

Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate. The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate. The Senate By-Laws are available on the Secretariat website: <https://uwo.ca/univsec/pdf/senate/bylaws.pdf>.

## SENATE AGENDA

**Friday, May 17, 2024, 1:30 p.m. – 4:30 p.m.**

**Meeting to be held electronically via Zoom videoconference**

If you will be joining by telephone, please email [senate@uwo.ca](mailto:senate@uwo.ca) to provide your telephone number for attendance purposes.

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|-----|---|--|-------------|
| 1.0 | Land Acknowledgement  |  |             |
| 2.0 | Minutes of the Meeting of April 19, 2024                            |  | Approval    |
| 2.1 | Business Arising from the Minutes                                   |  |             |
| 3.0 | Report of the President   |  | Information |
| 4.0 | Report of the Provost   |  | Information |
| 5.0 | Report of the Vice-President (Research)                             |  | Information |
| 6.0 | <b>Report of the Operations / Agenda Committee (E. Chamberlain)</b> |  |             |
| 6.1 | Membership – Nominating Committee                                   |  | Action      |
| 6.2 | Amendments to the Senate Election Procedures                        |  | Approval    |
| 7.0 | <b>Report of the Nominating Committee (J. Toswell)</b>              |  |             |
| 7.1 | Membership – Operations/Agenda Committee (OAC)                      |  | Action      |
| 7.2 | Membership – Senate Committee on Academic Policy (Policy)           |  | Action      |
| 7.3 | Membership – Senate Committee on University Planning (SCUP)         |  | Action      |
| 7.4 | Membership – University Research Board (URB)                        |  | Action      |

- 8.0 **Report of the Senate Committee on Academic Policy (WG Pearson)**
  - 8.1 [Revisions to the “Policy on Academic Consideration for Medical Illness – Undergraduate Students”](#) Approval
- 9.0 **Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)**
  - 9.1 Faculty of Social Science, Department of Geography and Environment: [Introduction of a Certificate in Climate Change and Society](#) Approval
  - 9.2 School of Graduate and Postdoctoral Studies: [Introduction of a Graduate Diploma \(GDip\) in Professional Practice, Clinical Leadership and Education](#) Approval
- 10.0 **Report of the Senate Committee on University Planning (D. Laird) – Refer to Consent Agenda**
- 11.0 **Report of the University Research Board (P. Pexman)**
  - 11.1 [New MAPP policy: Policy 7.17 – Establishment, Governance and Review of Core Research Facilities](#) Approval
  - 11.2 [Annual Report of the Vice-President \(Research\)](#) Information
- 12.0 **Report of the Academic Colleague (P. Barmby) – No Report**
- 13.0 **The Unanimous Consent Agenda**
  - 13.1 Items from the Operations / Agenda Committee
    - 13.1(a) [Order of Ceremony – Autumn Convocation 2024](#) Information
    - 13.1(b) [Senate Membership – Vacancies Filled by Appointment](#) Information
  - 13.2 Items from the Senate Committee on Academic Policy
    - 13.2(a) School of Graduate and Postdoctoral Studies:
      - 13.2(a)(i) [Revisions to the Policy on “Registration”](#) Approval
      - 13.2(a)(ii) [Revisions to the Policy on “Program Design – Course Registration”](#) Approval

- 13.2(b) Administrative Policy Revisions Relating to the Brescia-Western Integration:
- 13.2(b)(i) Revisions to the Policy on “Academic Counselling for Undergraduate Students” Information
  - 13.2(b)(ii) Revisions to the Policy on “Academic Records and Student Transcripts” Information
  - 13.2(b)(iii) Revisions to the Policy on “Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students” Information
  - 13.2(b)(iv) Revisions to the Policy on “Scholar’s Electives Program and Western Scholars” Information
  - 13.2(b)(v) Revisions to the Policy on “Preliminary Year and Preliminary Year Plus at Brescia University College” Information
  - 13.2(b)(vi) Revisions to the Policy on “Definitions of Types of Examinations” Information
  - 13.2(b)(vii) Revisions to the Policy on “Dean’s Honour List and Graduation “With Distinction”” Information
  - 13.2(b)(viii) Revisions to the Policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs” Information
- 13.3 Items from the Senate Committee on Academic Curriculum and Awards
- 13.3(a) Faculty of Science and Schulich School of Medicine & Dentistry: Revisions to the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” Policy Approval
  - 13.3(b) Faculty of Social Science, Department of Sociology: Withdrawal of the Major in Criminology Approval
  - 13.3(c) King’s University College: Introduction of an Honours Specialization in Financial Economics Approval
  - 13.3(d) Western Continuing Studies:

	13.3(d)(i)	Introduction of a Post-Degree Certificate in Human Resources Management (in partnership with the Faculty of Social Science)	Approval
	13.3(d)(ii)	Introduction of a Post-Degree Certificate in Occupational Health and Safety Management (in partnership with the Faculty of Health Sciences)	Approval
	13.3(d)(iii)	Introduction of a Diploma in Safety Management and Human Resources (in partnership with the Faculty of Health Sciences and the Faculty of Social Science)	Approval
13.3(e)	School of Graduate and Postdoctoral Studies:		
	13.3(e)(i)	Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice, Interprofessional Pain Management Field	Approval
	13.3(e)(ii)	Major Modification to the Master of Environment and Sustainability (MES)	Approval
	13.3(e)(iii)	Major Modification to the Master of Social Work (MSW)	Approval
13.3(f)	Scholarships, Awards and Prizes:		
	13.3(f)(i)	New Donor-Funded Scholarships, Awards and Prizes	Information
	13.3(f)(ii)	New Western-Funded Scholarships, Awards and Prizes	Information
13.4	Items from the Senate Committee on University Planning (SCUP)		
	13.4(a)	Annual Report of the Working Group on Information Security (WGIS)	Information
13.5	Items from the Honorary Degrees Committee		
	13.5(a)	Revisions to “Principles and Criteria for Selecting Honorary Degree Recipients”	Information

Senate Agenda  
May 17, 2024

13.6 Announcements and Communications

13.6(a) [Election Results – Senate Committees](#)

Information

14.0 [Items removed from Consent Agenda](#)

15.0 [Discussion and Question Period](#)

16.0 New Business

17.0 Adjournment

**ITEM 1.0 – 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

**ITEM 2.0 – Minutes of the Meeting of April 19, 2024**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      That the minutes of the meeting held on April 19, 2024,  
be approved as circulated.

**ATTACHMENT(S):**

[Minutes of the April 19, 2024 Meeting](#)

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## **MINUTES OF THE MEETING OF SENATE**

**April 19, 2024**

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The meeting was held at 1:30 p.m. in Great Hall, Somerville House

### **SENATORS:**

M. Adler	A. Hodgson	M. Sanita Lima
E. Ansari	J. Hutter	G. Santos
G. Arku	J. Ijam	L. Shaw
S. Bahadoor	M. Joannis	A. Shepard
P. Barmby	I. Johnsrude	Z. Sinel
M. Bassnett	E. Kalaydjian	D. Smith
G. Beckett	Z. Kamal	C. Steeves
J. Beecroft	M. Kim	F. Strzelczyk
M. Bordignon	K. Kirkwood	J. Sutton
N. Borradaile	D. Kotsopoulos	J. Toswell
A. Bryson	D. Laird	C. Vanderlugt
J. Campbell	J. Langille	J. Welch
E. Chamberlain	C. Lengyell	S. Whitehead
B. Cheadle	L. Lewis	G. Wild
S. Clarke	J. Li	J. Yoo
M. Cleveland	L. Logan	A. Zecevic
K. Coley	M. McGrath	
S. Feagan	M.H. McMurran	
L. Frederking	K. Meyer	
J. Garland	M. Modeski	
E. Gillies	P. Pexman	
L. Graham	G. Philip	
M. Green-Barteet	S. Pitel	
N. Harney	J. Plug	
S. Hayne Beatty	S. Powell	
L. Henderson	A. Puvirajah	
K. Henricus	L. Rehmann	
R. Heyden	D. Robinson	

**Observers:** S. Ajak, R. Chelladurai, L. Cho, J. Doerksen, R. Isard, S. Lewis, M. McGlynn, O. Oloya, V. Sarkany, C. Waugh, J. Weststar.



**LAND ACKNOWLEDGEMENT**

I. Johnsrude offered a Land Acknowledgement.

**MINUTES OF PRIOR MEETING**

**ITEM 2.0 – Minutes of the Meeting of March 15, 2024**

It was moved by K. Kirkwood, seconded by B. Cheadle,

That the minutes of the meeting of March 15, 2024, be approved as circulated.

CARRIED

**REPORT OF THE PRESIDENT**

A. Shepard, President and Vice-Chancellor, referred to the written report provided to Senate in advance of the meeting.

A. Shepard opened his remarks by announcing that a record number of Western faculty members received Early Researcher Awards from the Province of Ontario. He also shared the names of the Western faculty members who were awarded the title of Distinguished University Professor and provided updates on research funding achievements, such as projects that received funding from the Canada Foundation for Innovation.

A. Shepard advised that the latest federal budget contains the largest research allocation in 18 years. Additionally, he mentioned that universities are now eligible for a GST exemption for new student residences.

A. Shepard concluded his report by sharing information on the admission numbers for the 2024-2025 academic year and acknowledging the exceptional work of the Office of the Registrar in recruitment and admissions.

**REPORT OF THE PROVOST**

F. Strzelczyk, Provost & Vice-President (Academic), reported on the updates and initiatives under her portfolio and began her report by congratulating the recipients of the Distinguished University Professor Award and Faculty Scholars Award.

F. Strzelczyk provided a brief overview of current leadership search efforts and announced that G. R. Little has been named the next Vice-Provost and Chief Librarian, effective Jul. 22, 2024. She expressed gratitude to Catherine Steeves for her service. L. Frederking has been appointed to the role of Senior Executive Advisor, Strategic Initiatives and Projects. Additionally, F. Strzelczyk informed Senate that J. Garland has decided to step down as Dean of the Faculty of Health Sciences, at the end of March 2025.

F. Strzelczyk continued her report acknowledging Senators from Brescia University College for their contributions to Senate and advised that this was their last meeting before the Brescia-Western integration.

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

P. Pexman, Vice-President (Research), provided an update on Western's research activities and began her remarks by sharing research funding successes, recognizing the work of researchers, scholars and the Research Office for their dedication and efforts. She advised that Western's SSHRC success rate is above the national average.

P. Pexman concluded her report by announcing Western's first Director of Research Security, Christopher van den Berg.

### **REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)**

#### **ITEM 6.1 – Amendments to the Senate By-Laws**

On behalf of the Operations/Agenda Committee, E. Chamberlain presented the Amendments to the Senate By-Laws for approval.

It was moved by E. Chamberlain,

That on the recommendation of the Operations/Agenda Committee (OAC), Senate approve that effective April 19, 2024, the Senate By-Laws be amended as shown in Item 6.1.

CARRIED

#### **ITEM 6.2 – Report of the Senate Committee on University Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2023-24**

The recipients of Western's Excellence in Teaching Awards were presented during the Senate meeting for information.

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

On behalf of the Senate Nominating Committee, J. Toswell provided a brief report regarding the work of the Nominating Committee and advised on the order of the nominating process.

#### **ITEM 7.1 – Vice-Chair of Senate**

Alison Hearn was nominated by the Nominating Committee and Randal Graham and Donna Kotsopoulos were nominated from the floor of Senate to serve as Vice-Chair of Senate. An election was held following the Senate meeting and Donna Kotsopoulos was elected to serve as Vice-Chair of Senate for a term from July 1, 2024 to June 30, 2025.

#### **ITEM 7.2(a) – Operations/Agenda Committee (OAC)**

Miranda Green-Barteet, Marc Joannis and Tara Mantler were acclaimed to the Operations/Agenda Committee (OAC) as members of Senate for terms from July 1, 2024 to June 30, 2026.

George Philip and Jenna Ijam were acclaimed to OAC as members of Senate for terms from July 1, 2024 to June 30, 2025.

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

Kelly Olson, Anton Puvirajah and Anne Simon were acclaimed to the Senate Committee on Academic Curriculum and Awards (ACA) as members of Senate for terms from July 1, 2024 to June 30, 2026.

Andrew Johnson, Gal Raz and James Voogt were acclaimed to ACA as faculty members for terms from July 1, 2024 to June 30, 2026.

Aliya Jokhu was acclaimed to ACA as an undergraduate student for a term from July 1, 2024 to June 30, 2025.

Shahnaz Shahid Ali was elected to ACA as a graduate student for a term from July 1, 2024 to June 30, 2025.

**ITEM 7.2(c) – Subcommittee on Program Review – Undergraduate (SUPR-U)**

Sydney Buhrow, Sima Kootar and Tunajjina Mahboob were nominated by the Nominating Committee and Brooklin Begg and Olivia Matthews were nominated from the floor of Senate to the Subcommittee on Program Review – Undergraduate (SUPR-U). An election was held following the Senate meeting and by majority of the votes Sydney Buhrow and Olivia Matthews were elected to serve as undergraduate student representatives on SUPR-U for terms from July 1, 2024 to June 30, 2025.

There was a tie for the third SUPR-U undergraduate student position. Brooklin Begg and Tunajjina Mahboob received an equal number of votes. As stated in the Adopted Policies and Procedures of Senate, the tie has been resolved by lottery conducted by the Secretary of Senate and Brooklin Begg was selected to serve as an undergraduate student representative on SUPR-U for a term from July 1, 2024 to June 30, 2025.

**ITEM 7.2(d) – The Subcommittee on Undergraduate Academic Courses (SOC)**

Rosanne Abdulla and Gildo Santos were acclaimed to the Subcommittee on Undergraduate Academic Courses (SOC) as faculty members for terms from July 1, 2024 to June 30, 2026.

Amy Horton was nominated from the floor of Senate and was acclaimed to SOC as a faculty member for terms from July 1, 2024 to June 30, 2025.

Angeli Cooke and Noah Zabian were acclaimed to SOC as undergraduate students for terms from July 1, 2024 to June 30, 2025.

**ITEM 7.2(e) – Senate Committee on Academic Policy (Policy)**

Nicole Campbell and Michael Fox were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2024 to June 30, 2026.

Laura Graham and Ken Yeung were nominated from the floor of Senate and were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2024 to June 30, 2026.

Kathleena Henricus was acclaimed to the Senate Committee on Academic Policy as an undergraduate student for a term from July 1, 2024 to June 30, 2025.

Alexander Zero was acclaimed to the Senate Committee on Academic Policy as a graduate student for a term from July 1, 2024 to June 30, 2025.

**ITEM 7.2(f) – Senate Committee on University Planning (SCUP)**

Blaine Chronik and Zoë Sinel were acclaimed to the Senate Committee on University Planning (SCUP) as members of faculty, who are members of Senate at the time their term on the Committee begins, for terms from July 1, 2024 to June 30, 2026.

Shawn Whitehead was nominated from the floor of Senate and was acclaimed to SCUP as a member of faculty who is a member of Senate at the time the term on the Committee begins, for a term from July 1, 2024 to June 30, 2025.

Rachel Halaney was acclaimed to SCUP as an administrative staff representative for a term from July 1, 2024 to June 30, 2026.

Jenna Beecroft was acclaimed to SCUP as an undergraduate student for a term from July 1, 2024 to June 30, 2025.

Chloe Cheung and Matheus Sanita Lima were acclaimed to SCUP as graduate students for terms from July 1, 2024 to June 30, 2025.

No nominations were received for the postdoctoral representative.

**ITEM 7.2(g) – Senate Committee on University Teaching Awards (SUTA)**

Aleksandra Zecevic was acclaimed to the Senate Committee on University Teaching Awards (SUTA) as a faculty member for a term from July 1, 2024 to June 30, 2027.

Azmat Jehan was acclaimed to SUTA as a graduate student for the term from July 1, 2024 to June 30, 2025.

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

Lina Dagnino was acclaimed as Chair of the Senate Review Board Academic (SRBA) for a term from July 1, 2024 to June 30, 2025.

Torin Chiles, Caroline Dick, Charys Martin, Ken Kirkwood and Ruth Ann Strickland were acclaimed to SRBA as faculty members for terms from July 1, 2024 to June 30, 2026.

Grace Achonu-Johnson, Alexandra Agyapong, Brooklin Begg, Eva Kamimura, Ankita Mishra and Jady Smith were nominated by the Nominating Committee, Ethan Da Costa and Sydney Buhrow were nominated from the floor of Senate. An election was held following the Senate meeting and Grace Achonu-Johnson, Alexandra Agyapong, Sydney Buhrow, Ethan Da Costa, Eva Kamimura and Ankita Mishra were elected to SRBA as undergraduate students for terms from July 1, 2024 to June 30, 2025.

Dana Broberg, Abdelmoneim Elnaggar, Pilar Rodriguez Mata and Manuel Spiller Marinho were acclaimed to SRBA as graduate students for terms from July 1, 2024 to June 30, 2025.

**ITEM 7.2(i) – University Research Board (URB)**

Augusto Riveros was acclaimed to the University Research Board (URB) as a member of the Faculty of Education for a term from July 1, 2024 to June 30, 2026.

Sarah Gallagher was acclaimed to URB as a member of the Faculty of Science for a term from July 1, 2024 to June 30, 2026.

Wade Wright was acclaimed to URB as a member of the Faculty of Law for a term from July 1, 2024 to June 30, 2026.

Cheryle Séguin was acclaimed to URB as a member of the Schulich School of Medicine & Dentistry for a term from July 1, 2024 to June 30, 2026.

Jana Starling was acclaimed to URB as a member of the Faculty of Music for a term from July 1, 2024 to June 30, 2026.

Ana Luisa Trejos was acclaimed to URB as a member of the Faculty of Engineering for a term from July 1, 2024 to June 30, 2025.

Ethan Da Costa was acclaimed to URB as an undergraduate student for a term from July 1, 2024 to June 30, 2025.

Cara Davidson and Alexandra Lukawski were acclaimed to URB as graduate students for terms from July 1, 2024 to June 30, 2025.

No nominations were received for the postdoctoral representatives.

**ITEM 7.2(j) – Honorary Degrees Committee**

Constanza Burucúa, Lisa Henderson, Allyson Page and Ricardas Zitikis were acclaimed to the Honorary Degrees Committee for terms from July 1, 2024 to June 30, 2026.

Matheus Sanita Lima was acclaimed to the Honorary Degrees Committee as a student Senator for a term from July 1, 2024 to June 30, 2025.

**ITEM 7.2(k) – Distinguished University Professor Selection Committee**

Pauline Barmby and Kathy Hibbert were acclaimed to the Distinguished University Professor Selection Committee as faculty members who are Senior Scholars, for terms from July 1, 2024 to June 30, 2026.

**ITEM 7.2(l) – Faculty Scholar Selection Committee**

Lorelei Lingard and Jason Neyers were acclaimed to the Faculty Scholar Selection Committee as faculty members who are Senior Scholars, for terms from July 1, 2024 to June 30, 2025.

**ITEM 7.2(m) – Academic Colleague**

Sophie Roland was acclaimed as Academic Colleague to the Council of Ontario Universities (COU) for a term from July 1, 2024 to June 30, 2026.

**ITEM 7.2(n) – Board of Governors**

Shawn Whitehead was nominated by the Nominating Committee and Jane Toswell was nominated from the floor of Senate. An election was held following the Senate meeting and Jane Toswell was elected as a faculty member, who is a member of Senate at the time of election, to serve on the Board of Governors for a term from July 1, 2024 to June 30, 2028.

**ITEM 7.3 – Selection/Review Committee for the Dean of the Faculty of Education**

Ken Coley, Matt Lebo and Geoff Wild were acclaimed to the Selection/Review Committee for the Dean of the Faculty of Education.

**ITEM 7.4 – Selection Committee for the Dean of the Faculty of Law**

Michael Kim, Rachel Forrester-Jones and Tracy Isaacs were acclaimed to the Selection Committee for the Dean of the Faculty of Law.

**ITEM 7.5 – Membership – Operations/Agenda Committee (OAC)**

Jeff Hutter was acclaimed to the Operations/Agenda Committee as a Senator for a term ending June 30, 2024.

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

**ITEM 9.1 – Huron University College: Introduction of a Subject Area in “Animal Ethics and Sustainability Leadership”**

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Subject Area in “Animal Ethics and Sustainability Leadership”.

It was moved by B. Cheadle, seconded by M. Kim,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, a subject area in “Animal Ethics and Sustainability Leadership” be introduced by Huron University College and included in Category A for Breadth Requirements for Graduation, as shown in Item 9.1.

CARRIED

**ITEM 9.2 – Huron University College and King’s University College: Introduction of a Subject Area in “Islamic Studies”**

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Subject Area in “Islamic Studies”.

It was moved by D. Smith, seconded by I. Johnsrude,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, a subject area in “Islamic Studies” be introduced by Huron University College and King’s University College and included in Category B for Breadth Requirements for Graduation, as shown in Item 9.2.

CARRIED

**ITEM 9.3 – King’s University College: Introduction of a Certificate in Ecological Justice and Climate Ethics**

On behalf of the Senate Committee on Academic Curriculum and Awards, S. Roland presented the Introduction of a Certificate in Ecological Justice and Climate Ethics.

It was moved by I. Johnsrude, seconded by G. Philip,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Certificate in Ecological Justice and Climate Ethics be introduced by King’s University College as shown in Item 9.3.

CARRIED

**REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)**

**ITEM 10.1(a) – 2024-2025 University Operating and Capital Budgets**

F. Strzelczyk, Provost & Vice President (Academic) and L. Logan, Vice-President (Operations & Finance), presented for approval the 2024-2025 operating and capital budgets (Appendix A).

F. Strzelczyk began her presentation by providing an overview of the external factors impacting the budget, including the provincial base grant freeze, the domestic tuition freeze extension to 2026-27 and challenges anticipated in 2024-25 arising from governmental and geopolitical uncertainty, including the cap on undergraduate study permits for international students.

F. Strzelczyk continued her report with information about the internal context and noted the continued alignment with Western's Strategic Plan priorities. Additionally, she commented on the incorporation of the Brescia-Western integration into the University budget.

F. Strzelczyk outlined the ongoing and new investments made through the budget. She additionally commented on housing, growth in full-time faculty hiring and new collaboration opportunities.

L. Logan, Vice-President (Operations & Finance), provided an overview of the 2024-2025 capital budget noting it supports Western's Long-Range Space Plan. She described the major capital projects currently underway, projects soon-to-start, and those that are currently in advanced planning stages. Expenditures for the 2024-2025 capital budget were outlined, including but not limited to construction, renovations, infrastructure, and modernization of academic facilities.

P. Pexman addressed a question of clarification from a Senator regarding the sufficiency of the budget allocation for Research Core Facilities.

A Senator raised a question of clarification regarding the number of unfunded students. R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), advised on the numbers and indicated that they align with the levels seen in 2016-17.

A Senator expressed concerns as to the presentation of data regarding faculty and whether the numbers of new faculty hires could be broken down by categories, including full-time faculty, limited-term positions, and tenure-track appointments.

R. Chelladurai addressed a question of clarification regarding one-time provincial funding.

In response to a question from an Official Observer, F. Strzelczyk provided the rationale for the operating reserve to be larger than is mandated by the Board of Governors and explained the necessity for an operating reserve to mitigate potential financial risks and ensure the stability of operations in uncertain circumstances.



It was moved by D. Laid,

That Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the 2024-25 University Operating and Capital Budgets as shown in Item 10.1(a).

CARRIED

**ITEM 10.1(b) – 2024-25 Program Specific Fees and Other Supplemental Fees**

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

On behalf of the University Research Board (URB), P. Pexman presented the report of the URB.

**ITEM 11.1 – New MAPP policy: Policy 7.17 – Establishment, Governance and Review of Core Research Facilities**

B. Neff, Associate Vice-President (Research), presented the new MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities for discussion (Appendix B).

In his presentation, B. Neff highlighted the context and background surrounding the proposal, offering insights into the definition of Research Core Facilities. Additionally, he provided rationale for the creation of the Policy.

Senators were invited to review the proposed Policy and to provide feedback. Additionally, B. Neff noted that the Policy would be presented for approval at the next Senate meeting.

**REPORT OF THE ACADEMIC COLLEAGUE**

P. Barmby presented the Report of the Academic Colleague referring to materials in the agenda for information.

**CONSENT AGENDA ITEMS**

**REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)**

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

- ITEM 13.1(a) – Senate Membership – Vacancies Filled by Appointment
- ITEM 13.1(b) – Revision to the Approval Level for SGPS Regulations (presented in the Report of the ad hoc Working Group – September 2022)

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

**ITEM 13.2(a) – Schulich School of Medicine & Dentistry: Revisions to the “Dean’s Honour List and Graduation “With Distinction”” Policy**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the “Dean’s Honour List and Graduation “With Distinction”” policy be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.2(b) – Faculty of Law: Revisions to the Policy on “Progression Requirements – Law”**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the policy on “Progression Requirements – Law” be revised as shown in Item 13.2(b).

CARRIED BY UNANIMOUS CONSENT

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

- ITEM 13.2(c) – School of Graduate and Postdoctoral Studies: SGPS Regulation: Visitor and Exchange Programs.

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

**ITEM 13.3(a) – Schulich School of Medicine & Dentistry, Department of Medical Biophysics and Faculty of Science: Withdrawal of the Honours Specialization in Medical Biophysics (Biological Science Concentration), Honours Specialization in Medical Biophysics (Physical Science Concentration), and Honours Specialization in Medical Biophysics and Biochemistry**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, admission to the following modules offered by the Department of Medical Biophysics in the Schulich School of Medicine & Dentistry and the Faculty of Science be discontinued:

Honours Specialization in Medical Biophysics (Biological Science Concentration)

Honours Specialization in Medical Biophysics (Physical Science Concentration)

Honours Specialization in Medical Biophysics and Biochemistry

And, that students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2027, and

That the modules be withdrawn effective September 1, 2027.

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.3(b) – Schulich School of Medicine & Dentistry and Faculty of Science: Revisions to the Policy on “Medical Sciences First Entry”**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the policy on “Medical Sciences First Entry” be revised as shown in Item 13.3(b).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.3(c) – Faculty of Social Science, Departments of History and Political Science and Ivey Business School: Revisions to the Admission and Program Requirements of the Honours Specialization in International Relations and the Combined Honours Specialization in International Relations/HBA**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the admission and program requirements of the Honours Specialization in International Relations and the combined Honours Specialization in International Relations/HBA be revised as shown in Item 13.3(c).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.3(d) – Brescia University College: Withdrawal of the Major in Philosophy**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of ACA, Senate approve that effective May 1, 2024, admission to the Major in Philosophy currently offered by Brescia University College be discontinued, and

That students currently enrolled in the module be permitted to graduate upon fulfillment of the module requirements by August 31, 2025, and

That the module be withdrawn effective September 1, 2025.

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.3(e)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Mechanical and Materials Engineering**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of ACA, Senate approve that effective May 1, 2024, the Master of Engineering (MEng) in Mechanical and Materials Engineering be revised as shown in Item 13.3(e)(i).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.3(e)(ii)– School of Graduate and Postdoctoral Studies: Major Modification to the Master of Library and Information Science (MLIS)**

It was moved by J. Welch, seconded by E. Chamberlain,

That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Library and Information Science (MLIS) be revised as shown in Item 13.3(e)(ii).

CARRIED BY UNANIMOUS CONSENT

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

- ITEM 13.3(f) – Dissolution of the Subcommittee for Western Approved Microcredentials (SWAM)
- ITEM 13.3(g) – Faculty-Specific Sessional Dates: Faculty of Education (2024-25)
- ITEM 13.3(h)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 13.3(h)(ii) – New Western-Funded Scholarships, Awards and Prizes

**Information Items Reported by the Honorary Degrees Committee:**

- Honorary Degree Recipients- Spring 2024.

**DISCUSSION AND QUESTION PERIOD**

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

A few questions were submitted with respect to the strike by the University's Graduate Teaching Assistants (GTA) by Senators and an Official Observer prior to the Senate meeting. These questions concerned the prospective impact on the upcoming exams and academic integrity, the lack of information provided, issues related to safety and security, and the possible impact on undergraduate students.

F. Strzelczyk recognized the significance of the University's GTAs' work, reporting that the bargaining parties had returned to the table for mediation talks. With respect to the administration of exams, F. Strzelczyk informed Senate that the Office of the Registrar had organized trained staff to assist. She commented on the potential impact of the strike and outlined the strategies to be adopted for different scenarios. F. Strzelczyk stated that safety is the key priority for the University and assured Senate that summer and intersession courses would be delivered as planned.

The Chair deferred a question related to the impact of the GTAs strike on undergraduate research interests while the bargaining is ongoing.

S. Lewis, Vice-Provost (Academic Programs), addressed a question regarding the support provided to undergraduate students during the exams period, in light of the GTA strike.

A Senator raised a question regarding the prospective timeline for the negotiation process. F. Strzelczyk stated that it is Western's top priority to reach an agreement.

A Senator raised concerns regarding rumors suggesting that fire alarms systems had been turned off. F. Strzelczyk assured Senators that fire alarm systems are operating properly, and the security staff are in place to monitor them, preventing any disruptions. She noted that this practice is common during exams and large events.

In response to a question regarding the fire security system, L. Logan stated that the process was developed in cooperation with the London Fire Department and works accordingly.

In response to a question regarding channeling updated information to administrative staff, F. Strzelczyk stated that the administration will address these concerns.

A Senator raised concerns regarding the current procedures in place that do not allow graduate students to retain full internal funding if they receive an external grant. F. Strzelczyk noted this will be a subject of discussion in the future.

A Senator raised concerns regarding the issue that the PeopleSoft system has become so integrated into the Western infrastructure that it could be irremovable, along with doubts about its optimal functionality.

R. Chelladurai commented on the implementation process for the PeopleSoft system, stating that the system functions properly and there is no intention to change it.

The Chair expressed gratitude to Senators from Brescia University College, as well as to the President of University Students' Council (USC) and the President of the Society of Graduate Students for their service and dedication, as it was their last Senate meeting.

## **ADJOURNMENT**

The meeting adjourned at 3:37 p.m.

