endurance athletes retraced a 19th century gold-seeking journey using documents from the [Dr. Richard Maurice Bucke and Family fonds](#). Bucke, a co-founder of Western’s medical school, survived the harrowing trek and left behind journals and maps that helped modern history enthusiasts reconstruct the route.

“That project shows how archival materials can help in bringing history to life,” said Quirk. “We scanned over 600 documents for the team, and they used them to correct and enrich the story of Bucke’s journey. That kind of impact is exactly what we hope to see with the LHSC collection.”

## Looking Ahead

As Western Libraries begins the careful work of processing the LHSC archives, the academic community can look forward to new opportunities for interdisciplinary research, public engagement, and historical insight.

“This is more than a donation—it’s an invitation to explore, question, and understand,” said Quirk. “We’re honoured to be the stewards of this legacy.” ♥



# Support Western Libraries

For nearly 150 years, Western Libraries has been the intellectual heart of our university—adapting to meet the evolving needs of students, researchers, and faculty

Your gift supports:

- **Innovation** in research and learning
- **Diverse collections** for current and future scholars
- **Undergraduate research awards** celebrating student excellence

Ways to give:

- One-time gifts
- Monthly giving
- Memorial gifts
- Securities
- Endowments
- Planned giving
- Gifts-in-kind

Every contribution makes a difference. Join our community of supporters and help us empower learning and discovery for generations to come.

**Donate today!**



## Western Libraries Establishes EDIDA Committee to Advance Inclusive Excellence

Western Libraries has formed a dedicated EDIDA (Equity, Diversity, Inclusion, Decolonization and Accessibility) committee to support the implementation of Western University's [EDIDA Strategic Plan](#). The committee, co-chaired by [Alanna Marson](#) and [John Critchley](#), brings together members from across Western Libraries' units to identify, recommend, implement, and assess EDIDA initiatives and strategies at Western Libraries, working closely with the Office of Equity, Diversity and Inclusion and campus partners.

By May 2025, the committee compiled an [Action Planning Tool](#) submission featuring 16 tactical goals and 53 action steps spanning four of the five strategic priority areas. This work involved collaboration with 11 Western Libraries' units to identify ongoing and planned initiatives aligned with the university's strategic plan. Key initiatives include a joint fellowship with FIMS to support Black and Indigenous MLIS students, inclusive metadata practices, the Four Seasons of Reconciliation staff learning program, and partnerships with equity-deserving groups for appropriate stewardship of special collections.

On Nov. 4, 2025, the committee hosted an EDIDA showcase where Western Libraries staff explored eight initiative displays, reflected on progress, and identified collaboration opportunities across units.

The [initial implementation phase](#) runs through June 2027, with an interim progress report due in May 2026. ♥



### John Critchley

Records Management  
Operations Assistant, Archives  
and Special Collections

John operates the university's Records Centre. He also supports archivists and librarians, including organizing annual monetary appraisals of donations. John has a unique position in Western Libraries, with his primary focus in supporting all departments on campus by providing storage and retrieval services for administrative records.

Before joining Western Libraries, John worked as a field archaeologist and project director in Ontario and the US and participated in excavations in Cyprus and Crete. His use of Western Archives' collections for archaeological research, combined with his love of history, made his current position a natural fit.

Outside of work, John's passion is playing music. He's been playing bass in bands since he was a teenager, covering everything from punk/new wave to Celtic/East Coast, folk, Americana, and popular music. Currently, he is working on writing and recording music with his band *Codename Justine*.



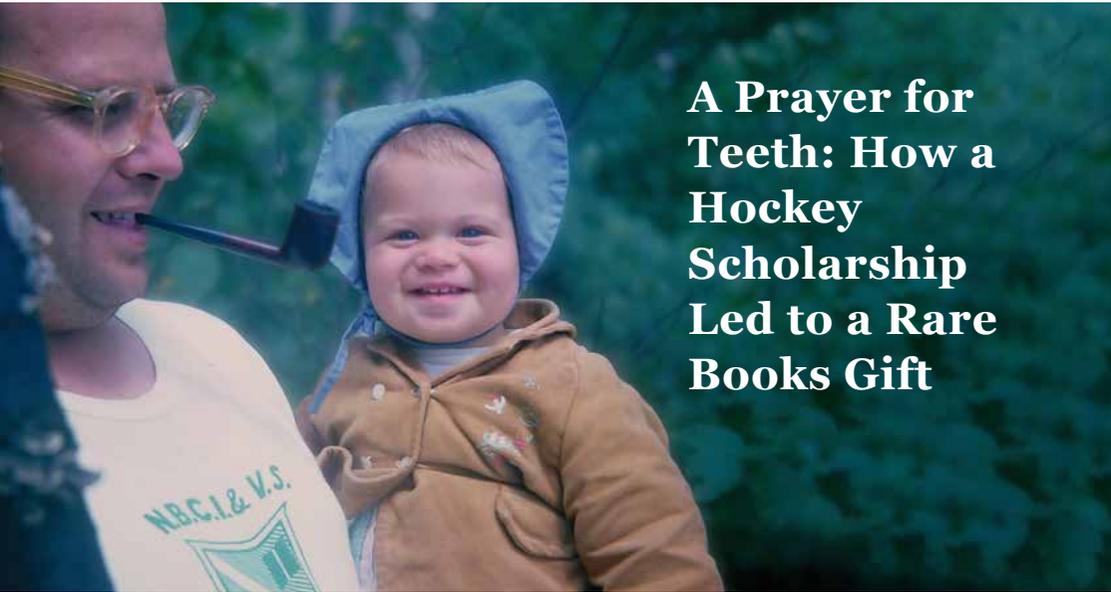
### Alanna Marson

Acting Head of User Experience  
and User Services, Western  
Libraries

Alanna is the acting head of user experience and user services at Western Libraries and serves as an EDIDA co-lead. With close to 20 years of experience in academic and hospital libraries, she has worked across Western's research and scholarly communications, teaching and learning, and collections and content strategies teams.

She is passionate about advancing inclusive, community-centered library spaces through campus-wide committee work and is currently participating in the inaugural FLOURISH: BPOC Academic Library Leadership Program, hosted by the Canadian Association of Research Libraries (CARL), which aims to increase BPOC representation in library leadership.

Outside the library, Alanna finds joy in the outdoors—whether hiking trails or paddling in her canoe.



## A Prayer for Teeth: How a Hockey Scholarship Led to a Rare Books Gift

### Medieval scholar selects a 15th century manuscript to honour her father's legacy and becomes the first donor to Western Libraries' new rare books fund

When English professor [Jane Toswell](#)'s father arrived at Western in the late 1940s on a hockey scholarship, he found two things he loved: tables laden with as much milk as a young man from northern Ontario could want, and a defenceman position that kept him skating backwards into pucks, sticks, and elbows.

After a year of taking hits, he made a practical decision. "Dad," Jane asked him once, "why did you give up the scholarship?" Her father replied: "Jane, I wanted to have some teeth."

Decades later, that memory would guide Toswell to an extraordinary find—a 15th-century Dominican Book of Hours containing prayers to Saint Apollonia, the patron saint of dentists and those suffering from toothache.

"A manuscript with prayers to Saint Apollonia just kind of spoke to me," says Toswell, program director of medieval studies at Western.

### Honouring Multiple Legacies

Following her father's death just over a decade ago, Toswell's mother decided to make a gift to the university. As a scholar who has devoted her career to studying medieval manuscripts, particularly early medieval England psalters and texts, Jane knew she wanted to select a manuscript for the collection.

"I'm a manuscript person. This is what I love," she explains. "But my father was a hockey and football coach who later became a guidance counsellor. These were not obvious paradigms for medieval manuscripts. It took me a while to find the right one."

The manuscript she ultimately selected, acquired from the dealer who had sold Western its very first manuscripts when the medieval studies program was established, is a remarkably complete 15th-century Book of Hours—a personalized prayer book that offers

an intimate window into medieval devotional life.

Toswell's gift marks an important milestone as the first donation to Western Libraries' newly established rare books fund, which enables supporters to contribute directly toward acquiring rare materials that support teaching and research across disciplines.

### A Resource Across Disciplines

The Book of Hours exemplifies the scholarly value of these acquisitions. While it serves as a cornerstone resource for medieval studies, it also supports teaching and research in Classics, History, English, French, and related fields as part of Western's active medieval manuscript collection.

"I love seeing books that really represent not the highest end or the rarest aspects, but really the most common usage of a manuscript," Toswell notes, examining the beautifully justified script and alternating red and blue initials [at its unboxing](#) with classical studies graduate student James Kenneth. "Most everyday books would have been more like this—something a Dominican friar might have carried with them, used for daily prayer, small and light enough to fit in a saddle holster."

The manuscript features a complete calendar with saints' feast days marked in red and black (the origin of our phrase "red letter day"), prayers in both Latin and German, and meticulous hand-drawn initials that reveal the careful planning behind its creation. Despite being nearly 600 years old, it's missing only one page—an astonishing level of preservation.

Working with primary sources like this manuscript allows students to engage directly with history. "You can see the process," Toswell explains, pointing to a correction where a medieval scribe crossed out an error and added the proper word in the margin. And Kenneth adds: "It's almost like you're sitting there with that scribe. We



“I asked my dad, why did you give up the scholarship? to which he replied, ‘I wanted to have some teeth.’”

— Jane Toswell, English Professor



→ Jane Toswell (r) and James Kenneth (l) at the official unboxing of the Book of Hours in the Scholars Lab Instruction Room.

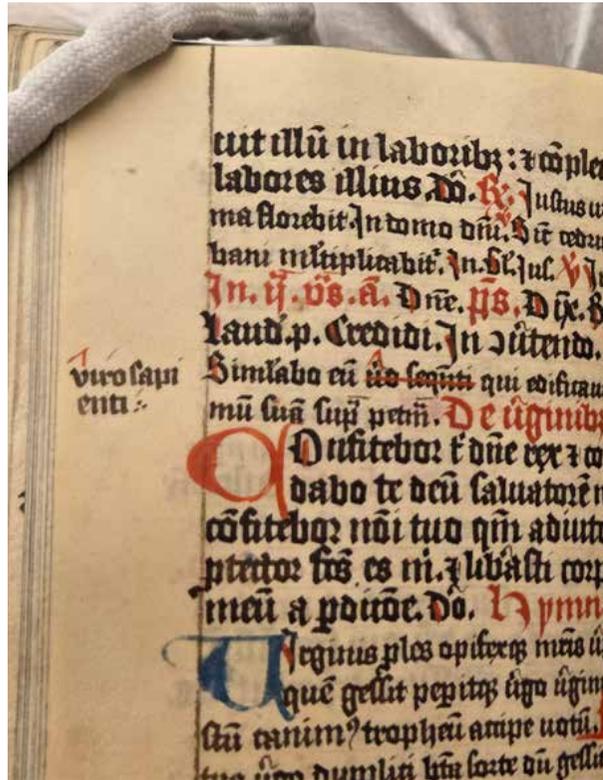
“It’s almost like you’re sitting there with that scribe. We all make mistakes when we’re writing—this gives you a glimpse into their world.”

— James Kenneth, Master’s Student in Classical Studies, Western University

all make mistakes when we’re writing—this gives you a glimpse into their world.”

For Toswell, the gift brings together her father’s Western story, her mother’s generosity, and her own devotion to medieval manuscripts. In selecting a Book of Hours with prayers to Saint Apollonia, she found the perfect way to honour a young defenseman who once chose to keep his teeth—and stayed connected to Western for the rest of his life.

To learn more about supporting Western Libraries’ rare books fund, [visit the library website](#) or contact [library@uwo.ca](mailto:library@uwo.ca).



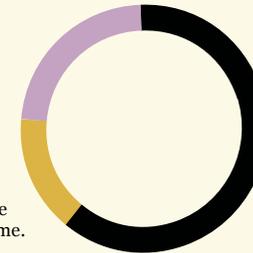
## By the Numbers

Western Libraries provides the infrastructure and support needed to catalyse and transform research at Western. These numbers illuminate just some of the work that we do to power discovery, collaboration, engagement, and innovation across our campus and beyond.

### Accelerating Research Discovery

Research support: **12,464** questions answered

Via chat, email and in-person, helping researchers overcome roadblocks in real-time.



- 7,668 questions received via email and chat, ranging from access and discovery issues to specialized research support in data, GIS, and scholarly publishing
- 2,875 reference consultations at service desks
- 1,921 research consultations (in-person, email, phone, virtual)

Catalogue searches: **1,658,980**

Database searches: **4,781,088**

E-journal views: **5,629,946**

## Breaking Down Barriers to Knowledge

Through Interlibrary Loans (ILL), we connect Western researchers to the world and connect the global research community to Western.

January 2025: **4,326 ILL requests** fulfilled in a single month

Our busiest ILL month in recorded history.

**15,421 ILL requests** fulfilled for partner libraries

Supporting the global research community.

**17,544 ILL requests** fulfilled for Western researchers

17.6% increase from 2023-24 | 49% increase from 2022-23

## Growing & Evolving Collections

Library acquisitions budget: **\$15,740,896**

Amount spent on collections per student: **\$417.35**

Total collections: **6,107,486 items**

Physical and digital books, journals, and other materials  
(5.6% growth from 2022-23 to 2024-25)

Volume holdings: **5,301,830 items**

Including 2,515,638 e-books supporting research and learning

Other materials: **805,656 items**

Scores, audio, video, maps, special collections, theses and dissertations

**5,436 linear metres** of archival collections

## Supporting Teaching & Learning Excellence

Course readings: **305,155 uses**

Instruction sessions and workshops:  
**11,699 faculty, students, and staff engaged**

## Social Media Engagement

Instagram



**554K+** views on Instagram

**8,076** likes

**400 new followers** for a total of **4,853** followers

TikTok



**277K+** video views

**12,052** likes

**640 new followers** for a total of **1,033** (more than doubling our followership)

YouTube



**88,636 views** on YouTube of "[Evaluating Sources](#)", a guide to confirming source validity for a total of **978,823 views**.

Dear Jane  
My Father received your letter on the 3<sup>rd</sup>  
my Mother and I were with me all night when the  
letter came the next Day my Father sent up for us  
I have the glad news of you all being well as it bears  
at present thanks be to the most High for all this  
mercies. Dear Jane I thought you would have written  
a slip in Father's letter but I was disappointed  
but I hope it is not out of sight out of mind with you  
I never can forget your friendship above  
all my sisters living but Dear Jane may I ever flatter my  
self with the hope of seeing you and your Dear Husband  
family in this world but if God had decreed it otherwise  
I am sorry to hear of your having such hard work  
but we will all meet in a better place for we think with  
a little capital that to begin business you could make a  
good livelihood at home for this country is a great deal  
better both for trade and Farmers every thing is expected to  
be very high on account of the War between Russia  
and Turkey Oat meal is 4<sup>th</sup> of a hundred Wheat 15<sup>th</sup> of a hundred  
Potatoes from 8 down to 3<sup>rd</sup> of a hundred butter 1<sup>st</sup> of a pound  
of 6<sup>th</sup> of a pound eggs 17<sup>th</sup> of a dozen Langford has always for  
the new and then he has commenced that fortunate  
mode of selling Whiskey Mr. Tagerit has resigned business  
and he has taken his concern but Margaret is not likely  
to be by Town or Country in the Shop



# 2024 -25 Impact Report



Western  
Libraries

REPORTING PERIOD:

May 1, 2024 - April 30, 2025

PRESENTED By :

Geoffrey Robert Little, Vice-Provost & Chief Librarian

DATE:

March 13, 2026

## Impact by the Numbers

**\$ 15.7 Million**

Library Acquisitions Budget to fuel campus research, teaching, and learning (\$417 per student)

**17,544**

Interlibrary Loan requests for Western researchers

**11,699**

Students and faculty engaged through instruction sessions and workshops

**6,440,068**

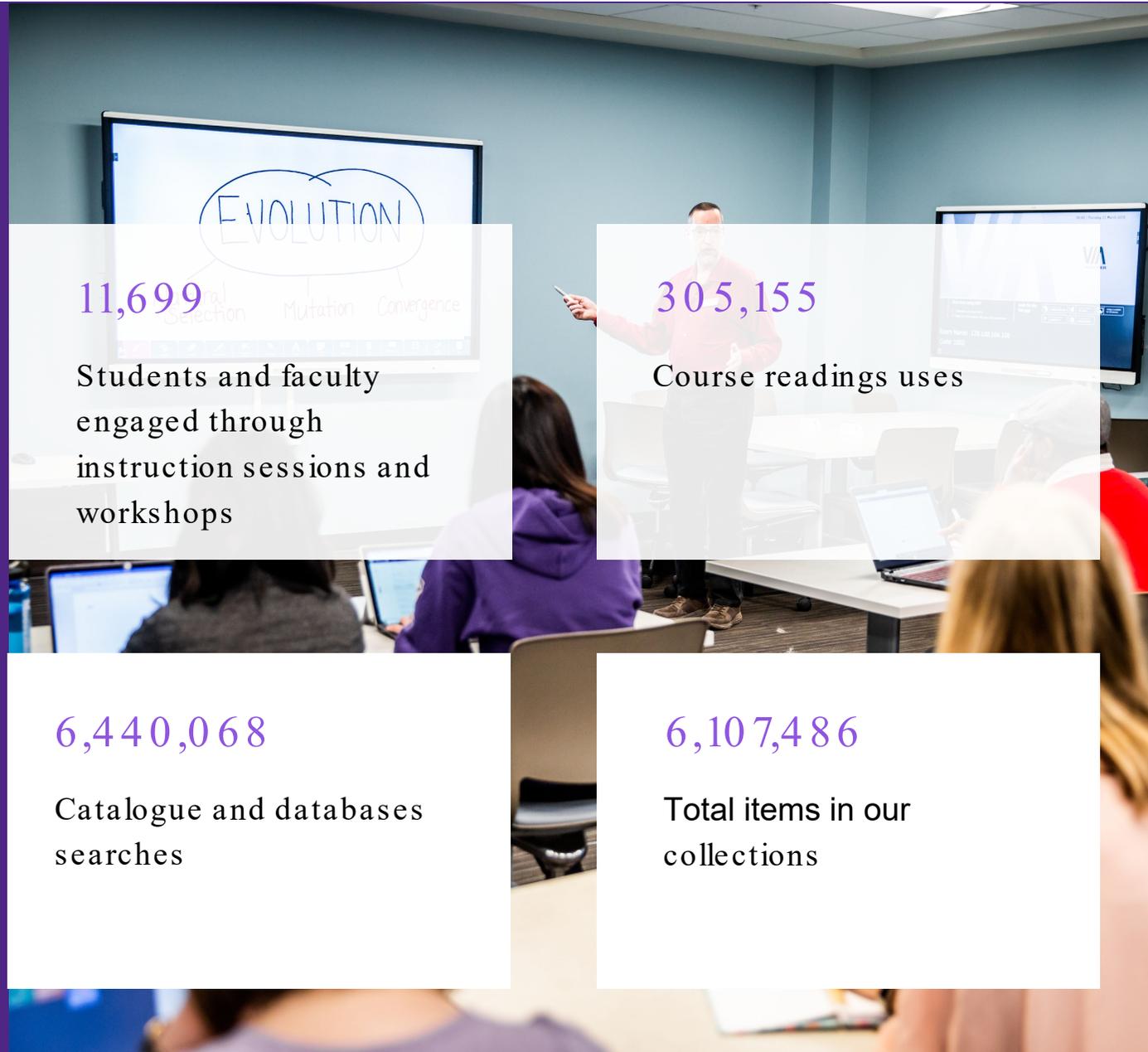
Catalogue and databases searches

**305,155**

Course readings uses

**6,107,486**

Total items in our collections



# Partnering in Research & Creative Activity



**Black Londoners Project**  
Uncovering new histories  
and stories through GIS and  
archival expertise

**Innovative Scholarship**  
Supporting archival  
research for  
Emma Donoghue's  
**The Wind Coming Over the Sea**

**Western University's Open  
Repository**  
Launched in July 2025.  
Transitioned former  
Scholarship@Western site to a  
shared Canadian platform

## Stewarding Unique Collections



### Acquisitions

15th-century Book of Hours  
acquired via a generous  
donor

### Medieval Fragments

Collaborative research into  
manuscript fragments used  
in early book bindings

### LHSC Historical Archives

Preserving 150 years of  
medical history in London

## Stewarding Unique Collections



Incan Quipu Replica  
Acquired by Archives and  
Special Collections in 2025

# Enhancing the Student Experience



**Scholars Lab**  
A hub for research, collaboration, and digital creativity on Weldon's ground floor



**Silent Study Space**  
90 seats of dedicated quiet space on Weldon's first floor



**Western Libraries Undergraduate Research Awards (WLURAs)**  
Celebrating exceptional undergraduate scholarship

## Commitment to Community and EDIDA

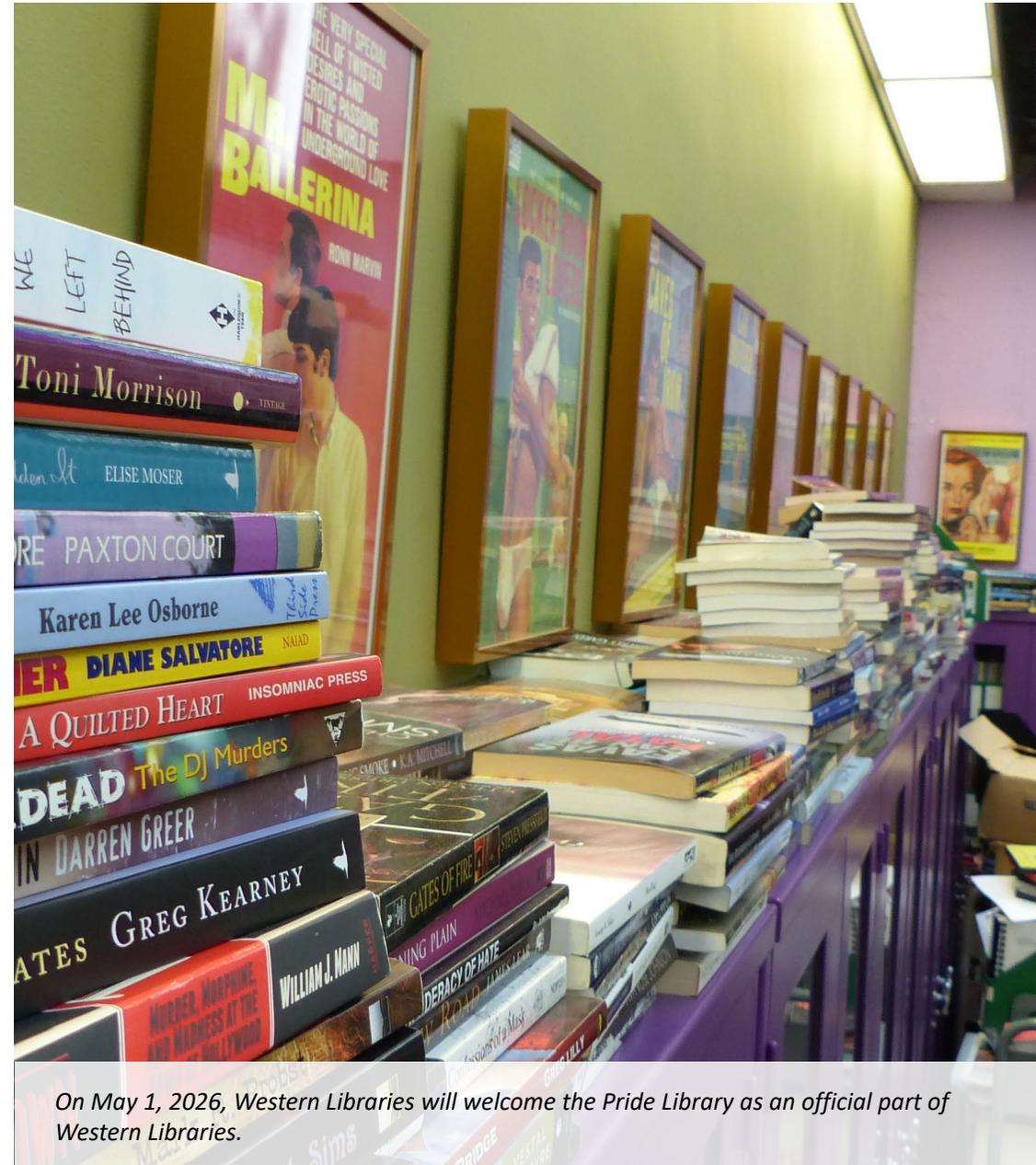
- Launch of the Western Libraries –FIMS Fellowship for Black and Indigenous MLIS students. First cohort welcomed this year.
- Removal of public borrowing fees for members of the London community
- Joining the Community Scholars Program
- Welcoming the Pride Library in May 2026
- Seeking endowments for the Pride Library and the Western Libraries Undergraduate Research Awards (WLURAs) through the *All in* Campaign



*Savannah Simon (left) and Olivia Couchie (right) are the inaugural recipients of the Western Libraries-FIMS MLIS Fellowships for Black and Indigenous Students at Western University.*

## 2026 Priorities

- Implementing RIMS
- Identifying a new primary book vendor
- Launching a Western Libraries web site: improved access to collections, resources, and services
- Revising Western's RDM strategy
- Welcoming the Pride Library into Western Libraries
- Activating Scholars Lab in Weldon
- Developing a comprehensive storage strategy for Western's deep and rich print collection
- Contributing to campus conversations about AI and ensuring that Western Libraries staff feel supported and comfortable with AI tools
- Advancing EDIDA initiatives in support of Western goals



*On May 1, 2026, Western Libraries will welcome the Pride Library as an official part of Western Libraries.*



Western  
Libraries

Thank you! Questions?