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A. Shepard  
Chair

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A. Bryson  
University Secretary

# 2024-25 Operating and Capital Budgets

Presentation to Senate

April 19, 2024



1

## External context

Provincial base grant frozen at 2016-17 level (block grant)

Domestic tuition rates:

- Rolled back 10% in 2019-20 and frozen through 2026-27
- Undergraduate domestic out-of-province tuition to increase by 5%
- Tuition anomaly increases in undergraduate computer science and MOS

Flexibility with international tuition rates

Jan 2024 – new two-year cap on undergraduate study permits

- Western allocated 1,048 provincial attestation letters, shared 200 with Affiliates

Modest one-time government funding recently announced



2

## Internal context

- Overall enrolment growth (since 2018-19):
  - Primarily domestic
  - International undergraduate growth aspirations
- Moving to 2<sup>nd</sup> year of 3-Year Plan in 2024-25
  - Budget structure/approach remains unchanged
  - Multi-year commitments made last year being honoured
- Slowing-down new incremental funding commitments
- Bresca-Western Integration
  - fully integrated into Budget



3

## Priorities for this cycle

- Continued alignment with Strategic Plan priorities, including building on investments in recent years:
  - Engineering expansion
  - Faculty/staff complement growth
  - Space/facilities: long-range space plan
  - IT infrastructure renewal/expansion
  - Student financial aid programs
  - Undergraduate summer research internships (USRI) and post-doc programs

4

## New major investments this year

1

### Enhancing our scholarship and research impact

- Support of Research Institutes (\$13.5M)
- Canada Foundation for Innovation Matching Funds (\$10.0M)
- Support for Core Research Facilities (\$1.0M)
- Western Academy for Advanced Research (WAFAR) (\$500K)

2

### International undergraduate recruitment

- Recruitment awards and housing guarantee

3

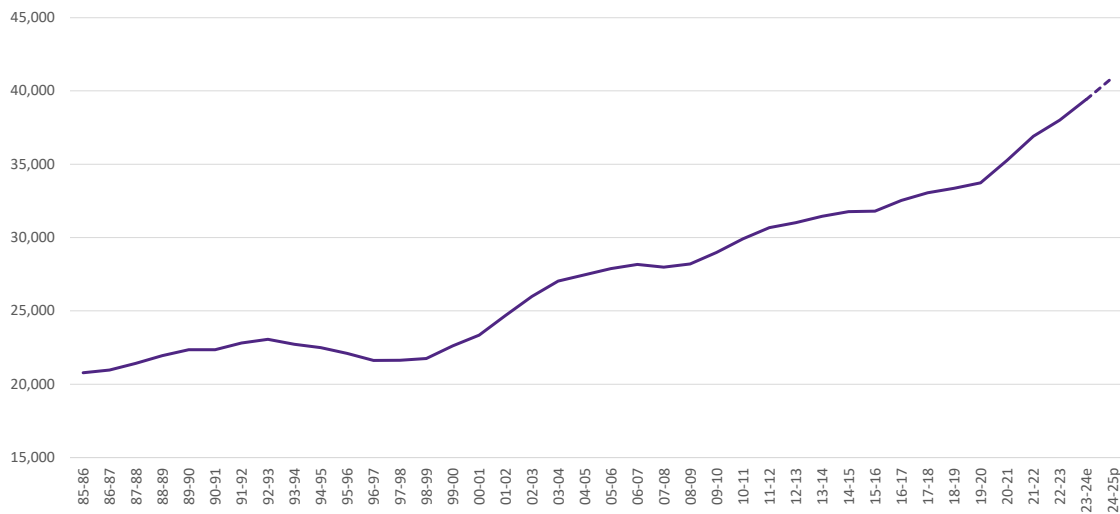
### Investment in Social Science (\$2.5M Base)

4

### Aerospace Training Hub (\$2M)

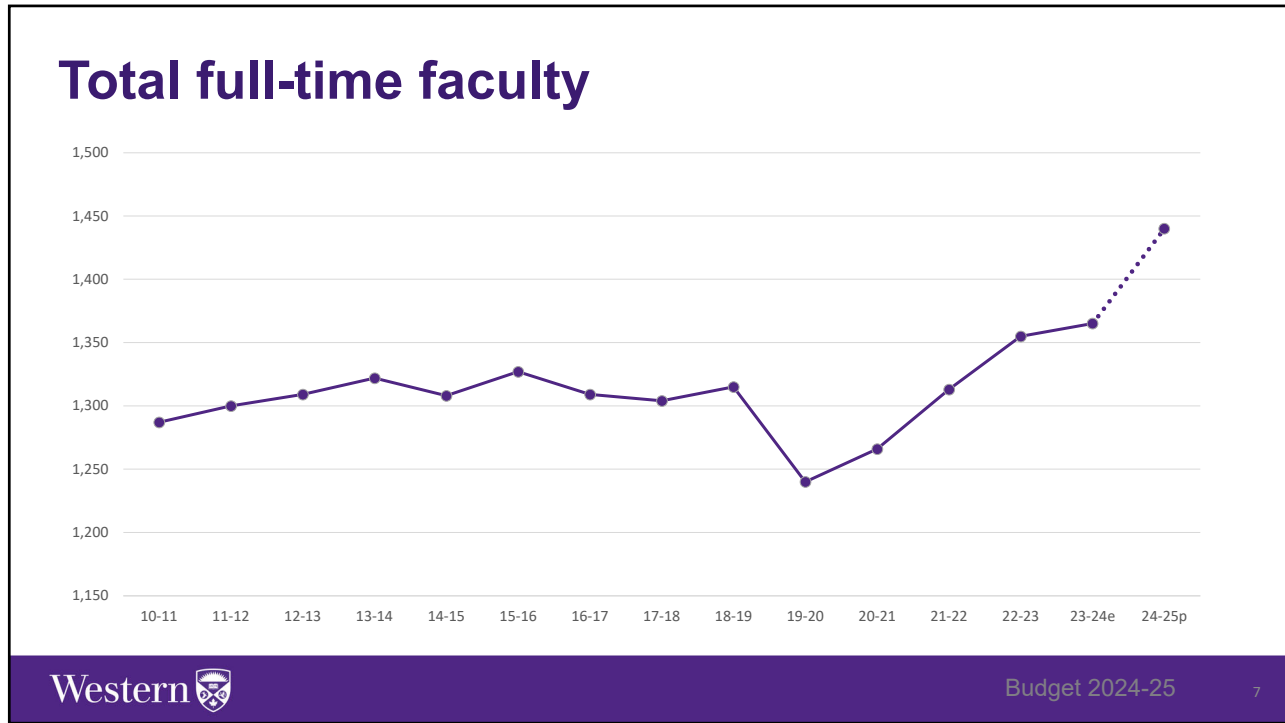
5

## Total FTE enrolment at Western

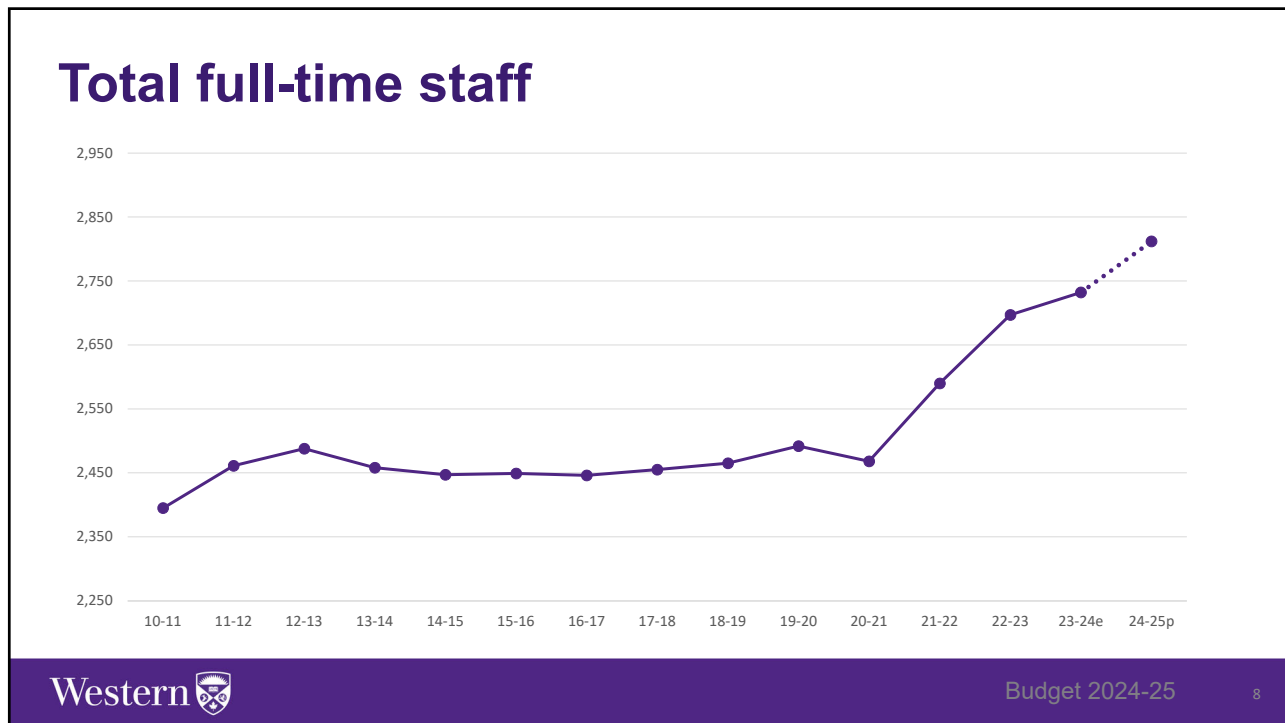


6





7



8

## Brescia-Western integration

- 35 faculty members and 80 staff members joining Western
- ~700 current Brescia students projected to continue at Western in 2024-25
- Brescia campus and facilities become part of Western
- Budget aspects fully integrated into Western Budget



9

## Brescia-Western integration: Projected operating budget integration (\$M)

	2024-25	2025-26+
<b>Revenues</b>		
Government Grants	\$8.79	\$8.97
Tuition Fees	\$5.61	\$5.52
Affiliation Fee	-\$2.56	-\$2.56
All Other	\$0.38	\$0.68
<b>Total</b>	<b>\$12.22</b>	<b>\$12.61</b>
<b>Expenditures</b>		
Employees joining Western	\$9.62	\$8.36
Student Financial Aid	\$1.50	\$1.50
Facilities-related and Other	\$1.89	\$1.93
<b>Total</b>	<b>\$13.01</b>	<b>\$11.79</b>
<b>Net Position</b>	<b>-\$0.79</b>	<b>\$0.82</b>

10

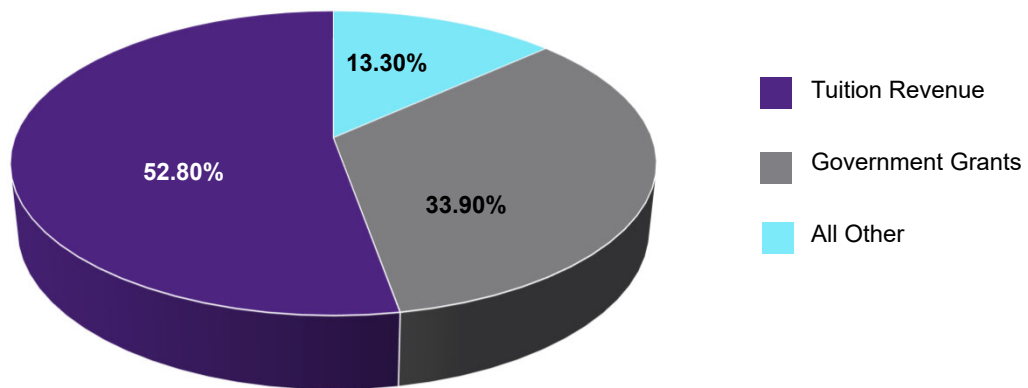
# Summary of 2024-25 Operating Budget



11

11

## Projected 2024-25 operating revenues (Total = \$930.4M)

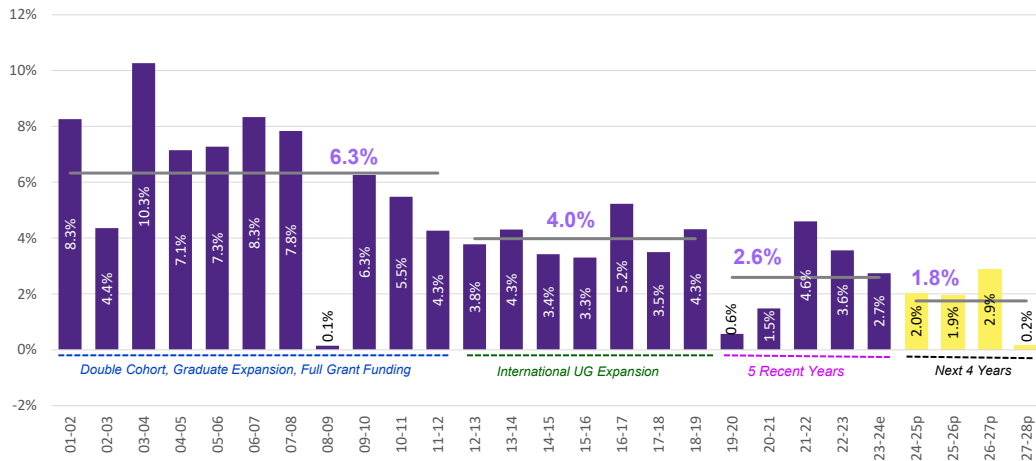


Budget 2024-25

12

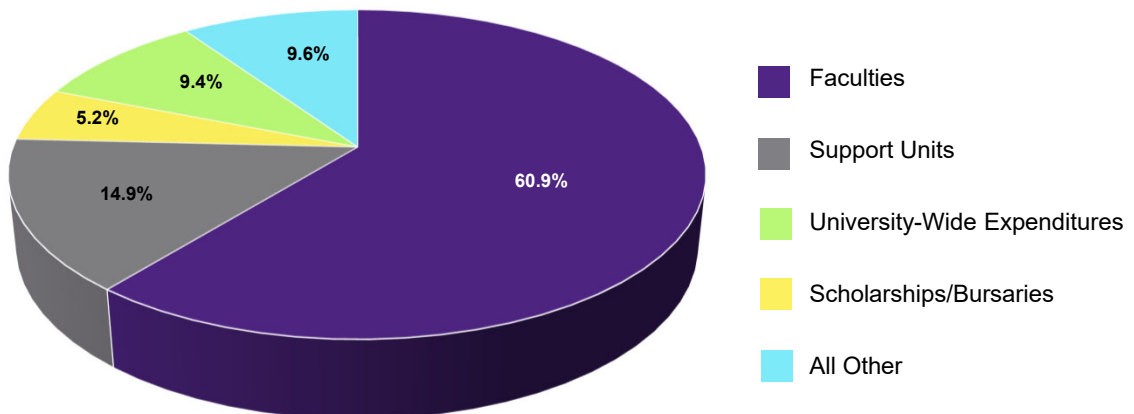
12

## Operating Revenues: Annual % change 2001-01 to 2027-28p



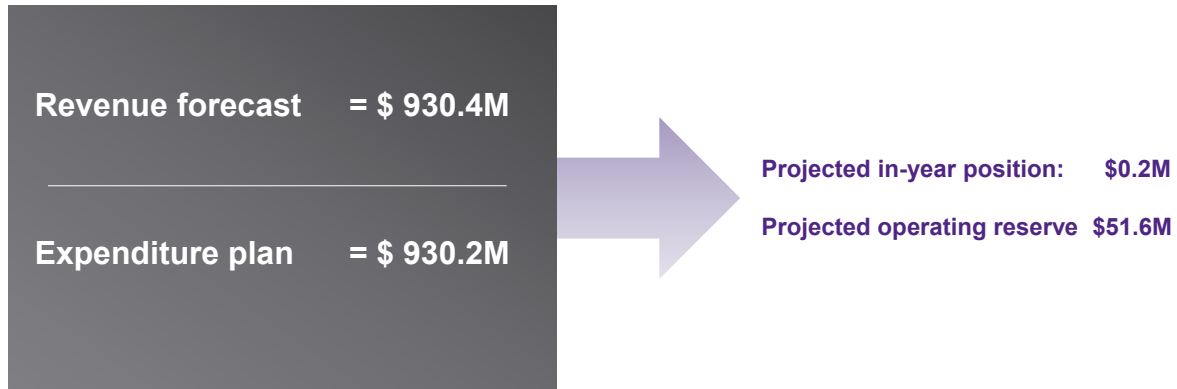
13

## Projected 2024-25 operating expenditures (Total = \$930.2M)



14

## Summary of 2024-25 operating budget (Table 2)



15

## Overall status of operating budget

Balanced budget for 2024-25

Operating reserve at nearly \$52M

A stable situation for the remaining two years of the current 3-year planning period\*

16

## 2024-25 Capital Budget

17

### Next set of major capital projects

- Supports Long-Range Space Plan (page 36, table 13)
- Major Projects *underway, soon-to-start, or in advanced planning (Category 1)*
  - Weldon Library Modernization
  - Schmeichel Building for Entrepreneurship & Innovation
  - New Engineering Building
  - Bioconvergence Centre
  - Residences
  - Pathogen Research Centre Facility
  - University Drive Bridge Replacement

18

## Projects in various planning stages (category 2)

- Additional space for Health Sciences
- Social Sciences Centre realignment/expansion
- Western Commons – common/gathering spaces
- Multi-Sport Field house – with parking garage

19

## Overview of 2024-25 Capital Budget

Total spending of \$259.3M (table 14, line 10)

**\$154.6M for new construction**

(Table 17, line 13)

**\$20.0M for major renovations**

(Table 17, line 22)

**\$84.7M for all other expenditures**

- Utilities and infrastructure
- Modernization of academic facilities
- General maintenance and modernization
- Housing and Ancillary projects

20

# Questions & Discussion



21

21



**Western**  
UNIVERSITY • CANADA

22



Western 

## Research Core Facilities



**Bryan Neff** :: Associate Vice-President (Research)

1

Western 

## What is a Research Core Facility?



**Core facilities provide services & activities that are generally too expensive, complex or specialized for individual researchers to provide themselves**


**1** Access to state-of-the-art research services & equipment

**3** Available to any qualified user in an equitable & fair model

**2** Dedicated staff, equipment & space

**4** Institutional support & oversight


2









## Core Facilities Working Group

<p style="text-align: center;"><b>Members</b></p> <p style="text-align: center;">Western Research</p> <p style="text-align: center;">Faculties</p> <p style="text-align: center;">Libraries</p> <p style="text-align: center;">Existing core facilities</p>	<p style="text-align: center;"><b>Mandate &amp; Approach</b></p> <p style="text-align: center;">Develop framework to define, designate, assess &amp; sustain</p> <p style="text-align: center;">One year of monthly meetings</p> <p style="text-align: center;">Consulted facility directors &amp; users, department chairs, Deans, Western leadership</p> <p style="text-align: center;">Informed by peer institution policies &amp; committees</p>
---	--


3



## Why the Policy & Why Now?

 <p>Funding requirements &amp; to address performance</p>	 <p>Enhanced efficiency, access, collaboration &amp; sustainability</p>	 <p>Central repository to promote facilities</p>
 <p>Business development &amp; operational support</p>	 <p>Promote interdisciplinarity by improving access</p>	 <p>Facilitate strategic investment to support major initiatives</p>

4




## Western’s Definition of a Core Facility

“A unit within the institution that provides users with access to **state-of-the-art** research services, analyses, instruments, technology, expertise, resources, and training that are typically **too expensive, complex, or specialized** to be maintained on their own.

The facility typically operates on a **fee-for-service** basis, supports multiple users, and is available to qualified users without any requirement for collaboration or co-authorship.

A core facility is **recognized and supported by the institution**, has a sustainability plan, and a clear governance and management structure. The facility provides benefits such as financial savings through economies of scale, expert operators, training opportunities, and reduced duplication of services and effort within the institution.”


5



## Core Facility Categories

	<b>Faculty</b>	<b>Institutional</b>
<b>Oversight</b>	Faculty or Department	Faculty & Vice-President (Research)
<b>Establishment</b>	Dean notifies Vice-President (Research)	Formal application assessed by Core Planning Group & Vice-President (Research)
<b>Renewal</b>	Annual	Typically, five-year term followed by formal renewal
<b>Benefits</b>	Access to institutional research supports (e.g., CFI, business development)	Same, plus Western Research Chair & budget unit eligibility

6

Western 

## Next Steps

Review & discuss with colleagues

↓

Connect with questions or comments  
[bneff@uwo.ca](mailto:bneff@uwo.ca)

↓

Formal Motion & Vote: May Senate

7



8

**ITEM 2.1 – Business Arising from the Minutes**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

There is no business arising at this time.

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## REPORT OF THE PRESIDENT

To: Senators  
From: Alan Shepard  
Date: May 10, 2024  
Re: Monthly report for May 2024

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Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of April 19, 2024.

**Research and sustainability investments underscored in Western's 2024-25 budget:** Western's Board of Governors approved a balanced budget emphasizing investments in research and sustainability. Among the investments, \$13.5 million will go to the Bone and Joint Institute, Institute for Earth and Space Exploration, Rotman Institute of Philosophy, and Western Institute for Neuroscience. Additional research investments include \$10 million in matching funding for Canada Foundation for Innovation projects, \$2 million to explore a new aerospace training hub in partnership with London International Airport and Fanshawe College, and \$2 million to expand the Undergraduate Student Research Internship program. Nearly \$30 million is projected in spending to reduce carbon emissions across campus. The capital budget includes more than \$150 million for new construction and \$20 million for major renovations. Plans include a new engineering building, phase two renovation of Weldon Library, two new university residences, and Western Commons (a new gathering space for students).

**Western welcomes Brescia community:** May 1, 2024, marked the official integration of Brescia University College as approximately 700 students, 80 staff members, and 35 faculty members transitioned to join the Western community. As part of the integration agreement, Western has established and funded a \$25-million Brescia Legacy Fund to support scholarships, bursaries, and programming for underrepresented groups, honouring the legacy of the Ursuline mission. The new Brescia School of Food and Nutritional Sciences in the Faculty of Health Sciences will offer Brescia's signature foods and nutrition programs at the undergraduate and graduate levels, as well as undergraduate family studies and human development programs.

**Ontario government funds rollout of The Fourth R to 5,000 teachers in the province:** Developed at Western, The Fourth R program is built on the principle that relationship skills can and should be taught in much the same way as reading, writing, and arithmetic. On April 29, Ontario Education Minister Stephen Lecce and MPP Jess Dixon, were on campus to announce the

program's rollout to 5,000 teachers in Ontario classrooms in Grades 7, 8, and 9. The Fourth R has been developed and refined over the last two decades based on extensive research at Western's Centre for School Mental Health in collaboration with the Centre for Addiction and Mental Health. It was founded by former and current Western education faculty members and lecturers **Claire Crooks, Ray Hughes, Peter Jaffe, and David Wolfe**, and is already being used in thousands of schools across North America.

**\$2.4 million supports research on brain immune system's role in Alzheimer's:** a research team from Schulich Medicine & Dentistry (**Marco Prado, Vania Prado, and Jane Rylett**) and a scientist at McGill University Health Centre's Research Institute (Greg Fonseca) received a \$2.4 million grant from the Krembil Foundation for a three-year project to investigate trigger that causes brain's immune system to fail to control inflammation that arises in Alzheimer's disease.

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

- **Nicole Campbell** (Schulich) received *the 3M National Teaching Fellowship Award*, one of only 10 recipients across Canada.
- **Robyn Klein** (Schulich) elected to the *American Association for the Advancement of Science* class of Fellows for her neuroscience research.
- **Julie McMullin** (Social Science) won the *World Senior Women's Curling Championship* as part of team Canada in Sweden in late April.
- **Shelby Austen** (LLB'05), **George Athwal** (Schulich), **Teresa Chan** (MD'08), **Mark Daley** (Science, Chief AI Officer), **Mark Leonard** (MBA'82), **Tiff Macklem** (MA'84, PhD'89), **Lisa Melchior** (BA'90), **David Shoemaker** (LLB'96), named to *Maclean's 2024 Power List*.
- First-year student, **Anna Chauhan**, who is pursuing a double major in health sciences and business, represented Ontario at the 2024 Model Senate from March 21 to 23.
- Congratulations to the following recipients of 2023-24 Western teaching awards:
  - Edward G. Pleva Award for Excellence in Teaching:* **John Paul Minda** (Social Science), **Lauren Tribe** (Engineering), **Eugene Wong** (Science).
  - Marilyn Robinson Award for Excellence in Teaching:* **Tiffany Bayley** (Ivey), **Tyler Beveridge** (Schulich), **Maxwell Smith** (Health Sciences).
  - Western Award for Innovations in Technology-Enhanced Teaching:* **Paul Mensink** (Science).
  - Vice-Provost (Academic Programs) Award for Excellence in Online Teaching and Learning:* **Angela Mendelovici, David Bourget, and Christopher Viger** (Arts and Humanities).
  - Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching*  
*Maatookiiying gaa-miinigoowiziying (Sharing our Gifts): Indigenous Learning Bundles*  
led by **Candace Brunette-Debassige** (Education).

- **Egide Kalisa** (Schulich) received a *Voices for Science Award* from the American Geophysical Union, which supports advocates and professionals in Earth and space sciences.
- Doctoral candidate **Yumi Jan** selected as a Fellow for the *Toronto Summer Music Academy – Emerging Artist Program (Chamber Music Institute stream)*.
- Student athletes **Mohsen Jamal** selected by the *Montreal Allouettes*; **Richard Aduboffour** selected by the *Saskatchewan Roughriders* in the *Canadian Football League* draft.
- *Western Alumni Magazine* nominated in the *National Magazine Awards*. Congratulations to **Althea Blackburn-Evans**, **Marcia Steyaert**, and the Western Communications team.
- The *International Insurance Society* has named **Prem Watsa** (MBA'74, LLD'12), Chairman and CEO of Fairfax Financial Holdings Limited, the *2024 Insurance Hall of Fame Laureate*.
- **Wendy Rodgers** (MA'88) will become president and vice-chancellor of the University of PEI as of June 1, 2024.
- **Teresa Chan** (MD'08) will be the Founding Dean and Inaugural Vice-President of Medical Affairs at Toronto Metropolitan University's new medical school.
- **Eldon Loh** (MD'05) appointed as the *Earl Russell Chair in Pain Management* at the Schulich School of Medicine & Dentistry for a five-year term.
- **Kristin Clemens** (BSc'04, MD'08, MSc'15) appointed as the *Diabetes Canada Chair in Diabetes Management* at the Schulich School of Medicine & Dentistry for a five-year term.

**Leadership updates:**

**Nusha Keyghobadi** (Science) has accepted an invitation from Provost & Vice-President (Academic) Florentine Strzelczyk to serve as Acting Vice-Provost (Academic Planning, Policy & Faculty) for a one-year term beginning July 2, 2024. This appointment enables portfolio leadership coverage as Margaret McGlynn begins a year of administrative leave.

Recruitment is underway for an Associate Vice-President (Research) who will focus on medical and health sciences.

Review/selection committees are in the process of being formed for the Deans of Education, Health Sciences, Law, and the Schulich School of Medicine & Dentistry.



**ITEM 4.0 Report of the Provost**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.

**ATTACHMENTS:**

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

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

Penny Pexman, Vice-President (Research), will provide a verbal report.

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**ITEM 6.1 – Membership – Nominating Committee**

**ACTION:**     ACTION                     INFORMATION                     DISCUSSION

**[Must be members of Senate]**  
*Workload: Meets monthly, the Wednesday of the week before Senate at 9:30 a.m.*

**Composition:**        Eight (8) members of Senate, elected by Senate, at least one of whom shall be a graduate student and one of whom shall be an undergraduate student. No more than two (2) members may be from a single Faculty or School. The School of Graduate and Postdoctoral Studies is not considered a School in this context.

**Current Elected Members:**

***Terms ending to June 30, 2024:***

Pauline Barmby (Sci), Jayne Garland (HS), Emilie Kalaydjian (UNDG),  
Matheus Sanita Lima (GRAD)

***Terms continuing June 30, 2025:***

Donna Kotsopoulos (Edu)

**Required:**

- Four (4) members of Senate. Term for students is one year, term for faculty/staff is two years.
- One (1) member of Senate to complete the term of Godwin Arku, term from July 1, 2024 to June 30, 2025
- One (1) member of Senate to complete the term of Jane Toswell, term from July 1, 2024 to June 30, 2025
- One (1) member of Senate to complete the term of Gildo Santos, term from July 1, 2024 to June 30, 2025

<b>Nominees:</b>	<u>    Alexandra Lukawski (GRAD)    </u> Senator, GRAD	Term to June 30, 2025
	<u>    Kathleena Henricus (UNDG)    </u> Senator, UNDG	Term to June 30, 2025
	<u>    Nica Borradaile (Schulich)    </u> Senator	Term to June 30, 2025
	<u>    Daniel Robinson (FIMS)    </u> Senator	Term to June 30, 2025
	<u>    Kate Choi (SS)    </u> Senator	Term to June 30, 2026

<u>Alfonso Nocilla (Law)</u>	Senator	Term to June 30, 2026
<u>Susanne Schmid (Schulich)</u>	Senator	Term to June 30, 2026

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**ITEM 6.2 – Amendments to the Senate Election Procedures**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                    That on the recommendation of the Operations/Agenda Committee, Senate approve that effective May 17, 2024, the Senate Election Procedures be revised as shown in Item 6.2.

**EXECUTIVE SUMMARY:**

At its April 9, 2024 meeting, OAC discussed the inclusion of external links in candidate statements. It was determined that these links pose a security risk, as the Secretariat cannot guarantee validity. Additionally, it was noted that linking to websites is a creative way to avoid the word count limit to statements.

Revisions to the Senate Election Procedures are proposed to prohibit the use of links in candidate statements.

Additionally, the Senate Election Procedures were revised to remove Brescia University College from a list of Affiliated University Colleges.

**ATTACHMENT(S):**

[Senate Election Procedures](#)

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## Senate Election Procedures

**Effective Date:** **May 17, 2024** ~~October 13, 2023~~

**Supersedes:** **October 13, 2023**, July 1, 2023; October 14, 2022, October 15, 2021; November 13, 2020; March 2019

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The University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act), in Sections 24 and 25 defines the composition of Senate and sets out general provisions for election of members, including eligibility for candidacy and voting, the establishment of a staggering of terms at the time of first elections, and a provision for the designation of constituencies within units.

For purposes of these Senate Election Procedures, “the University” means Western University, excluding the Affiliated University Colleges; and

The “Affiliated University Colleges” means ~~Brescia University College~~, Huron University College, and King’s University College.

### **THE ELECTION OF FACULTY, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENT AND GRADUATE STUDENT MEMBERS**

#### **A.1 General**

1. The University Secretary shall have responsibility for overseeing all aspects of Senate elections including engaging and promoting the electoral process, administering elections including voting, ruling on election matters in accordance with these Procedures, and communicating information to the public and candidates.
2. The schedule for calling for nominations, publication of candidates' names, and timelines for campaigning and balloting shall be as published by the University Secretary on or before November 30 each year. Normally, nominations are open for approximately two weeks in early January, followed by a campaign period.
3. Elections of faculty members from the Affiliated University Colleges are conducted by each Affiliated University College, with the names of those elected being forwarded to the University Secretary.

4. With the exception of faculty elected from the Affiliated University Colleges, candidates for election must be nominated by means of an official nomination form available from the University Secretary and accessible on the University Secretariat website.
5. Nomination forms for staff and students must be supported by 3 persons eligible to vote in the unit or constituency to be represented.
6. Nomination forms for faculty members from the University shall be supported in one of the following ways:
  - (a) by 3 members eligible to vote in the academic unit or constituency to be represented; or
  - (b) by the Nominating Committee of the Council of the Faculty or School through the Chair of the Nominating Committee, the Dean, or in the case of SGPS, the Vice-Provost.
7. Nominees must declare on the nomination form:
  - (a) that they are willing to stand as candidates for election and to serve if elected; and
  - (b) that they meet the eligibility requirements for the unit or constituency; and
  - (c) that they are validly supported in their nomination, including the specifics of that support (such as the names of nominators).
8. Nominees must submit with the nomination form a statement of interest up to a limit of 200 words and may submit a digital photograph for publication. **Statements may not contain hyperlinks.** The statement and the digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.
9. Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.
10. When only sufficient nominations to fill the vacancies for any unit or constituency are received, the University Secretary shall declare the person or persons nominated elected by acclamation.
11. Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the unit or constituency concerned.
12. Balloting will be conducted during a designated period using a secure electronic platform. Names shall be listed on the ballot by last name alphabetically.

13. Where more than one seat is vacant in any unit or constituency, voters may vote for candidates up to the maximum number of seats available. Candidates with the most votes will fill the vacant seats in order of votes received from most to least.
14. If in any election there is a tie vote, the election shall be determined by lottery conducted by the University Secretary in the presence of the candidates concerned or their agents.
15. An election shall not be invalidated by any irregularity which, as determined by the University Secretary, does not affect the outcome. Notification of any irregularity must be received by the University Secretary within five business days of the closing of the polls.
16. The results of the election shall be announced as soon as possible after the close of balloting. The number of votes received by each candidate will be made public.
17. A list of voting results, validated by the University Secretary, and nomination forms shall be retained for a period of two years.
18. In accordance with the Act, the following pertains with respect to terms for the various constituencies represented on Senate:
  - (a) Faculty members, administrative staff and members of the general community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election for two years.
  - (b) Students are elected to one-year terms. They may serve four consecutive terms, following which they are not eligible for further election for two years.
  - (c) When an individual is elected to complete the term of another Senator, that time is not included in the individual's eligibility to serve in their own right.
  - (d) Eligibility for re-election to Senate is unaffected by a Leave of Absence taken during a regular membership term, which shall not be construed as a break in the continuity of a regular membership term.



**A.2 Elected Representatives – Distribution of Seats****A.2.1 Faculty Members**

<b>Constituency</b>	<b>Seats</b>
School of Graduate and Postdoctoral Studies (One from each of the following disciplinary groupings: Law/FIMS/Music; Arts and Humanities; Education; Engineering; Health Sciences; Business; Medicine & Dentistry; Science; Social Science; SGPS At-Large)	10
Faculty of Arts and Humanities	5
Schulich School of Medicine & Dentistry (4 from and elected by Medicine & Dentistry; 1 from and elected by Dentistry)	5
Faculty of Science	5
Faculty of Social Science	5
Faculty of Health Sciences	4
Faculty of Information and Media Studies	2
Faculty of Education	2
Faculty of Engineering	2
Faculty of Law	2
Don Wright Faculty of Music	2
Richard Ivey School of Business	2
Each Affiliated University College	2

**A.2.2 Full-time Administrative Staff**

Two members of the full-time administrative staff elected thereby.

**A.2.3 Students**

<b>Constituency</b>	<b>Seats</b>
<i>Undergraduate Students:</i>	
Faculty of Social Science	2
Faculty of Science (incl. BMSc years 1 & 2)	2
Faculty of Arts and Humanities, Don Wright Faculty of Music and FIMS	1
Faculties of Education, Engineering and Law, and the Richard Ivey School of Business	1
Faculty of Health Sciences	1
Schulich School of Medicine & Dentistry (incl. BMSc years 3 & 4)	1
Affiliated University Colleges	2
At-Large	4
<i>Graduate Students</i>	4

### **A.3 Eligibility**

#### **A.3.1 *Faculty Members***

- (a) To be eligible for election to the Senate, a faculty member (including those holding Clinical Academic appointments) must be a member, either full-time or part-time, at the rank of Assistant Professor or higher, of the academic unit or constituent parts thereof as designated by the Senate or Affiliated University College to be represented, and must have held an academic appointment in the University or Affiliated University College for at least two academic years. Elected faculty whose employment status at the University or Affiliated University College ends during their term shall cease to be Senators.
- (b) To vote for representatives of Faculties and Schools, members of faculty of the University (including those holding Clinical Academic appointments), at the rank of Assistant Professor or higher, must be listed as such in the records of Human Resources. To vote for faculty representatives of the Affiliated University College, members of the faculty of the Affiliated University Colleges, at the rank of Assistant Professor or higher, must be listed as such in the relevant records of the Affiliated University College in question.
- (c) A member of faculty holding an appointment in more than one academic unit (or constituency within that unit) other than the School of Graduate and Postdoctoral Studies may be nominated only in the unit designated as the "Home Faculty/School". Such a member of faculty is, however, eligible to vote in each academic unit in which they are a member.

#### **A.3.2 *Full-time Administrative Staff***

All employees of the University who are recorded in Human Resources as holding a full-time continuing position and who are not members of the faculty (excluding limited duties appointments) are eligible for election and to vote. A member of full-time administrative staff who is registered as a student is not eligible to vote in the undergraduate or graduate student constituencies. Elected administrative staff whose employment status at the University ends during their term shall cease to be Senators.

#### **A.3.3 *Students***

Any full- or part-time student who is registered, at the time of the call for nominations, in one of the academic units comprising the constituency is eligible to be a candidate and to vote in their academic unit of registration constituency except that those who are otherwise included in a faculty or administrative staff constituency

shall not be eligible to be a candidate for election or vote. In any given Senate election, a student may not be a candidate in more than one constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Senators.

Western University students on exchange are eligible to vote in the constituency in which they were registered at the time of leaving for an exchange.

### **A.4 Procedures**

#### **A.4.1 *Faculty Members and Full-time Administrative Staff***

- (a) The University Secretary shall call for nominations, normally within the first three weeks of January each year.
- (b) Completed nomination forms must be submitted to the University Secretary within the nominations period as posted by the University Secretariat. The University Secretary shall publish official lists of the valid nominations on the University Secretariat within 2 business days after the close of nominations. The official lists shall be organized by constituency and by last name alphabetically, showing the rank (for faculty), title and academic/administrative unit of each nominee.
- (c) Elections shall be conducted by electronic ballot.
- (d) If at any annual election no nominations are received for a faculty constituency, Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election no nominations are received for the administrative staff constituency, the University Secretary shall issue as soon as possible after the close of nominations a second call for nominations, followed by a by-election. The timeline and procedures for the by-election will be as given in paragraphs (b), (c) and (f) of this section. In the event that a by-election fails to yield a candidate, the seat(s) shall be filled in accordance with the procedures for filling of mid-year vacancies (see section B.6, below).
- (f) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates for each unit/constituency shall be those who obtain the largest number of votes in each unit/constituency concerned.

### A.4.2 Students

- (a) When possible, elections to the undergraduate and graduate student constituencies are timed to run in conjunction with the University Students' Council (USC) and Society of Graduate Students (SOGS) presidential elections. Calls for nomination will be issued in accordance with the posted Election Schedule. Undergraduate students may be required to submit a bond to the USC, subject to the USC's By-Law #2 – Election Procedures of the University Students' Council.
- (b) Students registered in Years 1 and 2 of the Bachelor of Medical Science (BMSc) program will be nominated and vote in the "Faculty of Science constituency", while students registered in Years 3 and 4 of the BMSc program will be nominated and vote in the "Schulich School of Medicine & Dentistry constituency".
- (c) If, at any annual election, an undergraduate academic constituency fails to nominate a representative(s), the seat(s) thus unfilled shall migrate to the undergraduate "At Large" constituency for that year only and be filled by election from the "At Large" nominations.
- (d) If one or more "At Large" seats are not filled, the required members shall be determined by the USC and provided to Senate for information through the Operations/Agenda Committee.
- (e) If at any annual election insufficient nominations are received for the graduate student constituency, the required members shall be determined as outlined in the procedure for the Filling of Mid-Year Vacancies and Appointment of Alternates (see section C.5(c)).
- (f) A mandatory all-candidates meeting will be scheduled for undergraduate student candidates following the close of nominations. Undergraduate student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the University Secretary shall publish a list of valid nominations on the University Secretariat website for undergraduate and graduate student constituencies. The official list shall be by last name alphabetically, and show for each candidate the academic program as recorded in the official student records of the University or the relevant Affiliated University College.
- (g) For undergraduate students, the University Secretary may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter

notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC By-Law #2 and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

- (h) For graduate students, the University Secretary may employ the SOGS CRO and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in the SOGS election regulations and those of the Senate, the policies and procedures of the Senate shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.
- (i) When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign requirements and processes established by the Operations/Agenda Committee of Senate.
- (j) The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of the balloting. The successful candidates shall be those who obtain the largest number of votes in each constituency concerned.

### **B. REPRESENTATIVES OF THE GENERAL COMMUNITY**

Senate membership includes five persons from the general community, one of whom shall be active in or associated with the field of secondary school education, consisting of

- (a) The President of the Alumni Association of the University or a person designated by the President of the Alumni Association, and two members of the Alumni Association appointed by the Alumni Association, and
  - (b) two persons appointed by Senate pursuant to the following provisions.
2. The Senate Nominating Committee shall select representatives from the general community to serve on the Senate in accordance with Section 24(1)(g)(ii) of the UWO Act 1982 (as amended in 1988).
  3. The Senate Nominating Committee shall, after receiving advice from such

bodies or individuals as it may deem appropriate and in knowledge of the appointments to be made by the Alumni Association, present to Senate for information the names of the representatives of the general community.

4. Members of the General Community are elected to two-year terms. They may serve two consecutive terms, following which they are not eligible for further election for two years.

### **C. FILLING OF MID-YEAR VACANCIES AND APPOINTMENT OF ALTERNATES**

1. Vacancies may occur for various reasons, including through resignation or requests for leaves of absence. In the case of absences or leaves of absence granted in accordance with Senate By-Laws, the appointment of a replacement or alternate will follow the procedures outlined below.
2. The appointee to fill a vacancy must meet all criteria for Senate membership as defined in the Act and these Procedures.
3. Where a vacancy occurs before the term of office for which a person has been appointed or elected has expired,
  - (a) If the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed that member;
  - (b) If the vacancy is that of an elected member, the provisions below apply, depending on the relevant constituency;
  - (c) A person appointed or elected to fill a vacancy shall hold office for the remainder of the term of office of the person who is replaced.
4. *Faculty*

Senate will appoint a member upon the recommendation of the unit concerned based on the unit's internal nomination procedures. The name of the member will be submitted to Senate for information through the Operations/Agenda Committee.

5. *Students*
  - (a) In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1<sup>st</sup> and April 30<sup>th</sup>, the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.

- (b) In the graduate student constituency, if the vacancy occurs between July 1<sup>st</sup> and April 30<sup>th</sup> the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.
- (c) If a student vacancy occurs subsequent to April 30<sup>th</sup> and prior to July 1<sup>st</sup> of the same year, the Senator-elect in the constituency will be invited by the University Secretary to assume the vacant seat. In the case of constituencies where there is more than one Senator-elect, the invitations will be extended to candidates in an order determined by their votes received from most to least in that election.

6. *Full-time Administrative Staff*

The Senate Nominating Committee shall select a replacement. The name of the replacement shall be submitted to Senate for information.

7. *General Community Members Elected by Senate*

The Senate Nominating Committee shall select a replacement. The name of the replacement shall be submitted to Senate for information.

**ITEM 7.1 – Membership – Operations/Agenda Committee (OAC)**

**ACTION:**     ACTION                       INFORMATION                       DISCUSSION

*Workload: OAC meets monthly on Wednesdays at 3:00 p.m.*

**EXECUTIVE SUMMARY:**

At its meeting on April 19, 2024, Senate acclaimed Geoff Wild to serve on the Operations/Agenda Committee (OAC) for a term from July 1, 2024 to June 30, 2025. However, Geoff Wild was appointed to Senate by the Faculty of Science to fill in for a member on leave only until April 30, 2024. Since OAC terms of reference require members to be current Senate members, Geoff Wild is ineligible to serve on the committee.

**Composition:**        Nine (9) current members of Senate, at least one of whom shall be a student. The Vice-Chair of Senate is the Chair *ex officio* of this Committee.

**Current Senate-Elected Members:**

**Terms ending June 30, 2024:**

Matheus Sanita Lima (GRAD), Elizabeth Gillies (Sci), Ben Rubin (Sci)

**Terms continuing to June 30, 2025:**

Mark Cleveland (SS), Dale Laird (Schulich), Shawn Whitehead (Schulich)

**Terms from July 1, 2024 to June 30, 2025:**

George Philip (GRAD), Jenna Ijam (UNDG)

**Terms from July 1, 2024 to June 30, 2026:**

Miranda Green-Barteet (AH), Marc Joanisse (SS), Tara Mantler (HS)

**Required:**    **One (1)** Senator, term from July 1, 2024 to June 30, 2025

**Nominees**    \_\_\_\_\_ Anita Christie (HS) \_\_\_\_\_ (Senator)

Term to June  
30, 2025



**ITEM 7.2 – Membership – Senate Committee on Academic Policy (Policy)**

**ACTION:**     ACTION                       INFORMATION                       DISCUSSION

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

- Composition:**    Ten (10) members elected by Senate, including:
- Eight (8) faculty members. No more than two (2) may be from the same Faculty, School, or Affiliated University College. At least four (4) must have membership in the School of Graduate and Postdoctoral Studies.
  - Two (2) students:
    - One (1) graduate student
    - One (1) undergraduate student

**Current Senate-Elected Members:**

**Terms ending to June 30, 2024:**

Melissa Adler (FIMS), Robert Klassen (Ivey), Ankita Mishra (UNDG), WG Pearson (AH), Amala Poli (GRAD), Mark Workentin (Sci)

**Terms continuing to June 30, 2025:**

Mark Cleveland (SS), Lorraine Davies (SS), Alexander Meyer (AH)

**Terms from July 1, 2024 to June 30, 2025:**

Kathleena Henricus (UNDG), Alexander Zero (GRAD)

**Terms from July 1, 2024 to June 30, 2026:**

Nicole Campbell (Schulich), Michael Fox (AH), Laura Graham (HS), Ken Yeung (Sci)

**Required:**    **One (1)** faculty member to replace Joanna Langille, who has resigned effective June 30, 2024. Term from July 1, 2024 to June 30, 2025

- No more than two (2) members may be from the same Faculty, School or Affiliate University College
- At least four (4) faculty members must have membership in the School of Graduate and Postdoctoral Studies.

**Nominees:**

\_\_\_\_\_ Xianbin Wang (Eng) \_\_\_\_\_ (Faculty)                      Term to June 30, 2025

**ITEM 7.3 – Membership – Senate Committee on University Planning (SCUP)**

**ACTION:**     ACTION                     INFORMATION                     DISCUSSION

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

**Composition:** Twelve (12) members elected by Senate, including:  
Six (6) members of faculty, who are members of Senate at the time their term on the Committee begins, only one (1) of whom may be a Dean

- Two (2) Graduate Students
- One (1) Undergraduate Student Senator
- Two (2) Administrative Staff
- One (1) Postdoctoral Fellow

**Current Senate-Elected Members:**

**Terms ending June 30, 2024:**

Cara Anne Davidson (GRAD), Rachel Forrester-Jones (HS), Rachel Halaney (Admin. Staff), Emilie Kalaydjian (UNDG), Donna Kotsopoulos (Edu), Jasvinder Paul Mann (GRAD), Scheila Schmidt (Post-Doc)

**Terms continuing to June 30, 2025:**

Aaron Hodgson (Music), Dale Laird (Schulich), Treena Orchard (HS), Ryan Palmer (Admin. Staff)

**Terms from July 1, 2024 to June 30, 2025:**

Jenna Beecroft (UNDG), Chloe Cheung (GRAD), Matheus Sanita Lima (GRAD), Shawn Whitehead (Schulich)

**Terms from July 1, 2024 to June 30, 2026:**

Blaine Chronik (Sci), Rachel Halaney (Admin. Staff), Zoë Sinel (Law)

**Required:** **One (1)** Postdoctoral representative, term from July 1, 2024 to June 30, 2026

**Nominees:**              Louise McEachern           (Post.Doc)                    Term to June 30, 2026

**ITEM 7.4 – Membership – University Research Board (URB)**

**ACTION:**     ACTION                       INFORMATION                       DISCUSSION

*Workload: URB meets Tuesdays at 1:00 p.m., approximately eight times per year.*

- Composition:**        Seventeen (17) members elected by Senate, including:
- Eleven (11) members of faculty
    - One (1) from each Faculty/school, excluding SGPS
    - At least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9
  - One (1) undergraduate student
  - Two (2) graduate students
  - Two (2) postdoctoral representatives
  - One (1) senior member of administrative staff serving in a leadership position with a research focus

**Current Senate-Elected Members:**

**Terms ending June 30, 2024:**

Kenisha Arora (UNDG), Sarah Gallagher (Sci), Lorelei Anne Lingard (Edu), Margaret Martin (Law), Manoj Reddy Medapati (Post-Doc), Matheus Sanita Lima (GRAD), Cheryle Séguin (Schulich), Dakota Soares (GRAD), Jana Starling (Music), Laura Stephenson (SS)

**Terms continuing to June 30, 2025:**

Miranda Goode (Ivey), Amanda Grzyb (FIMS), Kelly Olson (AH), Carolyn Paterson (Admin. Staff), Trish Tucker (HS)

**Terms from July 1, 2024 to June 30, 2025:**

Ethan Da Costa (UNDG), Cara Davidson (GRAD), Alexandra Lukawski (GRAD), Ana Luisa Trejos (Eng)

**Terms from July 1, 2024 to June 30, 2026:**

Augusto Riveros (Edu), Sarah Gallagher (Sci), Wade Wright (Law), Cheryle Séguin (Schulich), Jana Starling (Music)

**Required:** Two (2) postdoctoral representatives:

- **One (1)** postdoctoral representative, term from July 1, 2024 to June 30, 2026
- **One (1)** postdoctoral representative, term from July 1, 2024 to June 30, 2025

**Nominees:**           Manda Fischer           (Pos.Doc)           To June 30, 2026

          Louise McEachern           (Pos.Doc)           To June 30, 2025

**ITEM 8.1 – Revisions to the “Policy on Academic Consideration for Medical Illness – Undergraduate Students”**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**            That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2024, the “Policy on Academic Consideration for Medical Illness – Undergraduate Students” be renamed as the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” and that the policy be revised as shown in Item 8.1.

**EXECUTIVE SUMMARY:**

The Senate Committee on Academic Policy brings forward to Senate proposed updates to the *Policy on Academic Consideration for Medical Illness – Undergraduate Students*.

The proposed updates stem from dissatisfaction and challenges with the current policy and its implementation, including:

- the policy’s limited focus on medical illness;
- the high volume of requests for academic consideration, which creates huge challenges and workload for academic advising units;
- the lack of standardization in implementation across campus; and
- the challenges students may face in obtaining documentation.

To support policy renewal, an environmental scan of policies on student absences was conducted in fall 2023 to review practices at U6 and U15 institutions. The environmental scan is attached. From this review, it was learned that all U6 institutions have policies that cover a broad range of reasons for student absence and allow some flexibility in the type of documentation required to support requests.

The importance of broad consultation around this critical policy, which impacts students, staff, and instructors, is recognized. To that end, extensive consultations on the development of the proposed policy updates occurred between January and April 2024.

**Consultation Process**

Beginning in January 2024, the Working Group on Academic Policy met with various groups across campus to solicit input and feedback on guiding principles to shape the development of the proposed “Policy on Academic Consideration – Undergraduate Students in First Entry Programs”.

Consultation documents provided an environmental scan of U6 academic considerations policies as well as guiding principles and points for discussion. The feedback from these consultation sessions was summarized and discussed by the Working Group during their meetings and shaped the development of the proposed

“Policy on Academic Consideration – Undergraduate Students in First Entry Programs”.

The groups consulted included:

- Faculty of Health Sciences Educational Policy Committee (EPC) (January 10, 2024)
- Don Wright Faculty of Music EPC (January 16, 2024)
- Managers of Academic Advising Units (January 18, 2024)
- Faculty of Arts and Humanities EPC (January 19, 2024)
- Faculty of Engineering, Undergraduate Committee (January 22, 2024)
- Faculty of Science, Undergraduate Chairs Meeting (January 22, 2024)
- Faculty of Social Science, Undergraduate Advising/Associate Dean (January 24, 2024)
- University Students’ Council Academic Roundtable (January 24, 2024)
- Faculty of Information and Media Studies, Undergraduate Academic Committee (January 30, 2024)
- King’s University College EPC (January 31, 2024)
- Schulich School of Medicine & Dentistry, Bachelor of Medical Sciences Undergraduate Education (BMSUE) Program Committee (February 2, 2024)
- Huron University College EPC (March 1, 2024)
- Physician Team Lead, Health and Wellness Services (March 1, 2024)
- University Legal Counsel (March 15, 2024)
- Associate and Academic Deans (March 20, 2024)
- Associate and Academic Deans and Academic Advising Representatives (April 5, 2024)

The Working Group on Academic Policy made every effort to involve students in all aspects of the consultation process. Undergraduate student constituencies and the University Students’ Council (USC) had representation on the membership of the Working Group. Student representatives were present and participated in many of the consultation sessions with EPCs within the Faculties as well as a dedicated consultation session for all USC Executive members.

In addition to the scheduled consultation sessions, submission of written comments, feedback and suggestions were invited to the [academicpolicy@uwo.ca](mailto:academicpolicy@uwo.ca) email account.

### **Features of the Policy**

The policy is rooted in a set of eight principles that support a consistent and fair approach and experience for all students seeking academic consideration. Students are empowered to take responsibility for absences and must demonstrate mastery of learning outcomes within their coursework. It is also recognized that academic considerations must not place undue hardship on the course instructor and that instructors, should they wish to offer flexible assessments in lieu of academic consideration, must clearly indicate this on the course outline.

To ensure a consistent approach across campus, the policy update broadens the use of academic consideration from medical illness (current policy) to formal

recognition of extenuating circumstances (i.e., personal circumstances beyond the student’s control that have a substantial but temporary impact on the student’s ability to meet essential academic requirements). This provision will put into policy a means for students to seek academic consideration for reasons beyond medical illness, thereby aligning policy with current practices across campus.

The policy offers a balanced approach that includes options for students and instructors, with clear indications of how academic consideration is requested, and the instances where documentation is required.

The policy update provides checks and balances. In all instances, requests for academic consideration are accompanied by a self-attestation signed by the student. This reinforces responsibility and accountability. For students, they may request a maximum of one academic consideration without documentation per course per term. For instructors, they may designate up to one assessment that requires documentation for an academic consideration. Further, instructors may deny academic consideration where flexibility in assessment and/or timeframe for submitting course work is already in place and included on the course outline.

<b>Group</b>	<b>Policy</b>	<b>Rationale</b>	<b>When</b>
Students	All requests for academic consideration require a signed self-attestation and an accompanying rationale	Enables tracking of requests and follow-up by advising teams and central review	All requests
Students	With one exception (see next row), all requests for academic consideration also require supporting documentation	Supporting documentation remains vital for the integrity of the system and tracking requests	All requests with exception of one per course
Students	Maximum of one request without supporting documentation per course	An option for when supporting documentation is not readily available	Maximum of one per course

Instructors	May designate a maximum of one assessment for which supporting documentation is always required	An option for instructors to manage large-scale or complex assessments (such as midterm, group assignment/presentation, performance)	Maximum of one per course
Instructors	May utilize flexible assessments in lieu of academic consideration if designated on course outline	An option for instructors to address academic consideration by using flexible assessments (such as deadline window for assignments, using best 4/5 quizzes/assignment marks)	Entirely optional; if used, there's a mechanism to decline an academic consideration request
Centre for Teaching & Learning	Resource for instructors to create flexible assessments and to designate these on course outlines	Instructors benefit from guidance on how to set up flexible assessments and how to communicate that to students on course outlines	In place and can be scaled within existing resources
Communications	Supports policy implementation	Students, instructors, academic administrators, advising teams need clear communications on policy change	Communications support in place

The success of the policy will largely depend on implementation. Through a collaboration between the Office of the Registrar and the Vice-Provost (Academic Programs), a central portal will be developed for all academic consideration requests to streamline the submission process. Instructors can access resources on flexible assessments and course outlines through the Centre for Teaching and Learning and the team is ready to support this policy. Students will need to be well versed in the policy to ensure the appropriate documentation is included where needed. A communication plan is in place to support the community so that the policy can take effect September 1, 2024.

**ATTACHMENT(S):**

[Environmental Scan at U6 and U15 Institutions \(Fall 2023\)](#)

[Revisions to the “Policy on Academic Consideration for Medical Illness – Undergraduate Students”](#)



**Academic Policies on Student Absences- U6**

University	Process	Exams	Faculty Involvement	Notes
<p><b>University of Toronto</b></p> <p><a href="#">University Policy on ACORN Absence Declaration Tool *</a></p> <p><a href="#">Academic Regulations for Applied Science and Engineering</a></p> <p><a href="#">Academic Regulations for Faculty of Arts &amp; Science</a></p>	<ul style="list-style-type: none"> <li>New for 2023/2024 Students declare absences through <a href="#">the ACORN Absence Declaration Tool</a> and can request academic consideration for a missed academic obligation (e.g., test, quiz, paper)</li> <li>Can be used <b>once per term</b> for a <b>maximum of 7 days</b>, no additional documentation required</li> <li>Cannot be used for “petitionable” matters such as missing final exams or assignments</li> <li>Notifications are sent to professors/instructors email (input on the form by the student), student follows up to initiate academic consideration</li> <li>The information is recorded by the University, and it may be accessed by academic units (departments, program offices). It is also monitored by the University to track absences overall.</li> <li><a href="#">Verification of Student Illness or Injury Form</a> required if absence exceeds 7 days or requesting academic consideration for “petitionable” matters due to a medical reason</li> </ul> <p>*Policy may be under formal review. Links on website direct to ACORN webpage, but not formal documentation</p>	<ul style="list-style-type: none"> <li>“<a href="#">Petition</a>” system used for final exams and assignments</li> <li><a href="#">Petitions are submitted</a> using an online system AFTER using the ACORN Absence Declaration Tool</li> <li>Supporting documentation required and deferred exam fee charged (\$70)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">U of T Scarborough</a>: if a student has absences after the ACORN absence declaration, some supporting documentation is sent directly to professors/instructors (<a href="#">U of T Mississauga</a> does not mention any direct documentation review by faculty)</li> </ul>	<ul style="list-style-type: none"> <li>Engineering does not use the ACORN tool, <a href="#">they have their own self-declaration tool</a> through the Engineering Portal. Any self-declaration of illness three days or less, that does not include missed work greater than 14%, does not require a Verification of Illness form. Can be used once per term.</li> <li>Tool was used in previous years, but with different criteria. Archival information <a href="#">on this webpage</a>.</li> </ul>
<p><b>McMaster University</b></p> <p><a href="#">McMaster General Academic Regulations- Petitions for Special Consideration</a></p>	<p><u>Type A Self-Report Requests for Relief</u></p> <ul style="list-style-type: none"> <li>Students submit a McMaster Student Absence Form (MSAF) through their online student portal</li> <li>Can be used for missed academic work <b>less than 25% of final grade</b>, resulting from medical or personal situations lasting <b>up to three calendar days</b></li> <li>May only be used <b>once per term</b>, requires no additional documentation</li> </ul> <p><u>Type B Administrative Report Requests for Relief</u></p> <ul style="list-style-type: none"> <li>Students must submit the <a href="#">Notification of Absence Form</a> to the Student Experience- Academic Office</li> <li>Used when absence is longer than three days, covers work worth 25% or more of final grade (includes midterms), or when the MSAF has already been used during the term</li> <li>Students must connect with Faculty/Program office to discuss situation and documentation will be required (ex. <a href="#">McMaster Student Health Certificate</a>)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Petition system</a> used for final examinations and submitted online</li> <li>If petition is based on medical reasons, McMaster Student Health Certificate required</li> </ul>	<ul style="list-style-type: none"> <li>Instructors determine the appropriate relief for Type A and Type B requests</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Students submit requests</a> for temporary disability (short-term injury or illness) through Student Accessibility Services or the Faculty Office (full policy <a href="#">here</a>)</li> <li>Helpful missed coursework policy summary on DeGroot School of Business <a href="#">webpage</a></li> </ul>
<p><b>Queens University</b></p> <p><a href="#">Queens Academic Consideration Policy</a></p>	<ul style="list-style-type: none"> <li>Students complete and submit a <a href="#">Request for Academic Considerations for Extenuating Circumstances form</a> (see form for specific directions dependent on Faculty)</li> <li>Form applies with absence <b>of 3 days or less</b>, no additional documentation required, can be used <b>once per term</b> (Faculty of Arts &amp; Sciences uses an additional attestation form)</li> <li>Absence longer than 3 days (or after first form submission) will require additional documentation (ex. <a href="#">Verification or Confidential Extenuating Circumstances Form</a>)</li> <li>Short-term requests may not be eligible for courses that have flexible deadlines, universal design, or considerations built-in (<a href="#">see FAQ page</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Does not appear to be any difference in procedure for missed exams due to extenuating circumstances (documentation is required in this scenario)</li> </ul>	<ul style="list-style-type: none"> <li>Instructors may receive documentation from students or Faculty/School offices, not permitted to ask for additional documentation</li> <li>Work with Faculty/School office and student to determine reasonable academic considerations</li> <li><a href="#">Instructor FAQ’s regarding Academic Consideration</a></li> </ul>	<ul style="list-style-type: none"> <li>In Faculty of Engineering and Applied Science, program advisor reviews request, then emails instructor(s) and copies student</li> <li><a href="#">FAQ Page on Academic Considerations</a></li> </ul>

<p><b>University of Ottawa</b>  <a href="#">Academic Policy</a></p>	<ul style="list-style-type: none"> <li>Students submit a Declaration of Absence from an Evaluation form <b>within 5 working days</b> of the exam date or assignment deadline <ul style="list-style-type: none"> <li>The form sits behind a secure log-in screen (cannot access the form). Unclear how it is submitted (online portal, email, in-person) and who receives the form (faculty office, instructor)</li> </ul> </li> <li>Students can request a <b>maximum of 1 deferred evaluation</b> per course</li> <li>A <a href="#">Student Medical Certificate</a> is not required for the first absence from an evaluation in a course, but is required for an absence thereafter (and for final exams)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Requests for consideration on final exams</a> require students to <a href="#">complete online deferral form</a> (additional documentation is required)</li> </ul>	<ul style="list-style-type: none"> <li>Work with student to determine reasonable academic considerations</li> <li>Unclear if instructors receive Declaration of Absence forms directly (or through Faculty office)</li> </ul>	
<p><b>University of Waterloo</b>  <a href="#">Academic Regulations</a></p>	<ul style="list-style-type: none"> <li>Student can <a href="#">submit a self-declared short-term absence</a> (<b>maximum of two calendar days, once per term</b>, no additional documentation necessary)</li> <li>Submitted through online portal (Quest), instructors are notified (along with academic advisors) and student is excused of assessments (though must follow-up with instructor within 24 hours)</li> <li>Absences exceeding 2 days (or absences for labs and examinations) require a <a href="#">Verification of Illness Form</a> or a Verification of Illness or Extenuating Circumstances Intake Form (requires login to access, submitted through online portal)</li> </ul>	<ul style="list-style-type: none"> <li>Missed exams require submission of the Verification of Illness Form or other documentation</li> <li>Some faculties or departments (<a href="#">Economics for example</a>) appear to have an exam deferral request form</li> </ul>	<ul style="list-style-type: none"> <li>Work with student to determine reasonable academic considerations</li> <li>Instructors review the Verification of Illness Form to inform decisions</li> <li>Students email instructor before and after they submit the Verification of Illness form</li> </ul>	<ul style="list-style-type: none"> <li>Waterloo refers to these circumstances as “accommodations”, not “considerations”</li> <li>The FAQ section <a href="#">on this webpage</a> states that this is a pilot program introduced in 2022 and will undergo a formal review process before added to academic policy</li> </ul>
<p><b>Western University</b>  <a href="#">Academic Policy</a></p>	<ul style="list-style-type: none"> <li>Work <b>less than 10% of final grade</b> is to be handled by the instructor (check course syllabus for procedures)</li> <li>Work greater than or equal to 10% of final grade requires a submission to the academic advising office and supporting documentation (<a href="#">Student Medical Certificate</a>)</li> <li>Submission format varies, some students can submit Academic Consideration Requests through the Faculty Help Portal, other submit an additional <a href="#">form</a> (fillable PDF) via email (forms vary from faculty to faculty), others send an email directly (with no form, aside from Student Medical Certificate)</li> </ul>	<ul style="list-style-type: none"> <li>Exams require additional documentation</li> <li>In Engineering, students must submit Academic Consideration Request form AND the Application for a Special Exam form</li> </ul>	<ul style="list-style-type: none"> <li>Instructors handle requests for consideration directly (when under 10% of final grade), but do not collect medical documentation</li> <li>Instructors can refer students to submit documentation to the Academic Advising offices, who will decide if academic consideration is warranted</li> </ul>	<ul style="list-style-type: none"> <li>Policy on Academic Calendar still states “Academic Counselling”, not “Academic Advising”</li> </ul>