### 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](mailto: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.

**Revisions to the Terms of Reference of the  
Senate Committee on Academic Curriculum and Awards (ACA)**

**Action:**       Approval                       Information                       Discussion

**Executive Summary:**

At its meeting on January 16, 2026, Senate approved revisions to the policy on “Certificates, Diplomas and Micro-Credentials”. The policy revisions included a change in terminology from “Western Approved Micro-credentials” to “OSAP-Eligible Micro-credentials”.

The terms of reference of the Senate Committee on Academic Curriculum and Awards (ACA) will be updated to reflect the new terminology.

**Documentation Provided:**

Revisions to the Terms of Reference of the Senate Committee on Academic Curriculum and Awards (ACA)

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## Senate Committee on Academic Curriculum and Awards (ACA)

**Effective Date:** March 13, 2026 ~~November 8, 2024~~

**Supersedes:** November 8, 2024; July 1, 2022; June 5, 2020;  
September 2018; July 2014

**Date of Next Review:** Spring 2027

---

The primary responsibilities of the Senate Committee on Academic Curriculum and Awards (ACA) are to:

- review proposals for new academic programs and changes to existing programs;
- review proposals for new undergraduate courses or changes to existing undergraduate courses;
- appraise cyclical reviews of academic programs;
- provide oversight of ~~Western-Approved~~ OSAP-Eligible Micro-credentials;
- review the academic content of agreements with external institutions, and
- approve the establishment of terms of reference for student scholarships, medals or awards, for recommendation to the Board of Governors.

The Senate Committee on Academic Curriculum and Awards (ACA) has under its jurisdiction the following subcommittees:

- Subcommittee on Program Review – Undergraduate (SUPR-U)
- Subcommittee on Program Review – Graduate (SUPR-G)
- Subcommittee on Undergraduate Academic Courses (SOC)
- Administrative Subcommittee to Review Scholarships (SRS)

**TERMS OF REFERENCE**

Establishment of and Revisions to Academic Programs

1. To review, and approve for recommendation to Senate, proposals for the establishment of new programs, degrees, modules and/or subject areas and for their revision, discontinuation or renaming.
2. To review, and approve for recommendation to Senate, proposals to revise the admission requirements for existing modules and programs that involve a change to the average required for admission to the module/program.

Establishment of and Revisions to Undergraduate Courses

3. To review and consider any proposal referred to the Committee by SOC in respect of any of the following:
  - (a) the establishment, revision and discontinuation of undergraduate courses;
  - (b) revisions to the admission requirements of established undergraduate modules and programs that involve changes to the courses required for admission; and
  - (c) revisions to established undergraduate modules and programs that involve course substitution, amendment or addition/withdrawal and that do not impact the total number of courses specified for the module or program.

Cyclical Reviews of Academic Programs

4. To receive from SUPR-U, reports of cyclical reviews of existing undergraduate programs assessing the overall quality of the programs and making appropriate recommendations in light of those reviews. To approve such cyclical review reports and to forward them to Senate for information.
5. To receive from SUPR-G, reports of cyclical reviews of existing graduate programs assessing the overall quality of the programs and making appropriate recommendations in light of those reviews. To approve such cyclical review reports and to forward them to Senate for information.

### Western-Approved OSAP-Eligible Micro-credentials

6. On behalf of the Senate, the Committee has delegated authority to approve ~~Western Approved~~ OSAP-Eligible Micro-credentials and digital badges for ~~Western Approved~~ OSAP-Eligible Micro-credentials.
7. To review on a three-year cycle ~~Western-Approved~~ OSAP-Eligible Micro-credentials through a robust and rigorous internal quality assurance process including an on-going self-assessment strategy.

### Agreements with External Institutions

8. To examine and review, for recommendation to the Senate, the academic content of agreements with external institutions.

### Student Scholarships, Medals and Awards

9. On behalf of the Senate, the Committee has delegated authority to approve the establishment of terms of reference for scholarships, medals or awards, for recommendation to the Board of Governors through the President & Vice-Chancellor.

### Additional Responsibilities

10. To receive for information and transmittal to Senate, reports from the Subcommittee on Undergraduate Academic Courses (SOC).
11. To receive for information and transmittal to the Senate and the Board of Governors, the annual report of the Office of Academic Quality and Enhancement from SUPR-U and SUPR-G.
12. To form such other subcommittees and working groups as necessary.
13. To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities.

## **COMPOSITION**

### **Elected:**

Thirteen members elected by Senate:

- Eleven faculty members, at least seven of whom are members of Senate. No more than two 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 faculty members must have membership in the School of Graduate and Postdoctoral Studies.
- Two students: one graduate and one undergraduate.

### **Ex officio (voting):**

President & Vice-Chancellor  
Provost & Vice-President (Academic)  
Vice-Provost (Academic Programs)  
Vice-Provost (Graduate and Postdoctoral Studies)  
Vice-Provost and Associate Vice-President (Indigenous Initiatives)  
Associate Vice-President (Equity, Diversity & Inclusion)  
Chair, Senate Committee on Academic Policy  
USC Vice-President (University Affairs)  
SOGS Vice-President (Academic)  
The Provost (or equivalent) of Huron University College  
The Provost (or equivalent) of King's University College

### **Ex officio (non-voting):**

University Registrar  
University Secretary

### **Observers (non-voting):**

Appointed on a one-year rotational basis:

One Academic Advisor (and an alternate) from the faculties with first-entry programs

One administrative representative (and an alternate) from the pool of individuals managing second-entry programs.

The Committee shall elect a Chair and a Vice-Chair annually from among the members elected by Senate.



**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.

<b>FACULTY OF SCIENCE</b>	
Giovanni Fanchini (Physics) <i>(to complete a term of Apurva Narayan)</i>	February 19, 2026 – June 30, 2026

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**Senate Election Results (2026)**

**Action:**      Action                     Information                     Discussion

**Executive Summary:**

Elections for membership on Senate in the faculty, administrative staff, graduate student, and undergraduate student constituencies were held as follows:

- Faculty Constituencies:                    February 10-12, 2026
- Administrative Staff Constituency:        February 10-12, 2026
- Graduate Student Constituency:           February 10-12, 2026
- Undergraduate Student Constituencies: February 2-4, 2026

The results of the elections are attached.

The terms of the faculty and administrative staff representatives will be two years, from July 1, 2026 to June 30, 2028. The terms of the graduate and undergraduate student representatives will be one year, from July 1, 2026 to June 30, 2027.

**Documentation Provided:**

Election Results – Faculty Constituencies

Election Results – Administrative Staff Constituency

Election Results – Graduate Student Constituency

Election Results – Undergraduate Student Constituencies

Simply Voting Certified Results:

Faculty Constituencies

Administrative Staff Constituency

Graduate Student Constituency

Undergraduate Student Constituencies

**Senate Election Results (2026) - Faculty Constituencies**

July 1, 2026 to June 30, 2028 term

Constituency	Required	Name of Nominee	Pronouns	Rank	Academic Unit	Election Status
Arts and Humanities	3	<i>No nominations received. Senate will appoint 3 members upon the recommendation of the Faculty.</i>				
Business	1	FREMETH, Adam		Associate Professor		<b>Acclaimed</b>
Education	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of the Faculty.</i>				
Engineering	1	XIA, Min	he	Associate Professor	Mechanical and Materials Engineering	<b>Elected</b>
Health Sciences	2	GARNETT, Anna	she/her	Associate Professor	Nursing	<b>Acclaimed</b>
		KIRKWOOD, Kenneth	him/he	Associate Professor	Health Studies	
Information and Media Studies	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of the Faculty.</i>				
Law	1	NOCILLA, Alfonso		Associate Professor		<b>Acclaimed</b>
Medicine and Dentistry	2	DICK, Fred	he/him	Professor	Pathology and Laboratory Medicine	<b>Acclaimed</b>
		QUIÑONES-MATEU, Miguel	he/him	Professor	Pathology and Laboratory Medicine	
Dentistry	1	SULJAK, John		Assistant Professor		<b>Elected</b>
Music	1	FRANCK, Peter	he/him	Associate Professor	Music Research and Composition	<b>Acclaimed</b>
Science	3	EL-SAKKA, Mahmoud		Associate Professor	Computer Science	<b>Acclaimed</b>
		MINAC, Jan	he/him/his	Professor	Mathematics	
		<i>No additional nominations received. Senate will appoint 1 member upon the recommendation of the Faculty.</i>				
Social Science	3	<i>No nominations received. Senate will appoint 3 members upon the recommendation of the Faculty.</i>				
SGPS - Business	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of SGPS.</i>				
SGPS - Education	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of SGPS.</i>				
SGPS - Health Sciences	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of SGPS.</i>				
SGPS - Science	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of SGPS.</i>				
SGPS - Social Science	1	<i>No nominations received. Senate will appoint 1 member upon the recommendation of SGPS.</i>				

<b>Senate Election Results (2026) - Administrative Staff Constituency</b>						
July 1, 2026 to June 30, 2028 term						
<b>Constituency</b>	<b>Required</b>	<b>Name of Nominee</b>	<b>Pronouns</b>	<b>Title</b>	<b>Academic/Administrative Unit</b>	<b>Election Status</b>
Administrative Staff	1	BOLLER KRAUSZ, Ana	she/her	Senior Learning Specialist	Office of Equity, Diversity & Inclusion	<b>Elected</b>

**Senate Election Results (2026) - Graduate Student Constituency**

July 1, 2026 to June 30, 2027 term

Constituency	Required	Name of Nominee	Pronouns	Academic Program	Election Status
Graduate Student	4	KAMAL, Rayyan	he/him	PhD / Anatomy and Cell Biology	<b>Elected</b>
		MALHEIRO, Grace	she/her	MCISc/PhD / Health and Rehabilitation Sciences	
		YAN, Haiyi	he/him	PhD / Curriculum Studies	
		YIP, Antonia	she/her	PhD / Curriculum Studies	

**Senate Election Results (2026) - Undergraduate Student Constituencies**

July 1, 2026 to June 30, 2027 term

Constituency	Required	Name of Nominee	Pronouns	Academic Program/AUC	Year	Election Status
Arts and Humanities / FIMS / Music	1	HAFEEZ, Sameer	he/him	MIT/Media and Communication Studies & Political Science / FIMS	3	Acclaimed
Business / Education / Engineering / Law	1	LOGESWARAN, Amrithaa	she/her	Integrated Engineering / Engineering	2	Elected
Health Sciences	1	BINOY, Jeff (J.B.)	he/him	Kinesiology	4	Elected
Medicine and Dentistry	1	RANASINGHE, Nadith	he/him	MD Program	1	Acclaimed
Science	2	ANTONELLI, Jasmine	she/her	Medical Sciences	2	Elected
		HASSAN, Ayesha	she/her	Computer Science	3	
Social Science	2	AWAWDEH, Asad	he/him	Political Science & Criminology	3	Acclaimed
		WEERASINGHE, Senuli	she/her	BMOS	3	
Huron University College	2	ISLAM, Esa	he/him	Social Science	1	Acclaimed
		MARTELL, Ryan	he/him	Governance, Leadership and Ethics	3	
King's University College		<i>No nominees. Seat migrated to Huron University College for the 2026-27 academic year.</i>				
At-Large	4	BEGG, Brooklin	she/her	Sociology & English, Language & Literature / Social Science	4	Elected
		HE, Joanne	she/her	Social Science	1	
		MATTHEWS, Olivia	she/her	Sociology / Social Science	3	
		SELEEM, Youssef	he/him	HBA / Ivey	3	



Feb 12, 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 - Faculty Representatives - February 2026

**Start:** 2026-02-10 12:00:00 America/Toronto  
**End:** 2026-02-12 12:00:00 America/Toronto  
**Turnout:** 105 (61.4%) of 171 electors voted in this ballot.

### Senate - Faculty of Engineering - ONE position electable

Restricted to E

Option	Votes
XIA, Min	51 (65.4%)
OUDA, Abdelkader	27 (34.6%)

### VOTER SUMMARY

Total Voters	80
Abstain	2 (2.5%)

**Senate - Dentistry - ONE position electable**

Restricted to **M**

Option	Votes
SULJAK, John	11 (44.0%)
NIKOLOUDAKI, Georgia	8 (32.0%)
SANTOS, Gildo	6 (24.0%)

**VOTER SUMMARY**

Total Voters	25
Abstain	0 (0.0%)



Election ID: 281995  
To validate the authenticity of this  
report please contact Simply  
Voting at [info@simplyvoting.com](mailto:info@simplyvoting.com).

Feb 12, 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,

A handwritten signature in black ink that reads "Brian Lack".

Brian Lack  
President  
Simply Voting Inc.

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## Results - Senate - Administrative Staff Representative - February 2026

**Start:** 2026-02-10 12:00:00 America/Toronto

**End:** 2026-02-12 12:00:00 America/Toronto

**Turnout:** 779 (23.5%) of 3319 electors voted in this ballot.

**Senate - Administrative Staff Representative - ONE position electable**

Option	Votes
BOLLER KRAUSZ, Ana	202 (26.9%)
CIRCELLI, Chris	136 (18.1%)
ABO ZEIDAN, Moe	133 (17.7%)
LAVIGNE, Kelsey	119 (15.9%)
URQUHART, Kyla	85 (11.3%)
KLAGES, Kelsey	43 (5.7%)
FRANCISCO, Lindsay	32 (4.3%)

**VOTER SUMMARY**

Total Voters	779
Abstain	29 (3.7%)



Election ID: 281994  
To validate the authenticity of this report please contact Simply Voting at [info@simplyvoting.com](mailto:info@simplyvoting.com).



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

Feb 12, 2026

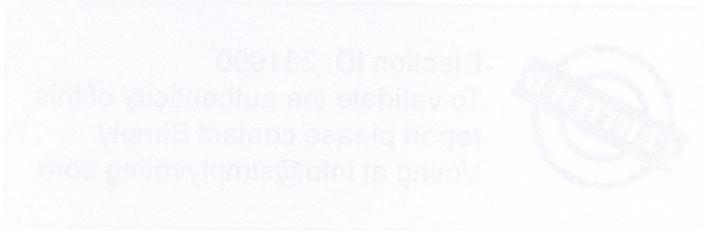
Western University Secretariat  
Western University  
Room 4101, Stevenson Hall  
London, ON  
N6A 5B8 Canada

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 - Board of Governors & Senate - Graduate Student Representative - February 2026

**Start:** 2026-02-10 12:00:00 America/Toronto  
**End:** 2026-02-12 12:00:00 America/Toronto  
**Turnout:** 356 (5.0%) of 7173 electors voted in this ballot.

### Board of Governors - Graduate Student Representative - ONE position electable

Option	Votes
CHUNG, Cherin	178 (62.2%)
KAMAL, Rayyan	73 (25.5%)
YAN, Haiyi	35 (12.2%)

### VOTER SUMMARY

Total Voters	356
Abstain	70 (19.7%)

### Senate - Graduate Student Representatives - FOUR positions electable

Option	Votes
MALHEIRO, Grace	233 (30.1%)
YIP, Antonia	140 (18.1%)
KAMAL, Rayyan	120 (15.5%)
YAN, Haiyi	100 (12.9%)
MCCALLUM, Duncan	98 (12.6%)
BEDARD, Denise	84 (10.8%)

#### VOTER SUMMARY

Total Voters	356
Abstain	28 (7.9%)



Election ID: 281990  
To validate the authenticity of this  
report please contact Simply  
Voting at [info@simplyvoting.com](mailto:info@simplyvoting.com).



Feb 4, 2026

Western University Students' Council  
340 UCC Building  
Western University  
London, ON  
N6A3K7 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack  
President  
Simply Voting Inc.

## Results - Board of Governors and Senate Election

**Start:** 2026-02-02 08:00:00 America/Toronto  
**End:** 2026-02-04 20:00:00 America/Toronto  
**Turnout:** 5388 (13.2%) of 40920 electors voted in this ballot.

### Board of Governors

Restricted to **A;BUS;ED;ENG;HS;HS-FN;HS-HS;HS-K;HS-N;IMS;L;M;RX;RX-S;S;SS**

Option	Votes
HASSAN, Ayesha	1354 (38.0%)
YU, Bruce	821 (23.0%)
LI, Sarah	758 (21.3%)
GOYAL, Shreya	630 (17.7%)

### VOTER SUMMARY

Total Voters	4755
Abstain	1192 (25.1%)

**Senate – Business/Education/Engineering/Law Constituency**Restricted to **BUS;ED;ENG;L**

Option	Votes
LOGESWARAN, Amrithaa	255 (34.9%)
CHAN, Sarah	220 (30.1%)
YU, Bruce	170 (23.3%)
SHARMA, Shiven	85 (11.6%)

**VOTER SUMMARY**

Total Voters	899
Abstain	169 (18.8%)

**Senate – Health Sciences Constituency**Restricted to **HS;HS-FN;HS-HS;HS-K;HS-N**

Option	Votes
BINOY, Jeff (J.B.)	626 (69.7%)
HEWA RANCHIGODA, Lisumi	272 (30.3%)

**VOTER SUMMARY**

Total Voters	1082
Abstain	184 (17.0%)

**Senate – Medicine and Dentistry Constituency**Restricted to **RX;RX-S**Option *GANESH, Akila* has been withdrawn from this ballot.

Option	Votes
RANASINGHE, Nadith	194 (81.2%)
<del>GANESH, Akila</del>	<del>45 (18.8%)</del>

**VOTER SUMMARY**

Total Voters	325
Abstain	86 (26.5%)

**Senate – Science Constituency**

Restricted to **S**

Option	Votes
ANTONELLI, Jasmine	526 (37.3%)
HASSAN, Ayesha	444 (31.5%)
ISLAM, Zayan	248 (17.6%)
SILVESTER, Nathaniaal	191 (13.6%)

**VOTER SUMMARY**

Total Voters	1095
Abstain	190 (17.4%)

**Senate – At Large Constituency**

Restricted to **A;BUS;ED;ENG;HS;HS-FN;HS-HS;HS-K;HS-N;HUC;IMS;KING;L;M;RX;RX-S;S;SS**

Option	Votes
BEGG, Brooklin	2020 (16.1%)
MATTHEWS, Olivia	1898 (15.1%)
HE, Joanne	1600 (12.8%)
SELEEM, Youssef	1571 (12.5%)
SHAHIN, Logy	1178 (9.4%)
TOURE, Salaamat	1110 (8.9%)
TALEB, Feras	1066 (8.5%)
ZHAO, Paul	1051 (8.4%)
SHELKANI, Ahmed	1046 (8.3%)

**VOTER SUMMARY**

Total Voters	5388
Abstain	477 (8.9%)



Election ID: 281059  
 To validate the authenticity of this report please contact Simply Voting at [info@simplyvoting.com](mailto:info@simplyvoting.com).

**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).

In consultation with the Office of Indigenous Initiatives, the Procedure will be revised to include more appropriate language and remove reference to the word “hearing”. Additionally, a criterion will be added for the role of the Indigenous Knowledge Keeper on the Thesis Examination Board.

**Documentation Provided:**

Revisions to the Procedure for Thesis Examinations and Final Submission

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## Procedure for Thesis Examinations and Final Submission

<b>Governing Policy:</b>	<a href="#">Thesis – Graduate Studies</a>
<b>Sections:</b>	<a href="#">Preparing for Thesis Examination</a> ; <a href="#">The Examination of the Thesis and the Student</a>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Effective Date:</b>	March 13, 2026 <del>November 8, 2024</del>
<b>Supersedes:</b>	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.

## Procedure for Thesis Examinations and Final Submission

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.

## Procedure for Thesis Examinations and Final Submission

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 [Scholarship@Western](#) 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:

## Procedure for Thesis Examinations and Final Submission

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 Discipline for Graduate Students](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf) ([https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)).

If the reason concerns intellectual property, then the appropriate procedures are followed according to [MAPP Policy 7.16 – Intellectual Property](https://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp716.pdf) ([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section7/mapp716.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section7/mapp716.pdf)).

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.

## Procedure for Thesis Examinations and Final Submission

### 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.

## Procedure for Thesis Examinations and Final Submission

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

<b>Chair</b>	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
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## Procedure for Thesis Examinations and Final Submission

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).