**Key Takeaways:**

- Many of these procedures/processes are new (implemented during COVID-19 Pandemic and then altered in recent years)
  - As such, many of the short-term absence procedures and forms are not yet part of formal academic policy/regulations
- All other U6 institutions have a formal process for submitting a short-term absence where no additional documentation is required (helps with tracking, student agency)
- The length of the absence differs, but they can all only be used ONCE per term or ONCE per course, and cannot be used when absent for final exam
- It appears that instructors have the final say as to what type of considerations are made. Their access to the submitted forms varied by institution (or was not disclosed), and it is unclear who decides whether or not consideration is granted
- Final exams require additional documentation at all institutions
- Queens University acknowledges that short-term absence requests may not be granted for courses that already incorporate flexibility/academic considerations/universal design

Other U15 Partners

University	Process	Exams	Faculty Involvement	Notes
<p><b>University of Calgary</b></p> <p><a href="#">University Policy on Deferred Final Exams</a></p>	<ul style="list-style-type: none"> <li>• Appears that <a href="#">all in-course absences</a> are handled directly by the professor (request and supporting documentation sent there)</li> <li>• From the <a href="#">FAQ Page</a> “Your instructor may ask for some documentation of your illness/medical situation/absence. A medical not cannot be required, so you cannot be required to go to the doctor if you choose not to”</li> <li>• Students have the option to make a “statutory declaration” by booking an appointment with a commissioner of oath (external, not affiliated with the university) as supporting documentation</li> <li>• <a href="#">Regulation</a> was reinstated at the beginning of the 2023 Fall term</li> </ul>	<ul style="list-style-type: none"> <li>• Students must submit an exam deferral request through online student portal (<a href="#">instructions here</a>) and include <a href="#">supporting documentation</a></li> </ul>	<ul style="list-style-type: none"> <li>• Instructors handle all documentation and requests aside from deferred final exams</li> </ul>	<ul style="list-style-type: none"> <li>• FAQ page clearly states instructors are responsible for handling supporting documentation, but also states that instructors cannot ask for a medical note</li> </ul>
<p><b>University of British Columbia</b></p> <p><a href="#">Academic Concession Policy</a></p>	<ul style="list-style-type: none"> <li>• Refers to these situations as “academic concessions”</li> <li>• Policy states that academic concession requests can be made directly to the instructor or the academic advising office</li> <li>• Self-declaration may work in some cases (if it is the first time and the illness or issue is expected to resolve itself quickly), and no additional documentation is required</li> <li>• If illness or circumstance persists, additional documentation required</li> <li>• Arts, Commerce, <a href="#">Engineering</a>, <a href="#">Kinesiology</a>, <a href="#">Land and Food Systems</a> have an academic concession form students can complete online, academic advisors review the case (students submit the form for each course their circumstance affects)</li> <li>• <a href="#">Science has a PDF form</a></li> </ul>	<ul style="list-style-type: none"> <li>• Application for deferred standing (with documentation) is required if final exam is missed</li> <li>• Example of an online Deferred Standing Final Exam form from Engineering <a href="#">here</a></li> </ul>	<ul style="list-style-type: none"> <li>• Instructors are typically responsible for responding to all requests from students who miss requirements assignments, tests and deadlines, but these requests are reviewed by the academic advising offices in each faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering has a Physics academic concession form (found in each Physics course syllabus)</li> <li>• <a href="#">Science landing page</a> takes care to differentiate between concession and accommodation</li> </ul>
<p><b>Dalhousie University</b></p> <p><a href="#">Student Absence Policy</a></p> <p><a href="#">Request for Alternative Final Exam Policy</a></p>	<ul style="list-style-type: none"> <li>• Students experiencing a short-term absence of 3 days or fewer can complete a <a href="#">student declaration of absence form</a></li> <li>• Form submitted to their instructor (through email or Brightspace LMS)</li> <li>• Can be used the form TWICE per term (for each course), and for Engineering, for work that is less than 20% of final grade</li> <li>• If a third absence occurs, student should meet with an advisor</li> <li>• More on process and flowchart <a href="#">on this webpage</a></li> </ul>	<ul style="list-style-type: none"> <li>• Final exams require additional documentation (appears that the same form is submitted)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors review requests and determine academic considerations</li> <li>• Instructors must authorize the use of the form for their course (check syllabus)</li> </ul>	<ul style="list-style-type: none"> <li>• In place since 01/01/18</li> <li>• <a href="#">Engineering has their own policy in place</a>, where students can submit a missed work or absence form (login required) for course work less than 20% of final grade. These requests are reviewed by the Associate Dean’s office</li> </ul>
<p><b>McGill University</b></p> <p><a href="#">Student Assessment Policy</a></p>	<ul style="list-style-type: none"> <li>• Does not appear to be a formal process in place for short-term absences at the undergraduate level</li> <li>• Students should reach out directly to their professors to make alternative arrangements for missed course work (does not include final exams)</li> <li>• Faculty advisors can assist with these difficulties, but do not appear to review medical documentation (different for final exams – see adjacent column)</li> </ul>	<ul style="list-style-type: none"> <li>• Student requesting a deferred exam must submit additional supporting documentation. Full breakdown of processes by faculty <a href="#">here</a></li> </ul>	<ul style="list-style-type: none"> <li>• Instructors work with students directly on short-term absences and missed course work arrangements by receiving and reviewing consideration requests</li> </ul>	<ul style="list-style-type: none"> <li>• Very robust/organized process for requesting a deferred exam, but almost no guidance/process for short-term absences during the school year</li> </ul>

<p><b>University of Alberta</b></p> <p><a href="#">Academic Regulations</a></p>	<ul style="list-style-type: none"> <li>Does not appear to be a formal process in place for short-term absences across all faculties, <a href="#">though Faculty of Arts has a form</a> students can submit to their instructors</li> <li>Students apply for an excused absence with their instructor, who may request adequate documentation (medical notes cannot be required), such as a <a href="#">statutory declaration</a> available at faculty offices</li> </ul>	<ul style="list-style-type: none"> <li>Request for a deferred exam must be paired with supporting documentation</li> <li>Exam deferrals are requested first by phone/email, and then in-person at the Faculty office</li> </ul>	<ul style="list-style-type: none"> <li>Instructors work with students directly on short-term absences and missed course work arrangements by receiving and reviewing consideration requests</li> </ul>	<ul style="list-style-type: none"> <li>Supporting documentation cannot be a medical note, but students can swear under oath by <a href="#">completing a statutory declaration form at their faculty office</a></li> </ul>
<p><b>Université Laval</b></p>	<ul style="list-style-type: none"> <li>Official documents/policies and “Current Student” webpages in French</li> <li>Does not appear to be a process in place for short-term absences</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Online form for exam deferral</a> and supporting documentation must be included</li> <li>Students are informed not to contact instructor or department, instead the program directorate will review request and make final decision</li> </ul>	<ul style="list-style-type: none"> <li>Instructor involvement unclear</li> </ul>	
<p><b>University of Manitoba</b></p> <p>Self-Declaration <a href="#">FAQ</a> and <a href="#">Policy</a></p>	<ul style="list-style-type: none"> <li>Student <a href="#">submit a self-declaration form</a> for absences up to 120 hours due to extenuating circumstances</li> <li>For course work in a class, the form is submitted directly to instructor</li> <li>For lab assignments, form is submitted to the Lab TA</li> <li>For final exams, the form is submitted to an academic advisor</li> </ul>	<ul style="list-style-type: none"> <li>Students must submit a self-declaration form to a faculty of advisor <a href="#">and additional documentation may be required</a></li> </ul>	<ul style="list-style-type: none"> <li>Instructors are obligated to make reasonable academic arrangements in line with course outlines and receive self-declaration forms for missed course work</li> </ul>	<ul style="list-style-type: none"> <li>New policy came into effect September 2022 (<a href="#">see release</a>)</li> </ul>
<p><b>Université de Montréal</b></p>	<ul style="list-style-type: none"> <li>Official documents and “Current Student” webpages in French</li> <li>Students can submit an Absence from an Assessment Form</li> <li>No supporting documentation required if used for a short-term absence related to health</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Separate form</a> for missed exams (midterms and finals) that requires documentation</li> </ul>	<ul style="list-style-type: none"> <li>Instructor involvement unclear</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Implemented</a> during the COVID-19 Pandemic</li> </ul>
<p><b>University of Saskatchewan</b></p> <p><a href="#">Academic Policy on Class Delivery, Examinations, and Assessment</a></p>	<ul style="list-style-type: none"> <li>Very limited resources on procedure available online</li> <li>Some faculties have a <a href="#">student declaration of absence form</a>, which is collected by the professor (and then sent to the faculty/college office)</li> </ul>	<ul style="list-style-type: none"> <li>Students <a href="#">must contact their academic advisor to apply for a deferred exam</a>. The advisor may ask for supporting documentation and/or the Declaration of Absence Form. Some of these requests can be submitted online</li> </ul>	<ul style="list-style-type: none"> <li>Appears that instructors handle many of the requests for extenuating circumstances directly and then forward forms to the college/faculty office</li> </ul>	

**Key Takeaways:**

- Many institutions still offered some sort of self-declaration form, though submission procedure varied
- A number of out-of-province U15 partners put more responsibility on instructors to receive, review and implement consideration requests
- University of Manitoba and University of Saskatchewan did not explicitly say that documentation was required for final exams (though it may be requested)
- University of Calgary and University of Alberta allowed students to complete a statutory declaration as a form of supporting documentation (medical notes could not be requested as supporting documentation)

**Policy on Academic Consideration ~~for Medical Illness~~  
– Undergraduate Students **in First Entry Programs****

<b>Policy Category:</b>	Rights and Responsibilities
<b>Subject:</b>	Academic Consideration <del>for Medical Illness</del> – Undergraduate Students <b>in First Entry Programs</b>
<b>Subsections:</b>	<b>Purpose; Statement of Principles; Policy</b> <del>Documentation from Family Physicians/Nurse– Practitioners and Walk-In Clinics; Documentation from– Student Health Services; Documentation from Hospital– Urgent Care Centres or Emergency Departments;– Academic Consideration by Instructor for work worth less- than 10% of the overall grade in a course</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="#">Student Medical Certificate (SMC)</a> <a href="#">Accommodation for Religious Holidays;</a> <a href="#">Academic Accommodation for Students with Disabilities;</a> <a href="#">Attendance Regulations for Examinations;</a> <a href="#">Examination Conflicts;</a> <a href="#">Structure of the Academic Year</a>
<b>Effective Date:</b>	<b>TBD</b> <del>September 1, 2022</del>
<b>Supersedes:</b>	<b>September 1, 2022</b> <del>September 1, 2012 and previously in- effect to August 31, 2019)</del>

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## Policy for Academic Consideration ~~for Medical Illness~~ – Undergraduate Students in First Entry Programs

### PURPOSE

This policy sets out the parameters for students to be excused from academic responsibilities for extenuating circumstances (i.e., personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements). Students experiencing longer-term impacts on their academic responsibilities should consult Accessible Education.

This policy applies only to students who have been admitted to first entry programs at Western University and its Affiliated University Colleges. Students who are in second entry programs, including Education, Law, Medicine & Dentistry, and the Ivey Business School, or graduate programs, are not ~~included in subject to~~ this policy and should consult their Faculty of Registration for information about academic consideration and how it is handled in their Faculty.

~~The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. Academic Consideration provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program, when they have been unable to complete some component of a course due to short-term extenuating circumstances.~~ Students whose absence is directly related to a permanent or temporary disability should ~~who have long-term or chronic medical conditions (physical or mental) that may impede their ability to complete academic responsibilities are directed to~~ seek reasonable Academic Accommodation accommodations through Accessible Education (see policy on Academic Accommodation for Students with Disabilities).

### STATEMENT OF PRINCIPLES

~~Western's~~ This policy on academic considerations reflects the following principles and aims:

1. A consistent and fair approach and experience for all students seeking academic consideration.
2. ~~A recognition that~~ There is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities.
3. A desire to empower students to take responsibility for their decisions about absences and missed work due to extenuating circumstances.
4. ~~A recognition that~~ Students must demonstrate mastery of the learning outcomes within their coursework (i.e., essential course requirements cannot be excused).

**Policy for Academic Consideration for Medical Illness – Undergraduate Students in First Entry Programs**

5. A desire to provide a mechanism for facilitating student well-being and academic fairness while **at the same time** acknowledging the integrity of relationships and interactions that students have with individuals and services on campus. These may include faculty members, academic advisors, Accessible Education, Learning Development and Success, Health and Wellness Services and community healthcare professionals.
6. **Students** ~~An expectation that students~~, faculty, staff, and administrators **are expected to will** approach requests for academic consideration as being made and **assessed** in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense or a violation of the applicable Code of Student Conduct.
7. Academic considerations must not place undue hardship on the course instructor.
8. Instructors are encouraged to provide flexible assessments, and to include this information to students in the course outline.

**POLICY**

1. Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration.
2. Requests for academic consideration must include the following components:
  - a) Self-attestation signed by the student
  - b) Indication of the course(s) and assessment(s) affected by the request
  - c) Supporting documentation as relevant

Requests without supporting documentation are limited to one per term per course.

Instructors may **also** designate one assessment per half-course weight as requiring formal supporting documentation. In such cases, the instructor must provide the student with another opportunity to demonstrate proficiency in the content evaluated by the missed assessment, within the time frame of the course.

Documentation for medical illness, when required, **must** includes the completion of a Western Student Medical Certificate (SMC) or, where that is not possible, equivalent documentation, by a health care practitioner.



**Policy for Academic Consideration for Medical Illness – Undergraduate Students in First Entry Programs**

Requests **linked to for** examinations scheduled by the Office of the Registrar during official examination periods **as well as and** practical laboratory and performance tests typically scheduled in the last week of the term **ALWAYS** require formal supporting documentation.

This policy does not apply to requests for academic considerations submitted for attempted or completed work, whether online or in-person. This includes (but is not limited to) term tests, performances, presentations, and laboratory/tutorial sessions to which the student has reported. Requests for retroactive relief are addressed in the Undergraduate Student Academic Appeals policy.

3. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.
4. Once the request and supporting documents have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the instructor in consultation with the academic advisor, in a manner consistent with the course outline.

Academic consideration may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, or re-weighting **of** course requirements. Some forms of academic consideration, such as arranging Special Examinations, assigning a grade of Incomplete, or granting late withdrawals without academic penalty, may only be granted by the Academic Advising office of the Faculty of Registration.

5. An instructor may deny academic consideration for any assessment that is not required in the calculation of the final grade (e.g., "8 of 10 quizzes"). This assessment flexibility must be indicated on the course outline.
6. An instructor may deny academic consideration **relating to the timeframe for late** submission of work where there is already flexibility in the submission timeframe (e.g., 72-hour submission window). This assessment flexibility must be indicated on the course outline.

~~The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic consideration for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.~~



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~~Documentation shall be submitted, as soon as possible and no later than 48 hours after the end of the period of absence covered, to the Academic Counselling unit or Dean's Office of the student's Home Faculty together with a request for relief specifying the nature of the academic consideration being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic consideration shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic consideration may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic consideration shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.")~~

~~Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.~~

### **~~Documentation from Family Physicians/Nurse Practitioners and Walk-In Clinics~~**

~~A Western Student Medical Certificate (SMC) is required where a student is seeking academic consideration. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. An SMC can be downloaded at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).~~

### **~~Documentation from Student Health Services~~**

~~At the time of illness, students should make an appointment with a physician/nurse practitioner at Student Health Services. During this appointment, request a Student Medical Certificate from the Physician/Nurse Practitioner.~~

### **~~Documentation from Hospital Urgent Care Centres or Emergency Departments~~**

~~Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected.~~

**Policy for Academic Consideration for Medical Illness – Undergraduate Students in First Entry Programs**

**~~Academic Consideration by Instructor for work worth less than 10% of the overall grade in a course~~**

~~Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility.~~

~~A student seeking academic consideration for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.~~

~~In arranging academic consideration, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Dean's office, and it will be the Dean's office that will make the determination whether academic consideration is warranted. Given the University's Official Student Record Information Privacy Policy, instructors may not collect medical documentation.~~

~~In all cases where academic consideration is being sought for work totalling 10% or more of the final grade in a course, students will be directed to the appropriate Faculty Dean's office.~~

~~Students who have been denied academic consideration by an instructor may appeal this decision to the appropriate Faculty Dean's office but will be required to present appropriate documentation.~~

**Appeals**

A student may appeal a decision on academic consideration made by the Dean's Office of the student's Home Faculty **of Registration** to the Senate Review Board Academic (SRBA) as set out in the Undergraduate Student Academic Appeals policy.

**ITEM 9.1 – Faculty of Social Science, Department of Geography and Environment: Introduction of a Certificate in Climate Change and Society**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Certificate in Climate Change and Society be introduced by the Department of Geography and Environment in the Faculty of Social Science as shown in Item 9.1.

**EXECUTIVE SUMMARY:**

The Certificate in Climate Change and Society is a credential for undergraduate students in response to the planetary, societal, and economic need to apply a climate lens across sectors, disciplines, businesses, governments, and non-governmental organizations (NGOs). The Certificate will allow students from across disciplines to augment their disciplinary focus with a climate change lens, distinguishing themselves as positioned to enter the workforce prepared to address climate change across scales and sectors. The Certificate will be unique among Ontario universities at the undergraduate level, both in its stated focus on climate change and on the critical lens in considering social dimensions of climate change.

**ATTACHMENT(S):**

[New Calendar Copy – Certificate in Climate Change and Society](#)

[Extracted from the New Undergraduate Module Proposal Form – Certificate in Climate Change and Society](#)

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NEW CALENDAR COPY

**CERTIFICATE IN CLIMATE CHANGE AND SOCIETY**

**Admission Requirements**

Completion of first-year requirements.

**Program**

3.0 courses:

**1.0 course:** Geography 2133A/B, Geography 3350A/B.

**2.0 courses** from: Art History 3674F/G, Art History 4642F/G, Biology 2485A/B, Biology 3425F/G, Chemistry 2210A/B, Economics 2172A/B, Economics 3374A/B, Gender, Sexuality, and Women's Studies 2165A/B, Gender, Sexuality, and Women's Studies 3312F/G, Geography 2144A/B, Geography 2162A/B, Geography 2310A/B, Geography 2320A/B, Geography 2330A/B, Geography 2411F/G, Geography 3352A/B, Geography 3353A/B, Geography 3413F/G, Geography 3441F/G, Geography 3443F/G, Geography 3445F/G, Geography 3446F/G, Governance, Leadership and Ethics 2005F/G, History 3723F/G, Indigenous Studies 2601F/G, Philosophy 2242F/G, Philosophy 2356F/G, Philosophy 3850F/G, Political Science 3379E, Sociology 2155A/B, Sociology 4471F/G.

**Note:** Students may pursue the Certificate in Climate Change and Society concurrently with other programs in Geography. All of the Geography courses in the Certificate program can count towards other undergraduate programs. Students who have successfully completed the majority of the courses for this Certificate prior to graduation may complete requirements post-degree.

**Progression and Graduation Requirements**

Students are invited to seek counselling from the Department on their choice of courses. To progress in and to complete the Certificate program, students must achieve and maintain a minimum average of 60% in the required courses.

***Extracted from the New Undergraduate Module Proposal Form –  
Certificate in Climate Change and Society***

**Description and Rationale**

The Certificate in Climate Change and Society to be offered by the Department of Geography and Environment is a credential for undergraduate students in response to the planetary, societal, and economic need to apply a climate lens across sectors, disciplines, businesses, governments, and non-governmental organizations (NGOs). By taking this Certificate, students augment their discipline of focus with fundamentals of climate change and social science. With this foundation, they will possess skills that apply to urgent global challenges that cut across disciplines and consider their actions on climate change within their field. The Certificate will signal that graduates have interest and capacity in applying a climate lens to their future roles as citizens and employees.

The Certificate has two required courses (1.0 FCE): Geography 2133A/B: *Connecting for Climate Change Action*, and Geography 3350A/B: *Climate Change: Past and Future*. These foundational courses provide a scientific basis for climate change. In addition, Geography 2133A/B provides Indigenous perspectives and an action and justice-oriented lens on the climate crisis and climate solutions, while Geography 3350A/B adds a long-term (1000s of years) perspective and, climate change misinformation and IPCC global climate negotiation lens. Students will choose four (2.0 FCE) existing electives from Social Science, Humanities, and Science that address climate change to complete their Certificate which they can structure to complement their program and align with their goals.

This credential will allow students from across disciplines to augment their disciplinary focus with a climate change lens, distinguishing themselves as positioned to enter the workforce prepared to address climate change across scales and sectors.

The pressing challenges posed by climate change are simultaneously scientific and technical in nature, but also clearly inseparable from social, political, and economic systems. Climate change poses complex and global problems for human societies and requires an array of technological, social, and cultural knowledge – and profound levels of change. This Certificate will be of interest to students who recognize the enormity of climate change and who want to be prepared to contribute knowledgeably to climate change solutions within their chosen career path.

The student demand for such a program is shown by the growing attention to climate change at all levels of society, and especially among youth, who recognize that it poses a threat to civilizations and are leading mobilizations on university campuses and in society at large.

The Department expects this new Certificate will be frequently approached by students enrolled in modules in Health Sciences, Social Science, Science, and Arts and Humanities. The new Certificate will be a significant complement to existing modules in Geography and Environment and support the Department's strategic directions.

The proposed Certificate in Climate Change and Society will be unique among Ontario universities at the undergraduate level, both in its stated focus on climate change and on the critical lens in considering social dimensions of climate change.

At Western there are two modules that are complementary to (and distinct from) the proposed Certificate in Climate Change and Society.

1. The Major in Geography and Environment Climate Change and Society which provides an avenue for students who will focus their studies on dimensions of Climate Change. In contrast, Geography and Environment's proposed Certificate in Climate Change and Society is intended to be available to students who have focused their education in another disciplinary area and recognize that their disciplinary focus and educational pathway can be augmented with a Certificate in Climate Change and Society.
2. Certificate in Ecological Justice and Climate Ethics (King's University College). The Certificate in Ecological Justice and Climate Ethics draws on humanities perspectives to provide students with the social, existential, and ethical dimensions of climate change. The Certificate in Climate Change and Society outcomes are distinct with a strong climate science and social science focus, and an ability to cater elective courses to approach a student's interests in a variety of methodological approaches to addressing climate change.

All courses included in this Certificate are currently offered.

## **Objectives**

Certificate in Climate Change and Society Objectives:

1. To teach fundamentals of climate change including scientific basis, social science perspectives, Indigenous perspectives, and action and justice-oriented lenses that will augment their discipline of focus.
2. To provide students with skills that centre climate change as an urgent global challenge that cuts across disciplines so that they can consider their actions on climate change within their field.
3. To provide a credential that signals that graduates have interest and capacity in applying a climate lens to their future roles as citizens and employees.
4. To broaden students' perspectives on climate change from a multi-disciplinary perspective.

## **Learning Outcomes**

1. Understand natural and human-caused climate change (past, present, and future) and its impacts on physical, chemical, biological, and social systems.
2. Analyze and interpret scientific data presented in charts, graphs, and maps at different temporal and spatial scales from a variety of sources including the IPCC, peer-reviewed literature, and online data sources.

3. Understand the importance of spatial and temporal scale in documenting and communicating climate change (i.e., how to confront perceptions rooted in short-term experiences with long-term and global scientific evidence).
4. Define just transitions and summarize spatial differences in the causes and impacts of the climate crisis.
5. Describe co-benefits and challenges with climate change and select mitigation approaches.
6. Propose individual and local initiatives and estimate their potential impact on climate mitigation.
7. Explore Indigenous and Eurowestern perspectives on climate change and relationships to land.
8. Communicate climate science and reflections on learning orally and in writing.
9. Practice digital literacy by identifying quality sources and misinformation related to climate change.
10. Exposure to inter/ intra-disciplinary methodological approaches to addressing climate change.

**ITEM 9.2 – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective January 1, 2025, a Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education be introduced as shown in Item 9.2.

**EXECUTIVE SUMMARY:**

The proposed Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education will provide ongoing career development for graduate-prepared Registered Nurses. This post-Master’s GDip will address areas of practice that are in greatest demand related to clinical leadership. The GDip will be a one-year (three term) program when taken full-time. Students may elect to take the program over eight months (two terms) by taking the elective and first core courses concurrently.

**ATTACHMENT(S):**

*Extracted from the Brief for the Proposal of a New Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education*

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***Extracted from the Brief for the Proposal of a New Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education***

The Graduate Diploma (GDip) in Professional Practice, Clinical Leadership and Education will be a Type 3 GDip offered through the Arthur Labatt Family School of Nursing in the Faculty of Health Sciences.

Currently, the Arthur Labatt Family School of Nursing offers a one-year full-time Master of Nursing with two fields of study (Leadership in Professional Nursing Practice and Primary Health Care Nurse Practitioner) as well as a GDip in Primary Health Care Nurse Practitioner.

The proposed post-master's GDip in Professional Practice, Clinical Leadership and Education will address a gap in formal education for ongoing career development for graduate-prepared Registered Nurses. The GDip will address areas of practice that are in greatest demand related to clinical leadership and these roles include the Clinical Educator, Professional Practice Consultant/Leader and Clinical Leader. These are specialized leadership roles currently enacted in Canadian healthcare settings. The GDip is intended to extend career opportunities for Registered Nurses who have completed nursing and health related graduate degrees.

The GDip in Professional Practice, Clinical Leadership and Education is designed to support advanced nursing roles in multiple domains of practice in a variety of specialties, including clinical education, professional practice and policy development, and clinical leadership. Students will choose an area of concentration and complete theory and experiential courses over 12 months (three academic terms). This program will be delivered online, with hybrid (synchronous and asynchronous) learning opportunities. The experiential component will require onsite or remote interactions with a mentor depending on the student and practicum locations.

**Learning Outcomes**

By the end of this program students will be able to:

1. Demonstrate diverse and adaptable leadership strategies and practices to shape changes in health systems, education and policy.
2. Integrate theory and research from nursing and other disciplines to support evidence-informed practices in health policy, health service delivery, and clinical education.
3. Collaborate with others to implement innovative strategies that advance client-centered care and health-care delivery.
4. Coordinate the use of multiple methodologies and diverse community perspectives to address complex issues in a real-world health-care environment.
5. Execute plans and manage people and communication to complete project outcomes.

6. Demonstrate the ability to work with diverse community stakeholders and within one's organization to develop and enact innovative health-care practices.
7. Practice self-evaluation, reflective practice and continuous professional development by setting goals and reviewing personal leadership growth as a health-care professional.

### ***Special Matters and Innovative Features***

The proposed structure of the diploma includes one elective chosen from a set of courses stipulated in the progression plan for the diploma (0.5 FCE) and two core courses to be offered sequentially across two terms (1.5 FCE). The initial core course will enable students to develop a plan based on research to enhance their depth of understanding of the proposed project they will implement in the second term. This 0.5 FCE course will have the student and mentor work together on the planning. The second core course (1.0 FCE) will involve implementation and evaluation as well as Knowledge Mobilization of the project.

The core courses are designed to support student experiential learning across two terms. The program is designed to have the initial core course focused on the theoretical background and research required to develop a project plan and design an implementation strategy. The second core course requires implementation and evaluation of the final project. The purposeful integration of Knowledge Mobilization will enhance students' future practice as leaders in health-care settings. This course progression is designed to create more opportunities for deeper learning within the area of specialization.

The structure of the program capitalizes on existing courses for the electives. There will be one new interprofessional course focusing on clinical education as an elective option. This new course will also be available for students in other programs, e.g., Advanced Health Care Practice. The School will collaborate with practice partners and members of the Faculty of Health Sciences to develop this course.

Recognizing the significance and strategic direction of the Arthur Labatt Family School of Nursing, Faculty of Health Sciences, and Western University regarding imbedding Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism into all education programs, this GDip has structured the program learning outcomes (PLOs) to include these principles. For example, the PLOs emphasize transformational leadership in practice, engagement with diverse communities using multiple methodologies, and a requirement for strategies to be person-centred. Person-centred care encompasses individuals, families, communities and populations. In this program, there is an emphasis on equity, respect and dignity regarding decisions about health. The inclusion of knowledge mobilization strategies in the planning and implementation of the project work also supports these principles, i.e., a requirement that key stakeholders are included in the development and evaluation of the projects. Critical self-reflection of the students is a key evaluation strategy in the core courses to emphasize the principle of personal change. To ensure these goals are translated into

action in the design of courses, members of the Diversity, Anti-Racism and Anti-Oppression (DARAO) committee at the School of Nursing will be involved in the course design.

### ***Delivery Method of the Program***

The program will have course material delivered online. The practicum components of the program will be situated at a practice location with a mentor. The practicum may be a blend of on-site and remote project development work. The intent will be for students to attend at least a portion of the practicum on site with their mentor.

## **PROGRAM REGULATIONS AND COURSES**

### ***Admission Requirements***

- Applicants must be registered with the College of Nurses of Ontario as a Registered Nurse (RN) in good standing with no practice restrictions.
- Completion of a master's degree in nursing or a field related to health care<sup>1</sup>.
- GPA of 78% (B+) or higher. Admission averages are based on the last two years of full-time study or the last 10 part-time credits.
- Out of province applicants may apply with other Canadian registration if the practicum can be arranged in their province of registration or as a remote placement.
- Completion of the equivalent of three years of full-time RN practice experience in the past five years

### ***Application Requirements***

- One academic and one professional reference
  - Referees are contacted after their names are submitted in the online application.
  - The academic reference should be provided by a faculty member from the applicant's master's program who will be able to attest to their scholarly skills, in particular, writing, analysis, and critical thinking.
  - The professional reference should be provided by a graduate-educated manager, advanced practice nurse or educator in the area of practice.
- Transcripts of any postsecondary coursework (including bachelor's degree(s) and any advanced degrees obtained)
- Curriculum vitae (CV)
- Statement of interest – one page, explaining why the applicant is interested and the impact they expect to make in their area of practice.

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<sup>1</sup> Registered Nurses complete a baccalaureate program in nursing to be registered in Canadian provinces and may complete a graduate degree in nursing or a health-related discipline. As a result nurses with graduate degrees outside of nursing but with a health care focus would be eligible to apply for the Graduate Diploma.

- Entrance interview may be requested.

Applications to the Graduate Diploma will be submitted online through Western's graduate admissions system at <https://grad.uwo.ca/admissions/apply.html>.

### *Review of Applications and Offers of Admission*

The Graduate Program Admissions Committee reviews all applications meeting the minimum academic average of 78% (B+) and determines whether to offer admission based on a number of factors, including:

- Past academic achievement
- Quality of referee assessments
- Clarity and fit of the applicant's written goals with the program goals
- Evidence of engagement in professional activities
- Evidence of leadership
- Quality of oral and/or written communication

### **English Language Proficiency**

Proof of English language proficiency is not required for those with CNO registration, as the CNO requires it for internationally educated nurses when registering with them.