## Procedure for Thesis Examinations and Final Submission

<b>Program Examiner</b>	<p>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.</p> <p>No more than one program examiner may be from the student's supervisory committee.</p> <p>The student's supervisor cannot be a program examiner.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"><li>■ The program examiner must have Teaching/Advisory, Associate, Master's or Doctoral SGPS membership in the student's program.</li></ul> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"><li>■ See Thesis Examination Guide.</li><li>■ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date.</li><li>■ Attends the public presentation.</li><li>■ Attends the thesis examination and participates in questioning the student, evaluating the thesis and the student's defense of the thesis.</li><li>■ Contributes their decision in the final determination of the acceptability of the thesis and oral defense.</li><li>■ If the final determination is a pass conditional upon revisions, be willing to review and approve the revisions.</li><li>■ Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.</li><li>■ <del>If needed, participates in a re-submission and/or a re-examination hearing.</del></li></ul>
<b>University Examiner</b>	<p>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.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"><li>■ 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.</li><li>■ Must not have had any involvement in the development of the thesis nor interest in the outcome.</li></ul> <p><b>Responsibilities:</b></p>

## Procedure for Thesis Examinations and Final Submission

	<ul style="list-style-type: none"> <li>■ See Thesis Examination Guide.</li> <li>■ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date.</li> <li>■ Attends the public presentation.</li> <li>■ Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis.</li> <li>■ Contributes their decision in the final determination of the acceptability of the thesis and oral defense.</li> <li>■ If the final determination is a pass conditional upon revisions, be willing to review and approve the revisions.</li> <li>■ Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.</li> <li>■ <del>If needed, participates in a re-submission and/or a re-examination hearing.</del></li> </ul>
<p><b>Specialized Knowledge Examiner</b></p>	<p>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.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>■ This examiner does not need to hold membership in SGPS.</li> <li>■ Must not have been involved in the development of the thesis nor have a material or financial interest in the outcome.</li> </ul> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>■ See Thesis Examination Guide.</li> <li>■ Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date.</li> <li>■ Attends the public presentation.</li> <li>■ Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis.</li> <li>■ Contributes their decision in the final determination of the acceptability of the thesis and oral defense.</li> <li>■ Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.</li> <li>■ <del>If needed, participate in a re-submission and/or a re-examination hearing.</del></li> </ul>
<p><b>Indigenous Knowledge Keeper Examiner</b></p>	<p>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.</p>

## Procedure for Thesis Examinations and Final Submission

	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• This Indigenous Knowledge Keeper Examiner does not need to hold membership in SGPS.</li> <li>• All Indigenous Knowledge Keeper Examiners are subject to <a href="#">MAPP Policy 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University</a> to confirm Indigenous citizenship or membership. Consult with the Office of Indigenous Initiatives for more information and guidance.</li> </ul> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• See Thesis Examination Guide.</li> <li>• Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date.</li> <li>• Attends the public presentation.</li> <li>• Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis.</li> <li>• Contributes their decision in the final determination of the acceptability of the thesis and oral defense.</li> <li>• Participates in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.</li> <li>• <del>If needed, participates in a re-submission and/or a re-examination hearing.</del></li> </ul>
<p><b>External Examiner (for PhD thesis examinations only)</b></p>	<p>This academic examiner is a faculty member at another University and has an established reputation in the field of the thesis.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• This examiner does not need to hold membership in SGPS.</li> </ul> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• See Thesis Examination Guide</li> <li>• Conducts and submits a preliminary evaluation of the thesis artifact no later than five business days before the examination date.</li> <li>• Attends the public presentation.</li> <li>• Attends the thesis examination and participates in the questioning of the student, evaluating the thesis and the student's defense of the thesis.</li> <li>• Contributes their decision in the final determination of the acceptability of the thesis and oral defense.</li> </ul>

## Procedure for Thesis Examinations and Final Submission

	<ul style="list-style-type: none"><li>• May participate in a Re-submission Consideration Committee and/or a Re-examination Consideration Committee, if such committee is required.</li><li>• <del>If needed, participates in a re-submission and/or a re-examination hearing.</del></li></ul>
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### 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 ~~Scholarship@Western-ETD~~ **Western internal thesis** repository.
- The thesis, in PDF format available through the ~~Scholarship@Western-ETD~~ **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 ~~Scholarship@Western-ETD~~ **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.

## Procedure for Thesis Examinations and Final Submission

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 if there is a credible allegation of a possible scholastic offence.

### 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 Hearing**.

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 Hearing-committee**. The examiner reports are not shared with the supervisor(s) and student.

## Procedure for Thesis Examinations and Final Submission

### Composition of the Doctoral Re-submission Consideration Hearing 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 optional)

In attendance: Supervisor(s)

### Composition of the Master's Re-submission Consideration Hearing 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** ~~re-submission hearing committee~~ with the following responsibilities:

- Ensures that the responsibilities of the **Re-submission Consideration Committee** ~~re-submission hearing 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** ~~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 ([Graduate Student Academic Appeals](#))

## Procedure for Thesis Examinations and Final Submission

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 hearing** 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 re-submission hearing committee's** feedback and resubmit the thesis for examination.

Whether or not the re-submitted thesis is found acceptable by the **Re-examination Board 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), the thesis examination board members must attend the thesis examination.
- 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

## Procedure for Thesis Examinations and Final Submission

- 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.

## Procedure for Thesis Examinations and Final Submission

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 ~~cannot be submitted~~ 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 ~~re-submission hearing~~ 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.

## Procedure for Thesis Examinations and Final Submission

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

## Procedure for Thesis Examinations and Final Submission

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.

~~Unless a previous re-examination hearing has occurred, a~~ 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 Hearing**. 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 Hearing** 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 Hearing** 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 optional)

In attendance: Supervisor(s)

### Composition of the Master's Re-examination **Consideration Hearing** 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 (~~external examiner is optional~~)

In attendance: Supervisor(s)

### Role and Responsibilities of Chair:

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

- Ensures that the responsibilities of the committee are met.
- Moderates the in-camera discussion.

## Procedure for Thesis Examinations and Final Submission

- 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 reRe-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 ([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 Hearing 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 Hearing** 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 Hearing** Committee.

## Procedure for Thesis Examinations and Final Submission

### Composition of the Doctoral Re-examination Consideration Hearing 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 optional)

In attendance: Supervisor(s)

### Composition of the Master's Re-examination Consideration Hearing 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 (~~external examiner is optional~~)

In attendance: Supervisor(s)

### Role and Responsibilities of Chair:

The Chair is a non-voting member of the Re-examination Consideration Committee Hearing 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) suggested revisions.
- 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 ([Graduate Student Academic Appeals](#)).

## Procedure for Thesis Examinations and Final Submission

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 Hearing 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** ~~Hearing 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 ~~Examination~~ **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** ~~a re-examination hearing will occur~~.

### **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 Scholarship@Western Electronic Thesis and Dissertation Repository~~.

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

## Procedure for Thesis Examinations and Final Submission

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** ~~Scholarship@Western portal~~. 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** ~~Scholarship@Western~~, 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** ~~the Scholarship@Western ETD~~ 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.

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**Last Reviewed:** **March 13, 2026** \*

**Revisions to the Policy on “Admission – Dentistry”**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 1, 2026, the policy on “Admission – Dentistry” be revised as shown in Item 13.2(b).

**Executive Summary:**

This proposal revises the admission requirements for the Advanced Standing Program for International Dental Graduates (ASPIDG) to include the Western Autobiographical Sketch as a required component of the admissions process.

Incorporating the Western Autobiographical Sketch into the ASPIDG admissions process aligns with the Schulich School of Medicine and Dentistry’s ongoing commitment to fair, transparent, and comprehensive applicant assessment. Specifically, this addition will:

- Create consistency across Dentistry’s admissions processes.
- Provide an additional metric to evaluate applicant fit and professionalism.
- Enhance decision-making through standardized, rubric-based scoring.
- Support best practices in admissions integrity, fairness, and inclusivity.

**Documentation Provided:**

Revisions to the Policy on “Admission – Dentistry”

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## Admission – Dentistry

<b>Subject:</b>	Admission – Dentistry
<b>Sections:</b>	<a href="#">Admission Requirements</a> ; <a href="#">Application for Admission</a> ; <a href="#">Admissions Appeal Procedure</a> ; <a href="#">Advanced Standing Program for International Dental Graduates (ASPIDG)</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedure:</b>	*
<b>Related Policies:</b>	*
<b>Effective Date:</b>	May 1, 2026 <del>August 1, 2025</del>
<b>Supersedes:</b>	<del>August 1, 2025</del> ; May 1, 2025; September 1, 2024; July 2022; July 2021

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***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.***

### ADMISSION REQUIREMENTS

Admission to Dentistry is based on academic ability and non-academic ability, as evidenced by scholastic records, Dental Aptitude Test (DAT) results, Casper test, Western Autobiographical Sketch (ABS), and presentation at interview. The presentation of the minimum requirements for admission will not assure guaranteed acceptance. Internationally-trained dentists are not eligible to apply or enter into the 4-year Doctor of Dental Surgery (DDS) Program. For more detailed information on all of the below Admission Requirements, visit the DDS Admission webpage.

## Competitiveness

In order to be considered, applicants must achieve a minimum cumulative GPA of 3.0 across all undergraduate university course work. In addition, applicants must have completed at least 90 credit hours/15.0 credits (3 years) of university level coursework prior to entering the DDS Program. Each year of study must include a minimum of 30 credit hours (5.0 credits) taken during the fall and winter terms (September to April). An academic year in progress is eligible to be considered toward the 90 credit hours/15.0 credits (3 years) of full-time undergraduate university level coursework. If admitted to the program, it would be conditional on successful completion of the required credit hours/credits, university coursework and cumulative GPA being maintained. Consideration will be based on cumulative GPA, DAT and Casper scores, and supplemental requirements. Overall academic performance (consistency, trend) and graduate education can also be used as selection criteria.

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

If your application does not include the 2019-2020 academic year affected by the COVID-19 pandemic, all of the following must be met:

- A minimum cumulative GPA of 3.0 across all undergraduate university coursework must be achieved, and
- A minimum of 90 credit hours/15.0 credits (3 years) of full-time university level coursework must have been completed during the fall and winter terms (September – April) 30 credit hours (5.0 credits), taken between September and April.
- Only one full or equivalent pass/fail course (6 credit hours) will be permissible in each of the three years of study being considered as full-time undergraduate university coursework.

If your application contains the 2019-2020 academic year affected by the COVID-19 pandemic all of the following must be met:

- During the 2019-2020 academic year, you must have completed a minimum of 30 credit hours (5.0 credits) from September to April.
- The cumulative GPA will only consider 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 cumulative 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 course(s) must be passed. Discovery Credits (Western students) will be considered within, not in addition to, the 1.0 course pass/fail allowance.

Applicants are ranked on a compiled score. For more information about the elements in ranking please refer to the Admissions webpage. The quality of the applicant pool in which one is considered for entry could raise the minimum academic competitive level, and will determine the minimum thresholds.

A limited number of positions are available for international students who maintain their international status at graduation. Up to 4 of these positions within the International pathway may be allocated to International applicants of Kuwait citizenship funded by the Kuwait Cultural Bureau.

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 dental school tuition by the Kuwait Cultural Bureau. If you are not approved for funding by the Kuwait Cultural Bureau, your application may still be considered within any remaining seats within the International Pathway and you will be responsible for financing your own tuition.
- Be in the final year of, or successfully completed a four-year undergraduate degree from an accredited North American university, where the transcript clearly outlines course load and course levelling.

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

We reserve 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.

Applicants through the Kuwait pathway must meet all other Admission requirements. Applying through this pathway does not automatically guarantee admission.

Please see the International Applicants webpage for further details.

Special consideration will be given to applicants self-identify as Indigenous. Two positions are set aside each year for competitive applicants with official documentation of indigenous status or ancestral Indigenous origin. For more information, please visit the Indigenous Applicants webpage.

### **Scholastic Records**

To be eligible for admission to Dentistry, applicants must

have completed at least 3 years of undergraduate university level coursework prior to entering the program at a recognized university. Applicants in this category are advised that the following courses are mandatory: 0.5 credit in biochemistry, 1.0 credit in general mammalian physiology, 2.0 biology-based

credits, and 0.5 English credit. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

### OR

be in the final year of, or have successfully completed, a graduate degree program at a recognized university. Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30<sup>th</sup> of the year of entry. It will be the students' responsibility to assure confirmation by their Faculty of Graduate Studies no later than June 30<sup>th</sup> that all requirements for the degree have been met. No deferred admission will be granted. Applicants in this category are advised that the following courses are mandatory: 0.5 credit in biochemistry, 1.0 credit in general mammalian physiology, 2.0 biology-based credits, and 0.5 English credit. Successful completion of prerequisite courses for Dentistry Admissions requires a pass or credit designation for applicants studying at a Canadian university. Western will convert grades and averages for applicants who are not studying in a Canadian university based on grading practices and grading scale interpretation of institutions attended.

### Dental Aptitude Test Results

The Canadian Dental Aptitude Test (DAT), administered by the Canadian Dental Association (CDA) or the American Dental Aptitude Test (DAT) administered by the American Dental Association (ADA), taken within two years prior to the November 1 application deadline is a requirement for admission. Scores must come directly from the CDA or ADA to Schulich Dentistry to be considered valid. Schulich Dentistry utilizes the results of the last test written in the eligible time period.

Please note: only Dental Aptitude Tests incorporating the reading comprehension section fulfill Schulich Dentistry admissions requirements. All components of the DAT may be considered in the selection process, with the exception of the Manual Dexterity Test. For further information on the DAT and its use in the admission process at Schulich Dentistry, please see the Admissions Website.

Specific information and registration materials concerning the Canadian DAT are available on-line on the Canadian Dental Association website. Specific information and application forms for the American DAT are available online on the American Dental Association's website.

## **Other Elements of Application**

### **Casper Test Results**

Casper tests are taken online and booked in advance on the Casper website. The test typically takes 75-90 minutes to complete. Schulich Dentistry does not require applicants to complete Snapshot. Applicants must request original scores be sent directly to the Admissions Office from Casper by the application deadline.

Casper test results are valid for one application cycle only.

### **Western ABS**

Students are required to submit the Western ABS to identify and expand on academic and non-academic strengths, achievements, significant successes and disadvantages.

### **Interview**

Selected applicants will be invited to attend a personal interview in order to be considered for admission. Interview invitations are based on undergraduate academic performance, DAT score, Casper test results, and non-scholastic achievements. Applicants will be interviewed by a panel of three, consisting of a dentist, a senior dental student and a community member.

### **English Language Proficiency**

All students must satisfy Western's requirements for proficiency in English. Students whose mother tongue (first language) is not English may be required to write the Test of English as a Foreign Language (TOEFL), and the Test of Written English (TWE), or equivalent. Additional information on this can be found on the International Applicants webpage.

### **Statement of 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 dentistry program will be sent complete documentation regarding health policies and immunization requirements. Documentation of immunization and tuberculin status will be required.

### **Police Record Check and Vulnerable Sector Screening**

All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental 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 DDS and ITD programs, a current Police Records Check including a Vulnerable Sector (Position) Screening.

### **Dental Clinician Scientist Program**

Deferred Admission to the undergraduate dental program may be offered to candidates who are accepted to a dentally-oriented graduate program leading to a PhD degree, at the commencement of that graduate program, following a determination of acceptability by the School of Graduate and Postdoctoral Studies and Schulich Dentistry. For more information, please visit the Dental Clinician Scientist Program webpage or contact the Admissions Coordinator at 519-661-3744.

### **Policy on Admission to Second Year**

These regulations apply to students currently enrolled in approved undergraduate dental programs.

1. Admission beyond the second dental year is not permitted and admission to second dental year will be considered only if a vacancy exists for that year.
2. Applicants must be Canadian citizens or permanent residents of Canada.
3. All students applying for admission to Dentistry whose mother tongue (first language) is not the English language will be required to prove their understanding of the English language. See "Proof of English Proficiency" in the Admission Requirements section.
4. Applicants to second dental year are not required to take the Dental Aptitude Test administered by the Canadian Dental Association.
5. Applicants who have been required to withdraw by a dental school for academic or other reasons will usually be ineligible for admission to second year.
6. Applicants to second year must satisfy the general admission requirements of Western and/or the transfer regulations adopted by Senate.
7. Applicants may be required to be present for an interview and/or submit letters of reference.
8. Graduates of non-accredited dental programs should consider taking the Internationally Trained Dentists Program.

## APPLICATION FOR ADMISSION

### Application to First Year Dentistry

Application for admission to first year must be made by completing the official on-line application form available in early October on the admissions page of the school website. The application deadline is **November 1** for entry the following September.

For further information, please contact the Admissions Coordinator.

Original supporting documents must be received no later than November 1. Academic documents not ordered through the on-line application form should be mailed to: Office of the Registrar, Professional Admissions - Dentistry.

All applicants must:

- Submit to OUAC a completed on-line application form. The link to the application form is posted in early October on the Schulich Dentistry admissions page. The competition is open until the end of the deadline day – November 1. An Autobiographical Sketch & Personal Statement and a supplemental information form will be required as part of the application process.
- Arrange for the DAT official scores to be sent to Schulich Dentistry directly. (The Canadian Dental Association sends transcripts of applicants who have indicated they wish Schulich Dentistry to receive their scores at the time of the writing of the last eligible DAT for the current application cycle.)
- Arrange for any required documents (e.g. transcripts not available electronically, TOEFL, etc.) to be sent to the Registrar's Office – Professional Admissions.

### Academic Documentation

Official transcripts from EACH university, college or other post-secondary institution applicants have attended are required by the November 1 deadline. For those applicants currently enrolled in undergraduate studies, an official final transcript indicating degree conferred must be sent directly to Professional Admissions – Dentistry by June 30 of the year of entry.

Western students are not required to submit transcripts of their academic record at Western. However, we require official transcripts of all other post-secondary institutions attended. If applying from an Ontario University, students must request all transcripts through the Transcript Request section provided in the online application process. For those applicants who are not applying from an Ontario

University, please request that all transcripts, in support of your application, be sent directly to Professional Admissions – Dentistry.

Graduate degree candidates must complete all requirements for their graduate degree (including a successful thesis defense, if applicable) by June 30<sup>th</sup>. No extension of this deadline or deferral of admission will be granted.

Applicants are responsible for ensuring that transcripts are forwarded by the applicable Registrar(s) in time to meet the deadline date, and to notify Western's Professional Admissions office of any subsequent mark revisions on the transcript (this includes Western students).

If reapplying, please note that documents are not retained from year to year. Consequently, all required admissions documents will need to be resubmitted with each application.

Additional Documentation (if applicable)

- Applicants submitting academic documentation from outside Canada must provide official transcripts AND official detailed course outlines for any prerequisites.
- Proof of permanent resident status, in the form of a photocopy of the front and back of Permanent Resident card, is required. Canadian citizens do not need to submit proof of citizenship.
- If name change documents are required, a formal request will be sent.
- Proof of proficiency in English for applicants whose first language is not English.

It is the applicant's responsibility to ensure that the necessary transcripts or reports have been received by the Registrar's Office no later than the November 1 application deadline.

### **Application to Second Year**

Application for admission to second year (advanced standing) must be made by completing the official application form accessible from the Second Year Transfer page of the admissions page of the Schulich Dentistry Admissions website.

The application deadline for transfer into the program at the second year level is July 1 for entry in September of the same year.

Admission via transfer into the second year at Schulich Dentistry can be considered only if a vacancy exists for that year (spaces sometimes become available due to attrition). Admission beyond the second year of the DDS program is not permitted.

All transfer applicants must submit the following to the Dentistry Admissions office:

- A completed application form and accompanying application fee
- Official transcripts from each university, college or other post-secondary institution currently/previously attended (including Dental program currently enrolled in)
- Copies of course synopses of previous dental courses taken
- Personal Statement
- All applicable additional documentation

For further information, please contact the Admissions Coordinator.

### **ADMISSIONS APPEAL PROCEDURE**

A first year applicant may request a review of the decision of the Admissions Committee, provided that such a request is based upon significant new information relating to the academic record and not previously available to the Admissions Committee. This request must be filed with the Schulich School of Medicine & Dentistry Admissions Office, no later than two weeks after the issuance of the original decision. A committee comprising of the Associate Dean, Admissions, Schulich School of Medicine & Dentistry; Director, Dentistry, and the Chair of Dentistry Admissions Committee will adjudicate the appeal and the decision of this committee will be final. No appeal mechanism exists for applicants to second year.

### **ADVANCED STANDING PROGRAM FOR INTERNATIONAL DENTAL GRADUATES (ASPIDG)**

#### **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.*

Application to the Advanced Standing Program for International Dental Graduates (ASPIDG) is made by completing the official online application form available on the ASPIDG website. The non-refundable administrative fee and supporting documents must be received by the **Dentistry ASPIDG** Admissions Office by the application deadline date.

All requests for information concerning the program should be directed to the **DDS-Pathways Co-Coordinator ASPIDG Admissions Office** at the School of Dentistry. For more information, see the ASPIDG website.

## Eligibility Requirements

To be eligible for admission to the ASPIDG, candidates must:

- a) Have graduated from a minimum four-year University dental program which is not recognized by the Commission on Dental Accreditation of Canada (CDAC).
- b) Have Permanent Resident Status or Canadian Citizenship at the time of application.
- c) Have completed the Advanced Dental Admission Test (ADAT), administered by the American Dental Association (ADA), within the last three (3) years before submitting an application. See the ASPIDG website for details.
- d) Have taken the TOEFL or IELTS English proficiency test within the last two years. See the English Language Proficiency section below.
- e) Have proof of name change if submitting documents in a name other than is shown on the application form.
- f) Submit a completed online application form and ~~send in~~ submit all supporting documents as indicated on the ASPIDG website, including the administrative fee, ~~postmarked~~ no later than the posted deadline date.
- g) Complete the Western ABS to identify and expand on academic and non-academic strengths, achievements, significant successes and life experiences.

## English Language Proficiency

Proof of English proficiency can be achieved in one of the following ways:

1. The Test of English as a Foreign Language (TOEFL). See the ASPIDG website for minimum required scores.

OR

2. The International English Language Testing Service (IELTS). See the ASPIDG website for minimum required scores.

OR

3. Successful completion of four (4) years of full-time Canadian high school education in English. (Notarized transcripts must be submitted.)

It is the responsibility of the applicant to submit proof of English proficiency, as stated above, to the Advanced Standing Program Office.

### **Bench Test and Interview**

The admission process also involves the completion of a Schulich Dentistry Bench Test. The Bench Test is held in the Schulich Dentistry Simulation Clinic. Interviews are held for the highest-ranked applicants. The purpose of the Bench Test is to ensure that applicants are at the same knowledge level and skill as the DDS students entering their second year of the DDS Program.

### **Admission**

1. Applicants who have been required to withdraw by a dental school for academic or other reasons will normally be ineligible for admission to the ASPIDG.
2. Candidates accepted into the ASPIDG and intending to register are required to submit a non-refundable deposit.
3. Students are required to maintain a valid certificate in Basic Cardiac Life Support (CPR\_HCP) & First Aid throughout the three (3) years of the program. 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 program will be sent complete documentation regarding health status policies and immunization requirements. Documentation of immunization and tuberculin status will be required.
4. All dental students will interact with vulnerable populations through the course of their academic programs. In recognition of the requirements of clinical agencies to ensure that dental 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 DDS and Advanced Standing programs, a current Police Records Check including a Vulnerable Sector (Position) Screening.

Tuition fees for the ASPIDG vary from year to year. Current fees can be found on the Office of the Registrar website.

### **Admissions Appeal Procedure**

The decision of the School of Dentistry concerning admission to the ASPIDG is final. No appeal mechanism exists.

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**Last Reviewed:** March 13, 2026 \*

**Schulich School of Medicine & Dentistry and Faculty of Science: Revisions to the Policy on “Admission to the Bachelor of Medical Sciences (BMSc) Program”**

**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 to the Bachelor of Medical Sciences (BMSc) Program” be revised as shown in Item 13.2(c).

**Executive Summary:**

This proposal includes the removal of the Weighted Average Chart as a reference for admission to year 4 in Honours Specialization modules in the Bachelor of Medical Sciences (BMSc) program following changes to add standard progression requirements to several modules offered by departments in the Schulich School of Medicine & Dentistry.

Historically, students applying to the Honours Specialization modules offered in the BMSc program have been selected on the basis of their averages on the 2000-level Admission Requirements (admission to Year 3) and their weighted averages on the courses listed in the Weighted Average Chart (admission to Year 4). The use of a minimum weighted average for admission to Year 4 is unique to Honours Specializations in the BMSc program at Western.

Changes were recently made to modules within the BMSc program which include the introduction of minimum progression requirements from years 3 to 4. These progression requirements eliminate competition for spaces in Year 4 of the Honours Specialization modules and will be implemented for students admitted to Year 3 BMSc in 2025-26 and onward. Going forward, students admitted to Honours Specializations in BMSc will be guaranteed progression to Year 4 as long as they satisfy the newly-stated Progression Requirements as identified on the individual module pages in the Academic Calendar. This change brings modules in the BMSc program in line with the standard progression requirements for modules at Western.