Landed immigrants and international applicants to any of the graduate nursing programs in Nursing, 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 must make their own arrangements to write the TOEFL or IELTS and have the official results sent directly to Western's School of Graduate and Postdoctoral

Studies by the testing agency at the time of application to the program. Scores are valid if taken within two years of application to the program. If test scores are older than two years, a new test must be written and passed before admission will be considered.

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. While we reserve the right to require evidence of English proficiency from any applicant whose first language is not English, French Canadians do not typically need to provide an English proficiency score. However, it is expected they be bilingual.

### **Exemptions**

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

### ***Degree Requirements***

This will be a one-year (three term) program when taken full time. Students may elect to take the program over 8 months (two terms) by taking the elective and first core courses concurrently. The first core required course must be taken before the second core required course and the core required courses need to be completed over two successive terms.

### **Course credit requirements for each degree option including:**

Completion of 2.0 course credits

- Core Required Courses (1.5 FCE): students take the following two courses in successive terms.
  - NURSING 9702: *Current Topics in Professional Practice, Clinical Leadership and Education* (0.5 FCE)
  - NURSING 9703: *Clinical Leadership Practicum* (1.0 FCE)
- Required Electives (0.5 FCE) – students take one of the following:
  - APPLHSCI 9009: *Project Management* (0.5 FCE)
  - APPLHSCI 9012: *Program Evaluation* (0.5 FCE)
  - APPLHSCI 9017: *Implementation Science in Practice* (0.5 FCE)
  - APPLHSCI 9010: *Health Services, Systems & Policy* (0.5 FCE)
  - NURSING 9701: *Development of Programs to Support Clinical Education* (0.5 FCE)

- Milestones (Non-course related requirements) include:
  - SGPS Academic Integrity Module

Two term progression option:

Winter (Term 1)	Summer (Term 2)	
Required Elective 1		n/a
NURSING 9702: <i>Current Topics in Professional Practice, Clinical Leadership and Education</i>	NURSING 9703: <i>Clinical Leadership Practicum</i>	n/a
<b>Milestones</b>		
Academic Integrity Module	n/a	n/a

Three term progression option:

Fall (Term 1)	Winter (Term 2)	Summer (Term 3)
Required Elective 1	NURSING 9702: <i>Current Topics in Professional Practice, Clinical Leadership and Education</i>	NURSING 9703: <i>Clinical Leadership Practicum</i>
<b>Milestones</b>		
Academic Integrity Module	n/a	n/a

**Recognition for Prior Equivalent Work:**

Credit for one required elective may be granted upon entry into the program by the Associate Director, Graduate Programs, Arthur Labatt Family School of Nursing 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 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 would include the course syllabus which includes topics and evaluations.

***Progression 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.
- one course failure will result in a student being asked to withdraw from the program.

- students are expected to be prepared and participate actively in all graduate seminars.

Faculty meet regularly to discuss student progress and to ensure timely intervention is available to assist students if they are not progressing in their practicum.

***Part-time Studies***

This program is not offered part-time. Leaves of absence for accommodated reasons will follow existing SGPS processes.

***Distance Delivery***

The diploma courses are delivered using a combination of online learning and mentored clinical practice. Students are encouraged to attend some, if not all, of the practicum on site to enrich students' leadership development through observation and participation in formal and informal meetings and discussion.

***All Graduate Courses Offered in the Program***

Listed in the table below are all electives and the core courses for the Diploma.

<b>Course Catalog Number</b>	<b>Course Title</b>
9009	Project Management
9012	Health Program Evaluation
9010	Health Services, Systems & Policy
9017	Implementation Science in Practice
9701	Development of Programs to Support Clinical Education
9702	Current Topics in Professional Practice, Clinical Leadership and Education
9703	Clinical Leadership Practicum

**ITEM 11.1 – New MAPP policy: Policy 7.17 – Establishment, Governance and Review of Core Research Facilities**

**ACTION:**  APPROVAL                       INFORMATION                       DISCUSSION

**RECOMMENDED:**                      That on the recommendation of the University Research Board (URB), Senate approve and recommend to the Board of Governors, that effective July 1, 2024, the new MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities be established as shown in Item 11.1.

**EXECUTIVE SUMMARY:**

The new MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities was presented at the April Senate meeting for discussion. Based on the feedback received from Senators, the Office of the Vice-President (Research) now presents this policy for approval and recommendation to the Board of Governors.

This proposed policy is brought forward to address:

- Funding requirements and performance.
- Enhanced efficiency, access, collaboration and sustainability.
- The need for a central repository to promote facilities to partners.
- Business development and operational support.
- Promotion of interdisciplinarity by improving access.
- Facilitation of strategic investment to support major initiatives.

The Procedures for MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities are presented for information.

**ATTACHMENT(S):**

[MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities](#)

[Procedures for MAPP 7.17 – Establishment, Governance and Review of Core Research Facilities](#) (for information)



**POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

<b>Policy Category:</b>	Research
<b>Subject:</b>	Establishment, Governance and Review of Core Research Facilities
<b>Approving Authority:</b>	Board of Governors on recommendation of Senate
<b>Responsible Officer(s)</b>	Vice-President (Research)
<b>Responsible Office:</b>	Office of the Vice-President (Research)
<b>Related Procedures:</b>	<a href="#">Procedures for the Establishment, Governance and Review of Institutional Core Research Facilities</a>
<b>Effective Date:</b>	May 17, 2024
<b>Supersedes:</b>	

**A. PURPOSE**

1.00 The University is committed to research excellence and innovation. The University’s strengths as a research-intensive institution have derived, in good measure, from the efforts of individual scholars. With ever-increasing needs by scholars for expensive, complex, or specialized research infrastructure, there is a need to enhance the functionality of research facilities, to consider economies of scale, and to ensure a coordinated effort to maximise efficient use and impact within the University. As a result, the University is establishing Core Research Facilities and providing for their governance and review.

**B. DEFINITION AND SCOPE**

1.00 **Core Research Facility (CRF):** A unit within the institution that provides users with access to state-of-the-art research services, analyses, instruments, technology, expertise, resources, and/or training that are typically too expensive, complex, or specialized to be maintained by individual researchers. A CRF typically operates on a fee-for-service basis, supports multiple users, and is available to qualified users without any requirement for

## **POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

collaboration or co-authorship. A CRF is recognized and supported by the University, has a sustainability plan, and a clear governance and management structure. A CRF provides benefits such as financial savings through economies of scale, expert operators, training opportunities, and reduced duplication of services and effort within the institution.

- 2.00 This policy recognizes two types of CRF: (i) Faculty and (ii) Institutional. A Faculty Core Research Facility (FCRF) receives oversight and administration from a Faculty and/or Department. An Institutional Core Research Facility (ICRF) is primarily administered within its respective Faculty(s), while receiving additional oversight provided by the Office of the Vice-President (Research) through a structured governance framework. The formalized institutional oversight and assessment process can serve as a significant factor for external funding agencies when evaluating large-scale infrastructure proposals (e.g. Canadian Foundation for Innovation (CFI) Major Science Initiatives Fund, Innovation Fund). An ICRF may be defined by the scale and diversity of services it provides, the complexity of equipment, utilization that transcends disciplinary boundaries, or influence on a provincial, national, or international scale.

### **C. ESTABLISHMENT AND RENEWAL**

#### **1.00 Establishment of a Faculty Core Research Facility**

Proposals to establish an FCRF are submitted to the relevant Dean(s). The Dean will ensure that the proposed FCRF meets the requirements and is aligned with Faculty interest and priorities. The Dean will also review sources of funding and resource requirements to ensure that requirements can be supported by the Faculty and that liabilities are minimized. For FCRFs to be recognized, once per year the Dean will submit a report to the Vice-President (Research) listing the FCRFs that are currently active within their Faculty, providing for each FCRF: its name, the name and contact information for the director, its website, and a list of services or equipment provided by the FCRF.

#### **2.00 Terms and Renewals for a Faculty Core Research Facility**

Terms and renewals for FCRFs are managed by the relevant Dean(s).

#### **3.00 Establishment of an Institutional Core Research Facility**

Proposals for ICRFs are submitted to the Vice-President (Research) in accordance with the requirements enumerated in the [Procedures for the Establishment, Governance and Review of Institutional Core Research](#)

## **POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

**Facilities.** Proposals will be reviewed by the Core Planning Group (CPG) to assess alignment with the definition and purpose of ICRFs. Proposals that are supported by the CPG will be forwarded to the Vice-President (Research) for approval. Establishment of an ICRF will be reported to the University Research Board (URB) and, through it, to Senate for information.

### **4.00 Terms and Renewal for an Institutional Core Research Facility**

The initial term shall normally not exceed five years. Upon application, additional terms, each normally not exceeding five years in duration, may be granted by the Vice-President (Research) in consultation with the CPG, and subject to the satisfactory review of performance and impact, alignment with the University's strategic research priorities, and the business model of the ICRF. Renewal or expiration of the term of an ICRF will be reported to the URB and, through it, to Senate for information.

## **D. GOVERNANCE AND REPORTING**

1.00 All CRFs are expected to adhere to general practices of good governance with administrative structures that utilize expert advice and which ultimately inform the Faculty Dean(s) and the Vice-President (Research) as to their activities and performance.

### **2.00 Director**

A CRF is led by a Director, who will typically hold a research-eligible appointment at the University (e.g. faculty, adjunct, clinical, institute scientist). The term of the Director of an ICRF will typically coincide with the term of the ICRF. The Director will normally hold an academic appointment and report to the appropriate Dean and Chair with respect to their academic responsibilities. The Vice-President (Research), in consultation with the appropriate Dean(s), will be responsible for the search and appointment of an ICRF Director. The appropriate Dean(s) or Department Chair(s) will be responsible for the search and appointment of an FCRF Director.

### **3.00 Manager**

A CRF will normally employ a Manager, who reports to the Director, and is responsible for supervising the day-to-day operations of the CRF and its staff.

## **POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

### **4.00 Advisory Board**

All CRFs are expected to incorporate expert advice to guide their activities. For ICRFs, this advisory process will be formalized through the formation of an Advisory Board, by the Director, as appropriate to the ICRF. The Advisory Board is chaired by the Director and its mandate is to advise on the overall direction and operations of the ICRF. It will meet at least once per year. The Advisory Board will receive an annual report from the Director on the status, progress, and immediate future plans of the ICRF.

## **E. REVIEW, RENEWALS, RESTRUCTURING OR DISSOLUTION**

### **1.00 Review of Institutional Core Research Facilities**

A renewal application for an ICRF is submitted to the Vice-President (Research) in accordance with the requirements enumerated in the [Procedures for the Establishment, Governance and Review of Institutional Core Research Facilities](#).

If the renewal deadline has been reached and no renewal application is forthcoming (and no extension has been approved), the Vice-President (Research), after consultation with the CPG, will inform the URB about the dissolution of the ICRF. Decommissioning of the ICRF may involve consultation with Institutional Planning and Budgeting, the Vice-President (Research), Faculties and other stakeholders as required.

ICRFs will be reviewed by the CPG in accordance with the [Procedures for the Establishment, Governance and Review of Institutional Core Research Facilities](#). The CPG will prepare a report for the Vice-President (Research) that summarizes the overall performance of the ICRF and Director and includes recommendations with respect to the renewal, restructuring or dissolution of the ICRF, renewal of the incumbent Director and comments about the proposed plan for a next term. After considering the information presented by the CPG, the Vice-President (Research) will decide whether to renew the ICRF (with specific recommendations to be implemented over the next term); dissolve the ICRF; or restructure the ICRF into an FCRF. If the ICRF is recommended for renewal, the Vice-President (Research) will also assess the details of the term for the Director.

### **2.00 Re-Appointment of or Search for a Director**

If the ICRF is to be renewed, the Vice-President (Research) will either renew the Director's term or launch a search for a new Director.

## **POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

### **F. BENEFITS AVAILABLE TO CORE RESEARCH FACILITIES**

#### **1.00 CFI John Evans Leaders Fund (JELF)**

The CPG is expected to allocate a proportion of Western's CFI JELF funding for applications from CRFs.

#### **2.00 Internal Assessment of Proposals**

CRF status is a factor that will, as appropriate, be considered by internal evaluation committees when considering applications for programs with limited institutional funding (e.g. CFI Innovation Fund).

#### **3.00 Research Support Fund (RSF)**

CRF status is a factor that will be considered by Institutional Planning and Budgeting, the Vice-President (Research) or Faculties when allocating RSF funding.

#### **4.00 Western Research Leadership Chairs**

ICRF Directors are eligible to be nominated for a Western Research Leadership Chair.

#### **5.00 Alternative Workload**

Departments and Faculties may consider alternative workloads for CRF Directors commensurate with the additional administrative responsibilities associated with the CRF.

#### **6.00 Institutional Support**

CRF status will, as appropriate, be considered in the allocation of institutional resources, including CFI Infrastructure Operating Funds and funding specifically allocated to support CRFs, as such funding becomes available.

#### **7.00 Personnel Hiring and Retention**

Recognition, support, and stability of CRFs will help establish the University as a destination of choice for the Highly Qualified Personnel (HQP) that are critical for the operation of CRFs.

#### **8.00 Budget Unit**

An ICRF may request to become an ancillary budget unit, subject to approval from Institutional Planning and Budgeting, the Vice-President (Research), and

## **POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

the associated Faculty Dean. Such designation can be used to allocate research overhead in accordance with MAPP 7.7.

### **9.00 Recognition and Discovery**

Information about CRFs will be used to develop a web portal that will enable potential users to identify services available from CRFs.

## **G. GENERAL CONDITIONS**

### **1.00 Adherence to University Policies**

All CRFs are expected to adhere to all applicable University policies and procedures, financial and otherwise.

### **2.00 Incorporation**

Requests for incorporation by a CRF will be entertained only in the most exceptional circumstances and must be approved by the Board of Governors of the University. Should such approval be granted, a formal Affiliation Agreement shall be established between the CRF and the University, the terms of which are subject to the approval of the Board of Governors. In any incorporated entity, the members of the governing board of the CRF shall be approved by the University's Board of Governors, and/or a majority of the members of the governing board of the CRF shall be appointed by the University.

### **3.00 Fundraising**

All fundraising activities proposed by CRFs shall be undertaken in consultation with, and subject to the approval of, the Vice-President (University Advancement) and the Faculty Dean for FCRFs or Vice-President (Research) for ICRFs. All charitable income tax receipts will be issued in the name of the University and by the University.

### **4.00 Contracts**

The University shall be solely responsible for the negotiation and approval of research contracts involving CRFs or their members, unless stipulated otherwise under the terms of a written and active agreement with the University.

**PROCEDURE FOR POLICY 7.17 – Establishment, Governance and Review  
of Institutional Core Research Facilities**

**A. Establishment**

A proposal to establish an Institutional Core Research Facility (ICRF) shall include the information required by Schedule A.

**B. Renewal**

A renewal application must be submitted to the Office of the Vice-President (Research) three months in advance of the end of the current term of the ICRF. To meet this deadline, ICRFs are advised to begin the review process at least six months prior to the end of the term. A proposal to renew an ICRF shall include the information required by Schedule B.

**C. Administrative Responsibilities**

The administrative responsibilities of an ICRF include, but are not limited to:

- a) Preparing an annual report. This report is submitted by the Director to the Advisory Board and details the status, progress and immediate plans of the ICRF. Following revision if required, the annual report should be shared with the Dean(s) and Associate Dean(s) Research from the affiliated Faculty(s) and the Vice-President (Research).
- b) Holding an annual meeting of the Advisory Board. This meeting will discuss the status, progress and immediate plans of the ICRF, with meeting notes recorded and included as an appendix in the annual report.
- c) Managing staff. The ICRF is expected to oversee and provide continuing training opportunities for staff that maintain the operational needs of the ICRF.
- d) Maintaining website. Each ICRF should maintain an up-to-date, University-branded website including services and pricing, contacts, and details of the research activities supported.

## **PROCEDURE FOR POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

- e) Performing education and outreach. Participate in educational activities, where appropriate, that benefit the University research community and broader community.
- f) Developing access model. ICRFs are expected to develop fair, equitable and transparent access models that balance the needs of their research communities. Pricing models are expected to incorporate sound budgeting and provide access to internal users at rates that reflect the subsidy provided by institutional support, with rates for external users reflecting the full cost of the services provided. ICRFs are also encouraged to develop guidelines that encourage users to pursue grants for shared equipment, which might include preferred access to that equipment or credits for services at the ICRF.

### **SCHEDULE A**

#### **1. Purpose and Function**

- a) Name of the proposed ICRF.
- b) Link to the website.
- c) List of equipment and/or services provided.
- d) Faculties/Departments/Schools or external institutions directly involved in operations (provide documentation indicating support for the ICRF proposal from each unit, as appropriate).
- e) Rationale and justification; potential for impact as it relates to research and, where applicable, teaching, training, and EDI; alignment with the University's strategic research priorities; and anticipated benefits such as financial savings through economies of scale and reduced duplication of services within the University.
- f) Primary objectives, anticipated outcomes, and Key Performance Indicators (KPI) that will be used to measure progress towards those objectives as appropriate for the scope and mandate of the proposed ICRF. Include current KPI benchmarks along with targets.

#### **2. Governance, Administration and Organizational Relationships**

- a) Name, affiliation and qualifications of the proposed Director or the plan to identify a Director.



## **PROCEDURE FOR POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

- b) Description and membership of the Advisory Board. Include proposed membership if the Advisory Board is not yet established.

### **3. Students and Training**

- a) Level and type of involvement of undergraduate students, graduate students and postdoctoral associates.
- b) Contribution to training and instructional programs.

### **4. Physical Requirements**

- a) Space requirements at Western: (i) at start-up; (ii) within five years.
- b) Space requirements at other institutions or locations as appropriate (provide documentation of any arrangements in place to secure such space).
- c) Requests for customized supports from university services such as library, security, computing, purchasing, accounting, human resources and payroll.

### **5. Staffing Requirements**

- a) Requirements for administrative, and/or technical personnel support from the University, including descriptions of the expected requirements from supporting units (e.g. Animal Care and Veterinary Services).
- b) Details of all proposed support staffing arrangements, as follows: For each support staff member, indicate: i) proposed source of budget (e.g. University, Faculty, ICRF); ii) role or duties.

### **6. Business Model and Sustainability**

- a) Provide a five-year budget plan. Summary of funding sources, including projected fee-for-service revenue and associated rate cards for internal and external users, in-kind support requested from Faculties/Schools/Departments, central administration of the University, or external sources. In the case of financial/in-kind support from external institutions, provide evidence that necessary agreements

## **PROCEDURE FOR POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

between the University and the external institution are in place or have been submitted for approval and attach a copy of the agreement or proposed agreement.

- b) Where available, a 5-year summary of past financial performance.
- c) Estimated total budget of the proposed ICRF (at start-up and for the first five years of operation).
- d) Anticipated remaining useful life for major equipment, as well as the estimated expenses and source of funds for decommissioning that equipment (e.g. reserved from user fees).
- e) Any proposed deviations from the standard rate and distribution of overhead on contract research as set out in MAPP 7.7 shall be detailed within the context of the overall budget plan.

### **7. Intellectual Property and Commercialization**

- a) Details of proposed arrangements relating to the ownership and/or commercialization of intellectual property created through work undertaken at the proposed ICRF, including a statement recognizing the requirement to follow all guidelines set out by MAPP 7.16, the UWOFAs Collective Agreement, and the Postdoctoral Associates Collective Agreement.
- b) Details of proposed arrangements for the conduct of private sector contract research (subject to individual negotiation).

**SCHEDULE B**

**1. Purposes and Function**

- a) Name of the ICRF.
- b) Link to the website.
- c) List of equipment and/or services provided.
- d) Faculties/Departments/School or external institutions directly involved in operations (provide documentation indicating support for the ICRF renewal from each unit, as appropriate).
- e) Rationale and justification; potential for impact as it relates to research and, where applicable, teaching, training, and EDI; alignment with the University's strategic research priorities; and anticipated benefits such as financial savings through economies of scale and reduced duplication of services within the University.
- f) Primary objectives, anticipated outcomes, and Key Performance Indicators (KPI) that will be used to measure progress towards those objectives. Include current KPI benchmarks along with targets.
- g) Report on activities since formation or the previous renewal and progress towards objectives (as above) including:
  - i. Progress towards primary objectives, anticipated outcomes and KPI identified for the previous term.
  - ii. Overview/highlights of research productivity.
  - iii. Evidence of impact at the regional, national or international level including details about the organizations, groups and institutions involved.
  - iv. External grant applications and awards in support of the ICRF.
  - v. Overview/highlights of other activities.
  - vi. Feedback / survey responses from ICRF users.

**2. Governance, Administration and Organizational Relationships**

## **PROCEDURE FOR POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

- a) Name, affiliation and qualifications of the Director.
- b) Description and membership of the Advisory Board.

### **3. Students and Training**

- a) Level and type of involvement of undergraduate students, graduate students and postdoctoral associates.
- b) Contribution to training and instructional programs.

### **4. Physical Requirements**

- a) Space requirements at Western: (i) current; (ii) within five years.
- b) Space requirements at other institutions or locations as appropriate (provide documentation of any arrangements in place to secure such space).
- c) Requests for customized supports from university services such as library, security, computing, purchasing, accounting, human resources and payroll.

### **5. Staffing Requirements**

- a) Requirements for administrative, and/or technical personnel support from the University, including descriptions of the expected requirements from supporting units (e.g. Animal Care and Veterinary Services).
- b) Details of all proposed support staffing arrangements, as follows: For each support staff member, indicate: i) proposed source of budget (e.g. University, Faculty, ICRF); ii) role or duties.

### **6. Business Model and Sustainability**

- a) Provide a five-year budget plan. Summary of funding sources, including projected fee-for-service revenue and associated rate cards for internal and external users, in-kind support requested from Faculties/Schools/Departments, central administration of the University, or external sources. In the case of financial/in-kind support from external institutions, provide evidence that necessary agreements

## **PROCEDURE FOR POLICY 7.17 – Establishment, Governance and Review of Core Research Facilities**

between the University and the external institution are in place or have been submitted for approval and attach a copy of the agreement or proposed agreement.

- b) Total budget of the ICRF (over the previous term and expected for the next five years of operation).
- c) Anticipated remaining useful life for major equipment, as well as the estimated expenses and source of funds for decommissioning that equipment (e.g. reserved from user fees).
- d) Any proposed deviations from the standard rate and distribution of overhead on contract research as set out in MAPP 7.7 shall be detailed within the context of the overall budget plan.

### **7. Intellectual Property and Commercialization**

- a) Details of arrangements relating to the ownership and/or commercialization of intellectual property created through work undertaken at the ICRF, including a statement recognizing the requirement to follow all guidelines set out by MAPP 7.16, the UWOFA Collective Agreement, and the Postdoctoral Associates Collective Agreement.
- b) Details of arrangements for the conduct of private sector contract research.

**ITEM 11.2 – Vice-President (Research) Annual Report**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

Penny Pexman, Vice-President (Research), will provide her annual report. The annual report of the Vice President (Research) is provided to Senate annually in accordance with the University Research Board Terms of Reference.

**ATTACHMENT(S):**

[Annual report of the Vice President \(Research\)](#)

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# Senate Year-in-Review :: 2024

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

May 17, 2024



# Recognizing Outstanding Researchers



Royal Society  
of Canada:  
Pierre  
Chauveau  
Medal & 6  
Fellows



Canada  
Excellence  
Research  
Chair: Robyn  
Klein



Canada  
Research  
Chairs: 12  
New, 3  
Renewed



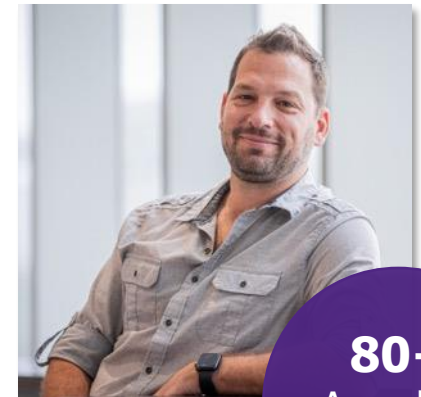
Early  
Researcher  
Awards: 10 of  
53 Available



CIHR Chair in  
Public Health:  
Maxwell Smith



Killam  
Fellowship:  
Ryan  
Stevenson



**80+**  
Awards &  
Distinctions



# Tracking Progress on Major Initiatives



Research Institutes



Partnership Development



Research Security



Core Facilities



Bioconvergence Centre



International Research



# Funding Proposals :: 2023-24

**2,485**

Funding Proposals

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**326**

External Sponsors

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**1,114**

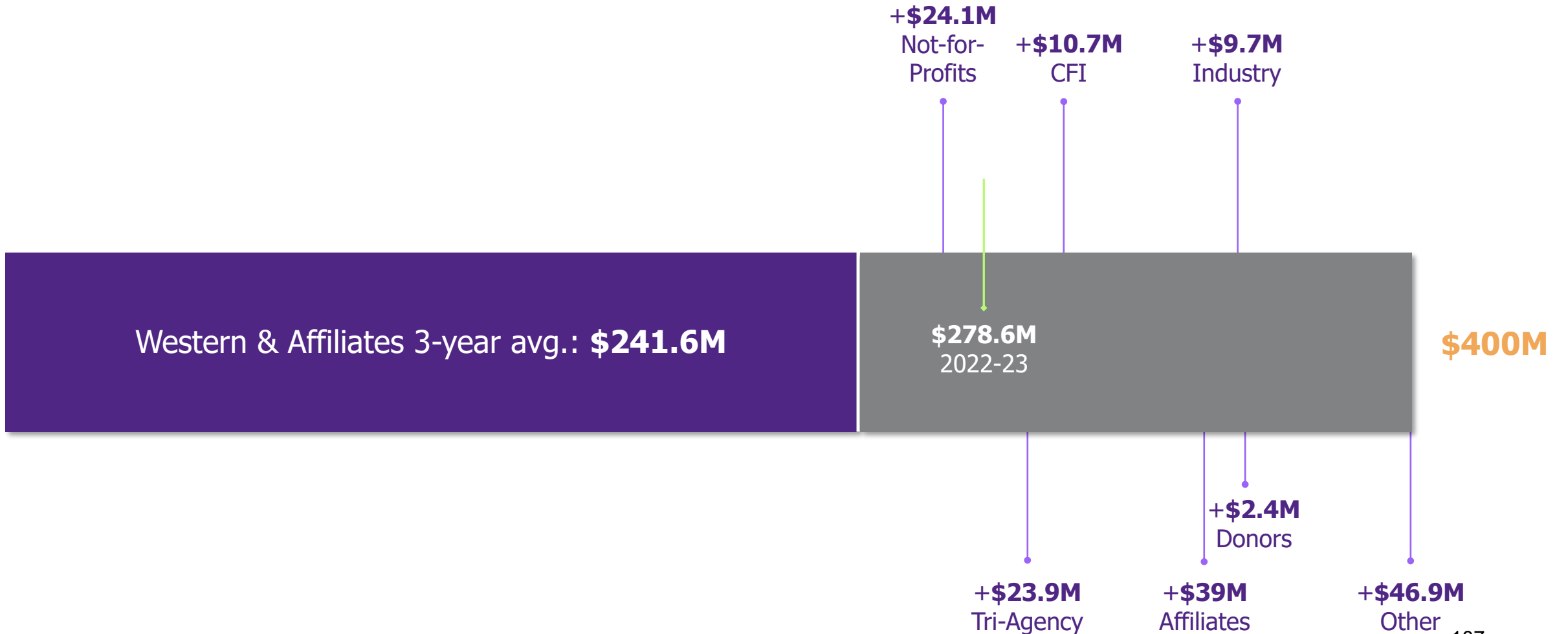
Awards To Date



**30%**

Increase in proposals  
over 2 years

# Research Revenue :: Towards \$400M



## Pillar II Clusters – Budgets

*in current prices*

<b>Cluster 1</b>	<b>Health</b>	<b>€8.246 billion</b> (including €1.35 billion from NGEU)
<b>Cluster 2</b>	<b>Culture, Creativity &amp; Inclusive Societies</b>	<b>€2.280 billion</b>
<b>Cluster 3</b>	<b>Civil Security for Society</b>	<b>€1.596 billion</b>
<b>Cluster 4</b>	<b>Digital, Industry &amp; Space</b>	<b>€15.349 billion</b> (including €1.35 billion from NGEU)
<b>Cluster 5</b>	<b>Climate, Energy &amp; Mobility</b>	<b>€15.123 billion</b> (including €1.35 billion from NGEU)
<b>Cluster 6</b>	<b>Food, Bioeconomy, Natural Resources, Agriculture &amp; Environment</b>	<b>€8.952 billion</b>
	<b>JRC (non-nuclear direct actions)</b>	<b>€1.970 billion</b>

Clusters are including a budget for Partnerships and Missions  
NGEU is Next Generation EU programme – Recovery Fund



Western  
UNIVERSITY • CANADA

### **ITEM 13.0 – 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.

**ITEM 13.1(a) – Order of Ceremony – Autumn Convocation 2024**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

The schedule of Convocation ceremonies for Autumn 2024 has been prepared by the University Secretariat in consultation with the Registrar’s Office. Consideration was given to the projected number of graduates per ceremony and prior years’ schedules. It is provided to Senate for information.

**ATTACHMENTS:**

[Order of Ceremony – Autumn 2024 \(#324\)](#)

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**Order of Ceremony – Autumn Convocation 2024 (#324)**

<b>AUTUMN 2024</b>	<b>10:00 a.m.</b>	<b>3:00 p.m.</b>
<b>Wednesday, October 23</b>	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> <li>• King’s University College (All Degrees)</li> <li>• Faculty of Health Sciences (Undergraduate Degrees)</li> <li>• Faculty of Law (All Degrees)</li> <li>• Faculty of Science (Undergraduate Degrees)</li> <li>• Schulich School of Medicine &amp; Dentistry and Faculty of Science (Undergraduate Degrees)</li> </ul>	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> <li>• Faculty of Science (Graduate Degrees)</li> <li>• Faculty of Social Science (Graduate Degrees)</li> <li>• Schulich School of Medicine &amp; Dentistry (Graduate Degrees)</li> </ul>
<b>Thursday, October 24</b>	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> <li>• Faculty of Education (All Degrees)</li> <li>• Faculty of Engineering (All Degrees)</li> </ul>	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> <li>• Faculty of Health Sciences (Graduate Degrees)</li> </ul>
<b>Friday, October 25</b>	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> <li>• Huron University College (All Degrees)</li> <li>• Richard Ivey School of Business (All Degrees)</li> <li>• Faculty of Information and Media Studies (All Degrees)</li> </ul>	School of Graduate and Postdoctoral Studies * <ul style="list-style-type: none"> <li>• Faculty of Arts and Humanities (All Degrees)</li> <li>• Faculty of Social Science (Undergraduate Degrees)</li> <li>• Don Wright Faculty of Music (All Degrees)</li> </ul>

\*Students in graduate programs hosted by the Faculties on the particular day.

**ITEM 13.1(b) – Senate Membership – Vacancies Filled by Appointment**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

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 Arts &amp; Humanities</b>	
Heather Kirk	July 1, 2024 – June 30, 2026

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**ITEM 13.2(a)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Registration”**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 17, 2024, the Graduate and Postdoctoral Studies policy on “Registration” be revised as shown in Item 13.2(a)(i).

**EXECUTIVE SUMMARY:**

The School of Graduate and Postdoctoral Studies (SGPS) is proposing revisions to the policy on “Registration” to (i) revise the existing section on transferring between graduate degree levels, and (ii) add a new section for laddering to another graduate degree.