The proposed changes to the policy on “Admission to the Bachelor of Medical Sciences (BMSc) Program” remove the Weighted Average Chart as it is no longer relevant for students moving forward.

**Documentation Provided:**

Revisions to the Policy on “Admission to the Bachelor of Medical Sciences (BMSc) Program”

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## Admission to the Bachelor of Medical Sciences (BMSc) Program

<b>Subject:</b>	Admission to the Bachelor of Medical Sciences (BMSc) Program
<b>Sections:</b>	<a href="#">Bachelor of Medical Sciences (BMSc) Program</a> ; <a href="#">Modules Offered in the BMSc Program</a> ; <del><a href="#">Weighted Average Chart</a></del>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedures:</b>	*
<b>Related Policies:</b>	<a href="#">Medical Sciences First Entry</a>
<b>Effective Date:</b>	<b>September 1, 2026</b> <del>September 1, 2025</del>
<b>Supersedes:</b>	<b>September 1, 2025</b> ; September 1, 2024; September 1, 2023, September 1, 2022; September 1, 2021

### BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM

The Bachelor of Medical Sciences (BMSc) Program, offered jointly by the Faculty of Science and the Schulich School of Medicine & Dentistry, offers four-year undergraduate degrees for students interested in studying the basic medical sciences. The Honours Specialization, Specialization, and Double Major modules that lead to graduation with BMSc degrees are collectively referred to as the BMSc Program.

Admission to the BMSc Program does not guarantee admission to a particular Honours Specialization module as each of these modules has a limited capacity.

Admission to the BMSc Program occurs in Year 3, usually after the successful completion of Medical Sciences 1 and 2 (see the policy on *Medical Sciences First Entry*). When applying for admission to the BMSc Program in Year 3, students also

apply for admission to the various modules offered in the BSc Program. Students must be admitted to the BSc Program in Year 3 to be eligible to progress to the BSc Program in Year 4.

Although admission to the BSc Program in Year 3 is assured for students in Medical Sciences 2 who satisfy certain conditions, it is anticipated that space will be available for additional students. These students will comprise the “competitive pool”.

### ***Assured Admission to Year 3 BSc for Students in Medical Sciences 2:***

For assured admission, the following conditions must be satisfied by the end of the Fall/Winter of Medical Sciences 2:

- A full load of 5.0 courses must be successfully completed (i.e., no failures) during the Fall/Winter of Medical Sciences 2 (September-April);
- Any course(s) taken during the summer sessions either before or after Medical Sciences 2 must be successfully completed (i.e., no failures);
- All courses listed in the Admission Requirements for the module to which the student applies must be completed by the end of the Fall/Winter of Medical Sciences 2. (See see the BSc website for the 2000-level Admission Requirements for the ~~more information about admission to~~ BSc Double Majors);
- The specified minimum mark must be achieved in the first attempt at each course listed in the Admission Requirements for the module to which the student applies;
- A minimum average of 80% must be achieved on the 2000-level courses listed in the Admission Requirements for the module to which the student applies. If 3.5 or more 2000-level courses are listed in the Admission Requirements, a minimum average of 80% is required on the best 3.0 of these 2000-level courses.

Students in Medical Sciences 2 who satisfy the conditions for assured admission receive priority placement in Honours Specialization modules in Year 3 BSc. The capacity of each Honours Specialization module is limited in Years 3 and 4 due to the maximum capacity in laboratory and capstone courses. (See see *Modules Offered in the BSc Program* (below) for details about admission to Honours Specialization modules, as well as to Specialization modules and Double Majors, in Years 3 and 4, and the BSc website for additional information).

### ***Admission to Year 3 BSc for Students in the Competitive Pool:***

For admission from the competitive pool, the following conditions must be satisfied prior to the beginning (September) of Year 3:

Although a full load of 5.0 courses is not required in Year 2, students must be eligible to register in Year 3 (e.g., must successfully complete at least 8.0 courses);

## Admission to the BSc Program

- All courses taken during the Fall/Winter of Year 2 and during the summer after Year 2 must be successfully completed (i.e., no failures);
- A minimum mark of 60% must be achieved in each 1000-level half course listed in the Admission Requirements for the module to which the student applies (repeats of these 1000-level courses are permitted);
- All courses listed in the Admission Requirements for the module(s) to which the student applies must be completed prior to the beginning (September) of Year 3. (See see the BSc website for more information about admission to BSc Double Majors);
- A minimum average of 75% must be achieved on the 2000-level courses listed in the Admission Requirements for the module to which the student applies. If, however, the Admission Requirements list 3.5 or more 2000-level courses, a minimum average of 75% is required on the best 3.0 of these 2000-level courses. Note that an average greater than 75% may be required for admission, depending on the number of applicants from the competitive pool and the number of spaces remaining in Year 3 of the BSc Program;
- The specified minimum mark must be achieved in each of the 2000-level courses listed in the Admission Requirements for the module(s) to which the student applies. Students may repeat a maximum of one of these 2000-level half courses and, if one of these 2000-level half courses is repeated, the average on both attempts in the course must be at least 60% and will be used in calculating the minimum average.

Students admitted to Year 3 BSc from the competitive pool are registered in their modules after students in Medical Sciences 2 who satisfied the conditions for assured admission. The capacity of each Honours Specialization module is limited in Years 3 and 4 due to the maximum capacity in laboratory and capstone courses. See *Modules Offered in the BSc Program* (below) for details about admission to Honours Specialization modules, as well as Specialization modules and Double Majors, in Years 3 and 4, and the BSc website for more information.

### MODULES OFFERED IN THE BSc PROGRAM

The Honours Specialization, Specialization, and Double Major modules that lead to graduation with BSc degrees are collectively referred to as the BSc Program.

#### Honours Specialization Modules:

Admission to the BSc Program does not guarantee admission to a particular Honours Specialization module as each of these modules has a limited capacity.

## Admission to the BSc Program

### Year 3:

Once admitted to Year 3 of the BSc Program, admission to each Honours Specialization module requires completion of ALL of the courses listed in the Admission Requirements for the Honours Specialization module to which the student applies and is based on the average obtained on ALL the 2000-level courses listed in the Admission Requirements. If the Admission Requirements list 3.5 or more 2000-level courses, admission is based on the average obtained on the best 3.0 of these 2000-level courses. A minimum mark of 60% must be achieved in any additional modular course(s) completed.

Students satisfying the conditions for assured admission to Year 3 of the BSc Program from Medical Sciences First Entry (Medical Sciences 2) will receive priority placement in the Honours Specialization modules in Year 3. Once these students have been adjudicated into the Honours Specialization modules, students admitted to Year 3 of the BSc Program from the competitive pool will be adjudicated into the remaining spaces in the Honours Specialization modules.

Information about the maximum capacity of each Honours Specialization module and the minimum average required for admission to each Honours Specialization module will be made available on the BSc website.

### Year 4:

Progression to Year 4 of an Honours Specialization module in the BSc program requires completion of Progression Requirements specified on the module page in the Academic Calendar.

Permission may be granted to BSc students for admission to a particular Honours Specialization module in Year 4 if space is available and the minimum Admission and Progression Requirements are met.

~~The following provisions for admission to an Honours Specialization in Year 4 apply only to students registered in Years 3 and 4 of an Honours Specialization module in 2024-25 or earlier.~~

~~Note: For students registered in Year 3 of an Honours Specialization module in 2025-26 and onward:~~

~~Progression to Year 4 of each Honours Specialization in the BSc program will be dependent on completion of the progression requirements as identified on the module page in the Academic Calendar.~~

~~Permission may be granted to BSc students for admission to a particular Honours Specialization module in Year 4 if space is available and the minimum Admission and Progression Requirements are met.~~

## Admission to the BSc Program

Admission to an Honours Specialization module in Year 4 requires a minimum Weighted Average of 75% and completion of ALL of the courses indicated in the Weighted Average Chart below. Admission is not guaranteed as each of these modules has a limited capacity. Any student in Year 3 BSc with the appropriate courses can apply for admission to Year 4 of any Honours Specialization module.

### *WEIGHTED AVERAGE CHART*

Honours-Specialization-Module	Modular courses responsible for 1/3 of the Weighted Average	Modular courses responsible for 2/3 of the Weighted Average
Biochemistry	<p>3.5 courses:  <del>Biochemistry 2280A; Biology 2581A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G;</del>            1.0 course from Biology 2382A/B, Biology 2290F/G, Chemistry 2211A/B, Chemistry 2214A/B, Chemistry 2374A, Chemistry 2384B.</p>	<p>2.0 courses:  <del>Biochemistry 3380G, Biochemistry 3381A, Biochemistry 3382A and Biochemistry 3390B.</del></p>
Biochemistry and Cancer Biology	<p>3.5 courses (or 4.0 courses if the former Medical Biophysics 2582B was taken):  <del>Biochemistry 2280A; Biology 2382A/B and Biology 2581A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Biology 2244A/B or Statistical Sciences 2244A/B;</del>            Microbiology and Immunology 2500A/B, the former Medical Biophysics 2582B.</p>	<p>4.0 courses (or 3.5 courses if the former Medical Biophysics 2582B was taken):  <del>Biochemistry 3381A; Pharmacology 3620; Anatomy and Cell Biology 3309 or Pathology 3500; one of Biochemistry 3382A, Chemistry 3393A/B or Microbiology and Immunology 3300B; one of Biochemistry 3380G, Physiology and Pharmacology 3000E; and Medical Biophysics 3518B if the former Medical Biophysics 2582B was not completed.</del>            Note: If Physiology and Pharmacology 3000E is selected instead of one of the laboratory-half courses, then a total of 8.0 courses will be used toward the Weighted Average.</p>

## Admission to the BSc Program

<p><del>Biochemistry and Cell Biology</del></p>	<p><del>3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.</del></p>	<p><del>4.0 courses: Biochemistry 3380G, Biochemistry 3381A and Biochemistry 3382A; Biology 3316A/B or Physiology 3140A; one of Anatomy and Cell Biology 3700F/G, Biochemistry 3390B or Biology 3326F/G; Anatomy and Cell Biology 3309; Anatomy and Cell Biology 3329A/B.</del></p>
<p><del>Biochemistry and Pathology of Human Disease</del></p>	<p><del>3.5 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; 0.5 course from Biochemistry 3390B, Biology 2290F/G, Chemistry 2211A/B, Chemistry 2214A/B, Chemistry 2374A, Chemistry 2384B, Microbiology and Immunology 2500A/B.</del></p>	<p><del>2.5 courses: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3380G; Pathology 3500.</del></p>
<p><del>Biochemistry of Infection and Immunity</del></p>	<p><del>3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.</del></p>	<p><del>3.5 courses: Biochemistry 3380G or Microbiology and Immunology 3610F; Biochemistry 3381A and Biochemistry 3382A; one of Anatomy and Cell Biology 3700F/G or Biochemistry 3390B; Microbiology and Immunology 2500A/B, Microbiology and Immunology 3400A or the former Microbiology and Immunology 3100A, Microbiology and Immunology 3300B.</del></p>
<p><del>Chemical Biology</del></p>	<p><del>4.5 courses: Biochemistry 2280A; Biology 2581A/B; Chemistry 2271A, Chemistry 2272F, Chemistry</del></p>	<p><del>3.0 courses: Biochemistry 3380G, Biochemistry 3381A, Biochemistry 3382A,</del></p>

## Admission to the BSc Program

	<del>2273A, Chemistry 2281G, Chemistry 2283G, Chemistry 2374A and Chemistry 2384B</del>	<del>Biochemistry 3390B; 1.0 course from Chemistry 3371F, Chemistry 3372F/G, Chemistry 3373F or Chemistry 3374A/B.</del>
<del>Computational Biochemistry</del>	<del>3.0 courses: Biochemistry 2280A; Biology 2581A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 1027A/B.</del>	<del>3.0 courses: Biochemistry 3381A and Biochemistry 3382A, Biochemistry 3383F/G, Biochemistry 3390B; Computer Science 2210A/B and Computer Science 2211A/B.</del>
<del>Epidemiology and Biostatistics</del>	<del>3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Epidemiology 2200A/B.</del>	<del>2.0 courses: Biostatistics 3100A and Biostatistics 3110B; Epidemiology 3200A and Epidemiology 3210B.</del>
<del>IMS (Interdisciplinary Medical Sciences)</del>	<del>3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B or Chemistry 2273A; Biology 2244A/B or Statistical Sciences 2244A/B.</del>	<del>3.0 courses: 2.0 courses from Group 1; 1.0 course from Groups 1-3, which must include 0.5-1.0 course from Group 3.</del>
<del>Medical Bioinformatics</del>	<del>3.5 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2581A/B; one of Data Science 2000A/B or Statistical Sciences 2857A/B; one of Biology 2244A/B, Statistical Sciences 2244A/B or Statistical Sciences 2858A/B; Computer Science 2121A/B; Mathematics 1229A/B or Mathematics 1600A/B.</del>	<del>3.0 courses: Computer Science 3120A/B or 3121A/B; Medical Bioinformatics 3100A/B; Pathology 3500; Physiology 3120.</del>
<del>Medical Biophysics (Medical Sciences)</del>	<del>3.0 courses: Biochemistry 2280A; Chemistry 2213A/B; Physics 2101A/B and Physics 2102A/B, or Physiology</del>	<del>3.5 courses: Medical Biophysics 3330F/G, Medical Biophysics 3501A, Medical Biophysics 3503G,</del>

## Admission to the BSc Program

Concentration)	2130 or Physiology 3120 or Physiology and Pharmacology-2000; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 2035A/B.	Medical Biophysics 3505F, Medical Biophysics 3507G, Medical Biophysics 3645A/B and Medical Biophysics 3970Z.
Medical Biophysics- (Clinical Physics- Concentration)	2.5 courses: Calculus 2302A/B or Calculus-2502A/B; Calculus 2303A/B or Calculus 2503A/B; Physics-2101A/B, Physics 2102A/B and Physics 2110A/B.	3.0 courses: Medical Biophysics 3330F/G, Medical Biophysics 3501A, Medical Biophysics 3503G, Medical Biophysics 3505F, Medical Biophysics 3507G, Medical Biophysics 3970Z
Medical Biophysics- and- Biochemistry	3.0 courses (or 3.5 courses if the former Medical Biophysics 2582B was taken): Biochemistry 2280A; Biology 2581A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Computer Science 2035A/B; the former Medical Biophysics 2582B.	3.0 courses (or 2.5 courses if the former Medical Biophysics 2582B was taken): Biochemistry 3381A and Biochemistry 3382A; Biochemistry 3380G or Medical Biophysics 3970Z; Medical Biophysics 3501A and Medical Biophysics 3507G; and Medical Biophysics 3518B if the former Medical Biophysics 2582B was not taken.
Medical Cell- Biology	3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Biology 2244A/B or Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G.	3.5 courses: Anatomy and Cell Biology 3309; Anatomy and Cell Biology 3329A/B; Biochemistry 3381A and Biochemistry 3382A; Biology 3316A/B or Physiology 3140A; Biochemistry 3380G or Biology 3326F/G.
Medical Health Informatics — admission- discontinued	3.5 courses: Biochemistry 2280A; 1.0 course from Biology 2290F/G, Biology 2382A/B, Biology 2581A/B; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 2120A/B and Computer Science 2121A/B.	3.0 courses: Computer Science 3120A/B and Computer Science 3121A/B; Pathology 3500 or the former Pathology 3240A and the former Pathology 3245B; Physiology 3120.

## Admission to the BSc Program

<p>Microbiology and Immunology</p>	<p>3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B and Chemistry 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.</p>	<p>3.0 or 3.5 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, (Microbiology and Immunology 3200B and Microbiology and Immunology 3400A, or the former Microbiology and Immunology 3100A), Microbiology and Immunology 3300B, Microbiology and Immunology 3610F and Microbiology and Immunology 3620G.</p>
<p>Microbiology and Immunology with Pathology</p>	<p>3.5 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B and Chemistry 2223B; Biology 2244A/B or Statistical Sciences 2244A/B.</p>	<p>4.0 courses: Biochemistry 3381A; Microbiology and Immunology 2500A/B, (Microbiology and Immunology 3400A or the former Microbiology and Immunology 3100A), Microbiology and Immunology 3300B, Microbiology and Immunology 3610F, Microbiology and Immunology 3620G; Pathology 3500.</p>
<p>One Health</p>	<p>3.0 courses: Biochemistry 2280A; Biology 2382A/B, Biology 2483A/B; Chemistry 2213A/B, Chemistry 2210A/B; Biology 2244A/B or Statistical Sciences 2244A/B.</p>	<p>4.0 courses: Environmental Science 3300F/G; One Health 3300A/B; One Health 3600A/B; Pathology 3500; 1.0 course from: Anatomy and Cell Biology 2200A/B, Biology 3316A/B or Physiology 3140A, Epidemiology 2200A/B, Microbiology and Immunology 2500A/B, Pharmacology 3620, Physiology 3120; and the former Anatomy and Cell Biology 3319; and 0.5 course from Geography 3431A/B, Geography 3432A/B, Geography 3445F/G, Sociology 3308F/G.</p>
<p>Pathology</p>	<p>2.5 courses: Biochemistry 2280A; Biology 2382A/B; Biology 2290F/G or</p>	<p>4.0 courses: 1.0 course from Anatomy and Cell Biology 3309 or (Anatomy</p>

## Admission to the BSc Program

	<del>Biology 2581A/B; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B.</del>	<del>and Cell Biology 2200A/B and one of Anatomy and Cell Biology 3200A/B or Microbiology and Immunology 2500A/B) or the former Anatomy and Cell Biology 3319; Pathology 3500; Pharmacology 3620; Physiology 3120.</del>
<del>Pharmacology</del>	<del>3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B.</del>	<del>3.5 courses: Pharmacology 3620; Physiology 3120 and Physiology 3140A; Physiology and Pharmacology 3000E.</del>
<del>Physiology</del>	<del>3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B.</del>	<del>2.5 courses: Physiology 3120 and Physiology 3140A; Physiology and Pharmacology 3000E.</del>
<del>Physiology and Pharmacology</del>	<del>3.0 courses: Biochemistry 2280A; Biology 2581A/B, Biology 2382A/B and Biology 2290F/G; Chemistry 2213A/B; Biology 2244A/B or Statistical Sciences 2244A/B.</del>	<del>3.5 courses: Pharmacology 3620; Physiology 3120 and Physiology 3140A; Physiology and Pharmacology 3000E.</del>

### Notes:

1. ~~Some courses in the Weighted Average Chart include a mark/average requirement in their prerequisite(s). See UNDERGRADUATE COURSE INFORMATION.~~
2. ~~Information about the maximum capacity of each Honours Specialization module and the minimum Weighted Average required for admission to each Honours Specialization module will be made available on the BSc website: [www.schulich.uwo.ca/bmsc](http://www.schulich.uwo.ca/bmsc)~~

### Double Majors:

The Major in One Health can be completed only in combination with another Major (Double Majors) in an Honours Bachelor Degree.

Admission to the following Major modules will be restricted to students admitted to Year 3 BSc (Honours) degree with Double Majors in 2027-28 and onward: Biochemistry, Interdisciplinary Medical Sciences, Medical Cell Biology, Microbiology and Immunology, Pathology, Pharmacology, and Physiology.

### **Year 3:**

Students admitted to Year 3 of the BSc are eligible to register in Double Major modules provided they have completed all ~~of the~~ 2000-level courses listed in the Admission Requirements for both Major modules and have the prerequisites to register in ~~the~~ 3000-level courses required in the module (some 3000-level courses include mark/average requirements in their prerequisites). A minimum mark of 60% must be achieved in any additional modular course(s) completed. For more information about completing the 2000-level Admission Requirements for each Major + Major combination available in the BSc Program, see the BSc website.

### **Year 4:**

Progression to Year 4 of any Double Major combination in the BSc program ~~will be dependent on~~ **requires** completion of the **Progression Requirements** ~~progression requirements as identified~~ on each Major module page in the Academic Calendar.

BSc students are eligible to register in Double Major modules in Year 4 if the minimum Admission and Progression Requirements are met as stated on each Major module page in the Academic Calendar.

### **Specialization in Interdisciplinary Medical Sciences (IMS):**

Students admitted to Year 3 of the BSc Program are eligible to register in the Specialization in Interdisciplinary Medical Sciences (IMS) provided they have completed ~~all of~~ the 2000-level courses listed in the Admission Requirements for the Specialization module. A minimum mark of 60% must be achieved in any additional modular course(s) completed.

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**Last Reviewed:** **March 13, 2026** ~~April 25, 2025~~

**Revisions to the Policy on “Dean’s Honour List and Graduation  
“With Distinction””**

**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 “Dean’s Honour List and Graduation “With Distinction”” be revised as shown in Item 13.2(d).

**Executive Summary:**

The primary revision to the policy is the removal of the Dean’s Honour List eligibility statement requiring students in the Arthur Labatt Family School of Nursing to achieve an 80% in each course, excluding electives. Upon removal of this statement, students in the Arthur Labatt Family School of Nursing will be eligible for the Dean’s Honour List if they earn an average of 80% or more with no failed courses and have completed a minimum of 4.0 courses.

The Arthur Labatt Family School of Nursing considers the current threshold to be unnecessarily restrictive (it exceeds the criteria for graduating with distinction in most other departments) and has requested that the criteria be brought in line with other Schools in the Faculty of Health Sciences (and elsewhere across campus).

Additionally, a correction is made to state that the provisions relating to the Dean’s Honour List in sections I. 1-4 apply to students in the Schulich School of Medicine & Dentistry (excluding Medicine and Dentistry programs).

Editorial amendments are also included.

**Documentation Provided:**

Revisions to the Policy on “Dean’s Honour List and Graduation “With Distinction””

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## Dean's Honour List and Graduation "With Distinction"

<b>Subject:</b>	Dean's Honour List and Graduation "With Distinction"
<b>Sections:</b>	<a href="#">Dean's Honours List – Undergraduate Students;</a> <a href="#">Graduation "With Distinction" – Undergraduate Students;</a> <a href="#">Honours Designations in the Ivey Graduate Programs</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	*
<b>Officer(s) Responsible for Procedures:</b>	*
<b>Related Policies:</b>	*
<b>Effective Date:</b>	September 1, 2026 <del>September 1, 2024</del>
<b>Supersedes:</b>	September 1, 2024; September 1, 2023; September 1, 2022; January 2022

### I. DEAN'S HONOUR LIST – UNDERGRADUATE STUDENTS

Undergraduate students with outstanding academic records are adjudicated for inclusion in the Dean's Honour List in May and August of each year.

The following provisions statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Schulich School of Medicine & Dentistry (excluding Medicine and Dentistry programs), Music, Science, and Social Science, and at Huron University College and King's University College.

~~Undergraduate students with outstanding academic records are adjudicated for inclusion in the Dean's Honour List in May and August of each year.~~

1. In May of each year the Dean of each Faculty establishes an Honour List containing the names of all full-time students registered in that Faculty who

## Dean's Honour List and Graduation "With Distinction"

completed a minimum of 4.0 courses during the previous Fall/Winter Session (September-April) and earned an average of 80% or more with no failed courses.

2. Students enrolled in fewer than 4.0 courses will qualify for the list in May or August each time they accumulate a new set of at least 4.0 consecutive courses and earn an 80% average with no failed courses within that set.
3. Graduating students who attained Dean's Honour List standing at their last checkpoint and maintained a cumulative average of 80% with no failures on any courses taken from then until graduation will be named to the Dean's Honour List upon graduation.
4. Grades received on a Letter of Permission will be included in the average.

The following provisions statements apply to other undergraduate faculties/schools/programs:

5. **Richard Ivey Business School of Business:** The Honours designations that are available to Honours Business Administration (HBA) students are listed below. If an HBA student is found in breach of the Ivey Student Code of Conduct, the student may be ineligible to receive any of the Honours designations – Dean's Honours List, Ivey Scholar, Gold Medal, "With Distinction" – and may not be included in the Ivey Ring Tradition Ceremony.
  - a. **Pass with Distinction:** Students in the HBA program who achieve an overall average of at least 80% on a full year's work in HBA1 or HBA2, as defined by the program, will be designated as Pass with Distinction on Western's transcripts.
  - b. **Dean's Honour List:** A student must complete a full year's course work as defined by the program and attain grades in the top 25% of the class to receive the Dean's Honour List standing on Western's transcripts. Students may attain Dean's Honour List standing at the end of HBA1 and at the end of HBA2. The average excludes exchange and non-Ivey courses.
  - c. **Ivey Scholar:** A student must complete all courses as defined by the HBA program and attain a cumulative average in the top 10% of the class to be considered an HBA Ivey Scholar. The average excludes exchange and non-Ivey courses.
6. **Faculty of Education:** At the end of each of years 1 and 2, students in the B.Ed. program who achieve an overall weighted average of at least 85%, with no failed courses, will qualify for inclusion on the Dean's Honour List.

## Dean's Honour List and Graduation "With Distinction"

7. **Faculty of Engineering:** to be named to the Dean's Honour List students in Engineering must complete a minimum of **five 5.0** courses (~~5.0 credits~~) in the academic year (i.e., September - April) and achieve an average of 80% on all courses with no failed courses.
8. **Faculty of Law:** students must complete a full year's work as defined by the program and be in the top 10% of the class to be named to the Dean's Honour List for that year.

Only the grades earned in courses taken at the Faculty of Law in a particular year (provided those courses total at least 14 credit hours) are used to calculate a student's standing for an overall achievement award in that year. Students who attend the Faculty of Law on a letter of permission from another law school are not considered for the Dean's Honour List or an overall achievement award in that year.

~~6. School of Nursing. Students who have achieved an 80 percent in each course, excluding electives, will be considered for Dean's Honour List.~~

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

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

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

### **Engineering and Business:**

For Engineering students in the BESC/BA(HBA) program, refer to **point 1 section 1.9** above. For Business students in this program, refer to **point 2 section 1.10** below.

### **Engineering and Law:**

For Engineering students in the BESC/JD program, refer to **point 1 section 1.9** above. At the Law School, students are considered for the Dean's Honour List during their first year of Law (Year Four). Students enrolled in Years Five and Six of the combined program are considered for the Dean's Honour List

## Dean's Honour List and Graduation "With Distinction"

provided they take Law courses totaling at least 12 credit hours. Only the Law courses will be used in the calculation for the Dean's Honour List for Law.

### 10. Business – all Combined Degree Programs:

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

#### Exceptions:

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

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

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

##### b) Business and Health Sciences

For Business, see point 2 section 1.10 above. In the Faculty of Health Sciences, students will be adjudicated for the Dean's Honour List based on all courses taken in the academic year (i.e., September – April) provided the student is registered in a minimum of five courses. In addition, an average of 80% must be achieved on all courses taken toward the BHSc degree with no failed courses.

##### c) Business and Media, Information and Technoculture

For Business, see point 2 section 1.10 above. In the Faculty of Information and Media Studies, students may be eligible for the Dean's Honour list in Years 4 and 5. Adjudication will be based on having an overall 80% average on all courses (including both MIT and HBA courses) taken in each academic year.

##### d) Faculty of Arts and Humanities

For Business, see point 2 section 1.10 above. In Arts and Humanities, students will be considered for the Dean's Honour list in the usual way in Years 1 and 2. Students who take at least 3.0 Arts and Humanities courses in each of Year 4 and Year 5 will be considered for the Dean's

## Dean's Honour List and Graduation "With Distinction"

Honour List in each year on the basis of those courses. If fewer than 3.0 Arts and Humanities courses are attempted in Year 4, all Arts and Humanities courses taken in Years 4 and 5 will be considered for the Dean's Honour list at the end of Year 5.

### II. GRADUATION "WITH DISTINCTION" – UNDERGRADUATE STUDENTS

Students in degree programs who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will graduate "with distinction."

#### Exceptions:

1. **Business:** A student who achieves an overall average of 80% in each of HBA1 and HBA2 and no grade lower than 70% and with no failed courses in the program will receive the designation Graduation with Distinction on Western diplomas and transcripts.  
  
\*Note that the average required is in both HBA1 and HBA2 and it is not a cumulative average over both.
2. **Dentistry:** A Doctor of Dental Surgery (DDS) student who achieves a cumulative average in the top 10% of the class and has a minimum overall average of 80% with no course failures shall graduate "With Distinction".
3. **Education:** Graduating students who obtain cumulative averages within the top 10% of graduating student averages within the program will graduate "With Distinction."
4. **Engineering:** Students must fulfill Dean's Honour List criteria for every year of study after first year to graduate with distinction. Students who were not registered in a full course load because of transfer credit(s), dual degrees, or varsity sports will be assessed on an individual basis by a committee.
5. **Law:** Students must be on the Dean's Honour List in at least two of their three years in the Law program to graduate with distinction.
6. **Nursing:** In order to graduate 'with distinction' the student will have achieved an average grade in the top 10% of the class, with a minimum average of 85%, no course failures, and no course average below 70%.

Graduands of diploma or certificate programs offered by Western who have achieved an overall average of 80% and no grade lower than 70% on the entire program with no failed courses will receive the designation "With Distinction."

## Dean's Honour List and Graduation "With Distinction"

### Notes:

- Students who qualify for Graduation "With Distinction" will receive the designation on diplomas, transcripts and reports.
- Letters of Permission: In accordance with the Senate *Letter of Permission* policy, letter of permission grades will be recorded as numeric values and included in the overall average for the calculation of Graduation "With Distinction."
- Since the designation "With Distinction" is conferred only when a student has achieved a certain average, a failure to achieve graduation with distinction may not be appealed (although the grades on which the designation is based may be appealed in the normal way. ~~See Section on Academic Rights and Responsibilities~~).

### III. HONOURS DESIGNATIONS IN THE IVEY GRADUATE PROGRAMS

#### Eligibility for Honours Designations in the Ivey Graduate Programs

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

#### MBA Programs at Ivey (MBA, AMBA and EMBA)

##### **MBA Dean's Honour List**

A student must complete all courses as defined by the program and attain grades in the top 25% of the class to be included on the Dean's Honour List, or have special recommendation from the Dean. The Dean's Honour List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

##### **Graduation "With Distinction"**

A student who receives the Dean's Honour List designation will be designated "With Distinction" on Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

##### **MBA Ivey Scholars**

A student must complete all courses as defined by the MBA program and attain grades in the top 10% of the class to be considered as MBA Ivey Scholars. The Ivey Scholar calculation excludes non-Ivey and exchange courses.

##### **MBA Gold Medals**

Ivey Gold Medals will be awarded to one student in each of the Ivey MBA Direct, AMBA and EMBA programs to the student with the highest combined average in each program. In addition, the Robert Johnson Gold Medal will be awarded to the student with the highest combined average after the completion of the full-time MBA

## **Dean's Honour List and Graduation "With Distinction"**

Program. All students must have completed a full course load as defined by the programs. The Gold Medal calculation excludes non-Ivey and exchange courses.

### **Combined JD/MBA Program**

#### **Dean's Honour List**

Students are considered for the Dean's Honour List at the Faculty of Law during their first year of Law. In subsequent years of the combined program, students who take Law courses totaling at least 12 credit hours in any year are considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses.

Students enrolled in the combined JD/MBA program who achieve a grade average across all Ivey courses in the top 25% in the program in the year of their graduation will be considered for Dean's Honour List designation at the Ivey Business School.

#### **Graduation "With Distinction"**

Eligibility is determined by the regulations in effect in the Faculty of Law and the Richard Ivey School of Business respectively.

#### **Gold Medal**

Students in the combined program are not eligible for the gold medal in the Faculty of Law and the Richard Ivey School of Business.

### **MSc in Management Program**

#### **MSc Ivey Dean's Honour List**

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

#### **MSc Ivey Scholars**

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

#### **MSc Gold Medals**

To be awarded by field, the recipients must complete all courses as defined by the Ivey MSc program and achieve the highest average within their field. The average is the simple average calculation over all courses taken at Ivey as defined by the Ivey MSc program and by the relevant field. The average excludes exchange and non-Ivey courses, while also excluding non-Ivey visiting exchange students.

## Dean's Honour List and Graduation "With Distinction"

### Master of Management (MM) Program

#### **MM Dean's Honour List**

A student must complete all courses as defined by the program and attain grades in the top 25% of the class to be included on the Dean's Honour List, or have special recommendation from the Dean. The Dean's Honour List calculation excludes non-Ivey and exchange courses. Non-Ivey exchange students are not eligible.

#### **Graduation "With Distinction"**

A student who receives the Dean's Honour List designation will be designated "With Distinction" on Western transcripts and the graduation diploma. Students must complete a full course load as defined by the program.

#### **MM Ivey Scholars**

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

#### **MM Gold Medal**

To be awarded by field, the recipients must complete all courses as defined by the Ivey MM program and achieve the highest average within their field. The average is the simple average calculation over all courses taken at Ivey as defined by the MM program and by the relevant field. The average excludes exchange and non-Ivey courses, while also excluding non-Ivey visiting exchange students.

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**Last Reviewed:** March 13, 2026 \*

**School of Graduate and Postdoctoral Studies:**  
**Revisions to the Policy on “Grading Scale for Graduate Students”**

**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 “Grading Scale for Graduate Students” be revised as shown in Item 13.2(e).

**Executive Summary:**

The grading scale for graduate students has been modified to replace the previous broad letter grades with a more granular letter scale that includes plus and minus distinctions. These revisions are made in response to requests from graduate programs.

**Documentation Provided:**

Revisions to the Policy on “Grading Scale for Graduate Students”

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**Grading Scale for Graduate Students**

**Subject:** Grading Scale for Graduate Students

**Sections:** \*

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** \*

**Officer(s) Responsible for Procedure:** \*

**Related Policies:** [Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students](#)

**Effective Date:** September 1, 2026 ~~August 2008~~

**Supersedes:** August 2008 \*

**GRADING SCALE GRADUATE STUDENTS**

The ~~following grades are used for all~~ programs in the School of Graduate and Postdoctoral Studies use either of the following grading scales.

1. Numerical grading scale: Comprised of a numeric mark.
2. Letter grading scale: Comprised of a letter grade per the following grade scale.

Letter Grade Scale	Numerical Scale
A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%

## Grading Scale for Graduate Students

B	73-76%
B-	70-72%
C+	67-69%
C	63-66%
C-	60-62%
F	00-59%

A	80-100%
B	70-79%
C	60-69%
F	00-59%

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**Last Reviewed:** March 13, 2026 \*

**Faculty of Health Sciences, School of Kinesiology:**  
**Revisions to the Honours Specialization in Kinesiology – BSc**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Honours Specialization in Kinesiology – BSc, offered by the School of Kinesiology in the Faculty of Health Sciences, be revised as shown in Item 13.3(a).

**Executive Summary:**

This proposal seeks to revise the Honours Specialization in Kinesiology – BSc to include Science-approved Kinesiology courses as part of the module requirements. Prior to this change, the residency requirements for the Science degree were fulfilled with student elective courses. This proposal makes it more apparent how the residency requirements are satisfied within the degree.

This proposal does not substantively change the *content* of the BSc module from its present form – even though the number of courses required within the module has increased from 9.5 to 11.0. The apparent increase in module size is the result of making formerly implicit Science requirements part of the explicit modular requirements. These changes are intended to make the Calendar copy easier for students to follow and to facilitate the support of students by academic advising.

**Documentation Provided:**

Revised Calendar Copy – Honours Specialization in Kinesiology – BSc

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REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21169>

**HONOURS SPECIALIZATION IN KINESIOLOGY – BSc**

For students admitted to the Honours Specialization in Kinesiology - BSc in September 2022 and prior, please refer to the 2021 Academic Calendar.

**Admission Requirements**

Completion of first year requirements with no course grade less than 60% and with an average of at least 70%.

Students must achieve an average of 70% in the following 3.0 principal courses, with no mark less than 60%:

- Kinesiology 1050A/B;
- Kinesiology 1060A/B;
- Kinesiology 1070A/B;
- Kinesiology 1080A/B; and
- Physiology 1021.

Students are also required to complete 1.0 courses (within a single subject area) from the subject areas of Biology, Chemistry, Physics, Mathematics as follows:

- Biology 1001A and Biology 1002B;
- Chemistry 1301A/B and Chemistry 1302A/B;
- Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.
- Physics 1101A/B or Physics 1201A/B or the former Physics 1028A/B or the former Physics 1301A/B or Physics 1501A/B and Physics 1102A/B or Physics 1202A/B or the former Physics 1029A/B or the former Physics 1302A/B or Physics 1502A/B.

Students may substitute Data Science 1000A/B for 0.5 course in Mathematics in fulfilling this requirement.

**Note:** The Honours Specialization in Kinesiology - BSc is a limited enrollment program. More competitive academic standing may be required when demand exceeds enrollment capacity. In the event demand exceeds enrollment capacity a student's term average will also be taken into consideration. Admission to the module is restricted to students registered in the School of Kinesiology.

## Module

~~9.5~~ **11.0** courses:

**1.0 course:** Kinesiology 2230A/B, Kinesiology 2241A/B (must be taken in second year).

**1.0 course** from: Kinesiology 2900 – 2999 (must be taken in second year).

**0.5 course:** Kinesiology 2032A/B (must be taken in second year).

**0.5 course:** Kinesiology 3032A/B.

**0.5 course** from: ~~Kinesiology 3341A/B, Kinesiology 3343A/B,~~ Kinesiology 3353A/B, Kinesiology 4241A/B.

**1.0 course:** Kinesiology 3330F/G, Kinesiology 3337A/B.

~~4.0~~ **2.5 courses** from: Kinesiology 3222A/B, Kinesiology 3339A/B, ~~Kinesiology 3343A/B,~~ Kinesiology 3347A/B, Kinesiology 3353A/B, Kinesiology 3360A/B, Kinesiology 3480A/B, Kinesiology 4241A/B, Kinesiology 4360A/B, Kinesiology 4420A/B, Kinesiology 4430F/G, Kinesiology 4431A/B, Kinesiology 4433A/B, Kinesiology 4434A/B, Kinesiology 4439A/B, Kinesiology 4480A/B, Kinesiology 4490E, Kinesiology 4560A/B, ~~Kinesiology 4520A/B, the former Kinesiology 4432A/B.~~ (not previously selected).

**1.0 Science course** from the 2100-level or above.

**1.0 Kinesiology course** from: Kinesiology 2250F/G, Kinesiology 2263F/G, Kinesiology 2276F/G, Kinesiology 2292F/G, Kinesiology 3362F/G, Kinesiology 3388A/B, Kinesiology 3463F/G, Kinesiology 3476F/G, Kinesiology 3490F/G, Kinesiology 4259F/G, Kinesiology 4276F/G, Kinesiology 4465F/G.

~~0.5 course in Kinesiology at the 2000-level (not including Kinesiology 2900-2999).~~

~~2.5~~ **2.0 additional Kinesiology courses** at the 2000-level or above (a maximum of 1.0 course may be from Kinesiology 2900-2999).

For module planning guide go to the School of Kinesiology website: <http://www.uwo.ca/fhs/kin/>

## Notes:

~~1. Students in this module must select four full or equivalent science options from the 2100 level or above.~~

~~2. Up to 1.0 of the 4.0 Science credits may be at the 1000-level (within a single subject area), from the following list:~~

- ~~○ Biology 1001A or Biology 1201A and Biology 1002B or Biology 1202B;~~
- ~~○ Chemistry 1301A/B and Chemistry 1302A/B;~~
- ~~○ Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Applied Mathematics 1201A/B, Mathematics 1120A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.~~
- ~~○ Physics 1101A/B, or 1201A/B or the former Physics 1028A/B or the former Physics 1301A/B or Physics 1501A/B and Physics 1102A/B, or 1202A/B or the former Physics 1029A/B or the former Physics 1302A/B or Physics 1502A/B.~~

~~Students may substitute Data Science 1000A/B for 0.5 course in Mathematics in fulfilling this requirement.~~

~~3. Up to 2.0 of the 4.0 Science credits may be taken from the following list of Kinesiology courses (not previously selected). Kinesiology 3222A/B, Kinesiology 3339A/B, Kinesiology 3341A/B, Kinesiology 3343A/B, Kinesiology 3347A/B, Kinesiology 3353A/B, Kinesiology 3360A/B, Kinesiology 3480A/B, Kinesiology 4420A/B, Kinesiology 4430F/G, Kinesiology 4431A/B, Kinesiology 4434A/B, Kinesiology 4480A/B, Kinesiology 4490E, Kinesiology 4520A/B, the former Kinesiology 4432A/B.~~

41. Kinesiology students graduating with the Honours Bachelor of Science Degree Honours Specialization in Kinesiology are recognized as having met the University graduation policies pertaining to Science course requirements.

52. All Honours Specialization modules in Kinesiology require the successful completion of at least 1.0 4000-level Kinesiology courses credits prior to graduation.

63. A maximum of 14.0 Kinesiology courses Credits may be taken in this degree.

**Schulich School of Medicine & Dentistry, Department of Medical Biophysics and Faculty of Science: Revisions to the Honours Specialization in Medical Biophysics (Medical Science Concentration)**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Honours Specialization in Medical Biophysics (Medical Science Concentration), offered by the Department of Medical Biophysics in the Schulich School of Medicine & Dentistry and the Faculty of Science, be revised as shown in Item 13.3(b).

**Executive Summary:**

The Honours Specialization in Medical Biophysics (Medical Science Concentration) currently requires 11.5 courses, which is 2.5 courses above Western’s minimum modular requirement of 9.0 courses for an Honours Specialization. This presents a barrier for students who wish to combine the Honours Specialization in Medical Biophysics (Medical Science Concentration) with another module.

A review determined that all other Honours Specializations in the Bachelor of Medical Sciences (BMSc) Program require 11.0 or fewer courses. The Department is proposing to reduce the Honours Specialization in Medical Biophysics (Medical Science Concentration) from 11.5 courses to 11.0 courses to bring it in line with the other Honours Specializations in the BMSc Program.

The 4000-level Medical Biophysics picklist will be reduced from 1.5 courses to 1.0 course. Medical Biophysics 4455A/B: *Biological Control Systems* will be added as an option to that picklist to provide flexibility for students to take alternate courses in Year 4.

This slight reduction in the required number of courses for the module will not impact the module’s learning outcomes.

**Documentation Provided:**

Revised Calendar Copy – Honours Specialization in Medical Biophysics (Medical Science Concentration)

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REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21211>

**HONOURS SPECIALIZATION IN MEDICAL BIOPHYSICS (MEDICAL SCIENCE CONCENTRATION)\***

This module leads to an Honours Bachelor of Medical Sciences (BMSc) degree. See BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for more information.

**Admission Requirements**

Admission to this Honours Specialization module occurs in Year 3 and requires admission to Year 3 of the Bachelor of Medical Sciences (BMSc) Program. Students will usually complete MEDICAL SCIENCES FIRST ENTRY (Medical Sciences 1 and 2) prior to admission to the Honours Specialization module. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

The 1000-level half courses listed below must each be completed with a mark of at least 60%:

**1.0 course:** Biology 1001A and Biology 1002B.

**1.0 course:** Chemistry 1301A/B and Chemistry 1302A/B.

**0.5 course** from: Calculus 1000A/B, Calculus 1500A/B.

**0.5 course** from: Applied Mathematics 1201A/B, Calculus 1301A/B, Calculus 1501A/B, Mathematics 1600A/B.

**0.5 course** from: Physics 1201A/B, Physics 1501A/B, the former Physics 1028A/B, the former Physics 1301A/B.

**0.5 course** from: Computer Science 1026A/B, Physics 1202A/B, Physics 1502A/B, the former Physics 1029A/B, the former Physics 1302A/B.

The 2000-level courses below must be completed with a minimum mark of 60% in each prior to admission to the Honours Specialization module in Year 3. These 2000-level courses will also be used towards the Module requirements. See the policy on ADMISSION TO THE BACHELOR OF MEDICAL SCIENCES (BMSc) PROGRAM for additional average, course load requirements, etc.

**0.5 course:** Biochemistry 2280A.

**0.5 course:** Chemistry 2213A/B.

**0.5 course** from: Biology 2382A/B, Biology 2581A/B, Chemistry 2214A/B, Computer Science 2035A/B, Data Science 2000A/B, Data Science 2100A.

**0.5 course** from: Biology 2244A/B or Statistical Sciences 2244A/B.

**Notes:**

1. It is recommended that 1.0 of the following modular courses be completed prior to Year 3: (Physics 2101A/B and Physics 2104A/B or the former Physics 2102A/B) or Physiology 2130 or Physiology and Pharmacology 2000.

2. Students are encouraged to take Medical Biophysics 2500A/B in second year if they want an introduction to the discipline of Medical Biophysics or are interested in learning how biophysics concepts are applied in translational health research.

## Module/Program Information

### Module

~~4.5~~ 11.0 courses:

**0.5 course:** Biochemistry 2280A.

**0.5 course:** Chemistry 2213A/B.

**0.5 course** from: Biology 2382A/B, Biology 2581A/B, Chemistry 2214A/B, Computer Science 2035A/B, Data Science 2000A/B, Data Science 2100A.

**0.5 course** from: Biology 2244A/B, Statistical Sciences 2244A/B.

**1.0 course** from: Physics 2101A/B and (Physics 2104A/B or the former Physics 2102A/B), or Physiology 2130, or Physiology and Pharmacology 2000 (see notes).

**3.0 courses:** Medical Biophysics 3330F, Medical Biophysics 3467B, Medical Biophysics 3501A, Medical Biophysics 3518B, Medical Biophysics 3720A, Medical Biophysics 3820B.

**1.0 course:** Medical Biophysics 3980E.

**0.5 course:** Medical Biophysics 4700B.

~~4.5~~ 1.0 courses from: (Medical Biophysics 3503G or Medical Biophysics 4445A/B), Medical Biophysics 4330A, Medical Biophysics 4455A/B, Medical Biophysics 4501A, Medical Biophysics 4730A/B.

**1.0 course** from: Medical Biophysics 4467B, Medical Biophysics 4518B, Medical Biophysics 4720B.

**1.5 courses:** (Medical Biophysics 4985E and Medical Biophysics 4986Y), or the former Medical Biophysics 4970E, or the former Medical Biophysics 4971E.

### Notes:

1. Physics 2101A/B and (Physics 2104A/B and or the former Physics 2102A/B) include the following courses in their prerequisites, with marks of at least 60%: one of Physics 1202A/B, Physics 1402A/B or Physics 1502A/B, and one of Calculus 1301A/B or Calculus 1501A/B.
2. Physiology 3120 may be substituted for Physiology 2130.
3. Students registered in the module prior to September 2024, will follow the modular requirements of the 2023-24 Academic Calendar.

**Progression Requirements** (for students registered in Year 3 of this module in 2025-26 and onward)

**Note:** Students registered in Years 3 and 4 of this module in 2024-25 or earlier must consult the policy on Admission to the Bachelor of Medical Sciences (BMSc) Program (see Modules Offered in the BMSc Program – Honours Specialization Modules).