Transferring

The current policy on transferring is updated to reflect best practices, improve clarity, and to provide guidance to programs.

The proposed revisions include:

- Revising the title of the subsection to reflect the fact that transferring occurs between graduate degree levels.
- Adding a definition of ‘transferring’.
- Articulating the implications of transferring for prior work.
- Revising the transfer options between degree programs to reflect current practice; specifically, adding the option to transfer from a higher-level degree program to a lower-level degree program.
- Clarification around how transferring impacts the degree credential.
- Specifying the approval process.

Laddering

SGPS is introducing the program design option of laddering to reflect recent innovations in graduate program development where particular programs are designed to provide students an opportunity to move from one into another. The definition of laddering is provided, and the parameters are articulated.

Laddered degree programs provide the opportunity for students to progress through them while carrying forward recognition of prior work. Credentials are awarded for each degree within the approved laddering programs. Admission to each of the laddered degree programs is required.

**ATTACHMENT(S):**

[Revisions to the policy on “Registration”](#)

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## Registration

<b>Policy Category:</b>	Graduate and Postdoctoral Studies
<b>Subject:</b>	Registration
<b>Subsections:</b>	<a href="#">Initial Registration</a> ; <a href="#">Registration Requirements</a> ; <a href="#">Categories of Registration</a> ; <a href="#">Transfer from Master's to Doctoral Degree Status in a Program</a> ; <a href="#">Leave of Absence</a> ; <a href="#">Student Progress and Withdrawal</a> ; <a href="#">Admission After Withdrawal</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	<a href="#">Procedure for Registration</a>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Related Policies:</b>	*
<b>Effective Date:</b>	TBD <del>March 15, 2024</del>
<b>Supersedes:</b>	March 15, 2024; September 16, 2022

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### 1. Initial Registration

A candidate whose application for admission has been approved by the School of Graduate and Postdoctoral Studies (SGPS) must register in the term indicated on the "Offer of Admission". In exceptional circumstances, registration may be deferred for one term, with approval of the program and SGPS. The candidate should consult the appropriate program for details about registration.

## Registration

### 2. Registration Requirements

#### a) Continuous Registration

Graduate students must maintain continuous registration in the SGPS in each successive term from initial registration until all requirements for the degree are completed.

#### b) Maximum Registration Period

The maximum registration period for completing a Master's degree is three calendar years from initial registration and, in the case of a Doctoral degree, six calendar years from initial registration. For students who transfer from a Master's program to a Doctoral program without completing the Master's program or Direct-Entry to a Doctoral program, a maximum of seven calendar years from the initial registration in the Master's program or Doctoral program (Direct Entry) will be given to complete the Doctoral degree. For students admitted part-time to an approved part-time Master's program, the maximum registration period is four years.

The student will be withdrawn at the end of their maximum registration time limit unless the Vice-Provost (Graduate and Postdoctoral Studies) has approved an extension.

### 3. Categories of Registration

#### a) Full-Time Student

To be registered as a full-time student, a student must meet the following criteria:

- make satisfactory progress toward degree completion in alignment with full-time program expectations and requirements. Failure to meet progression requirements may result in being required to withdraw from the program.
- be present on campus as required by their program
- have paid, or make arrangements to pay, full-time tuition fees.

#### b) Part-Time Student in Approved Part-Time Program

Students may be admitted as part-time students in approved part-time programs (listed below) as stipulated in the program's regulations. During the course of study, and with the approval of the program and SGPS, such a part-time registrant may be approved to register as a full-time student; they may then register as a part-time student at a later date by meeting the requirements as stipulated in (c) below. Students who begin as full-time students in programs that have an approved part-time course of study may only change to part-time registration as stipulated in (c) below.

Students registered part-time may take no more than two courses in a term. Undergraduate courses taken as extra courses or as degree requirements are to be included in the totals above.

## Registration

Students can enroll part-time in the following established part-time programs:

- Computer Science MSc
- Education MEd
- Engineering Sciences MEng
- Epidemiology and Biostatistics MSc
- Family Medicine MCISc & PhD
- Foods and Nutrition MScFN - Thesis Stream
- Law LL.M
- Library and Information Science MLIS
- Media Studies MA
- Music MMus (Music Education)
- Nursing MScN
- Master of Nursing
- Pathology and Laboratory Medicine MSc & PhD
- Public Administration MPA
- Theology MA (Huron University College)

### c) **Part-Time Students in Full-Time Programs**

Part-time registration in full-time programs may be granted in exceptional circumstances and only with the approval of both the Graduate Program and the Vice-Provost (Graduate and Postdoctoral Studies). Examples of such circumstances are: admission to another full-time university program or medical or compassionate circumstances that make it impossible for the student to continue to devote full-time attention to their program of study. Supporting documentation must be submitted with the request for part-time status.

Part-time status is not to be used as a means for reducing or avoiding tuition fees. Being beyond the funding eligibility period will not, by itself, constitute grounds for a change from full-time to part-time status. Part-time status may be granted for up to a cumulative total of three terms.

Students registered part-time may take no more than two courses in a term. Undergraduate courses taken as extra courses or as degree requirements are to be included in the totals above.

### d) **Thesis Defense Only Student**

The purpose of this status is to allow a student who: a) has completed all program requirements (including thesis submission), but b) has not been able to defend their thesis before the end of term, to register at the University in the subsequent term without paying tuition fees. Thesis Defense Only registration (TDO) can be held for only one term.

- This registration category will not require payment of tuition fees; however, students will be required to pay part-time ancillary fees.
- In order to be considered for TDO status students must upload their thesis electronically.

## Registration

- TDO status will be granted to those students who have submitted a thesis by the final official day of term but have not been able to secure an examination board and/or examination date that falls before the end of the term.
- Programs are required to inform SGPS as soon as possible (and in any case no less than 10 working days before the last working day of the term) when a thesis examination will need to be scheduled into the subsequent term.
- The thesis examination must be successfully completed, all required revisions done, and the final thesis submitted to SGPS prior to the end of the TDO term. A student who does not meet these conditions will be required to pay part-time tuition for the TDO term and will continue to be registered until the final thesis is submitted.
- TDO applies only to students in programs that have a thesis requirement.
- A student will be given TDO status for no more than one term.
- When the thesis examination is unsuccessful at either the preliminary or examination stages, the student will not have met the TDO conditions and will be required to pay part-time tuition and fees for the TDO term.

### e) **Non-degree Part-time Student**

Non-degree part-time students must meet normal admission requirements. If a student in this category is subsequently admitted to a degree program, no more than 20% of the course requirements for the degree may be credited from courses taken while a non-degree student. Non-degree part-time students are not required to maintain continuous registration. For each term in which they are registered, however, they must inform their Graduate Chair before the start of the next term whether they plan to take courses during that term or whether they plan to withdraw. Without withdrawal, they will receive a tuition bill for the following term, as if they were in a degree program. Once withdrawn, they must apply for readmission to resume their non-degree part-time studies. In such cases, SGPS waives the readmission fee.

### f) **Concurrent Degree Student**

Students in the following programs will be registered in both programs and are eligible to receive degrees in each:

- MD-PhD
- MBA-LLB in Business and Law

### g) **Doctoral Flex-time Registration**

Students must select flex-time registration prior to commencing their program of study and cannot alter their registration status once selected.\* Students enrolled in flex-time studies pay full-time tuition fees for the first four years of their registration, and part-time fees until they complete their program. As the flex-time option is intended for working professionals, Western's doctoral funding guarantee does not apply to students in flex-time studies. Flex-time enrolment will normally require two additional years of study for students to complete the program, in comparison to students in a regular full-time enrolment status. Completion within six to eight years while in flex-time enrolment is expected.

## Registration

\*Please note that the flex-time registration option is available only for doctoral programs with an approved flex-time option.

### h) **Interdisciplinary Combined PhD**

A Western Interdisciplinary Combined PhD entails the completion of the combined degree requirements of two Western doctoral programs simultaneously under the supervision of a faculty member from each program.

#### **DEFINITIONS**

**Home Program:** For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Home Program" will refer to the graduate program that has administrative responsibility for the student, including providing work/office space, assignment of GTAs, completion of annual progress reports, etc. The Home Program is also the "fall-back" program in the event that the student wishes to discontinue in the combined option.

**Partnering Program:** For the purposes of the Interdisciplinary Combined PhD Degree Agreement Form, "Partnering Program" will refer to the second graduate program.

### i. **Program Structure**

- The student shall have two supervisors – one supervisor with doctoral membership in each graduate program. In exceptional circumstances, a single supervisor, with doctoral membership in both programs may be approved by SGPS, conditional upon the supervisory committee representing both programs.
- One of the two programs will be identified as the "Home Program" for the purpose of registration and administration.
- Programs are encouraged to "share" or "merge" some of their usual requirements. For example, a required course in one program can also be counted as an optional or elective course in the second program.
- One thesis is to be completed; the thesis must meet the expectations of both programs, the content of the thesis should represent a blending of the disciplines.
- The composition of the examining board for the dissertation will include representation of both participating programs and disciplines. Some variation from the usual PhD Examination Board structure may be needed to achieve this; such variation must be approved by SGPS.
- The student's individual program (structured to support completion in 4 years) must be determined and agreed upon by the two programs normally no later than by the second term, including:
  - All courses to be completed to meet the learning outcomes of both programs



## Registration

- The nature and timing of comprehensive(s) to satisfy both programs (if feasible, the comprehensive exam requirements of the two programs can be merged into one exam)
- Any additional milestones required to meet the learning outcomes of both programs
- The topic of the dissertation/research

### ii. Inclusion on Transcripts and Degrees

- One degree/parchment will be awarded; it will list both graduate programs.
- The student's transcript will note registration in both graduate programs, with one degree awarded upon completion of all requirements.
- The student's transcript will read under "Academic Program History":
- Program: Home Program  
Plan: Interdisciplinary Combined Doctor of Philosophy  
Home Program and Partnering Program  
Status: Active in Program (or later, "Completed Program")
- The final degree awarded will appear on the parchment as: DOCTOR OF PHILOSOPHY, Home Program and Partnering Program

## 4. **Transferring between Graduate Degree Levels** ~~From Master's to Doctoral Degree Status in a Program~~

Transferring refers to a situation where a student leaves an unfinished degree program and registers in a different degree-level in the same graduate program. Students are normally given recognition for prior work in these instances. Transferring can occur from a lower-level degree program to a higher-level degree program (e.g., Graduate Diploma (GDip) to Master's or Master's to Doctoral) or from a higher-level degree program to a lower-level degree program (Doctoral to Master's). When transferring, the credential from the former degree program is not granted to the student, as they have not completed all requirements of the former degree program. Transfers must be approved by the graduate program and SGPS.

~~Programs may allow students to transfer their registration from the Master's to the Doctoral degree within the same program, without completion of the Master's degree. The Vice-Provost (Graduate and Postdoctoral Studies) will consider such requests on the recommendation of the student's program.~~

~~Transfers from the Master's to the Doctoral program must take place before the sixth term of Master's registration.~~

## Registration

### 5. Laddering to another Graduate Degree

Laddering refers to an established process where a student completes a program and is given recognition for this prior work towards a subsequent degree program via this approved pathway. In the case of laddering, a student has completed the lower-level program and has been awarded the credential (e.g., a student completes a GDip program and is provided credit for prior work in a specific Master's program with an approved laddering process). The remaining requirements for the higher-level degree in these cases are also pre-determined. Students must apply for admission to the laddering degree program; admission is not guaranteed.

### 5 6. Leave of Absence

The Vice-Provost (Graduate and Postdoctoral Studies) may grant a leave of absence on pregnancy/parental, medical or compassionate grounds normally to a maximum of three terms or 12 months, on the recommendation of the program.

When recommending a leave of absence to the Vice-Provost (Graduate and Postdoctoral Studies), programs should contact SGPS about any academic considerations for outstanding coursework.

While on leave, students are expected to be away from normal activities as graduate students (e.g. attending classes, conducting research). However, students and supervisors may negotiate ongoing communication during this period. Before the end of the approved leave of absence, students notify the Graduate Chair/Director, the Graduate Assistant and, where relevant, the Supervisor(s), to discuss the transition back to their studies. If students are applying for an additional leave of absence, it is important that the program and SGPS be notified as soon as possible.

To ensure that they are optimally supported throughout their degree, students requiring leaves of absence that extend beyond three terms are encouraged to communicate with programs about potential professional, academic or research implications of the extended period away from their studies.

The start and finish of the leave may begin or end at any point in the term; normally the leave will coincide with the start and end of terms. Students are advised to consult with their graduate program to make special arrangements especially if taking courses during this period.

The date for degree completion and funding of the degree program will be extended by the duration of the time taken on leave, i.e. one, two or three terms as appropriate.

#### a) Pregnancy and/or Parental

Pregnancy/Parental Leave is intended to recognize the need for leave at the time of pregnancy, birth or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. Either parent may

## Registration

request up to three terms of leave, which must be started within twelve months of the date of birth or custody.

Provided the student has been a registered full-time graduate student for at least one term and is not receiving additional Tri-Agency benefits, they are entitled to a \$1,500 pregnancy and parental bursary per leave.

During a Pregnancy/Parental leave international students can opt into UHIP for up to 12 months.

### b) **Medical**

Graduate students may apply for a medical leave by providing a Medical Certificate completed by a health care practitioner. During a Medical leave, international students can opt into UHIP for four months in a 12-month leave period. It is possible to extend UHIP for another four months subject to the approval of the insurance provider.

### c) **Compassionate**

Graduate students may apply for a compassionate leave for care and support of a seriously ill family member. This leave is not intended to cover circumstances related to travel, employment or other financial concerns.

### d) **Internship**

Graduate students in programs without an internship requirement who secure an internship through Western's Internship Program may apply for an internship leave.

Students may apply for a leave of absence by completing an online request via the Graduate Student Web Services Portal. The request is then reviewed by the graduate program. If approved by the program, it is reviewed by SGPS.

Once on leave, students are not registered with the University nor will they be required to pay tuition and ancillary fees for this period; however, they are entitled to receive/maintain certain benefits as described in the related Procedures.

## 6 7.

### **Withdrawal**

The Graduate Chair of a program:

- Must approve the student's plan of study
- Must ensure the preparation and filing of an annual progress report for each student

Graduate faculty must provide students with timely feedback on courses, examinations, or other requirements.

## Registration

The program may require students to withdraw if they fail to meet the following standards:

- Students must maintain a cumulative average of at least 70% calculated each term over all courses taken for credit, with no grade less than 60%
- Students must make satisfactory progress towards the degree according to milestones set by the program

Withdrawal from a program can occur in two ways. A student can voluntarily withdraw, following formal notification to the program. Alternatively, the program or SGPS can withdraw a student for failure to meet admission conditions, progression requirements, specified deadlines for completion, or failure to pay fees. Once withdrawn from a program (and SGPS), the person withdrawn is no longer a student and may not attend classes, receive supervision, or have access to any resources of the University.

### 7 8. Admission After Withdrawal

Students who have voluntarily withdrawn or who have been withdrawn and wish to complete their program must formally re-apply for admission. Credit for previous work completed must be approved by the program and SGPS.

Students who are withdrawn for non-payment of fees will be considered for admission under the following payment conditions:

- Any student who has withdrawn or has been withdrawn may be required to pay fees for the terms in which registration has lapsed if admitted.
- Payment of all fees owing at the time of withdrawal including all penalty fees incurred as a result of the default
- Prepayment of full fees for the term in which admission is sought
- These payments must be money order, cash, direct debit, or certified cheque

### 8 9. Time Away From Studies and Vacation Time

Full-time graduate students in research-based programs are expected to be active in their program for all three terms of the university year, as specified in Section 2. While engaging in their program, we recognize that personal time (i.e. time away from studies) is beneficial for student health, well-being and academic achievement. It is acceptable and expected that Supervisors, Supervisory Committee Members and Graduate Chairs will discuss expectations around students' study and research schedules; they will mentor students and support their need for time off and their pursuit of work/life balance. Time away from studies must take into account the impact on timely progression and the impact on research and other responsibilities.

It is expected that students devote a reasonable number of hours each weekday to study and to research. It is acceptable for students to take days off. In making these time management decisions, it is expected that students will learn to discern when time away from studies supports academic productivity, and when it undermines timely progression.

## Registration

Graduate Chairs are encouraged to ensure that both student and supervisor needs and expectations are met. See SGPS Regulation regarding supervisor expectations.

In addition to the above, students are entitled to be away from their studies and research responsibilities during:

- the closing of the University from late December until early January
- statutory holidays when the University is closed
- religious holidays in accordance with University policy

Graduate students are also entitled to at least two weeks of vacation time from their studies per year.

**ITEM 13.2(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Program Design – Course Registration”**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 17, 2024, the Graduate and Postdoctoral Studies policy on “Program Design – Course Registration” be revised as shown in Item 13.2(a)(ii).

**EXECUTIVE SUMMARY:**

The School of Graduate and Postdoctoral Studies (SGPS) is proposing revisions to the policy on “Program Design – Course Registration” to update the section on Waiving Program Requirements for Prior Equivalent Work.

In situations where an incoming student has completed coursework in a prior degree or has other prior non-academic experience that meets program learning outcomes, it is acceptable for a program to recognize such prior equivalent work. To support programs in this process, SGPS proposes to revise the title of the section from “Waiving Program Requirements for Prior Equivalent Work” to “Recognition for Prior Equivalent Work” to reflect current best practices and to improve clarity.

This section of policy is revised to reflect the need for greater clarity around whether a program can consider equivalent work completed by a student before the start of a graduate degree program in place of current graduate program requirements.

The proposed revisions include:

- The addition of a statement to explain what is meant by prior equivalent work.
- Added language to explain that recognition of prior equivalent work can reduce requirements for a student who is entering a graduate degree program.
- Added language to specify that recognition of prior equivalent work occurs at the entry of a degree program, can include both academic and non-academic work, and is decided at the discretion of the relevant graduate program.

**ATTACHMENT(S):**

[Revisions to the policy on “Program Design – Course Registration”](#)

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## Program Design – Course Registration

<b>Policy Category:</b>	Graduate and Postdoctoral Studies
<b>Subject:</b>	Program Design – Course Registration
<b>Subsections:</b>	<a href="#">Adding or Dropping Graduate Courses</a> ; <a href="#">Auditing Graduate Courses</a> ; <a href="#">Repeated Courses</a> ; <a href="#">Incomplete Courses</a> ; <a href="#">Adding, Auditing, or Withdrawing from Undergraduate Courses</a> ; <a href="#">Waiving Program Requirements for Prior Equivalent Work</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	<a href="#">Procedure for Program Design – Auditing a Graduate Course and Taking an Undergraduate Course</a>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Related Policies:</b>	*
<b>Effective Date:</b>	TBD <del>March 15, 2024</del>
<b>Supersedes:</b>	<del>March 15, 2024</del> ; September 16, 2022

### 1. Adding or Dropping Graduate Courses

All courses added or dropped by the student must be approved by the Graduate Chair of the student's program and by the Graduate Chair of the department offering the course (if the course is not from the student's program). Courses may not normally be added and dropped after the specified deadline dates.

Deadline dates for adding or dropping a course will normally be calculated according to the table below. A course that has been dropped by the last date specified for adding a course shall be expunged from the records. A course that has been dropped after the last date specified for adding a course but before the last date specified for dropping a course without academic penalty shall be recorded as "WDN". A course that has not

### Program Design – Course Registration

been dropped in accordance with the above regulations and that has not been completed satisfactorily by the student shall be recorded as "F", failure.

Weight of Course	Last Day to Add	Last Day to Drop
0.5, 1.0, 1.5 or 2.0	One month from the official beginning of the term in which the course begins	Two months from the beginning of term in which the course begins
0.25	10 Business days	50% of the way through the course

#### 2. Auditing Graduate Courses

The student must declare an intention to audit a graduate course by the enrolment deadline for the term, using the Graduate Course Audit Form. The student must have the instructor's signed approval to audit the course, as well as approval from the Supervisor (if applicable) and Graduate Chair. An Audit requires regular attendance and any other obligations as stated by the course instructor in the Comments/Expectations section of the Graduate Course Audit Form. If these requirements are not met, the audit will be removed from the student's record at the instructor's request.

After the enrolment deadline, a student may not make a change from auditing a course to taking it for credit, or vice versa, within a given term. A student may, in a subsequent term, enroll in a given course for credit that has previously been audited.

Graduate courses delivered online may not be audited without special permission from the program.

#### 3. Repeated Courses

When a course previously completed is repeated, both marks will appear on the official transcript, but only the last mark obtained is used for all academic purposes, even if it is lower than the previously obtained mark.

#### 4. Incomplete Courses

When a student does not complete work for a course by the grade submission deadline, a grade of INC appears on the transcript. The INC will be changed to a grade if the work is completed by the grade submission deadline for the term following the one in which the INC was awarded. If a grade is not submitted by this deadline, the INC becomes a Failure.



## Program Design – Course Registration

A numerical grade submitted for an INC grade, or an F grade resulting from an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either grade except on documented medical or compassionate grounds.

For incomplete courses related to a leave of absence, programs should see the Leave of Absence section and contact SGPS about academic considerations.

### 5. Adding, Auditing, or Withdrawing from Undergraduate Courses

Graduate Students may take undergraduate courses without additional charge only if needed for their degree requirements and with the approval of the Graduate Chair and SGPS. Graduate students taking undergraduate courses must follow the undergraduate regulations, as stipulated in the undergraduate calendar under 'add/drop deadlines'.

Undergraduate courses, or combined courses in which undergraduate students predominate must be less than one-third of the student's total course requirement for the graduate degree. Graduate students may not take an undergraduate course at a Western-Affiliated University College (with the exception of programs whose home unit is an Affiliated University College).

### 6. ~~Waiving Program Requirements~~ Recognition for Prior Equivalent Work

Recognition for prior work acknowledges previously completed academic, and in some cases non-academic, work thereby reducing requirements for an individual student entering a degree program.

Recognition for prior work:

- is normally granted upon entry into a degree program
- can be granted based upon academic and non-academic work completed at Western or outside of Western
- is granted at the discretion of the graduate program at Western

~~A program may waive one or more degree requirement(s) if it determines that the requirement(s) has been satisfied through prior equivalent academic work. Normally this would be done by the beginning of the student's first term.~~

**ITEM 13.2(b)(i) – Revisions to the Policy on “Academic Counselling for Undergraduate Students”**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Effective May 1, 2024, the policy on “Academic Counselling for Undergraduate Students” was revised to remove Brescia University College from a list of Affiliated University Colleges.

Additionally, gendered language was removed from the policy.

**ATTACHMENT(S):**

[Revisions to the Policy on “Academic Counselling for Undergraduate Students”](#)

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### Academic Counselling for Undergraduate Students

<b>Policy Category:</b>	General
<b>Subject:</b>	Academic Counselling for Undergraduate Students
<b>Subsections:</b>	Academic Counselling; Student Responsibility for Course Selection
<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>	<a href="#">Registration and Progression in Three-Year, Four-Year and Honours Programs</a> ; <a href="#">Adding and Dropping Courses</a>
<b>Effective Date:</b>	May 1, 2024 <del>March 2009</del>
<b>Supersedes:</b>	March 2009 *

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### ACADEMIC COUNSELLING

Academic counselling will be on a continuous basis as a responsibility of the Faculties for full and part-time students.

The Dean of each Faculty shall appoint a body of academic counsellors, responsible directly to the respective Dean, to help students in their choice of, and progression within, their programs of study.

Departments of the Faculties shall designate members to assist the coordination of academic counselling in each faculty.

The recommendations for academic counselling should not be construed as to prohibit use of students in academic counselling.

### Academic Counselling for Undergraduate Students

No additional remuneration shall be paid to faculty members participating in academic counselling services, except those participating in the summer counselling program.

Each department shall provide course outlines and reading lists for the Academic Counsellors for all courses offered by the department.

Counselling is compulsory for all undergraduate and special students who intend to register in courses at The University of Western Ontario. (This does not apply to students in programs in Medicine, Dentistry, Law and Education.)

### STUDENT RESPONSIBILITY FOR COURSE SELECTION

A student in a degree program must select courses in accordance with the published requirements. Many courses have prerequisites or require the approval of the Department. These requirements, and any enrolment limitations, should be noted carefully prior to registration. Substitutions for prescribed courses require the written approval of the Department and the Dean. Students registering in the Fall/Winter Session and intending to take second-term half-courses must register for those courses during the course registration period.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from ~~his or her~~ their Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites.

Students are responsible for determining the deadlines for adding and dropping courses. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by the last day to add a course in that term.

Students registered at Western or at an Affiliated University College (~~Brescia~~, Huron, King's) should note that if a course appropriate to their program is offered in an academic unit other than their own, they may register in it providing that their academic unit does not offer the course. However, students must have the written permission of the Dean of their Faculty prior to registering in a course that is offered both at Western and an Affiliated University College.

**ITEM 13.2(b)(ii) – Revisions to the Policy on “Academic Records and Student Transcripts”**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Effective May 1, 2024, the policy on “Academic Records and Student Transcripts” was revised to remove Brescia University College from a list of Affiliated University Colleges.

Additionally, gendered language was removed from the policy.

**ATTACHMENT(S):**

[Revisions to the Policy on “Academic Records and Student Transcripts”](#)

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### Academic Records and Student Transcripts

<b>Policy Category:</b>	General
<b>Subject:</b>	Academic Records and Student Transcripts
<b>Subsections:</b>	<a href="#">Personal Information Collection Notice</a> ; <a href="#">Academic Records and Student Transcripts</a> ; <a href="#">Grade Reports</a> ; <a href="#">Co-Curricular Records</a> ; <a href="#">Academic Transcripts</a> ; <a href="#">Class Average, Class Size on Transcripts</a> ; <a href="#">Transcript Notations</a> ; <a href="#">Areas of Concentration in Law</a> ; <a href="#">Recording Students' Names</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, 2024 <del>September 1, 2022</del>
<b>Supersedes:</b>	<del>September 1, 2022</del> ; April 22, 2022; January 2021

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### PERSONAL INFORMATION COLLECTION NOTICE

*The University of Western Ontario* collects personal information under the authority of the *University of Western Ontario Act, 1982*, as amended. The information is related directly to and needed by the University for the purposes of recruitment, admission, registration, progression, graduation, administration, and other activities related to its programs.

The information is used to administer and operate academic, athletic, recreational, student development, student employment, financial aid, and other University programs and activities, including residence operations and alumni and development activities and programs. For example, personal information will be used to determine

### Academic Records and Student Transcripts

academic status, record academic achievement, produce class lists, issue student cards, process transcript requests, maintain tuition accounts, issue tax receipts, notify students of important issues and updates, determine eligibility for student awards, scholarships and financial support, and administer financial aid and government financial assistance programs.

It is the policy of the University to consider the following information about current and former students to be publicly available and to provide it to third parties upon request: student's full name; Faculty(ies)/Schools in which student is/was enrolled, with major field of study; degree(s) awarded by Western and date(s) conferred; and academic or other University honours or distinctions. At any time an individual may request that this information cease to be made publicly available by contacting Registrarial Services in writing.

Personal information may be used for statistical and research purposes by the University, other post-secondary educational institutions, researchers, and the provincial and federal government. The University discloses specific and limited personal information to recognized student organizations for the purposes of administering their programs including membership administration, health plan, elections, and issuing of bus passes. Personal information of students enrolled in an Affiliated University College is shared with the Affiliated University College.

Select information may be shared with third parties, including: award donors; government funding agencies to process financial assistance applications; financial institutions to confirm student enrolment; independent student loan administration companies to process student loan documents; collection agencies for outstanding accounts; municipalities for debts owed by students; and contracted service providers acting on behalf of the University. Credit card information is transmitted to an independent processing company in order to process payments. Personal information may be disclosed to third parties in the course of an investigation of misconduct. Information relating to misconduct and/or falsified documents may be shared with other educational institutions.

Western collects personal information under the authority of the *University of Western Ontario Act, 1982 (as amended in 1988)*. To view the complete Personal Information Collection Notice visit the online Academic Calendar at <http://www.westerncalendar.uwo.ca>

## Academic Records and Student Transcripts

### ACADEMIC RECORDS AND STUDENT TRANSCRIPTS

The University maintains a record of a student's academic progress throughout their career at Western. This record provides information for academic counselling purposes and serves as the basis for producing grade reports and student transcripts. The following is a description of the kinds of information held by the University and the information that is provided on grade reports and transcripts.

#### Academic Files

The Registrar's Office keeps an electronic file of all information relating to a student's academic progress. This includes a student's:

- basis of admission
- address
- some biographic information (e.g., date of birth) that is collected and reported for Statistics Canada
- for students admitted directly from secondary school, the record of the Grade 12 courses, as well as marks submitted in support of their application for admission
- registration history and status
- courses attempted and grades achieved
- milestones
- Special Permissions granted
- all information relating to Advanced Standing and courses taken on Letters of Permission
- information on seals on academic records because of non-payment of fees, library fines, etc.

The academic file is a confidential internal document that is available only to individuals authorised to view the files.

There are other electronic files/databases on students, including:

- scholarship/bursary data
- fee payment information
- the Alumni database which includes information on degrees attained as well as the address of parents.

In addition to these electronic records, the Academic Counselling Office of a student's Faculty may keep a file containing written documents relating to a student's academic progress. These may include:

- Special Permission forms
- Special Examination Forms
- medical documents
- correspondence



## Academic Records and Student Transcripts

- notes of interviews that students may have had with Academic Counsellors.

These files are also confidential internal documents that are available only to the student's Dean and Academic Counselling Office.

A student who has been found guilty of a scholastic offence may also have an offence record that is kept separate from the academic file. (See section on Scholastic Offences.)

### GRADE REPORTS

Students are able to access their grades at the end of each academic term through the Student Center (student.uwo.ca). Where appropriate, courses attempted, milestones recorded, the grades achieved, comments concerning a student's eligibility for a requested program, progression and graduation eligibility, and averages, are reported to the student. This information is confidential and may only be accessed by entering their Western user ID and password.

### CO-CURRICULAR RECORD

Western's Co-Curricular Record is a collaboration between Western University and its Affiliated University Colleges – ~~Brescia University College~~, King's University College and Huron University College. It is a record of a student's engagement and leadership involvement during their time at Western. The Co-Curricular Record is separate from the Academic Record and it lists activities such as participation in student life programs, leadership development, community service learning, and involvement activities that contribute to the student's experience.

The Co-Curricular Record chronicles a student's non-academic engagement across core areas, such as career preparation, communication, diversity, engaging the arts, global awareness, leadership, social responsibility etc.

The Co-curricular Record supports students in:

- Learning more about the out-of-classroom activities available at Western
- Reflecting on, and identifying key learning outcomes gained through their various activities
- Preparing a personalized document of their key activities that is validated by staff and faculty members
- Adapting their records for specific audiences (e.g. job interview, graduate school application)

## Academic Records and Student Transcripts

- Articulating their co-curricular experience to employers, admission panels, etc.

For more information please visit: <http://myexperience.uwo.ca/>

### ACADEMIC TRANSCRIPTS

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar. If in paper format, the transcript will bear the embossed seal of the University. If in electronic format, the transcript will be certified with a cryptographic signature. A transcript is privileged information and is available only upon the written or online request and payment of the fee by the student. (For current fees and processing time check the website of the Office of the Registrar: <http://www.registrar.uwo.ca/>).

A transcript is required as one of the supporting documents for application to another university, graduate school, fellowship and scholarship applications, and is commonly required by prospective employers.