In addition to the progression requirements for Honours Specialization modules specified in the policy on Registration and Progression in Three-Year, Four-Year and Honours Programs, students must complete the following 7.0 modular courses by the end of Year 3 (note: some courses require marks greater than 60%):

- Biochemistry 2280A;
- Chemistry 2213A/B;
- One of Biology 2382A/B, Biology 2581A/B, Chemistry 2214A/B, Computer Science 2035A/B, Data Science 2000A/B, Data Science 2100A;
- Biology 2244A/B or Statistical Sciences 2244A/B;
- 1.0 course from: (Physics 2101A/B and Physics 2104A/B or the former Physics 2102A/B), Physiology 2130, or Physiology and Pharmacology 2000;
- Medical Biophysics 3330F, Medical Biophysics 3467B, Medical Biophysics 3501A, Medical Biophysics 3518B, Medical Biophysics 3720A and Medical Biophysics 3820B; and
- Medical Biophysics 3980E.

Students registered in Year 3 of the Honours Specialization in Medical Biophysics (Medical Science Concentration) in 2025-26 and onward who satisfy the Progression Requirements are assured progression to Year 4 of the Honours Specialization in Medical Biophysics (Medical Science Concentration).

BMSc Students who are not registered in Year 3 of the Honours Specialization in Medical Biophysics (Medical Science Concentration) in 2025-26 and onward may be considered for admission to Year 4 of the Honours Specialization if (i) the minimum Admission and Progression Requirements are satisfied, (ii) spaces are available, and (iii) permission is granted.

**School of Graduate and Postdoctoral Studies:**  
**Major Modification to the Master of Data Analytics**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Master of Data Analytics be revised as shown in Item 13.3(c)(i).

**Executive Summary:**

New curriculum options are proposed in the Professional Master of Data Analytics (MDA) program to formalize graduate pathways through Western International College. This major modification adds three new curriculum options to the existing MDA program representing three new pathways.

**Documentation Provided:**

Major Modification Proposal

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## **Major Modification Proposal**

New curriculum options are proposed in the Professional Master of Data Analytics (MDA) program to formalize graduate pathways through Western International College (WesternIC). This major modification adds three new curriculum options to the existing MDA program representing three new pathways.

Under the proposed curriculum options, depending on their academic standing, students will complete one of the following curriculum components (pathways) at WesternIC, prior to progressing to the remainder of the MDA program in the Faculty of Science:

### **Master’s Qualifying Pathway (MQP):**

Students who meet the academic requirement for admission to the MDA program but may fall slightly short of the admissibility requirement in English-language proficiency (see below for details) and/or are missing one or two undergraduate prerequisite courses will upgrade their ability and prepare for a graduate academic workload.

### **Advanced Graduate Pathway (AGP):**

Students who hold a 4-year bachelor’s degree but lack specific prerequisites for their respective MDA program will complete three or four undergraduate prerequisite course requirements. These students may or may not also require upgrades to their English-language proficiency.

### **Graduate Pathway (GP):**

Students who hold a bachelor’s degree that is not considered equivalent to a 4-year honours degree will complete additional academic work (eight or nine undergraduate courses) to upgrade their academic background.

All credit courses that students complete at WesternIC are existing Western courses. To ensure academic oversight and quality assurance, the outlines including assessment scheme of each course taught at WesternIC will be reviewed and approved by a MDA program coordinator. At the end of each term, an MDA program coordinator will also review and approve grades of students completing WesternIC courses. These courses will be taught by Western-approved instructors. Dedicated non-credit courses will provide students with additional preparation for success in their graduate program. The additional curriculum components will be offered through WesternIC.

The intensive English language curriculum will be offered through the Western English Language Centre (WELC) and coordinated by WesternIC.

Currently, the MDA program has only one intake in the Fall term. To introduce the new pathways through WesternIC, the program will initially be admitting a second cohort of students who will join the Faculty of Science in the Winter term. To accommodate this, additional graduate courses will need to be offered for this intake/cohort. The Faculty of Science will provide resources for these additional course offerings.

The proposed curriculum options are illustrated below:

	Winter	Summer	Fall	Winter	Summer	Fall
Curriculum options:			Term 1	Term 2	Term 3	
Existing			2.5 grad credits	2.5 grad credits	ELO	
			Term 1	Term 2	Term 3	Term 4
MQP			4 non-credit Boost 0.5 UG course/grad credit 0.5 grad credit	2.0 or 2.5 grad credits	2.0 grad credits	ELO
		Term 1	Term 2	Term 3	Term 4	Term 5
AGP		4 non-credit Boost 0.5 UG course 0.5 UG course	1 non-credit 0.5 UG course 0.5 grad credit 0.5 grad credit	2.0 grad credits	2.0 grad credits	ELO
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GP	4 non-credit Boost 0.5 UG course 0.5 UG course	1 non-credit 2.0 UG courses	1 non-credit 1.0 UG course 0.5 grad credit 0.5 grad credit	2.0 grad credits	2.0 grad credits	ELO
*if IELTS>7 the Boost program can be replaced with 0.5 additional UG course.						
Blue text - offered on main campus by MDA program						
Red text - for credit courses offered by WIC						
ELO = Experiential Learning Opportunity (e.g. co-op or Major Research Project)						

On the recommendation of Senate, the Board of Governors approved that the University proceeds with an affiliation with Navitas. One specific objective of this agreement is to recruit international students who do not meet the admission eligibility for Professional Master’s programs, and through WesternIC programming, academically and professionally prepare them for success in their Professional Master’s programs. Under this partnership, three pathways to Professional Master’s programs at Western are developed for prospective students through an extended curriculum designed to prepare students for academic success. The proposed program modification will formalize the integration of three graduate pathways into the MDA program through proposed curriculum options. The structure of the proposed curriculum options, the additional support provided to students and the academic oversight by the MDA program will ensure the academic quality.

**Current Program:**

**Admission Requirements**

- A four-year bachelor's degree in computer science, statistics or a related field (e.g., actuarial science, financial modelling, mathematics, physics, economics or computer software engineering) from a recognized university
- A minimum average of 75%/B+, or the Canadian equivalent for international students, is required over the final two years of study

The MDA program is technically rigorous. Students are expected to have completed significant quantitative coursework in mathematics, probability, statistics and computer programming.

Regardless of undergraduate discipline, prospective students must have completed, undergraduate courses in the specific topics outlined in Table 1. Prospective students for the AI specialty field must have also completed additional undergraduate courses as outlined in Table 2.

**Table 1:** Required undergraduate courses for admission the MDA program. Applicants must have completed undergraduate courses with the following topics with a minimum grade of 75% or the Canadian equivalent for international students, for admission to the MDA program.

<b>Course topic</b>	<b>Course Credit</b>	<b>Minimum grade</b>
<b>All MDA students:</b>		
Calculus	1.0	75%
Linear Algebra	0.5	75%
Upper-year Math	0.5	75%
Probability (Calculus based)	0.5	75%
Statistics (Calculus based)	0.5	75%
Computer programming	1.0	75%
<b>Total:</b>	<b>4.0</b>	

**Table 2:** Applicants to the AI specialty field must have completed undergraduate courses with the following topics with a minimum grade of 75% or the Canadian equivalent for international students.

<b>Course topic</b>	<b>Course Credit</b>	<b>Minimum grade</b>
<b>For the AI Specialty Field:</b>		
Data Structures and Algorithms	0.5	75%
Software Tools and Systems Programming or Software Design	0.5	75%
Logic for Computer Science	0.5	75%
<b>Total:</b>	<b>1.5</b>	

All applicants whose first language is not English must provide formal documentation demonstrating that they meet or exceed the MDA program's English Language Proficiency requirements. Specific documentation, test options and performance requirements are as follows:

- Completed undergraduate degree in a country where English is not the official language: Must submit test results from within the last two years
- Studied two or more years at a university in a country where English is the official language: Must submit test results from within the last five years (the ELP results can be what you submitted for your undergrad application)
- Completed two or more years of high school plus a 4-year undergraduate degree in Canada or USA: Exempt from ELP requirement - not required to submit ELP test results
- The Test of English as a Foreign Language (TOEFL). For the internet-based version the minimum acceptable score is 5 out of 6, with no individual scores below 4.5.
- The International English Language Testing Service (IELTS Academic). The minimum acceptable score is 7 out of 9, with no individual score below 6.5.
- The Duolingo English Test. The minimum acceptable score is 120.
- The Western English Language Centre allows academically eligible students interested in pursuing a graduate degree at Western the opportunity to receive a conditional offer of admission to graduate studies without successful completion of an English language proficiency test. The condition is that the student must, in lieu of such a test, successfully complete the Western English Language Centre's program.

### **Program Structure:**

The current structure of MDA is designed to be completed within three academic terms:

- 5.0 credits of graduate courses (0.5 credit each) taken in their first two terms
- Milestones:
  - i. Academic Integrity Module completed in the first term
  - ii. Career Development Series completed in first and second terms.
  - iii. Experiential Learning Opportunity completed in the third term.

### **Proposed Additions:**

#### **MQP Pathway (Total program length: 4 terms)**

### **Admission Requirements:**

- A four-year bachelor's degree in computer science, statistics, or a related field (e.g., actuarial science, financial modelling, mathematics, physics, economics, or computer software engineering) from a recognized university

- A minimum average of 75%/B+, or the Canadian equivalent for international students, is required over the final two years of study. Applicants with a lower average may be considered on a case-by-case basis based on the evidence that they will meet the academic rigor as per program’s expectations, provided that their average is at or above 70%.
- Generalist or Finance, Banking & Insurance streams: Must have completed at least 3.0 out of 4.0 undergraduate courses in topics outlined in Table 1 with a minimum grade of 75% in each course.
- AI stream: Must have completed at least 4.5 out of 5.5 undergraduate courses in topics listed in Tables 1 and 2, with a minimum grade of 75% in each course.
- Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language at the level for English Boost:
  - The International English Language Testing Service (IELTS Academic). The minimum acceptable score is 6 in reading and writing out of 9.
  - The Test of English as a Foreign Language (TOEFL). For the internet-based version the minimum acceptable score is 4.5 out of 6, with no individual scores lower than 4.0
  - The Duolingo English Test. The minimum acceptable score is 100.

**Program Structure:**

Completing 0.5 to 1.0 undergraduate courses and 0.5 to 1.0 credit of graduate courses (for a total of 1.0 credit with Boost to 1.5 credits without Boost) in Term 1 at WesternIC as prescribed by the program.

Term 1:

Credit courses:

- 0.5 credit graduate course
- 0.5 credit course, which can be either undergraduate or graduate

Non-credit courses (details are provided below):

- Category 1
  - Academic Literacy in Context: Business & Technical Writing
  - Collaborative Product Realization Lab
- Category 2
  - Communication Skills: Practical and Intercultural Application
  - Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

WELC English Boost + Quantitative Language Module for students not meeting the English language proficiency requirement of IELTS score of 7 or equivalent. \*

\*Students who already meet the English proficiency requirement may replace this with an additional 0.5 undergraduate course.

Note that the undergraduate courses offered in this pathway are based on the topics listed in Tables 1 and 2. Not all courses will be offered at the inception of the pathway. The actual course offerings will vary with the program growth.

Terms 2-3:

Students will complete the remaining program requirements:

- Remainder of 4.0-4.5 credits for graduate courses (0.5 credit each)
- Milestone: Career Development Series

Term 4:

- Milestone: Experiential Learning Opportunity

Additional Progression Requirements:

Students must pass all courses in Term 1 with:

- a cumulative average of 70% or higher, with no mark lower than 60% in the graduate courses
- 75% or higher in any undergraduate course
- successfully complete all non-credit courses
- successfully complete the WELC English Boost + Quantitative Language Module with the equivalency of an IELTS score of 7, if required

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet these progression requirements may result in the withdrawal from the program. All progression requirements must be completed prior to the progression into Term 2.

**AGP Pathway (total program length: 5 terms)**

**Admission Requirements:**

- A four-year bachelor's degree in computer science, statistics or a related field (e.g., actuarial science, financial modelling, mathematics, physics, economics or computer software engineering) from a recognized university
- A minimum average of 75%/B+, or the Canadian equivalent for international students, is required over the final two years of study. Applicants with a lower average may be considered on a case-by-case basis based on the evidence that they will meet the academic rigor as per program's expectations, provided that their average is at or above 70%.
- Generalist or Finance, Banking & Insurance streams: Must have completed at least 2.0 out of 4.0 undergraduate courses in topics outlined in Table 1 with a minimum grade of 75% in each.
- AI stream must have completed at least 3.5 out of 5.5 undergraduate courses in topics listed in Tables 1 and 2, with a minimum grade of 75% in each.
- They may meet either the normal English language proficiency requirement (IELTS score of 7 or equivalent) or the slightly lower requirement outlined under the MQP Pathway.

**Program Structure:**

Completing 1.5 to 2.0 undergraduate courses and 1.0 credit graduate courses in Terms 1 to 2 at WesternIC as prescribed by the program.

**Term 1:**

Undergraduate courses as follows:

- 1.0 course if WELC English Boost + Quantitative Language Module are taken
- 1.5 courses if meet the normal English language proficiency requirement

Non-credit courses:

- Category 1:
  - Academic Literacy in Context: Business & Technical Writing
  - Collaborative Product Realization Lab
- Category 2
  - Communication Skills: Practical and Intercultural Application
  - Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

Term 2:

Credit courses:

- 0.5 undergraduate course
- 1.0 credit graduate courses (0.5 credit each)

Non-credit course:

- Category 2:
  - Networking Readiness module

Note that the undergraduate courses offered in this pathway are based on the topics listed in Tables 1 and 2. Not all courses will be offered at the inception of the pathway. The actual course offerings will vary with the program growth.

Terms 3–4:

Students will complete the remaining program requirements:

- 4.0 credits of graduate courses (0.5 credit each)
- Milestones: Career Development Series

Term 5:

- Milestone: Experiential Learning Opportunity

Additional Progression Requirements:

Students must pass all courses in Term 1 and 2 with:

- a cumulative average of 70% or higher, with no mark lower than 60% in the graduate courses
- 75% or higher in any undergraduate course
- successfully complete all non-credit courses
- successfully complete the WELC English Boost + Quantitative Language Module with an equivalent IELTS score of 7, if required.

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet this progression requirement may result in the withdrawal from the program. All progression requirements must be completed prior to the progression into Term 3.

**GP Pathway (total program length: 6 terms)**

**Admission Requirements:**

- A bachelor's degree in computer science, statistics or a related field (e.g., actuarial science, financial modelling, mathematics, physics, economics or computer software engineering) from a recognized university or college, that is not deemed equivalent to a four-year honours bachelor's degree, with a minimum average of 75%/B+, or the Canadian equivalent for international students, over the final two years of study.
- Must have completed at least 1.0 undergraduate course in the topics of Calculus, Computer Programming and/or Linear Algebra with a minimum grade of 75% in each.
- They may meet either the normal English language proficiency requirement (IELTS score of 7 or equivalent) or the slightly lower requirement outlined under the MQP Pathway.

**Program Structure:**

Completing 4.0-4.5 undergraduate courses, of which 3.0 courses must be upper-year courses, and 1.0 credit of graduate courses in Terms 1 to 3 at WesternIC as prescribed by the program.

Term 1:

Undergraduate courses as follows:

- 1.0 course if WELC English Boost + Quantitative Language Module are taken
- 1.5 courses if they meet the normal English language proficiency requirement

Non-credit courses:

- Category 1:
  - Academic Literacy in Context: Business & Technical Writing
  - Collaborative Product Realization Lab
- Category 2:
  - Communication Skills: Practical and Intercultural Application
  - Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

Term 2:

- 2.0 upper-year undergraduate courses

Non-credit course:

- Category 2
  - Academic Performance Program

Term 3:

- 1.0 upper-year undergraduate courses
- 1.0 credit graduate courses (0.5 credits each):

Non-credit course:

- Category 2
  - Networking Readiness Program

Note that some of the undergraduate courses offered in this pathway are based on the topics listed in Tables 1 and 2. Not all courses will be offered at the inception of the pathway. The actual course offerings will vary with the program growth.

Terms 4–5:

Students will complete the remaining program requirements:

- 4.0 credits graduate courses (0.5 credit each)
- Milestones: Career Development Series

Term 6:

- Milestone: Experiential Learning Opportunity

Additional Progression Requirements:

Students must pass all courses in Terms 1 to 3 with:

- a cumulative average of 70% or higher, with no mark lower than 60% in the graduate courses
- 75% or higher in any undergraduate course
- successfully complete all non-credit courses
- successfully complete the WELC English Boost + Quantitative Language Module with an equivalent IELTS score of 7, if required.

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet this progression requirement may result in the withdrawal from the program. All progression requirements must be completed prior to the progression into Term 4.

**Description of proposed new milestones (modules):**

**English Boost Program** (14 hours per week)

The English Boost Program is based on an already existing program offered through WELC and provides in-person intensive English language training for students who are just below the English proficiency standard required for admission to their degree program. It is designed to bring students from an IELTS equivalent of 6.0 to an IELTS equivalent of 7.0 while concurrently enrolled in their respective programs of study.

**Quantitative Language Module** (2 hours per week)

This is a companion course to the English Boost program. This 4-week course is designed to support graduate students in developing the language proficiency required to engage confidently with quantitative concepts and communicate technical reasoning effectively. Students will build fluency in the specialized vocabulary, grammatical structures, and rhetorical strategies used to describe mathematical relationships, and interpret data.

**Communication Skills: Practical and Intercultural Issues** (2 hours per week)

To be successful in their careers and in graduate study, students require effective communication skills. It is also important to be able to transfer and adapt their current skills to new situations. This course provides an opportunity for students to improve the communication skills that are important to graduate study in the context of a Canadian university. It explores communication through the intercultural domain, meaning that it helps students to build on and extend their current intercultural skills, while ensuring that they are equipped to respond appropriately in the varied and multicultural environments they will experience in Canadian graduate studies. Students will work individually and in teams to improve their verbal, non-verbal and written communication skills.

**Collaborative Work Environments** (2 hours per week)

This course introduces students to the principles and practices of working in collaborative environments, with a particular emphasis on cross-cultural communication, team dynamics, and professional expectations. Students will develop the interpersonal and organizational skills necessary to contribute meaningfully to complex, team-based projects. Through interactive activities and reflective practice, participants will strengthen their capacity to navigate diverse work environments, resolve conflicts constructively, and foster inclusive, high-performing teams.

**Academic Literacy in Context: Business & Technical Writing** (4 hours per week)

This course equips students with the academic and professional writing skills essential for success in graduate-level data analytics studies and industry practice. With a focus on business and technical communication, students will learn to craft clear, concise, and purpose-driven documents such as memos, reports, briefings, and proposals. Emphasis is placed on the full writing process from brainstorming and outlining to researching, drafting, revising, and presenting

final work. Students will develop the ability to support their ideas with data, articulate informed opinions, and tailor their writing to diverse audiences. Active participation in group discussions, peer review, and independent assignments will foster both collaborative and autonomous writing competencies.

**Collaborative Product Realization Lab** (4 hours per week)

This course offers a dynamic, hands-on environment where students begin to explore the principles and practices of product realization. Students will apply theoretical knowledge in a collaborative, cross-cultural team setting. Through the development of a functional prototype, students will refine their technical and interpersonal skills, including time management, research analysis, and professional presentation. The lab emphasizes iterative design, evidence-based decision-making, and effective communication, preparing students to confidently introduce and advocate for their product in real-world contexts.

**Networking Readiness Program** (2 hours per week)

This course supports international graduate students in adapting to Canadian academic and professional environments. Through workshops and experiential learning, students build essential communication skills, intercultural awareness, and career readiness. The program emphasizes academic expectations, professional networking, and real-world engagement, helping students confidently navigate graduate studies and begin building connections for future employment in Canada.

**Academic Performance Program** (2 hours per week)

This course helps graduate students strengthen their academic confidence and success strategies. Using the Learning and Study Strategies Inventory (LASSI), students gain insight into their learning approaches and develop personalized action plans. Through interactive workshops, group projects, and one-on-one advising, participants enhance time management, communication, and self-leadership skills in a supportive, growth-oriented environment designed to foster long-term academic and personal achievement.

The proposed curriculum options are designed to prepare students for academic success. The MDA program requirements have not changed and hence, the Program Learning Outcomes remain the same.

The MDA program committee will ensure the equivalency of learning outcomes and academic rigor of the for-credit courses offered through WesternIC. Progression and effectiveness of the new pathway options will be evaluated through the Faculty of Science Office by closely monitoring the progression of students who are completing the additional terms at WesternIC and their MDA program completion rates, graduation averages and feedback from supervisors of the Experiential Learning Opportunities (e.g. Co-op placement, major research project on campus, or coordinator of the Community Engaged Learning ELO).

**School of Graduate and Postdoctoral Studies:**  
**Major Modification to the Doctor of Philosophy in History**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Philosophy in History be revised as shown in Item 13.3(c)(ii).

**Executive Summary:**

The proposed modifications to the Doctor of Philosophy in History include the addition of a Directed Readings course, the creation of two milestones (Orientation Workshops and an annual PhD Colloquium), a revision to the language requirement, the reduction of current first-year courses, and the elimination of the mandatory Professional Development course for Year 2 students. The comprehensive field examinations will be moved to Year 1 of the program. The Department has also bolstered one existing Learning Outcome: Professional Capacity/Autonomy.

**Documentation Provided:**

Major Modification Proposal

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## Major Modification Proposal

The proposed modifications include the addition of a Directed Readings course, the creation of two milestones (Orientation Workshops and an annual PhD Colloquium), a revision to the language requirement, the reduction of current first-year courses, and the elimination of the mandatory Professional Development course for Year 2 students. The comprehensive field examinations will be moved to Year 1 of the program; this is a change in schedule only. The Department has also bolstered one existing Learning Outcome: Professional Capacity/Autonomy.

### *New Directed Readings course:*

Each PhD student will take a Directed Readings course (0.5 credits) with their supervisor in the first year of their program. The syllabus will be tailored to each student to include elements relevant to their thesis project.

### *New milestones:*

a) Introduce four half-day Orientation workshops in September-October of Year 1 for incoming PhD students. This will help students to become familiar with Western and its resources, to understand the requirements of doctoral study, and to introduce them to the expectations and standards of History as a discipline.

b) Introduce a mandatory PhD Colloquium for students in Years 2-4. Participation is optional for students in Year 1 and Years 5+. PhD students will share their research with the Department annually, providing an opportunity to receive feedback from faculty and peers. It is also a way to ensure that students are progressing with their work.

### *Revision to the language requirement:*

Moving forward, there will not be a mandatory milestone requirement for proficiency in a second language. Language training is important for students working with sources in languages other than English. Supervisors and students will determine what language training is required for each student's thesis project. Progress will be monitored in the annual meeting (October) of students, supervisors, and second readers. The goal is for students to acquire a high level of language comprehension and develop the requisite cultural competency to work with sources in another language.

### *Revision of the first-year course work:*

Currently, students complete four half-courses from September-April in Year 1 of the program. These courses do not necessarily relate to the students' thesis topics. The learning outcomes, structure and socialization that first year courses provide will be replaced by the proposed new Orientation workshops, the new Year 1 Directed Reading Course, as well as other regular departmental activities, including the existing Research Seminar series, the existing McCaffrey seminar series (for graduate students to present

their work), and the existing Professional Development workshop. The learning outcomes associated with course work will now be achieved in several ways, including the Directed Readings Course, PhD Colloquium, Comprehensive Exams, Thesis Proposal, and the Dissertation.

*Eliminate the mandatory Professional Development course (HIS9823B) for second-year students:*

This course acts as a bridge between the completion of Comprehensive Exams and the Thesis Proposal defence. As the revised program structure focuses on the student's thesis project from Day 1, this course will become redundant. Students also have access to professional development training through the Department's existing Professional Development seminar as well as the University-run Own Your Future series which focuses on career and professional development.

**Rationale:**

The objective of the revised program is to curate a program of study for each PhD student that focuses on the production of a monograph-length thesis. This approach will also shorten the time to completion, a challenge for History PhDs in general.

The Graduate program in History was reviewed in 2023-2024. It was a successful review and the Senate Committee on Academic Curriculum and Awards rated the program as "Good Quality." The external reviewers discussed time to completion for PhD students. This is a concern for all PhD programs in History in Canadian universities.

In subsequent meetings of the Graduate Committee, time to completion was the starting point for a more fundamental discussion about the structure, purpose and outcomes of doctoral training in History. As a result of extensive consultation with faculty and current PhD students, the Department of History has re-imagined the PhD program so that it is curated to the research interests of individual students. Instead of emphasizing a standard program which all students complete, the revised program structure incorporates multiple elements into a program of study specific to each student and their research project. This makes sense because there is not one way to do history. For example, a PhD thesis in History might be based on oral evidence (which requires specialized training as well as research ethics approval), archival research, core samples from trees, or hundreds of thousands of documents (such as newspapers or court records) analysed using digital tools. In the Department's consultation with current PhD students, some reported being demotivated by the time it took to get their own research project. The proposed changes should also shorten time to completion through the reduction of the current course work and ensuring that the program better supports from the beginning the production of an original book-length thesis. This is crucial because once doctoral funding expires, students usually have to find paid employment to cover living costs as well as their tuition. This extends their time to completion.

The proposal includes significant change, but many elements of the program remain.

What Stays the Same:

*Comprehensive exams:* Students will have seven to eight months to complete three comprehensive fields; this is the same amount of time they have currently. The main change is to the schedule: In the current program, students begin studying for their comprehensive exams at the end of their first year (April) and write their exams in November/December of the second year. In the updated program, students will start and complete their comprehensive exams in the first year of the program (September-April/May).

*Thesis proposal and defence:* Because the comprehensive exams have shifted to the first year, students will be able to include preliminary field work and archival research in their proposal. Students will have five months to complete the thesis proposal, an increase from the three months they have in the current program. They will submit their thesis proposal in October of second year, roughly five months earlier than the current program.

*Thesis and defence:* The expectations remain unchanged - a book-length manuscript.

*Annual meetings with supervisor and second reader:* The annual meeting will take place in October, as happens now. Student and supervisor complete the annual pathfinder report in March.

*Learning Outcomes:* The revised program will continue to work towards Western's Doctoral Learning Outcomes: Breadth and Depth of Knowledge, Research and Scholarship; Application of Knowledge; Professional Capacity/Autonomy, Communication Skills, and Awareness of Limits of Knowledge. The elimination of coursework removes one way that these learning outcomes are supported and evaluated. But these outcomes are supported and evaluated through other parts of the program, some unchanged (including the Comprehensive Exams, Thesis Proposal and Defence, the Thesis and Defence) and some new (the Directed Readings Course, the Orientation Workshops, and the PhD Colloquium).

What changes:

Reducing first-year courses. See longer explanation, below.

Introducing Orientation Workshops: These will be held in September and October of the first year.

Introducing PhD Colloquium: This will be held annually in October.

Revising the language requirements to make language training more meaningful.

Longer explanation of main changes to the PhD program in History:

*Eliminating current 2.0 courses, completed in Year 1:*

This is the most striking proposed change, but the Department is confident that the skills, knowledge and learning outcomes that comes from the current coursework will be supported in other ways, including the Directed Reading Course, the Orientation Workshops, Comprehensive Exams, the Thesis Proposal, the PhD Colloquium, and the Dissertation.

Note that the existing approach to Year 1 coursework is not a global norm for doctoral training in History. The History Department at McMaster embeds the comprehensive fields into Directed Readings courses and in the Tri-U program, comprehensive fields are supported by courses. At Queen's, students complete one required course on historical theory and methodology. Universities like Oxford and Cambridge do not have first-year course work either.

Currently, there is no core course that all History students must take in the first year of the PhD program. At present, the Department offers 10-13 (0.5 credit) graduate seminar courses available to all graduate students every year. The courses are wide-ranging: some are skills based (writing history, digital interactive exhibits), some are professional/public history courses, such as museology, and others are content based, such as gender history, environmental history and Canadian history.

All doctoral students have completed graduate courses as Master's (MA) students. Although every graduate course is thoughtfully designed and a rich learning experience, taking more graduate courses as PhD students duplicates the skills and content that they have already acquired as MA students. Incoming PhD students are eager to study with their supervisor, but this is not always possible as not all faculty teach a graduate course every year. The new Directed Readings Course allows incoming PhD students to work closely with their supervisors from the start of their program. There will be times when a PhD student will want to take a graduate course because it relates to their own research topics. In that case, they can audit the course or take it for credit (but not as a program requirement). Overall, the Department sees little value in PhD students taking courses that do not relate to their own research interests.

*Introducing a one-term (0.5 credit) Directed Readings course:*

Every PhD student will take a Directed Readings course with their supervisor in the first year of their program. The syllabus will be tailored to each student to include elements relevant to their thesis project. For example, it could include working on language skills, learning about paleography, training in image analysis, and acquiring and/or refining other skills like statistical analysis, coding, and the use of software for collecting, storing, retrieving and analyzing large amounts of data. The major comprehensive reading list (which consists of 60-80 articles and books) will also be part of the syllabus. The student and supervisor will meet at least bi-weekly. This Directed Readings course will

ensure that students and supervisors are able to work together from the start of the student's program. It will also ensure that students begin working on the skills and specialized training required to complete their thesis from the start of their program. Students will receive a final grade for the Directed Reading course. The Graduate Committee will review the syllabus to improve consistency across Directed Readings courses.

*Eliminating the Mandatory Professional Development course for second year students:*

In 2017, the Department of History introduced HIS9823B as a milestone. The Department found there was an abrupt shift from a structured program that ended with the completion of comprehensive exams to a self-directed (with supervisor assistance) independent research project. HIS9823B acted as a bridge between these two phases. In the course, students prepare drafts of their thesis proposals and discuss a range of professional development topics. Not all students found the course to be helpful. Students will continue to have access to Professional Development training through the Department's Professional Development workshops which takes up some of the subjects covered in HIS9823B. The Professional Development workshops are open to all graduate students. Students can also take part in Professional Development offered elsewhere at the university, including SGPS' Own Your Future.

*Revision to the current language requirement:*

The main change to the language requirement is to remove the required language milestone for all PhD students to demonstrate proficiency in a second-language. Instead, the Department proposes to replace this with a curated approach so that students acquire the language skills needed for their research projects.

The current language requirement is defined as follows in the Graduate Handbook:

“To meet the standards of the discipline, historical research often requires the use of primary and secondary sources written in languages other than English. As such, PhD students are required either to possess a working knowledge of a second language relevant to the subject of their studies at the start of their program or to acquire a working knowledge of it during their program. PhD students may meet this requirement in several ways:

- taking and passing a full-year second language course at Western (such as French 9005, Japanese 1036, or Latin 1000). See SGPS Regulation 6.07 about graduate students taking undergraduate courses.
- providing evidence of having previously taken and passed such a course at Western or elsewhere or having previously passed a second language competency exam as a graduate student.
- being a native speaker of, or demonstrating mastery of, a relevant non-English language. Such students may be required to take and pass a translation exam or otherwise demonstrate competency in the language.

PhD students are encouraged to go beyond these minimum requirements by continuing to improve their existing language skills and by learning new languages.”

In practice, few students complete their language requirement in the first year of the program. Indeed, some complete it at the end of their program, meaning language skills have not been used for the project. This turns the language requirement into a hoop-jumping exercise. Many projects only require the use of English-language sources, in which case the program waives the language requirement. In cases where the ability to read and possibly speak another language is required, the current requirement is the minimum language skills required to do meaningful, insightful, and culturally informed research.

In the revised PhD program, language training remains important, but the Department’s approach is to curate language training to support individual projects. Language skills are, and will continue to be, assessed at the time of application. Supervisors and students will determine a program for language training, if it is relevant. Language training can be built into the first year Directed Reading Course and will be included in the thesis proposal which lays out all the work that needs to be done to complete the project. Progress will be assessed at the annual meeting (October) of student, supervisor and second reader. While there are some language training resources at Western, in some cases students will need to avail themselves of training outside the university. The Department proposes the following for its Graduate Handbook to explain the expectations for language training:

“To meet the standards of the discipline, historical research often requires the use of primary and secondary sources written in languages other than English. PhD students are expected either to possess a working knowledge of languages relevant to their research project before admission to the program or to be in the process of acquiring the required language skills. Acquiring deep aptitude in a language is an on-going and life-long process. As PhD students, our trainees should continue to develop relevant language skills by auditing undergraduate language courses offered at the university and participating in additional language training outside the university as needed.”

*Moving Comprehensive Fields and Exams to First-Year:*

This change affects the schedule only. In the revised program structure, students will begin work on their major field in September of the first year of their program. The reading list for a major field consists of 60-80 books and articles. Students will have time to settle into the program before selecting their two minor fields and minor field supervisors, but they will begin these fields by January of Year 1 at the latest. The reading lists for minor fields consist of 50 books and articles. Students are expected to complete all fields by May of their first year.

The format for comprehensive exams is unchanged. For the major field, students write a historiographical essay of 7,500 to 10,000 words which surveys the literature of that

field in a broad, synoptic way. For each minor field, students complete a seven-day take-home exam of 5,000 to 7,500 words based on questions provided by the supervisor. With the permission of the supervisor, students may substitute the preparation of a teaching dossier for one of the minor field examinations.

When the written portions of the comprehensive exams are finished, there will be an oral examination. Each student will be examined by a committee consisting of a chair, the major field supervisor, and the two minor field supervisors. This oral exam should be two to three hours in length. Each of the three supervisors will question the student and then consider and grade the student's written and oral performance.

*Introducing Orientation Workshops:*

This is a new milestone that the Graduate Chair will oversee. Faculty members will lead these workshops. There will be four half-day orientation workshops (a collective milestone) on topics about what is involved in a doctoral program in History and what it means to be a doctoral student in History. The potential list of topics for the first series of workshops includes: research methods, research ethics, applying for external awards, introduction to resources at Western, writing a book-length thesis, writing other publications, professional development, and comprehensive exams. The Graduate Chair will evaluate students' participation in the workshops on the basis of a Pass/Fail evaluation.

*Introducing an Annual PhD Colloquium:*

This is a new milestone. The PhD colloquium will bring together graduate students and faculty once a year to learn about and give feedback on the research projects of doctoral students. Participation in the colloquium will be mandatory for PhD students in Years 2-4. For students in Years 1, 5 and beyond, participation will be optional. It will be up to students to decide what they want to present: they might present a chapter of their thesis, explain their research methodology, or situate their project in relation to larger historiography. Whatever they present should demonstrate that their work is progressing. The PhD colloquium will act as an accountability mechanism - students will either demonstrate progress or not. The supervisor will submit a brief report on the student's presentation, including a summary of feedback, the way the student answered questions, and will give a final evaluation of Pass or Fail. Current doctoral students are enthusiastic about the Colloquium.

Current program	Proposed Change(s)
<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Complete 4 graduate courses (September-April)</li> <li>• Finalize Comps Fields (January)</li> <li>• Begin reading for comprehensive fields (April/May)</li> <li>• Fulfill language requirement if necessary.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Comprehensive exams (November/December)</li> <li>• HIS9823B (January – April)</li> <li>• Thesis Proposal and defence (March/April)</li> <li>• Choose second reader (April/May)</li> <li>• Start REB process, if necessary</li> <li>• Thesis Research (Summer)</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Annual Meeting with student, supervisor and second reader (Late Sept/Oct)</li> <li>• Research and student initiatives, e.g. conferences, internships, contracts etc.</li> </ul>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• PhD Orientation workshops (September-15 October) <ul style="list-style-type: none"> <li>○ 4 half day workshops - topics: research; writing a thesis; comprehensive fields; professional development etc.</li> </ul> </li> <li>• Directed Readings course with supervisor</li> <li>• Complete 1 Major and 2 Minor Comprehensive Fields (September-April)</li> <li>• Comprehensive exams (May)</li> <li>• Thesis proposal research (June-August)</li> <li>• Language training, if required</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Write, submit and defend Thesis Proposal (September-October/November)</li> <li>• Annual Meeting with student, supervisor and second reader (October)</li> <li>• PhD colloquium, required for PhD students Years 2-4; optional for years 1 and 5+ (October)</li> <li>• Start REB process, if necessary</li> <li>• Thesis research begins</li> <li>• Other student initiatives, e.g. conferences and publications (November – August)</li> <li>• Language training, if required</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Annual Meeting with student, supervisor and second reader (October)</li> <li>• PhD Colloquium, required for PhD students Years 2-4; optional for years 1 and 5+ (October)</li> </ul>

<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Annual Meeting with student, supervisor and second reader (Late Sept/Oct)</li> <li>• Writing and other student initiatives, e.g. conferences and publications</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis research and writing (all year)</li> <li>• Other student initiatives, e.g. conferences and publications</li> <li>• Language training, if required</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Annual Meeting with student, supervisor and second reader (October)</li> <li>• PhD Student Colloquium, required for PhD students Years 2-4; optional for years 1 and 5+ (October)</li> <li>• Thesis writing (September-June)</li> <li>• Submit thesis for defence (Summer)</li> </ul>
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**Program Learning Outcomes (PLOs):**

The PLOs for the PhD in History have not changed. The Department has expanded the section on Professional Capacity/Autonomy as a matter of routine housekeeping because it left out many of the ways in which the program supports this learning objective. The Department has updated the PLOs (see below) to show how the program supports the achievement of each outcome and how the outcomes are assessed.

<b><u>Western's Doctoral Learning Outcomes</u></b> <b>(WDLO)</b>	<b><i>Doctoral Learning Outcomes</i></b>	<b><i>How does the program support achievement of each WDLO?</i></b>	<b><i>How does the program evaluate the achievement of each WDLO?</i></b>
1. Depth & Breadth of Knowledge	<p>a. Demonstrate a deep knowledge of history in their field of study, a broad knowledge of history beyond that field, and an understanding of its significance, including an openness to multiple perspectives and respect for different cultures and traditions.</p> <p>b. Explain and critique historiographical schools of thought.</p> <p>c. Demonstrate critical awareness of current problems and insights at the forefront of the discipline.</p>	<p><del>Regular courses</del></p> <p><del>Courses outside Dep't</del></p> <p><b>Directed Reading course</b></p> <p>Orientation workshops</p> <p>Comprehensive exams</p> <p><b>PhD Colloquium</b></p> <p>Thesis Proposal</p> <p>Dissertation</p>	<p><del>Course assignments</del></p> <p><del>Research papers</del></p> <p>Assignments and weekly participation in Directed reading course</p> <p>Participation in discussions and Pass/Fail assessment</p> <p>Comprehensive exam essays</p> <p><b>Comprehensive exams, oral defense</b></p> <p>Supervisor Assessment and pass/Fail evaluation</p> <p>Thesis proposal defense</p> <p>Dissertation Defense</p>

<p>2. Research &amp; Scholarship</p>	<p>a. Formulate a feasible and important research question.</p> <p>b. Identify, locate, and collect a substantial body of historiographical evidence.</p> <p>c. Engage the historiography of their field, contributing to larger scholarly conversations, demonstrating awareness of the ways in which ideologies, interests, and particular experiences may influence perspectives and the value of evidence-based analyses.</p> <p>d. Complete a dissertation, comparable to a scholarly monograph, that makes an original contribution to historical knowledge.</p>	<p><del>Regular courses</del></p> <p>Dissertation</p> <p>Mentoring by supervisor and second reader</p> <p>Grant application encouragement and support</p> <p>Publishing encouragement and support</p> <p>R.A. work</p>	<p><del>Essay assignments</del></p> <p><del>Research papers</del></p> <p>Comprehensive exam essays</p> <p>Comprehensive exams</p> <p><b>PhD Colloquium</b></p> <p>Thesis proposal and defense</p> <p>Awarded funding</p> <p>Published work</p>
<p>3. Level of Application of Knowledge</p>	<p>a. Interpret and analyze a wide variety of historical sources with imagination and discernment and displaying respect for different cultures and traditions.</p> <p>b. Evaluate evidence and assess historical claims.</p> <p>c. Assess historical approaches and methodology</p>	<p><del>Regular courses</del></p> <p>Dissertation</p> <p>Mentoring by supervisor and second reader</p> <p><b>Comprehensive exams</b></p> <p>R.A. work</p>	<p><del>Essay assignments</del></p> <p><del>Research papers</del></p> <p>Dissertation Defense</p> <p><del>Discussion/ participation grades</del></p> <p><b>Minor comprehensive fields exam essays</b></p>

		<p>T.A. and Teaching work</p> <p>PhD Colloquium</p>	<p>Major comprehensive field historiography paper</p> <p>Thesis proposal and defense</p> <p>Evaluation by supervisor on Pass/Fail basis.</p> <p>Dissertation defense</p>
<p>4. Professional Capacity / Autonomy</p>	<p>a. Adhere to professional standards of ethical and academic integrity.</p> <p>b. Be self-sufficient scholars who take responsibility for their learning process</p> <p>c. Be prepared for academic careers</p>	<p>Professional Development Workshops</p> <p>Teacher Training</p> <p>Applying for Grants</p> <p>Orientation workshops</p> <p>Directed Reading Course</p> <p>PhD Colloquium</p>	<p>Graduate Chair evaluation</p> <p>Supervisor evaluation</p> <p>Mock job talks, interviews</p> <p>Success in being awarded grants</p> <p>Participation in discussions and completion of assignments</p> <p>Supervisor evaluation and feedback from faculty and peers</p>

		<p>Mentoring by supervisor and second reader, and faculty generally</p> <p>T.A. and Teaching work</p> <p>R.A. work</p> <p>Research Ethics Applications</p> <p>Department Professional Development Workshop series</p> <p>Networking</p> <p>Presenting papers at academic conferences</p>	<p>Research Ethics Approval</p> <p>Acceptance of proposals to participate in academic conferences</p>
<p>5. Level of Communication Skills</p>	<p>a. Articulate and defend complex historical ideas, arguments, and conclusions, both orally and in writing, displaying clarity of thought and expression.</p> <p>b. Engage with faculty and peers in discussion of both source material and the process of writing history.</p> <p>c. Contribute thoughtfully and significantly to debates about historical issues.</p> <p>d. Comment critically and constructively on the work of peers.</p>	<p><del>Regular courses</del></p> <p><del>Class discussion</del></p> <p><del>Online discussion</del></p> <p>PhD Colloquium</p> <p>Dissertation</p> <p>T.A. and teaching work</p> <p>Guest lectures</p>	<p><del>Essay assignments</del></p> <p>Oral presentations</p> <p><del>Discussion / participation grades</del></p> <p>Comprehensive exam essays</p>

	<p>e. Teach history and historical thinking skills.</p>	<p>Student seminar series   <b>Department Research Seminar Series</b>   Mentoring by supervisor and second reader, and faculty generally</p>	<p>Comprehensive exams   Thesis proposal and defense   Mock job talks, interviews, and conference presentations   Dissertation and defense</p>
<p>6. Awareness of Limits of Knowledge</p>	<p>a. Demonstrate appreciation of the complexity of historical knowledge, the constructed nature of historical arguments, and the potential contributions of other interpretations, methods, and disciplines.</p>	<p><del>Regular Courses</del>   <del>Courses outside Dep't</del>   Comprehensive exams   R.A. Work   Thesis Proposal   <b>PhD Colloquium</b>   Dissertation</p>	<p><del>Essay assignments</del>   <b>Major and Minor Comprehensive Field exam preparation and essays</b>   <del>Comprehensive exam essays</del>  <del>Comprehensive exams</del>   Thesis proposal and defense   Dissertation and defense</p>

**Current students:**

There were no incoming PhD students in September 2025. Second year PhD students will be allowed an exemption from the current mandatory language training requirement, as several have already requested. Students in Years 2-4 would be required to participate in the annual PhD colloquium. Based on consultation with current students, they welcome this change and are eager to participate.

**School of Graduate and Postdoctoral Studies:**  
**Major Modification to the Master of Clinical Science in Pathologists' Assistant**

**Action:**       Approval               Information               Discussion

**Recommended:**              That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Master of Clinical Science in Pathologists' Assistant be revised as shown in Item 13.3(c)(iii).

**Executive Summary:**

The Master of Clinical Science in Pathologists' Assistant will be revised to remove PATHPA 9551 as a required course, reducing the course requirements from 7.25 to 6.75.

**Documentation Provided:**

Major Modification Proposal

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### Major Modification Proposal

The Master of Clinical Science in Pathologists’ Assistant will be revised to remove PATHPA 9551: *Intro to Forensic Sciences-Special Topic* as a required course, reducing the course requirements from 7.25 to 6.75.

These changes align with accreditation standards and ensure that students meet foundational competencies without unnecessary duplication of coursework.

PATHPA 9550: *Intro to Forensic Sciences* and PATHPA 9551 are equivalent courses. PATHPA 9550 is a cross-listed course with Pathology 4500B: *Introduction to Forensic Sciences*. The lecture portion is the same for both courses; however, PATHPA 9550 includes an additional graduate component that requires students to complete a written assignment.

PATHPA 9551 consists only of the graduate component (written assignment) of PATHPA 9550. In rare circumstances, a student who graduated from Western University and has already completed the undergraduate course Pathology 4500B may be exempt from the lecture portion of PATHPA 9550 and would only be required to complete the graduate component of the course.

Since PATHPA 9550 already includes the graduate component, PATHPA 9551 is redundant. Most of the program’s students, who have not taken Pathology 4500B during their undergraduate studies, are required to take PATHPA 9550 and therefore would not need to take PATHPA 9551.

As a result, all students are effectively omitting the required PATHPA 9551 course, bringing their total credits to 6.75. Removing PATHPA 9551 would more accurately reflect the current course requirements and reduce confusion.

Current program	Proposed Change(s)
<p><b>Required Courses</b> (7.25 Credits)</p> <ul style="list-style-type: none"> <li>• PATHPA9535: <i>Human Pathology</i> (1.0)</li> <li>• PATHPA9561: <i>Functional Histology for Clinical Practice</i> (1.0)</li> <li>• PATHPA9562: <i>Infectious Diseases and Pathology</i> (1.0)</li> <li>• ANATCELL9560: <i>Human Anatomy &amp; Embryology</i> (2.0)</li> <li>• PATHPA9550: <i>Intro to Forensic Sciences</i> (0.5)</li> <li>• PATHPA9563: <i>Gross Teaching Session</i> (0.25)</li> </ul>	<p><b>Required Courses</b> (6.75 Credits)</p> <ul style="list-style-type: none"> <li>• PATHPA9535: <i>Human Pathology</i> (1.0)</li> <li>• PATHPA9561: <i>Functional Histology for Clinical Practice</i> (1.0)</li> <li>• PATHPA9562: <i>Infectious Diseases and Pathology</i> (1.0)</li> <li>• ANATCELL9560: <i>Human Anatomy &amp; Embryology</i> (2.0)</li> <li>• PATHPA9550: <i>Intro to Forensic Sciences</i> (0.5)</li> <li>• PATHPA9563: <i>Gross Teaching Session</i> (0.25)</li> </ul>

<ul style="list-style-type: none"> <li>• PATHPA9551: <i>Intro to Forensic Sciences-Special Topic</i> (0.5)</li> <li>• PHYSIOL 2130 – <i>Human Physiology</i> (1.0)</li> </ul> <p><b><u>Milestones</u></b></p> <ul style="list-style-type: none"> <li>• Academic Integrity Module</li> <li>• Autopsy Rotation</li> <li>• Gross Surgical Rotation</li> <li>• Research Project</li> <li>• Introduction to Biomedical Research</li> </ul>	<ul style="list-style-type: none"> <li>• <del>PATHPA9551: <i>Intro to Forensic Sciences-Special Topic</i> (0.5)</del></li> <li>• PHYSIOL 2130 – <i>Human Physiology</i> (1.0)</li> </ul> <p><b><u>Milestones</u></b></p> <ul style="list-style-type: none"> <li>• Academic Integrity Module</li> <li>• Autopsy Rotation</li> <li>• Gross Surgical Rotation</li> <li>• Research Project</li> <li>• Introduction to Biomedical Research</li> </ul>
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The proposed modification does not change the existing Program Learning Outcomes. The adjustments are structural and administrative, ensuring all students achieve the same intended outcomes with reduced duplication of content.