The transcript is a record of a student's academic progress. It contains the following information:

1. A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2. A listing of milestones that a student must complete to satisfy their academic requirements.
3. A statement of the degree attained, including the area of concentration or Honours discipline and date of graduation.
4. Comments relating to a student's academic progress. These may include statements about a student's standing in a program, or that the student was required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).
5. A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. [Note: This information is only available from May 1, 2000.]
6. A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies.  
*[Note: This scholarship information is available only for graduate students from September 1, 2008.]*
7. A listing of selected honours (i.e. Dean's Honour List, Global and Intercultural Engagement Honour - see <http://international.uwo.ca/>, Memegwaanh

## Academic Records and Student Transcripts

Indigenous Learning Honour – see <http://indigenous.uwo.ca>).

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

Transcripts can be ordered online through the Student Center ([student.uwo.ca](http://student.uwo.ca)) or by using the order form available from Student Central, RM 1120 Western Student Services building or from <https://registrar.uwo.ca/services/transcripts.html>  
Official transcripts are sent by the Registrar's Office as designated by the student.

The cost for transcripts can be found at  
<https://registrar.uwo.ca/services/transcripts.html>

\* All transcript transactions in Student Central require valid identification.

### CLASS AVERAGE, CLASS SIZE ON TRANSCRIPTS

Senate approved that the class (i.e., section) average be added to the transcript (assessing failures as 40), and, that for passing grades, the class size (i.e., section) be added to the transcript (including failures in enrollment).

*[Secretarial Note: Although the original proposed implementation date was January 1, 2001, Western in fact implemented class size and average on the transcript in April 2002. Senate was informed that the class average and class size would be on the transcript for courses in the fall/winter 2000 term and onward. Any undergraduate courses on the student's transcript prior to fall/winter 2000 will only show the mark achieved.]*

### TRANSCRIPT NOTATIONS

- Transcript notations for suspension and expulsion will differentiate between Scholastic Discipline, Gender-Based and Sexual Violence (GBSV) offences, and Code of Student Conduct offences.
- A notation for suspension will be removed from the transcript when the

## Academic Records and Student Transcripts

student graduates or five years after the last registration.

- A notation for expulsion will be permanent unless a petition to the President for its removal is approved. The petition to remove an expulsion notation from the transcript may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript would not overturn the expulsion decision; the expulsion from the University would remain in effect.

*Secretariat Note: See also the policies on [Scholastic Discipline for Graduate and Undergraduate Students](#) and the [Code of Student Conduct](#).*

### **AREAS OF CONCENTRATION IN LAW (To be on Transcripts)**

Areas of Concentration are available in Business Law, Criminal Law, Information and Technology Law, and Taxation. All Area of Concentration programs require a student to complete a research paper in the pertinent area. The Area of Concentration research paper must meet the criteria of the Faculty's writing requirement necessary for graduation, and may be used to fulfil that requirement. Students who complete an area of concentration within the JD program will have a notation, e.g., "Area of Concentration: Business Law," included on their transcripts. Students who fulfill the requirements of more than one Area of Concentration shall have a notation for all such successfully completed concentrations included on their transcripts.

### **RECORDING STUDENTS' NAMES**

In order to maintain the integrity of the University's student records, each student is required to provide either on application for admission or on personal data forms required for registration, **his/her their** complete legal name. Any requests to change a student's name by means of alteration, deletion, substitution or addition, must meet the criteria outlined below.

#### **Printing Students' Names on Degree Diplomas**

Students' names (first, middle and last names) as confirmed during the application to graduate process, will be printed on Degree Diplomas in capital letters. Students wishing to include lower case letters or accents in their names must follow the "Request to Change Students' Names on Degree Diplomas" policy below.

#### **Requests to Change Students' Names on Academic Records and Transcripts**

Students who wish to change their name used for official registration purposes are required to provide acceptable documentation and photo identification reflecting the change.

**Academic Records and Student Transcripts**

**Requests to Change Students’ Names on Degree Diplomas**

Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student's permanent record and displayed on official transcripts with the degree conferral information\*. To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation:

Change	Example
Truncation of names	Alexander to A.
Diminutives of names	James to Jim
Variation in the order of names	Surname/Given name
Use of religious names	Addition of Mohammad
Removal of middle names	Jane Ann Smith to Jane Smith
Using both capital and lower case letters	MACKENZIE to MacKENZIE MCKENNA to McKENNA VON KUSTER to Von KUSTER
Addition of accents	NOELLE to NOËLLE FRANCOIS to FRANÇOIS
Use of previously approved Preferred/Chosen first name	See “Request to Change Students’ Preferred/Chosen Name” policy

\*Requests to include accents will NOT be included on official transcripts or displayed as part of the student’s centrally maintained academic record

**Request to Change Students’ Preferred/Chosen First Name**

A student’s preferred/chosen first name is typically the first name that they commonly go by, and differs from their legal first name. Western University requires that individuals use their legal name on all legal records and official documents. However, Western University also recognizes that, as an inclusive community, many of its members use first names other than their legal first names to identify themselves. The University acknowledges that a preferred/chosen first name can and should be used wherever possible in the course of University business and education.

### Academic Records and Student Transcripts

Preferred/Chosen First Name is supported in the systems identified through the Office of the Registrar.

#### **NOTES:**

Convocation and Graduation Diplomas: To request to change a student's name on degree diplomas and transcripts see the [Convocation and Graduation Diplomas](#) policy.

**ITEM 13.2(b)(iii) – Revisions to the Policy on “Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students”**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Effective May 1, 2024, the policy on “Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students” was revised to remove Brescia University College from listings of Affiliated University Colleges.

Additionally, gendered language was removed from the policy.

**ATTACHMENT(S):**

[Revisions to the Policy on “Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students”](#)

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**Marks/Grades; Definitions of Grades;  
Grading Scale for Undergraduate Students**

**Policy Category:** General

**Subject:** Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students

**Subsections:** Marks/Grades; Terminology/Descriptions of Academic Performance; Additional Information on Transcripts; Incomplete Standing; Marking Scales

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** \*

**Officer(s) Responsible for Procedure:** \*

**Related Policies:** [Grading Scale for Graduate Students](#)

**Effective Date:** May 1, 2024 ~~September 2015~~

**Supersedes:** ~~September 2015~~ \*

**MARKS / GRADES**

**Undergraduate**

Arts and Humanities, Business, Education, Engineering, Health Sciences, Information and Media Studies, Medicine & Dentistry (BMSc, BSc), Music, Science, Social Science, Continuing Studies at Western, and the Affiliated University Colleges: ~~Brescia~~, Huron, King's

A+	90 - 100%
A	80 - 89%
B	70 - 79%



**Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students**

C	60 - 69%
D	50 - 59%
F	below 50% or assigned when course is dropped with academic penalty

**Dentistry**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/prof\\_prog\\_dentistry.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/prof_prog_dentistry.pdf)

**Law**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/prof\\_prog-law.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/prof_prog-law.pdf)

**Medicine (MD)**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/prof\\_prog\\_medicine.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/prof_prog_medicine.pdf)

**TERMINOLOGY/DESCRIPTIONS OF ACADEMIC PERFORMANCE**

The following terminology will be used for undergraduate courses in Arts and Humanities, Business, Education, Engineering, Health Sciences, Information and Media Studies, Medicine & Dentistry (BMSc, BSc), Music, Science, Social Science, Continuing Studies at Western, and the Affiliated University Colleges (~~Brescia~~, Huron, King's).

Instructors shall enter one of the following on the official record of final student evaluation for each student:

- A specific mark or grade
- AEG Aegrotat
- AUD Audit
- COM Complete
- CR Credit
- DEF Deferred Exam
- DNW Did Not Write
- DRP Dropped (Penalty)
- FAI Fail, for course designated pass/fail
- FTW Failed Term Work
- INC Incomplete
- IPR In Progress
- NC No Credit
- NGR No Grade Reported
- PAS pass, for course designated as pass/fail
- PWD pass with distinction, for courses designated as pwd/pass/fail in Faculties that offer this designation

## Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students

SAT	Satisfactory
SPC	Special exam
SUP	supplemental exam, in faculties that offer supplemental privileges
WDN	withdrawn, if withdrawal is without academic penalty

This regulation also applies to the mid-year examination period.

### ADDITIONAL INFORMATION ON TRANSCRIPTS

- 1) Class (i.e., section) average will be added to the transcript (assessing failures as 40%);
- 2) For passing grades, the class size (i.e., section) will be added to the transcript (including failures in the enrollment);
- 3) The university-wide descriptors of the meaning of letter grades outlined as follows were approved by Senate and will be printed on the back of the transcripts:

University-wide grade descriptors:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

In some Faculties, failing grades are distinguished as follows:

E	40-49	Fail with supplemental examination privileges
F	below 40	Fail

### INCOMPLETE STANDING

A student who, for medical or compassionate reasons, is unable to complete **his/her** **their** term work prior to the last day of classes and who wishes an extension in order to complete it, shall submit a written request to the Dean of the Faculty in which the student is registered. The request shall include the following information:

1. the type and extent of the work to be completed;
2. the date on which it is due;
3. the name of the faculty member who will receive and grade it.

## Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students

Before making a decision, the Dean will consult with the instructor and Department Chair or Director. If Incomplete Standing is granted, the Dean shall inform the student, the instructor, and the Department Chair or Director of the date by which a final grade must be forwarded to the Registrar.

Failure of the student to meet the extended assignment deadline shall result in a grade of zero (0) for the assignment unless the Dean authorizes a further extension for medical or compassionate reasons. In any case, students who continue an Incomplete Standing in a course at the beginning of the Add/Drop period of the following registration session (including Fall, January and Intersession/Summer sessions), must reduce their course load accordingly or seek permission for an overload from the Dean of their Faculty.

The authorization of the Chair of the Department or Departmental Graduate Studies Committee shall be sufficient for granting Incomplete Standing for graduate students.

When a grade of Special (SPC) or Incomplete (INC) appears on a student's record, the notation will be removed and replaced by a substantive grade as soon as the grade is available.

### MARKING SCALES

Marks for achievement in courses are assigned as follows:

Mark Range	Grade
90 –100	A+
80-89	A
70-79	B
60-69	C
50-59	D
Below 50	F*

\* Average calculations will INCLUDE failed marks. All marks below 50% are considered failures. Failing marks below 40% will be included in average calculations as 40%, marks from 40% to 49% will be included as the actual mark reported. A count of failed attempts will be maintained.

Averages will be calculated to two decimal places and rounded to the nearest whole number with .45 rounded up.

**ITEM 13.2(b)(iv) – Revisions to the Policy on “Scholar’s Electives Program and Western Scholars”**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Effective May 1, 2024, the policy on “Scholar’s Electives Program and Western Scholars” was revised to remove references to the Scholar’s Electives program formerly offered by Brescia University College.

**ATTACHMENT(S):**

[Revisions to the Policy on “Scholar’s Electives Program and Western Scholars”](#)

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**Policy Category:** Admission

**Subject:** Scholar's Electives Program and Western Scholars

**Subsections:** Scholar's Electives Program; Western Scholars

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** \*

**Officer(s) Responsible for Procedure:** \*

**Related Policies:** \*

**Effective Date:** May 1, 2024 ~~August 2017~~

**Supersedes:** August 2017 \*

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## SCHOLAR'S ELECTIVES PROGRAM

The Scholar's Electives program allows students who have demonstrated outstanding academic potential to apply to Western for admission to both a primary, discipline-based program/module of study and the Scholar's Electives program. The Scholar's Electives program is designed to provide an intellectually stimulating learning environment for students who truly wish to undertake an interdisciplinary research experience. Its goal is to foster a community of scholars who have diverse disciplinary and research interests, but a general intellectual curiosity about most disciplines. The program is intended primarily for students who are interested in completing a four-year Honours degree before moving on to their chosen careers.

Those selected will comprise a small group (no larger than 50-75 students per year at the constituent university) who will, in addition to their Honours degree courses, enrol in a Scholar's Electives program comprised of 3.0 courses. The interdisciplinary courses in the Scholar's Electives program will be taught by faculty

members from more than one Faculty and expose students to significant ideas from different disciplines.

The small enrollment in the program will enable the students to connect with one another and ensure greater individual contact with faculty members. Development and staffing of the Scholar's Electives courses will be the responsibility of the participating faculties.

~~Brescia and~~ Huron University Colleges also offers a Scholar's Electives program leading to a BA degree under the same conditions. King's University College offers its own King's Scholar program. Admission to the program shall be granted by the ~~Academic Dean (Brescia University College) or~~ Dean of Arts and Social Science (Huron University College) and, where appropriate, in consultation with the Dean(s) of the constituent university faculties involved in the proposed course of study.

Students who complete the first two years of the Scholar's Electives Program successfully before registering in one of the HBA combined programs in the Richard Ivey School of Business may continue in the Scholar's Electives Program and receive this designation at graduation.

While the primary benefit of enrolling in Scholar's Electives is the flexibility to achieve personal and unique academic goals, there are a number of ancillary benefits associated with the program. Scholar's Electives students will have the benefit of being paired with a Faculty mentor in Years 2 and 3. The mentor will hold regular meetings with the student to monitor the student's progress and provide advice if necessary. Students will also have the opportunity to network and build a community with other high-achieving students through planned activities and events facilitated by both the Faculties and Student Success Centre. The current listing of minimum admission requirements to undergraduate programs from foreign countries is maintained by the Office of the Registrar. For admission requirements of international applicants, please refer to the International Students admission policy in the Admission section in the Academic Calendar.

### **Admission Requirements**

Students apply for admission to the Scholar's Electives program prior to registration in first year of a BA, BHSc, BMSc or BSc degree program. Scholar's Electives is a limited enrolment program, open to full-time students having at least a 90% admission average. Selection will be determined by a Selection Committee on the basis of grades and personal accomplishments, such as demonstrated achievement beyond the classroom and community contributions, as detailed on a supplementary admissions form.

### **Program Requirements**

The Scholar's Electives program is a 21-course program that includes an honours degree, with either an Honours Specialization or Honours double Major modules, as well as the Scholar's Electives courses. The Honours Specialization or the Major

modules may be standard modules offered by Departments, or theme areas\* designed by the student with the support of Faculty mentors and approved by the Dean's Office. The lecture/seminar courses in the Scholar's Electives program are interdisciplinary courses developed and taught by a team of experienced faculty members. Mentoring for the Supervised Individual Research courses in Years 2 and 3 of the Scholar's Electives program will be by individual faculty members who are experienced researchers.

### **Scholar's Electives Program**

3.0 courses:

0.5 course: Scholars Electives 1100F/G (normally taken in first year)

2.0 courses: Scholars Electives 2200E, 3305E

0.5 course: Scholars Electives 4400Y

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. Scholar's Electives 1100F/G will be taken in addition to the minimum course load of 5.0 courses in Year 1. With permission of the Department and Dean's Office, students with an appropriate background may be permitted to include senior courses in Year 1. In second and third year, the Scholar's Elective courses will be taken within the minimum course load of 5.0 courses. Scholar's Electives 4400Y will be taken in addition to the minimum course load of 5.0 courses in Year 4. After first year, students are required to take all of their courses at the 2000-level and above. (One exception may be permitted with Dean's approval.). Graduation regulations such as breadth and essay requirements, apply to Scholar's Electives students.

### **\*Themed Modules**

These modules allow study in areas that are not covered within the existing Honours Specialization or Major modules. Each themed module will be overseen by an appropriate mentor or Associate Dean. Examples of these themes include:

- peace studies (economics, politics, philosophy, anthropology, history, women's studies, etc.)
- multiculturalism (politics, geography, comparative literature, history, languages, etc.)
- scientific methodology (biology, chemistry, physics, history, philosophy, etc.)

### **Progression and Graduation Requirements**

To maintain their registration in the Scholar's Electives program, students enrol in a full course load (minimum of 5.0 courses) during the Fall/Winter session and must achieve a sessional average of at least 80% in all courses taken during the Fall/Winter session with no mark less than 65%. Students must achieve a mark of at least 80% in their two Scholar's Electives research courses (Scholar's Electives 2200E, 3302E, 3305E). If additional courses are taken during the summer session, students must achieve an average of at least 70% during the summer session, with no mark less than 65%.

Graduation requirements: Completion of an Honours Bachelor degree, including the Scholar's Electives program, with a minimum cumulative average of 80% with no grade less than 65%.

The diploma awarded to students will record both the status of Scholar's Electives and the module(s) studied, as recommended by the Dean.

## **WESTERN SCHOLARS**

### **Nature and Purpose**

The purpose of the Western Scholars designation is to recognize students' outstanding academic achievement and to provide opportunities for program enrichment.

High-achieving students entering first year are eligible to become members of the honor society referred to as Western Scholars. Western Scholars are invited to participate in extracurricular activities through which they are exposed to a variety of cultural, social and academic events, and are offered opportunities to participate in volunteer activities in the community.

Western Scholars are encouraged to pursue Honours Bachelor degrees. Although there is no requirement that Western Scholars take honours-level options, they are encouraged to select challenging courses that meet their academic needs.

The Western Scholars designation is noted on the student's internal academic record, official transcript and degree diploma.

### **Eligibility Requirements**

Students entering full-time study with averages of at least 90% or equivalent are invited to be recognized as Western Scholars prior to the beginning of their first year as part of the registration process. Students with equivalent levels of achievement who are entering with an International Baccalaureate or who have been admitted as international students or transfer students are also eligible.

Students who were not eligible at the time of admission to first year or eligible students who did not accept membership in their first year may apply for the Western Scholars designation at the end of first year if their sessional average in first year exceeds 80% on a full course load (i.e., at least 5.0 courses in the Fall/Winter session), with no mark below 65%. In subsequent years, students may apply for Western Scholars designation if they have met all of the progression requirements each session from their first year onward.

To retain the Western Scholars designation, students must achieve a sessional average of at least 80%, with no mark less than 65%, on a full course load (i.e., at



least 5.0 courses) during each Fall/Winter session and a sessional average of at least 70%, with no mark less than 65%, on any additional courses taken during the summer session.

**ITEM 13.2(b)(v) – Revisions to the Policy on “Preliminary Year and Preliminary Year Plus at Brescia University College”**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

The Preliminary Year and Preliminary Year Plus programs formerly offered by Brescia University College are now housed in the portfolio of the Vice-Provost (Academic Programs).

Effective May 1, 2024, the policy on “Preliminary Year and Preliminary Year Plus at Brescia University College” was renamed as the policy on “Preliminary Year and Preliminary Year Plus at Western University” and the policy was revised to:

- indicate that the programs are offered by Western University;
- remove Brescia University College from a listing of Affiliated University Colleges; and
- remove contact information for Brescia University College.

**ATTACHMENT(S):**

[Revisions to the Policy on “Preliminary Year and Preliminary Year Plus at Brescia University College”](#)

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**Policy Category:** Admission

**Subject:** Preliminary Year and Preliminary Year Plus at **Western University** ~~Brescia University College~~

**Subsections:** \*

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** \*

**Officer(s) Responsible for Procedure:** \*

**Related Policies:** \*

**Effective Date:** **May 1, 2024** ~~September 2016~~

**Supersedes:** **September 2016** \*

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~~Brescia University College~~ **Western University** offers a co-educational Preliminary Year program for students who do not have a basis of admission from their secondary school qualifications, and who have not completed studies at the post-secondary level.

Students enrolled in the **Preliminary Year** program must have a minimum of 24 credits toward the Ontario Secondary School Diploma (OSSD) and have completed the Ontario Secondary School Certificate (OSSC), or equivalent from an educational system outside Ontario. This would be equivalent to Grade 11 completion within the Ontario system. The majority of courses taken at the secondary school level should be at the academic, advanced, university ('U' level) or university/college level ('M' level). A minimum average of 70% in an academic program orientated toward university studies is required for admission consideration. Prerequisites for Preliminary Year courses are normally the same as for Grade 12 U or M courses. Students outside Ontario are eligible depending on evaluation of their academic

records. Students enroll in 5.0 credit courses in addition to a 1.0 non-credit course.

Students who have partial admission credentials required for admission by Western and/or an Affiliate or who have completed previous post-secondary work that does not constitute a basis of admission to first year university may be considered for **Brescia's Western University's Preliminary Year Plus** program. Preliminary Year Plus consists of a minimum of 2.0 credit courses numbered 0001-0099 depending on the assessment of prior studies and the first year faculty/program in which the student expresses an interest.

Successful completion of Preliminary Year or Preliminary Year Plus programs requires a pass standing in all credit and non-credit courses required as specified at time of admission. Applicants who successfully complete the Preliminary Year or Preliminary Year Plus program may be considered for admission to a variety of general first year university programs. Admission to first year programs is competitive and is based on academic performance, and the completion of and performance in required prerequisites. Admissions decisions are determined by the Admissions or Registrar's Office at the institutions to which students apply. Students intending on continuing their studies at Western Main Campus must formally apply for admission through the Ontario Universities' Application Centre (OUAC) for consideration. Students wishing to enroll in undergraduate programs at Western's Affiliated University Colleges (**Brescia**, King's or Huron) may submit an Intent to Register (ITR) during the ITR period in the winter session or directly to the Registrar's Office on each of these campuses.

All students enrolled in either the Preliminary Year or Preliminary Year Plus program are required to complete a non-credit course focused on academic and personal preparation for enrollment in university level studies. Courses taken in the Preliminary Year programs will be part of the student's overall academic record. Courses numbered 0001-0099 constitute part of the basis of admission to university study and do not carry university credit. Students are governed by the academic policies related to undergraduate course delivery and may appeal course marks following the usual procedures (see relevant Academic Rights and Responsibilities Section of the Academic Calendar).

~~All applications and inquiries should be sent to: Admissions Office, Brescia – University College, London, Ontario, Canada N6G 1H2, [brescia@uwo.ca](mailto:brescia@uwo.ca).~~

**ITEM 13.2(b)(vi) – Revisions to the Policy on “Definitions of Types of Examinations”**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Effective May 1, 2024, the policy on “Definitions of Types of Examinations” was revised to indicate that the privilege of one supplemental examination will be offered to students in the Preliminary Year program now offered by Western University.

Additionally, gendered language was removed from the policy.

**ATTACHMENT(S):**

[Revisions to the Policy on “Definitions of Types of Examinations”](#)

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**Policy Category:** Examinations

**Subject:** Definitions of Types of Examinations

**Subsections:**

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** \*

**Officer(s) Responsible for Procedure:** \*

**Related Policies:** \*

**Effective Date:** May 1, 2024 ~~December 2015~~

**Supersedes:** December 2015 \*

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## DEFINITION OF FINAL EXAMINATION

The University defines a Final Examination as a test scheduled within an official examination period which serves as the final evaluation of student performance in a course.

## SPECIAL EXAMINATIONS

A Special Examination is any examination other than the regular or Supplemental Examinations, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents.

To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates as outlined below:

<u>Fall-Winter Session</u>	
First Term Half Course	1 <sup>st</sup> Thursday in January following the beginning of classes
Second Term Half Course	2 <sup>nd</sup> Thursday in May following the April exam period
Full year course	2 <sup>nd</sup> Thursday in May following the April exam period
<u>Summer Session</u>	
Intersession	No more than 30 days after the exam period
Summer Day	No more than 30 days after the exam period
Summer Evening	No more than 30 days after the exam period
Distance Studies	No more than 30 days after the exam period
<u>*Exceptions to the above listed scheduling</u>	
<ul style="list-style-type: none"> <li>University Affiliate College courses</li> </ul>	<ul style="list-style-type: none"> <li>Faculty of Engineering</li> </ul>
<ul style="list-style-type: none"> <li>Richard Ivey School of Business</li> </ul>	

Under unusual circumstances, an alternate date for a Special Examination may be approved by the Dean of the student's Faculty of registration in consultation with the Instructor and Chair of the Department offering the course. This date will be communicated to the Office of the Registrar.

Special Examinations must be written at the University or recognized exam center or an Affiliated University College, and supersede any lectures, tutorials, laboratories, etc., in which the student is registered. Note that students are responsible for any coursework, etc., missed while writing the Special Examination.

A student can be required to write up to two Special Examinations in a single day. Any outstanding Special Examinations will be deferred to the scheduled date of the final examination the next time the course is offered, and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred.

If a student fails to write a scheduled Special Examination (as outlined on the dates above OR as approved under exceptional circumstances), permission to write another Special Examination will be granted only with the permission of the Dean in exceptional circumstances and with appropriate supporting documents. In such a case, the date of this Special Examination normally will be the scheduled date for

the final exam the next time the course is offered and the maximum course load for that term reduced by the credit of the course(s) for which the final examination has been deferred. If permission for such a further deferral or other accommodation is not granted, a course grade based on an examination mark of zero (0) will be entered.

When approved under exceptional circumstances, a handling fee will be charged for examinations to be written at any location other than the University, a recognized exam center or an Affiliated University College. Fees are due and payable to the Office of the Registrar within two weeks of the approval of the Special Examination. The handling fee will cover only the administration cost of the examination. Any additional cost associated with hiring a proctor, room rental, etc., is the sole responsibility of the student. The student's Dean will ensure that candidates are aware of these regulations.

When a grade of Special (SPC) or Incomplete (INC) appears on a student's record, the notations will be removed and replaced by a substantive grade as soon as the grade is available.

## **SUPPLEMENTAL EXAMINATIONS**

The privilege of a Supplemental Examination is offered ONLY to undergraduate students registered in courses offered by the Faculties of Education, Engineering, Law and Medicine & Dentistry. The privilege of one supplemental examination is also offered to students in the preliminary year at **Western University Brescia-University College**. Eligibility for a Supplemental Examination will be made in accordance with policies established by the appropriate faculty.

A student will receive either a "pass" or "failed" grade for a course after a Supplemental Examination. A "pass" will give the student credit for the course but will not change the student's sessional average for the year, i.e., although the course grade will be "pass", the average for the year will be calculated using the original mark if that was a passing grade. A failing grade will not be included and the average will be calculated on the remaining courses.

However, a student passing a Supplemental Examination will receive a mark of 50% to be used in the following cases:

- a) for a graduating average, e.g., if an overall average such as 60% is required by the program on all courses
- b) for area of concentration averages, e.g., if an overall average such as 60% is required by the program on all senior courses for an area of concentration
- c) for scholarship/award/prize calculations.



Fees, as approved by the Board of Governors, are due and payable within two weeks of the approval of the Supplemental Examination. The student's Dean will ensure that candidates are aware of this requirement.

### **AEGROTAT STANDING**

Aegrotat Standing shall be defined as granting of credit for a course requiring a final examination. The credit shall be a mark/grade based on evaluation of achievement in the term work of the course. Aegrotat Standing may be granted only for a student who a) has been unable to take the required final examination for medical or compassionate reasons and b) is not able to take a make-up examination within 6 months of the original date of that exam.

A request for Aegrotat Standing must be submitted to the Dean of the Faculty/School of registration, normally before the end of the regular examination period. The application must be accompanied by documents supporting the reason for the request. The Dean may grant Aegrotat Standing on the recommendation of the Instructor or Department concerned. It shall be denied if, in the opinion of the Dean and the Instructor or Department concerned, there is insufficient evidence on which to base a mark/grade. In any case, Aegrotat Standing will not be granted if the student has completed less than 60% of the course requirements. The Dean shall inform the student and the Registrar, in writing, of the decision as soon as possible.

If Aegrotat Standing is awarded, the student's record shall show the mark/grade assigned only.

### **EXAMINATION REPORTS**

The Secretary of Senate was instructed, on behalf of Senate, to authorize the Registrar to issue to registered students examination marks or grades submitted to **them him** by instructors and/or departments.

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

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Undergraduate students at Brescia University College will be adjudicated for inclusion on the Dean’s Honour List in May 2024.

Effective September 1, 2024, the policy on “Dean’s Honour List and Graduation “With Distinction”” will be revised to remove reference to Brescia University College.

**ATTACHMENT(S):**

[Revisions to the Policy on “Dean’s Honour List and Graduation “With Distinction””](#)

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<b>Policy Category:</b>	Registration, Progression, Graduation
<b>Subject:</b>	Dean's Honour List and Graduation "With Distinction"
<b>Subsections:</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, 2024 <del>September 1, 2023</del>
<b>Supersedes:</b>	September 1, 2023; September 1, 2022; January 2022

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## DEAN'S HONOUR LIST - UNDERGRADUATE STUDENTS

The following statements apply to undergraduate students in the Faculties of Arts and Humanities, Health Sciences, Information and Media Studies, Music, Science and Social Science, and at ~~Brescia University College~~, 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 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 statements apply to other undergraduate faculties/schools/programs:

1. **Richard Ivey 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 who achieves a standing in the top 10% in both HBA1 and HBA2 will be designated as an Ivey Scholar on Western's transcripts. Students may attain Ivey Scholar designation only at the end of HBA2. The HBA1 and HBA2 averages exclude exchange and non-Ivey courses.
3. **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.
4. **Faculty of Engineering,** to be named to the Dean's Honour List students in Engineering must complete a minimum of five 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.

5. **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 statements apply to Undergraduate **Combined Degree Programs**:

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

1. **Engineering:**

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

**Engineering and Business:**

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

**Engineering and Law:**

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

2. **Business – all Combined Degree Programs:**

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

used in calculating averages for the purpose of determination of Dean's Honour List standing.

**Exceptions:**

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

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

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

**b) Business and Health Sciences**

For Business, see point 2 above. In the Faculty of Health Sciences, students will be adjudicated for the Dean's Honour List based on all courses taken in the academic year (i.e., September – April) provided the student is registered in a minimum of five courses. In addition, an average of 80% must be achieved on all courses taken toward the BHSc degree with no failed courses.

**c) Business and Media, Information and Technoculture**

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

**d) Faculty of Arts and Humanities**

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

## 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."

### 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 [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](#)).

## **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 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 are considered for the Dean's Honour List at the Richard Ivey School of Business after completion of the MBA component of the combined JD/MBA program.

#### **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.

### **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.

**ITEM 13.2(b)(viii) – Revisions to the Policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

Brescia University College integrated with Western University May 1, 2024.

Effective May 1, 2024, the policy on “Registration and Progress in Three-Year, Four-Year and Honours Programs” was revised to:

- Remove Brescia from a list of Affiliated Universities Colleges.
- Remove the section titled “Brescia University College Eligibility for Modules in Health Sciences (BHSc) and Kinesiology”. If there are Brescia students moving over to Western that wish to transfer into these modules, they may do so via existing Western pathways.
- Remove the section titled “Brescia University College – Graduation Requirements” and replace it with a new section titled “Brescia Students Integrating with Western University Main Campus.

Additionally, gendered language was removed from the policy.

**ATTACHMENT(S):**

[Revisions to the Policy on “Registration and Progress in Three-Year, Four-Year and Honours Programs”](#)

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**Policy Category:** Registration, Progression, Graduation

**Subject:** Registration and Progression in Three Year, Four-Year and Honours Programs

**Subsections:** [Structure of the Degree](#)  
[Breadth Requirements for Bachelor Degrees](#)  
[Faculty of Registration](#)  
[The Degree Structure](#)  
[The Honours Bachelor Degree](#)  
[The Bachelor Degree \(Four-Year\)](#)  
[The Bachelor Degree \(Three-Year\)](#)  
[Admission, Progression and Graduation Chart](#)  
[Additional Modules](#)  
[Post-Degree Modules](#)  
[Second Degree](#)  
[Student Responsibility for Course Selection](#)  
[Registration/Course Selection](#)  
[Intramural Transfers to BA, BSc and BHSc](#)  
[Progression Requirements](#)  
[Elective Course Credit for all Music Courses](#)  
[Guaranteed Admission of Music Education Graduates to Faculty of Education](#)  
~~[Brescia University College Eligibility for Modules in Health Sciences \(BHSc\) and Kinesiology](#)~~  
~~[Brescia University College – Graduation Requirements](#)~~  
[Brescia Students Integrating with Western University Main Campus](#)  
[Honours Program in French – Besançon](#)

**Approving Authority:** Senate

**Responsible Committee:** Senate Committee on Academic Policy

**Related Procedures:** \*

**Officer(s) Responsible for Procedures:** \*

**Related Policies:** \*

**Effective Date:** May 1, 2024 ~~September 1, 2022~~

**Supersedes:** September 1, 2022 \*

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## **STRUCTURE OF THE DEGREE**

### **Breadth Requirements for Bachelor Degrees**

Students are required to meet the breadth requirements for bachelor degrees in order to widen their knowledge and understanding across a broader range of disciplines.