Current students will not be affected by this modification. No students currently have taken PATHOL 4500, so no exemption is made for the course PATH 9550 and no student is taking PATH 9551.

**2024-2025 Annual Report of the Office of Academic Quality and Enhancement**

**Action:**       Approval               Information               Discussion

**Executive Summary:**

Attached is the 2024-2025 Annual Report of the Office of Academic Quality and Enhancement.

This report forms Western’s Institutional Quality Assurance Report.

The report is provided by the Senate Committee on Academic Curriculum and Awards to Senate for information and transmittal to the Board of Governors.

**Documentation Provided:**

2024-2025 Annual Report of the Office of Academic Quality and Enhancement

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2024-2025



# Annual Report

**Office of Academic Quality and Enhancement (OAQE)**

*Supporting Academic Excellence and Innovation  
Through Continuous Program Enhancement*

Quality assurance in higher education is fundamentally about ensuring that our academic programs remain responsive, relevant, and rigorous in a constantly evolving landscape. Programs must adapt to disciplinary advances, emerging career pathways, shifting pedagogical approaches, and the changing needs of students and society. While continuous enhancement occurs through the day-to-day work of faculty and program leaders, structured processes such as cyclical program review and new program development create crucial opportunities for deeper reflection, visioning, and strategic planning. These processes provide intentional space to examine alignment among learning outcomes, curriculum design, student supports, and operational structures, ensuring all components work together to advance student success and program excellence.

The 2024-2025 academic year has been one of transformation and renewal for the Office of Academic Quality and Enhancement (OAQE) and its partners. Following the first phase of Western's provincial quality assurance audit which was finalized in August 2024, the OAQE has actively implemented recommendations while building on commendations highlighted in [the final report](#). This work aligns with broader provincial priorities for system transformation, emphasizing how quality assurance can better respond to large-scale forces for change, including reconciliation, technological advances such as Generative AI, and evolving societal needs.

Central to this transformation is an enhanced focus on the *student experience* as a core component of quality assurance. Throughout the year, the OAQE strengthened mechanisms for capturing the student voice in program reviews and new program development. Student-led focus groups, which proved highly successful last year, were expanded to support more programs in their self-study preparations. These sessions provide valuable insights into both strengths to celebrate and opportunities for enhancement, a balanced perspective that fuels meaningful reflection and planning.

Looking ahead, the OAQE will prepare for the second phase of the provincial quality assurance audit, once again taking stock of processes and refining practices and supports. The 2025-2026 cycle will bring the largest number of cyclical program reviews yet, with nearly 35 undergraduate and graduate programs scheduled. Even with this substantial volume, we remain committed to providing the same level of support and timeliness programs have come to expect.

None of this work happens in isolation. It reflects the shared efforts of Western's academic and administrative community—faculty, staff, students—and the many partners who contribute to strengthening quality assurance. Through committee deliberations, evolving processes, and collaborative program supports, we have collectively advanced practices that better serve our students. The OAQE remains committed to working alongside programs in cyclical review and new program development in ways that are enhancement-oriented, evidence-informed, and focused on achieving the best possible outcomes for our students.

**Jovan Groen, Ph.D.**  
Director of Academic Quality and Enhancement



## Newly Approved Programs

### Undergraduate

Major in Black Studies

Major in Analytics and Decision Sciences, King's University College

Certificate in Critical Public Health

### Graduate

Graduate Diploma in Management

### 11 Undergraduate Programs

3 at 

5 at



3 at 

## Cyclical Program Reviews



### 8 Graduate Programs

### 68 Modifications Across All Programs

45% Changes to Program Requirements or Learning Outcomes

12% Addition of a New Field, Minor Module or Certificate

28% Program, Field or Module Closure

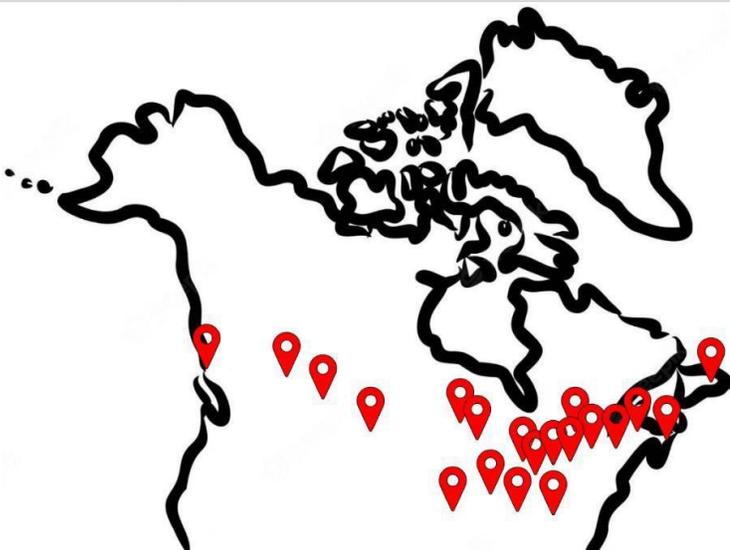
4% Integration of a Work-Integrated Learning Option

3% Change in Program Name

4% Change in Admission Requirements



## Major Modifications



## Institutional Origin of This Year's 42 External Reviewers

# Western's Academic Quality & Enhancement Team

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Candace Loosley | Administrative Coordinator | School of Graduate and Postdoctoral Studies



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Visit the OAQE Website [here](#)

## Key Partners

- Office of the Vice-Provost Academic Programs
- School of Graduate and Postdoctoral Studies
- Centre for Teaching and Learning
- University Secretariat
- Office of Institutional Planning and Budgeting
- Office of the Registrar
- Western Libraries
- Office of the Vice Provost, Academic Planning, Policy & Faculty
- Office of Equity, Diversity & Inclusion
- Office of Indigenous Initiatives
- Western Alumni



***Western's OAQE works to ensure the quality of the University's undergraduate and graduate academic programs by leading quality assurance and enhancement processes in partnership with academic leaders and administrators across all departments, faculties, schools, and support units.***

## 2024-2025 Cyclical Program Review Final Assessment Reports

The following programs were reviewed during this academic year. The full versions of each of the Final Assessment Reports (FARs) can be found on [the OAQE website](#) or by using the hyperlinks embedded in the program names below.

### Arts and Humanities

- [Gender, Sexuality & Women's Studies B.A.](#)

### Faculty of Science

- [Chemistry B.Sc.](#)
- [Chemistry M.Sc., Ph.D.](#)
- [Mathematics B.Sc.](#)
- [Mathematics M.Sc., Ph.D.](#)
- [Statistics M.Sc., Ph.D.](#)

### Faculty of Social Science

- [Anthropology B.A.](#)
- [Anthropology M.A., Ph.D.](#)
- [Economics, B.Sc. \(Approved in January 2025\)](#)
- [Economics, M.A, Ph.D \(Approved in November 2024\)](#)

### Faulty of Media and Information Studies

- [Media and Communication Studies, B.A.](#)
- Media Studies M.A., Ph.D. (Pending Final Approval)
- [Library & Information Science M.L.I.S., Ph.D.](#)

### Western Law

- [Law LL.M., Ph.D., M.S.L \(Approved in September 2025\)](#)

### Schulich School of Medicine and Dentistry

- [Medical Education \(Approved in March 2025\)](#)

### Ivey Business School

- [Business, HBA \(Approved in January 2025\)](#)

### Inter Faculty Programs

- [Accounting G.Dip.](#) (Social Science and Ivey)

### Huron University

- [Economics B.A.](#)
- [Management and Organizational Studies B.A.](#)
- [Global Studies B.A.](#)

### King's University College

- [French B.A.](#)
- [Thanatology B.A.](#)
- Disability Studies (Pending final approval)

**New Donor-Funded Scholarships, Awards, and Prizes**

**Action:**     Approval         Information         Discussion

**Executive Summary:**

At its meeting on March 3, 2026, ACA approved on behalf of the Senate the terms of reference for the new donor-funded scholarships, awards, and prizes shown in Item 13.3(e), for recommendation to the Board of Governors through the President & Vice-Chancellor.

**Documentation Provided:**

New Donor-Funded Scholarships, Awards, and Prizes

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## **New Donor-Funded Scholarships, Awards, and Prizes**

### ***Faculty of Education***

#### **Neil Family Award for Studies in Applied Behaviour Analysis**

Awarded to graduate students in the Faculty of Education who are engaged in the study of Applied Behaviour Analysis (ABA). Preference will be given to candidates who are engaged in the professional practice of ABA and who demonstrate a strong commitment to serving the community through the practice of ABA. Selection is based on academic achievement and demonstrated or potential contributions to the practice or field of Applied Behaviour Analysis (ABA). A committee in the Faculty of Education will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$1,000 awarded annually  
Effective Date: May 2026

*This award was established with a generous donation from the Neil Family.*

### ***Faculty of Law***

#### **Barry William McCormack Memorial Scholarship**

Awarded to full-time undergraduate students entering first year in the Faculty of Law based on academic achievement (minimum 85%) and demonstrated financial need. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

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

*Barry William McCormack, LLB '73, was a young father when he commenced his studies at UWO. He was a bright student with an aptitude for academics. After only two years of his undergrad program, his academic excellence earned him early acceptance to the Faculty of Law program. He worked tirelessly to balance a full-time course load with part-time work while always making his family a priority. Law school provided the introduction to lifelong close friendships and was the launching pad for his successful 35-year career practicing law in London. Barry passed away in 2025 at the age of 78 and is missed every day. This scholarship was created in loving memory of him through a gift from his daughter.*

**Faculty of Social Science**

T. R. Balakrishnan Doctoral Scholarship

Awarded to full-time graduate students in Year 2 or beyond of the PhD program in the Department of Sociology, Faculty of Social Science, who have started their dissertation in Demography. Selection will be based on academic achievement, research excellence, and a commitment to the profession of Demography. A committee in the Department of Sociology will select the recipient. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$10,000 awarded annually

Effective Date: May 2026 to April 2031 inclusive

*This scholarship is made possible by a donation from T.R. Bala Balakrishnan. This PhD scholarship in demography significantly strengthens the Department of Sociology's profile in quantitative methods and population research. By attracting outstanding graduate students, it creates strong incentives for emerging scholars to develop advanced methodological skills – ranging from statistical modelling and causal inference to the analysis of large administrative and survey data. These skills are essential not only within core demographic research, but also across closely related areas such as health, inequality, labour markets, and policy evaluation. This scholarship enhances our training environment, deepens faculty-student collaboration, and reinforces our commitment to rigorous, data-driven social science.*

**Ivey Business School**

Carmen and Corrie Gicante Leadership Character Scholarship

Awarded to a full-time student in the MBA program at the Ivey Business School who demonstrates a deep commitment to developing their leadership character, positively influences others, uplifts humanity, and strives to make the world a better place. Academic achievement will also be considered. Nominations will be submitted by fellow Ivey MBA students. The successful recipient will be selected by the MBA scholarship review committee. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$10,000

Effective Date: May 2026 to April 2030 inclusive

*This award was established with a generous gift from Corrie Gicante in memory of Carmen Gicante, MBA 2000.*

**Schulich School of Medicine & Dentistry**

Dr. S. Mark Taylor Resident Teacher Award for Postgraduate Education

Awarded to senior residents in Otolaryngology, Schulich School of Medicine & Dentistry who have provided consistently outstanding teaching experiences to their junior residents. The Department of Otolaryngology- Head and Neck Surgery will select the recipients.

Value: 1 at \$1,000 awarded annually

Effective Date: 2025-2026 academic year

*This award was established through a generous gift from the Taylor family, led by Dr. S. Mark Taylor (MD '95), who completed both his medical degree and Otolaryngology residency ('00) at Western University. Dr. Taylor credits his formative years at Western with shaping his professional career and instilling a lasting passion for Otolaryngology and medical education. This legacy continues into the next generation, as one of his daughters pursues the same specialty. Through this award, the Taylor family seeks to support and recognize outstanding educators while advancing the training of future physicians in a field they care deeply about.*

Dr. Sachin R. Pendharkar Bursary in Medicine

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry based on financial need. Preference will be given to candidates in first year. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

*This award was established through a generous gift from Dr. Sachin Pendharkar (MD '02), who credits Western for the start of his career in healthcare, medical research and clinical leadership. Sachin was Vice President and President of the Hippocratic Council during his medical training, advocating for his peers and for future students to be able to access medical education. Through this award, Sachin hopes to enhance educational opportunities at Western and inspire future physicians to become strong leaders.*

**Chair in Leader Character**

**Action:**       Approval                       Information                       Discussion

**Recommended:**                      That on the recommendation of the Senate Committee on University Planning, Senate approve that effective April 30, 2026, the Chair in Leader Character in the Ivey Business School be established as shown in item 13.4(a).

**Executive Summary:**

**Approval Process for the Terms or Reference/Establishment of this Chair**

MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. University Advancement is utilizing the open process in respect of this academic position.

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

**Funding**

An endowment to support the Chair has been established through a donation totaling \$2,500,000.

Matching funds of \$2,500,000 through the Ivey Matching Chair Program will provide an endowment of \$5,000,000 in support of the Chair.

**Effective Date**

April 30, 2026

**Purpose**

The Chair in Leader Character in the Ivey Business School will be a senior academic appointment that will support a distinguished scholar with global, multidisciplinary expertise in leader character research. The Chair will play a central role in advancing the Ian O. Ihnatowycz Institute for Leadership’s vision to become a global incubator for leader character research and education by leading groundbreaking scholarly work, fostering collaboration beyond Ivey, and helping position the Institute as the hub of a worldwide leader character ecosystem.

The Chair will have demonstrated a capacity to attract peer-reviewed research funding at the level needed to sustain a nationally and internationally leading research program, with a particular emphasis on Tri-Council grants or equivalents.

**Criteria**

Appointments to the Chair will be conducted according to the University's relevant Policies and Procedures and according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University.

([https://www.uwo.ca/univsec/pdf/policies\\_procedures/section2/mapp222.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf))

Appointments will normally be for a period of five years, renewable.

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

### **Allowable Expenses**

As per the Gift Agreement and Policy 2.22, funds available will be used to support salary and benefits and/or research expenditures that directly support the work of the Chair or their research program.

In addition, funds may be used to support teaching and program development, collaboration and outreach initiatives, and/or other expenses directly related to advancing leader character research and strengthening Ivey's global research ecosystem.

The Dean of the Ivey Business School, or their designate, is responsible for allocating and spending available funds generated by the endowment, in consultation with the Executive Director of the Ian O. Ihnatowycz Institute for Leadership.

### **Reporting**

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

### **Approval Process of the Name**

MAPP Policy 1.44 – Namings establishes the process for the naming of university assets, including intangible assets such as Chairs and Fellowships.

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

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

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

**Honorary Degree Recipients - Spring 2026**

**Action:**  Approval  Information  Discussion

**Executive Summary:**

The recipients of Honorary Degrees and the Spring 2026 Convocation ceremony at which they will be awarded is included for information.

**Documentation Provided:**

Honorary Degree Recipient – Spring 2026

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## Spring 2026 Honorary Degree Recipients

### **Nancy Margaret Reid** (June 8, 2026 – 3:00 p.m.)

Nancy Reid is a pioneering statistician whose groundbreaking work has transformed how the world extracts, quantifies, and interprets information. Her research has reshaped best practices across biostatistics, epidemiology, physics, machine learning, and economics. A distinguished mentor and professor, she has guided generations of leaders in academia, industry, and government through her rigour, insight, and generosity.

### **Richard McLaren** (June 9, 2026 – 10:00 a.m.)

Richard McLaren is a renowned legal scholar and one of Canada's leading experts in secured transactions, commercial and sports arbitration and a globally respected expert in sports law investigation, known for taking on some of the toughest challenges in international sport. From baseball and tennis to boxing and weightlifting, his work has helped expose systemic corruption and cheating at every level of competition. He is best known for uncovering Russia's state-sponsored doping program during the Sochi Olympics, an investigation that became the foundation of the Academy Award-winning documentary *Icarus*. For more than 50 years, Richard has shared his knowledge and passion with generations of lawyers as a professor at Western's Faculty of Law.

### **Daniel Haas** (June 9, 2026 – 3:00 p.m.)

Dr. Daniel Haas is a globally recognized leader in dental anesthesiology and pharmacology whose work has transformed dentistry in Canada and worldwide. His research on local anesthetic risks has advanced patient safety and his advocacy for specialty recognition has helped shape regulatory standards. An outstanding educator, researcher, and clinician, he is the only Canadian to earn all four major international dental anesthesia and pharmacology awards. In 2024, the Governor General of Canada appointed him as a Member of the Order of Canada.

### **Richard Rooney** (June 10, 2026 – 10:00 a.m.)

Richard Rooney's distinguished career in the investment industry has spanned more than four decades, most of it spent as President and Chief Investment Officer at Burgundy Asset Management. He and his partners transformed an embryonic company into a substantial investment firm that researches and invests client money globally. Involvement with cultural, educational and health-care organizations has characterized the Rooney family's philanthropic efforts, through principled leadership, strategic insight and generous support.

**Kevin Sullivan** (June 10, 2026 – 3:00 p.m.)

Kevin Sullivan is an outstanding Canadian business leader whose deep commitment to Western University has supported the growth of entrepreneurship on campus and nationwide. A builder of GMP Securities and advisor through KMS Capital, he is a generous philanthropist whose leadership, service, and strategic guidance have helped to advance Western's innovation ecosystem.

**Elizabeth Akiwenzie** (June 11, 2026 – 10:00 a.m.)

Elizabeth Akiwenzie, Nistangekwe ("Understanding Woman"), Day ya^yut Do LA Doe ("She Who Sees Both Sides") is an Indigenous Knowledge Keeper and Cultural Educator who has spent nearly four decades advancing healing, cultural revitalization, and education. She helps reconnect Indigenous people back to their heart, mind, body, and spirit to reclaim their identity, and to relearn their purpose as First Nations / Anishabeknot Indigenous people. Her work across health, justice, and post-secondary sectors fosters emotional, spiritual, and cultural wellness and uplifts communities by teaching them to embrace the cultural ways of being on mother, the earth.

**Sukhinder Singh Cassidy** (June 11, 2026 – 3:00 p.m.)

Sukhinder Singh Cassidy is an award-winning technology executive, entrepreneur, and investor, and the CEO of global software platform Xero Inc. She is also recognized as a champion of diverse leadership and gender equity, and is the author of Wall Street Journal bestseller, "Choose Possibility". With decades of impact across major global companies, she continues to inspire future entrepreneurs and leaders.

**Mike and Dave Wessinger** (June 12, 2026 – 10:00 a.m.)

Mike and Dave Wessinger are the visionary founders behind PointClickCare, North America's leading healthcare technology platform. For more than three decades, their relentless dedication to innovation, customer partnerships, and purposeful leadership has transformed how care teams connect, collaborate, and deliver safer, smarter care. Guided by an unwavering belief that technology should create better experiences for seniors, caregivers, and the future of health, they continue to inspire the industry. Equally committed to developing future leaders, Mike and Dave share their expertise, invest in emerging talent, and mentor innovators who will shape the next generation of technology.

**Academic Administrative Appointments**

**Action:**      Approval                     Information                     Discussion

**Executive Summary:**

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

<b>Start Date</b>	<b>End Date</b>	<b>Name</b>	<b>Department</b>	<b>Admin. Appointment</b>
1/19/2026	4/30/2026	Carlisle,Emily	WL-User Experience Student Eng	Acting Library Director
2/1/2026	1/31/2031	Dikeakos,Jimmy	Microbiology & Immunology	Department Chair

**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.

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## Question Period

### Questions for Senate to be addressed during the agenda.

The following question pertains to item 8.1 – Introduction of a Policy on “Mandatory Training for Undergraduate Students”.

#### 1. Dave Ferri, Senator:

The preamble indicates, "The purpose of this policy is to ensure students receive the necessary knowledge and skills to support their professionalism and ethical development, in alignment with Western Degree Outcomes (WDOs)."

Further, there is reference to Gender- Based and Sexual Violence (GBSV) training. as part of one of the modules.

There appears to be no reference to Equity Diversity and Inclusion (EDI) in the document as presented.

Is it something that was considered in the development of this Policy and if not we should consider that discussion prior to approval?

### Questions for Senate to be addressed during question period.

The following questions were submitted to the Operations/Agenda Committee (OAC) for the March 13, 2026 Senate meeting and subsequently routed to Senate:

#### 1. Miranda Green-Barteet, Senator:

I'd like to ask about campus safety communication in relation to the recent incident in which a loaded firearm was recovered on campus and hazardous materials capable of being used to create explosives were discovered nearby. To date, I have not come across any institutional directive or communication to employees regarding this incident, despite it having occurred at my place of work. My knowledge of the situation has been based exclusively on local media reporting.

From a workplace safety perspective, could the administration clarify whether any internal alerts or communications were issued to members of the university community in relation to this incident, and if so, which groups were notified? If different groups receive different levels of communication, what is the rationale guiding those decisions?

Finally, how does this approach align with the changes made to emergency preparedness and alerting protocols following last summer's weapons-call hoax, and what steps are being taken to ensure consistent, transparent communication with employees about safety-related incidents going forward?

#### 2. Christopher Alcantara, Senator:

What quality assurance benchmarks are being discussed to evaluate the effectiveness of the forthcoming reforms to the REB process at Western?

### 3. Matthew Lebo and Christopher Alcantara, Senators:

Western Research lists twenty-seven Western Research Chairs under the categories of Leadership (L), Strategic (S), Advancing (A), Innovation (I), Completed (C), and Legacy (LG).

By Faculty:

Faculty	WRCs
A&H	2
Engineering	3
Health Sciences	3
Law	2
Schulich	10
Science	5
Social Science	2

Also, in 2022 Western announced a call for a CERC competition. Four areas were chosen to advertise, none were in social science.

In November 2024 another CERC call included an ad in social science, but no social scientists were nominated or offered WRCs.

In all, that's 2 of 27 Western Research Chairs and 0 nominations in two CERC rounds (0 for 7?). Two of 34 is inequitable for Western's largest faculty. The process seems to systematically undervalue the Social Sciences.

Can we create a new process of allocating these chairs that would distribute them more fairly? Can this happen in time to be sure the CIRC competition doesn't shut us out again?

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:

<b>Submission Deadline (to OAC)</b>	<b>OAC Meeting Date</b>
Tuesday, September 2, 2025	Wednesday, September 10, 2025
Tuesday, September 30, 2025	Wednesday, October 8, 2025
Tuesday, October 21, 2025	Wednesday, October 29, 2025
Tuesday, November 18, 2025	Wednesday, November 26, 2025
Tuesday, December 16, 2025	Wednesday, January 7, 2026
Tuesday, January 27, 2026	Wednesday, February 4, 2026
Tuesday, February 24, 2026	Wednesday, March 4, 2026
Tuesday, March 31, 2026	Wednesday, April 8, 2026
Tuesday, April 28, 2026	Wednesday, May 6, 2026
Tuesday, May 19, 2026	Wednesday, May 27, 2026

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