Exposure to different disciplines enables students to develop insight and experience in areas distinct from their main fields of study.

#### **First-Year Program**

Students registering in general first-year programs must choose courses that fulfill the basic requirement of 5.0 courses numbered 1000-1999. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. Additionally, students are subject to the Breadth Requirements outlined below. Students are encouraged to take an essay course in first year.

Except with Special Permission, a student must not register for a full program of senior courses (numbered 2000 to 4999) until the 5.0 courses of first year have been completed satisfactorily.

Students are responsible for choosing courses that fulfill the prerequisites for senior courses (numbered 2000 - 4999). Specific prerequisites are included in the individual course descriptions listed in the UNDERGRADUATE COURSE INFORMATION. If in doubt, students should seek appropriate counselling and consult directly with the department(s) concerned. Prospective first-year students should seek help in choosing courses during the Summer Academic Orientation.

Part-time students who have completed 1.0 first-year course are eligible to register in senior courses (numbered 2000 - 4999) for which they have completed the prerequisite(s). Part-time students who have a substantial background and interest in a particular subject area are eligible, on written recommendation of the Dean of their Faculty, to register in a senior course pertinent to that subject prior to the completion of a first-year course. All part-time students must complete successfully the 5.0 first-year courses within their first 10.0 courses attempted.

### **Breadth Requirements for First Year**

First-year students must include 1.0 course from **each of two of the three categories** (A, B, and C) shown below.

### **Breadth Requirements for Graduation**

At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

## **CATEGORY A**

### *Social Science*

Anthropology, Economics, [Gender, Sexuality, and Women's Studies], Geography, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

### *Interdisciplinary and Multidisciplinary*

American Studies, Analytics and Decision Sciences, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, [Media, Information and Technoculture], Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

### *Various*

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

## **CATEGORY B**

### *Arts and Humanities*

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

### *Languages*

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

### **CATEGORY C**

### *Engineering*

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

### *Medical Science*

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology

### *Science*

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Materials Science, Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

### *Various*

Communication Sciences and Disorders, Financial Modelling

### **Faculty of Registration**

First-year students normally will be enrolled in a first-year program in their Faculty of Registration, e.g., Arts and Humanities, Health Sciences, Information and Media Studies, Engineering, Music, Science, Social Science and Affiliated University Colleges.

In subsequent years, normal entrance requirements apply for placement in modules and programs. The essential module(s) for the degree will determine the Faculty of Registration. However, for students enrolled in Year 2 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Faculty of Science. For students enrolled in Years 3 and 4 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Schulich School of Medicine & Dentistry.

Students registered in Double Majors or Double Minors that include modules offered by two different faculties in Arts and Humanities, Science or Social Science must choose one of the two faculties as their Faculty of Registration. Students registered in Double Majors or Double Minors that include modules offered by one of certain faculties such as Health Sciences or Information and Media Studies must register in that Faculty.

**The Degree Structure**

**The Modules**

There are four possible modules of study which may be entered after First Year:

- Honours Specialization (9.0 or more specified courses)
- Specialization (9.0 or more specified courses)
- Major (6.0 -7.0 specified courses)
- Minor (4.0 -5.0 specified courses)
- 

The modular degree structure affords the opportunity to combine various subjects from different departments and faculties. The chart below shows how modules can be combined in the three different types of degrees offered. The modules taken must fit within these degree structures. Departments, schools, faculties and affiliated university colleges may offer some or all of the above modules. See faculty and department listings for details. Combinations other than those listed below have not been approved; consequently, they may not be taken. Enrolment in some modules may be limited.

**Approved Module Combinations for Degrees**

<b>DEGREE TYPE</b>	<b>HONOURS SPECIALIZATION MODULE</b>	<b>SPECIALIZATION MODULE</b>	<b>MAJOR MODULE</b>	<b>MAJOR MODULE</b>	<b>MINOR MODULE</b>	<b>MINOR MODULE</b>
<b>Honours Bachelor</b>	X					
<b>Honours Bachelor</b>	X		X			
<b>Honours Bachelor</b>	X				X	
<b>Honours Bachelor</b>			X	X		
<b>Bachelor Four-Year</b>		X				
<b>Bachelor Four-Year</b>		X	X			
<b>Bachelor Four-Year</b>		X			X	



DEGREE TYPE	HONOURS SPECIALIZATION MODULE	SPECIALIZATION MODULE	MAJOR MODULE	MAJOR MODULE	MINOR MODULE	MINOR MODULE
Bachelor Four-Year			X	X		
Bachelor Four-Year			X			
Bachelor Four-Year			X		X	
Bachelor Four-Year			X		X	X
Bachelor Three-Year			X			
Bachelor Three-Year			X		X	
Bachelor Three-Year					X	X

X (Essential Modules)

X (Additional Modules)

**The Honours Bachelor Degree - (A minimum of 20.0 Courses)**

15.0 courses after first year, including at least an Honours Specialization or a Double Major, as follows:

- **Honours Specialization** module (9.0 or more)  
 This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)

This combination requires **two** Major modules.

**The Bachelor Degree (Four-Year) - (A minimum of 20.0 Courses)**

15.0 courses after first year including at least a Specialization module or a Major module, as follows:

- **Specialization** module (9.0 or more)  
 This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)
- **Major** module (6.0 -7.0) plus **Minor(s)** modules(s) or **option(s)**.
- **Major** module (6.0 -7.0) plus **options**

**The Bachelor Degree (Three-Year) - (15.0 Courses)**

10.0 courses after first year including at least a Major module or a Double Minor, as follows:

- **Major** module (6.0 - 7.0) plus **option(s)**
- **Major** module (6.0 - 7.0) plus a **Minor** module (4.0-5.0)
- **Minor** module (4.0 - 5.0) plus a **Minor** module (4.0 - 5.0) plus **option(s)** (2.0 - 0)

This combination requires **two** Minor modules.

### **Notes on the Modules:**

#### **Module Combinations and Overlap**

Modules in the same discipline normally may not be combined: e.g., an Honours Specialization module in Sociology may not be combined with a Major module or a Minor module in Sociology. However, if a department offers modules with different titles, e.g., Sociology and Criminology, the possibility for combination is at the discretion of the department and faculty concerned.

Modules require specific courses, some of which may be common to other modules. Students who wish to combine modules containing the same courses must consult the department(s) and faculty concerned to see if such overlap is permitted.

**NOTE:** Some degrees limit the number of courses which may be taken in one subject.

#### **Cross Disciplinary**

A Cross-Disciplinary Major module consists of 6.0 senior courses (numbered 2000 - 4999) approved by the student's Dean's Office. Only available in the Bachelor of Arts Degree (Three-Year). Not offered in the Bachelor of Science Degree.

#### **Undeclared Status**

Second-year students who are taking prerequisite course(s) for a specific module may be registered temporarily in an Undeclared Status within a Bachelor Degree (Four Year) only. This status is available only in the Faculties of Arts and Humanities, Science, Social Science and the Affiliated University Colleges. Students progressing into third year must meet the requirements to enter a module. Transfer and Readmitted students who are admitted to an Undeclared Status must consult their Faculty regarding eligibility for specific modules. It is not possible to graduate with an Undeclared Three-Year or Four Year Bachelor Degree.

#### **The Honours Bachelor Degree**

The Honours Bachelor Degree must include at least an Honours Specialization module or double Major modules. Registration in an Honours degree usually begins in the second year, but admission may be gained in the third or fourth year provided the student has fulfilled the Year 1 principal course requirements and has achieved a

minimum cumulative modular average of 70% with no mark less than 60% in the courses of the module and a passing grade in each option. Enrolment in some modules is limited and meeting the minimum requirements does not guarantee that students will be offered enrolment. Students intending to proceed to a four-year Honours degree should consider the degree requirements when selecting courses in first, second and third years. Four-year Honours degree programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to an Honours program are required to complete a minimum of 10.0 courses offered by The University of Western Ontario or one of the Affiliated University Colleges.

### **Honours Specialization Module**

#### **Admission Requirements**

Completion of first-year requirements, including at least 3.0 principal courses specified by the department. These principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited. Modules may have higher admission requirements.

#### **Progression Requirements**

For progression in an Honours Specialization module, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option.

Higher progression standards may be required in some modules. Refer to individual department listings.

In exceptional circumstances, a student who earns a minimum cumulative modular average of 68%, with a minimum mark of 60% in each course of the module and a passing grade in each option, may be permitted to progress by special permission of the Dean on the recommendation of the department concerned.

Students who fail to meet the progression requirements in an Honours Specialization may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or a Major module.

#### **Graduation Requirements**

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

### **Double Major Modules**

#### **Admission Requirements**

Completion of first-year requirements with at least 3.0 principal courses, including the courses specified for each of two Major modules. If fewer than 3.0 courses are

specified, the best additional first-year course(s) will be included in the total of 3.0. In some combinations, more than 3.0 specific courses will be required as principal courses. The principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited.

### **Progression Requirements**

For progression in an Honours Double Major, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option. The modular average for each Major will be calculated separately.

Higher progression standards may be required in some modules. Refer to individual department listings.

Students who fail to meet the progression requirements of an Honours Double Major may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or Major module(s).

### **Graduation Requirements**

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

### **The Bachelor Degree (Four-Year)**

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. Registration in the Bachelor Degree (Four-Year) usually begins in the second year, but admission may be gained in the third or fourth year. Students intending to proceed to a Bachelor Degree (Four-Year) should consider the degree requirements when selecting courses in first, second and third years. Bachelor Degree (Four-Year) programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Four-Year) are required to complete a minimum of 10.0 courses offered by The University of Western Ontario or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

### **Specialization Module**

#### **Admission Requirements**

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each of these course(s). Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

#### **Progression Requirements**

For progression in a Specialization module, a student must meet the minimum

Progression Requirements to continue at the University. See “Progression Requirements” section of this Calendar.

Higher progression standards may be required in some modules. Refer to individual department listings.

### **Graduation Requirements**

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete degree requirements, refer to the “Graduation Regulations” section.

### **Major Module**

#### **Admission Requirements**

Completion of first-year requirements, including the principal course(s), specified by the department(s) with a minimum mark of 60% in each. Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

#### **Progression Requirements**

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See “Progression Requirements” section of this calendar.

Higher progression standards may be required in some modules.

#### **Graduation Requirements**

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

### **The Bachelor Degree (Three-Year)**

The Bachelor Degree (Three-Year) must include at least one Major module or at least two Minor modules. Registration in the Bachelor Degree (Three-Year) usually begins in the second year, but admission may be gained in the third year. Students intending to proceed to a Bachelor Degree (Three-Year) should consider the degree requirements when selecting courses in first and second years. Bachelor Degree (Three-Year) programs are composed of not fewer than 15.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Three-Year) are required to complete a minimum of 5.0 senior courses (numbered 2000 - 4999) offered by The University of Western Ontario or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

## **Major Module**

### **Admission Requirements**

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each. Enrolment in some modules may be limited.

### **Progression Requirements**

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

### **Graduation Requirements**

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

## **Double Minor Modules**

### **Admission Requirements**

Completion of first-year requirements, including the principal course(s), of each of **two** Minor modules with a minimum mark of 60% in each principal course. Enrolment in some modules may be limited.

### **Progression Requirements**

For progression in double Minor modules, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section of this Calendar.

Higher progression standards may be required in some modules. Refer to individual department listings.

### **Graduation Requirements**

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete degree requirements refer to the "Graduation Regulations" section.

**Admission, Progression and Graduation Chart**

**The Honours Bachelor Degree**

<b>MODULE</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PROGRESSION REQUIREMENTS</b>	<b>GRADUATION REQUIREMENTS</b>
<b>Honours Specialization</b>	<p><b>First-Year requirements</b></p> <ul style="list-style-type: none"> <li>• Successful completion of all first-year requirements</li> <li>• 70% average on the principal courses for entry to the module</li> <li>• Minimum mark of 60% in each principal course for entry to the module</li> </ul> <p><b>NOTE:</b> Enrolment in some modules may be limited.</p> <p><b>NOTE:</b> Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> <li>• Minimum cumulative modular average of 70%</li> <li>• Minimum mark of 60% in each course of the module</li> <li>• Passing grade in each option</li> </ul> <p><b>NOTE:</b> Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> <li>• Minimum cumulative modular average of 70% in the Honours Specialization module</li> <li>• Minimum mark of 60% in each course of this module</li> <li>• Passing grade in each option</li> <li>• Minimum overall average of 65% on the 20.0 courses</li> <li>• Minimum cumulative modular average of 60% in any additional Major or Minor module completed</li> <li>• <b>For complete graduation requirements refer to ‘Graduation Requirements for the Honours Bachelor Degree’</b></li> </ul>
<b>Double Major</b>	<p><b>First-Year requirements</b></p> <ul style="list-style-type: none"> <li>• Successful completion of all first-year requirements</li> <li>• 70% average on the principal courses for entry to each module</li> <li>• Minimum mark of 60% in each principal</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum cumulative average of 70% in each module</li> <li>• Minimum mark of 60% in each course of each module</li> <li>• Passing grade in each option</li> </ul> <p><b>NOTE:</b> Higher</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> <li>• At least 1.0 course numbered 3000 – 4999 completed satisfactorily in each Major module</li> <li>• Minimum cumulative modular</li> </ul>

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	<p>course for entry to each module</p> <p><b>NOTE:</b> Enrolment in some modules may be limited.</p> <p><b>NOTE:</b> Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<p>progression standards may be required in limited enrolment modules.</p> <p><b>NOTE:</b> No exceptions will be permitted.</p>	<p>average of 70% in each Major module</p> <ul style="list-style-type: none"> <li>• Minimum mark of 60% in each course of each module</li> <li>• Passing grade in each option</li> <li>• Minimum overall average of 65% on the 20.0 courses</li> </ul> <p><b>• For complete graduation requirements refer to “Graduation Requirements for the Honours Bachelor Degree”</b></p> <p><b>NOTE:</b> No exceptions will be permitted.</p>

**The Bachelor Degree (Four-Year)**

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
<p><b>Specialization</b></p>	<p><b>First-Year requirements</b></p> <ul style="list-style-type: none"> <li>• Successful completion of all first-year requirements</li> <li>• Minimum mark of 60% in each principal course for entry to the module</li> </ul> <p><b>NOTE:</b> Enrolment in some modules may be limited.</p> <p><b>NOTE:</b> Students who wish to enter this module in a senior year must meet the above requirements</p>	<ul style="list-style-type: none"> <li>• Satisfy the Progression Requirements for the University (Level 1 and Level 2)</li> </ul> <p><b>NOTE:</b> Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> <li>• Minimum cumulative modular average of 60% in the Specialization module.</li> <li>• Minimum overall average of 60% in the 20.0 courses</li> <li>• Minimum cumulative modular average of 60% in any additional Major or Minor module completed</li> </ul> <p><b>• For complete graduation</b></p>



MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	and the progression requirements for the module.		requirements refer to “ <b>Graduation Requirements for the Bachelor Degree (Four-Year)</b> ”
<b>Major</b>	<p><b>First-Year Requirements</b></p> <ul style="list-style-type: none"> <li>• Successful completion of all first-year requirements</li> <li>• Minimum mark of 60% in each principal course for entry to the module</li> </ul> <p><b>NOTE:</b> Enrolment in some modules may be limited.</p> <p><b>NOTE:</b> Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> <li>• Satisfy the Progression Requirements for the University (Level 1 and Level 2)</li> </ul> <p><b>NOTE:</b> Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 20.0 courses counted for graduation:</p> <ul style="list-style-type: none"> <li>• Minimum cumulative modular average of 60% in the Major module</li> <li>• Minimum overall average of 60% in the 20.0 courses</li> <li>• Minimum cumulative modular average of 60% in any additional Major or Minor module completed</li> </ul> <p>• <b>For complete graduation requirements refer to “Graduation Requirements for the Bachelor Degree (Four-Year)”</b></p>

**The Bachelor Degree (Three-Year)**

<b>MODULE</b>	<b>ADMISSION REQUIREMENTS</b>	<b>PROGRESSION REQUIREMENTS</b>	<b>GRADUATION REQUIREMENTS</b>
<b>Major</b>	<p><b>First-Year requirements</b></p> <ul style="list-style-type: none"> <li>• Successful completion of all first-year requirements</li> <li>• Minimum mark of 60% in each principal course for entry to the module</li> </ul> <p><b>NOTE:</b> Enrolment in some modules may be limited.</p> <p><b>NOTE:</b> Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.</p>	<ul style="list-style-type: none"> <li>• Satisfy the Progression Requirements for the University (Level 1 and Level 2)</li> </ul> <p><b>NOTE:</b> Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 15.0 courses counted for graduation:</p> <ul style="list-style-type: none"> <li>• Minimum cumulative modular average of 60% in the Major module</li> <li>• Minimum overall average of 60% in the 15.0 courses</li> <li>• Minimum cumulative modular average of 60% in any additional Major or Minor module completed</li> </ul> <p><b>• For complete graduation requirements refer to “Graduation Requirements for Bachelor Degree (Three- Year)”</b></p>
<b>Double Minor</b>	<p><b>First-Year requirements</b></p> <ul style="list-style-type: none"> <li>• Successful completion of all first-year requirements</li> <li>• 60% average on the principal courses for entry to each module</li> <li>• Minimum mark of 60% in each principal course for entry to each module</li> </ul> <p><b>NOTE:</b> Enrolment in some modules may be limited.</p> <p><b>NOTE:</b> Students who wish to enter this</p>	<ul style="list-style-type: none"> <li>• Satisfy the Progression Requirements for the University (Level 1 and Level 2)</li> </ul> <p><b>NOTE:</b> Higher progression standards may be required in limited enrolment modules.</p>	<p>On the 15.0 courses counted for graduation:</p> <ul style="list-style-type: none"> <li>• Minimum cumulative modular average of 60% in each Minor module</li> <li>• Minimum overall average of 60% in the 15.0 courses</li> </ul> <p><b>• For complete graduation requirements refer to “Graduation Requirements for Bachelor Degree (Three- Year)”</b></p>

	module in a senior year must meet the above requirements and the progression requirements for the module.		
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**Additional Modules**

Major and/or Minor modules may be taken in addition to the essential modules for the degree in accordance with the degree structure outlined previously. Combinations other than those listed in the “Degree Structure” section have not been approved; consequently, they may not be taken. Students graduating with an additional Major or Minor module within their degree must successfully complete the additional module with a minimum average of 60%.

**Post-Degree Modules**

After graduation with an undergraduate degree, students may complete additional Major and/or Minor modules(s) without completing a second degree. Students must consult the Dean’s Office of the Faculty in which the module is offered to request permission to register in a Post-Degree module. Permission may be denied if there is significant overlap with courses completed within the first degree. A Post-Degree module must be in a different subject area, not included in the undergraduate degree.

Students must complete the total number of courses required for this additional module with an average on these courses of at least 60%. Courses successfully completed during the first degree that are considered “extra” courses by the Faculty offering the first degree may be considered for use towards the Post-Degree module, at the discretion of the Faculty offering the Post-Degree module. All courses required for the Post-Degree module must be completed through the course offerings of The University of Western Ontario. Completion of Post-Degree modules will be recognized only by a notation on the student’s transcript.

**Second Degree (Excluding Professional Degrees)**

Graduates of The University of Western Ontario:

- Students must apply to the appropriate Faculty for permission to pursue a second degree at the same level or higher than the first degree.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty’s discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.

- Western courses determined as “extra” to the first degree may be used towards the second degree only with permission of the Faculty concerned.
- The Faculty will consider the requirements for breadth, essay courses and residency in specifying the courses required to complete the second degree.
- At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60% with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements if not already satisfied within the first degree:
  - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed.
  - Essay: at least 1.0 senior designated essay course must be completed.

Graduates of other accredited universities:

- Students must apply to the Faculty offering the second degree for admission as Special Students.
- The second degree must be at the same level or higher than the first degree.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty’s discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.
- The Faculty will consider the requirements for breadth and residency in specifying the courses required to complete the second degree.
- At least 10.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60%, with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second

degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.

- Students must satisfy the breadth and essay degree requirements for graduation:
  - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed if not already satisfied within the first degree.
  - Essay: at least 1.0 senior designated essay course must be completed through The University of Western Ontario.

The chart below indicates the possibilities for upgrading to an Honours Bachelor Degree:

First degree	Second degree
Three-year degree containing:	Honours degree
Major Minor + Minor Major + Minor	Honours Specialization in either the same subject or a different subject than either the Major or Minor module completed in the previous degree
	Double Majors in a different subject than the Major module completed in the previous degree
	Double Majors in either the same subject(s) or different subject(s) as the Minor module(s) completed in the previous degree
Four-year degree (non-Honours) containing:	Honours Degree
Specialization Specialization + Major Specialization + Minor	Honours Specialization in either the same subject or a different subject than the Specialization or Major or Minor module completed in the previous degree
	Double Majors in different subjects than the Specialization or Major or Minor module completed in the previous degree
	Double Majors, one of which is in the same subject as the Minor module completed in the previous degree
Major Major + Major Major + Minor Major + Minor + Minor	Honours Specialization in either the same subject or a different subject than a Major or Minor module completed in the previous degree
	Double Majors in different subjects than the Major or Minor module(s) completed in the previous degree
	Double Majors in the same subject(s) as the Minor module(s) completed in the previous degree
Honours degree containing:	Honours degree
Honours Specialization Honours Specialization + Major Honours Specialization + Minor	Honours Specialization in a different subject than the Honours Specialization or Major or Minor module completed in the previous degree
	Honours Specialization in the same subject as either the Major or Minor module completed in the previous degree
	Double Majors in different subjects than the Honours Specialization or Major or Minor module(s) completed in the previous degree
	Double Majors, one of which is in the same subject as the Minor module completed in the previous degree

Major + Major	Honours Specialization in either the same subject or a different subject than a Major module completed in the previous degree
	Double Majors in different subjects than the Major module(s) completed in the previous degree

The chart below indicates the possibilities for upgrading to a Four-Year Bachelor Degree:

First degree	Second degree
Three-year degree containing:	Four-year (non-Honours) degree
Major Minor + Minor Major + Minor	Specialization in either the same subject or a different subject than the Major or Minor module completed in the previous degree
	Major(s) in the same subject(s) as the Minor module(s) completed in the previous degree.
	Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree
Four-year degree (non-Honours) containing:	Four-year (non-Honours) degree
Specialization Specialization + Major Specialization + Minor	Specialization in a different subject than the Specialization or Major or Minor module completed in the previous degree
	Specialization in the same subject as the Major or Minor module completed in the previous degree
	Major in the same subject as the Minor module completed in the previous degree
	Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree
Major Major + Major Major + Minor Major + Minor + Minor	Specialization in either the same subject or a different subject than the Major or Minor module completed in the previous degree
	Major(s) in the same subject(s) as the Minor module(s) completed in the previous degree.
	Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree

**Notes:**

Students applying to upgrade their previous degree conferred under the “old” University of Western Ontario regulations should consult their Faculty regarding permissible upgrades.

Students whose previous degree is a professional degree (BA Honours Business Administration, BESC, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW(Hons), DDS, LLB, MD, MDiv, MTS) should consult the “Sequential Degree” section for information.

## **Second Degree (When One Degree is a Professional Degree)**

Professional Degrees:

BA Honours Business Administration, BEd, BEdH, BEdS, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

### **1. Sequential Degree**

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honours Bachelor Degree**

Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honours Bachelor Degree.

Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.

- **Students who have completed a Three or Four-Year or Honours Bachelor Degree and are seeking a professional degree**

Students who have received a Three or Four-Year or Honours Bachelor Degree from this or another accredited university may be granted advanced standing toward a professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.

- **Students who have already completed a professional degree and are seeking a second professional degree**

Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree.

Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of The University of Western Ontario.

### **2. Concurrent Degrees - One Professional and One Bachelor Degree Taken at the Same Time**

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honours Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honours Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

- a) The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.
- b) The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honours Specialization, Specialization or Major.
- c) These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is permitted to offer Concurrent Degree Programs where graduating students receive two Bachelor of Engineering Science (BESc) degrees:

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Biomedical Engineering
- one BESc degree for professional accreditation purposes in either Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Artificial Intelligence Systems Engineering

**NOTE:** In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic counselling from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.



### 3. Combined / Joint Degrees

- **Students who wish to complete Combined or Joint Degrees**

Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

Bachelor of Engineering Science and Bachelor of Laws (BESc/JD) Doctor of Medicine and Doctor of Philosophy (MD/PhD)

### REGISTRATION IN UNIVERSITY COURSES

Permission to register in any university course will be granted only upon prior fulfilment of the requirements for university admission.

### STUDENT RESPONSIBILITY FOR COURSE SELECTION

A student in a degree program must select courses in accordance with the published requirements. Many courses have prerequisites or require the approval of the department. These requirements, and any enrolment limitations, should be noted carefully prior to registration. Substitutions for prescribed courses require the written approval of the department and the Dean. Students registering in the Fall/Winter Session and intending to take second-term half-courses must register for those courses during the course registration period.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been completed successfully, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from ~~his or her~~ **their** Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites.

The final date for registration is the last day of the second week of first-term classes. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by that date.

Students registered at Western or at an Affiliated University College (~~Brescia~~, Huron, King's) should note that if a course appropriate to their program is offered in an academic unit other than their own, they may register in it providing that their academic unit does not offer the course. However, students must have the written permission of the Dean of their Faculty prior to registering in a course that is offered

both at Western and an Affiliated University College.

## **REGISTRATION/COURSE SELECTION**

Full-time and part-time studies are available at Western and its Affiliated University Colleges. Students may also take advantage of diverse course offerings during the Spring/Summer Sessions (Summer Evening, Intersession, Summer Day, Distance Studies), and the Fall/Winter Sessions by Distance Studies.

Each undergraduate student will be classified as regular or special, full-time or part-time. A student's registration status is determined as follows:

### **Regular Student**

A student who registers in the course requirements for a program and is proceeding toward a degree in that program.

### **Special Student**

(i) A student who has received a degree from this (or another) university and who registers to take further courses but who is not a candidate for a degree.

(ii) Students who have an undergraduate degree from The University of Western Ontario and who intend to either (a) upgrade from a non-Honours to an Honours degree or (b) complete the requirements for a second Honours degree in another discipline, must apply to the appropriate department(s) for assessment. Students will be considered for a specific Honours Degree program provided that all requirements for entry into an Honours program have been met. Meeting minimum requirements does not guarantee admission to an Honours Degree program: approval is at the discretion of the appropriate department and Dean's office. Department(s) will take into account courses from the first degree and prescribe the courses to be completed to fulfill all of the Honours requirements. No fewer than 5.0 prescribed Honours courses may be required and some programs may require more than 5.0 courses. These prescribed courses must be taken at The University of Western Ontario. Graduation requirements will differ according to the program. Students should check with the appropriate Dean's Office to ensure specific graduation requirements are being met.

### **Full-Time Student**

A student who registers in any session for 3.5 credits or more. (Also see the Course Load and Student Financial Services sections of the academic calendar.)

### **Part-Time Student**

A student who registers for 3.0 or fewer credits in any session.

### **To register for courses, a student must:**

1. Be admitted to Western or be a continuing student in good standing. Students

who have registered at Western, have subsequently transferred to another educational institution, and who wish to resume studies at Western, **are not considered continuing students**. Such students are considered transfer students and will be required to submit an application for admission by the applicable deadline.

2. Select courses and ensure such courses are recorded by the Registrar's Office by the appropriate deadline.
3. Pay or make arrangements to pay fees.

Failure to register during the designated time will result in a late registration fee.

**First-Year and Transfer Students** will be mailed registration information during the summer.

**Continuing Undergraduate Students** will complete an "Intent to Register" form in February. "Intent to Register" forms will be available on-line to students continuing in the same degree/program. The on-line form and further instructions will be available at <http://www.registrar.uwo.ca>

Students transferring between Western and its Affiliated University Colleges must indicate their intent on the February "Intent to Register" form.

Students in the **School of Graduate and Postdoctoral Studies** register for each of three terms.

**Special Students** wishing to register in 4000-level courses must obtain departmental permission for each course.

### **INTRAMURAL TRANSFERS TO BA, BSc AND BHSc PROGRAMS**

Students registered at Western in an undergraduate degree program leading to a degree other than the Bachelor of Arts, Bachelor of Science or Bachelor of Health Sciences who wish to transfer into a Three or Four-Year BA, BSc or BHSc program, must submit a request for transfer to the dean of the faculty in which registration is sought. Advanced standing for courses toward a BA, BSc or BHSc degree will be granted in keeping with the program requirements of these degrees at the discretion of the Dean.

Approval of the transfer request must include an Intent to Register form completed by the dean of the faculty concerned indicating the courses for which advanced standing is granted, the number and level of courses required to complete graduation requirements and progression requirements.

## PROGRESSION REQUIREMENTS

**Progression Requirements** are designed to assist a student in improving their grades over time so that they may attain the required average for graduation or for entrance to and continuation in Honours or other specialized programs. Progression requirements establish the minimum requirements for a student to continue at the University but the expectation is that a student will aspire to excellence and seek to achieve results well above the minimum requirements for their program.

The **Adjudication Process** involves the assessment of a student's eligibility to progress at the University and/or enter or remain in a program. As part of the adjudication process, progression requirements will be checked twice a year during two adjudication periods: the May adjudication period based on marks obtained during the Fall/Winter term (for the September - December and January - April sessions) and the July-August adjudication period based on marks obtained during the Summer term (Intersession, Summer Evening and Summer Day sessions). Student records for those registered for the term are evaluated/adjudicated to ascertain if a student meets the progression requirements: (a) to remain in good standing at the University, (b) of their current program, and/or (c) for entrance to another proposed program in which she/he has indicated an *Intent to Register*.

**Average Calculation** for progression requirements includes both a term (sessional) and a cumulative average for all applicable courses. Average calculations INCLUDE failed grades. All grades below 50% are considered failures. Grades below 40% will be included in average calculations as 40%, grades from 40% to 49% will be included as the actual grade reported.

A **Course Attempt** is a course registration that is not dropped by the *Last day to drop* deadline date in the Undergraduate Sessional Dates in the Academic Calendar (the latest, including all revisions, will be found on the Office of the Registrar's Web site). The *Last day to drop* will vary according to type of course: full course, first-term half course, full-year half course, and second-term half course. A course that is dropped by the last date for adding a course will be removed from a student's record. A course that is dropped after the last date for adding a course but before the final day for dropping a course will be recorded as WDN (withdrawn) and is not considered a course attempt. A course that is dropped after the final day for dropping a course will be recorded as F (failure) and will receive a mark of 40% for *Average Calculation* purposes.

A **Course Repeat** is any course previously attempted and recorded at UWO. A course attempt having a passing grade may be repeated only once. A course attempt having a failing grade may be repeated only twice. Further course repeats may be authorized only by the Dean of the Faculty in which the student is registered. Grades (including failures) for all course attempts will appear on the transcript and will be included in the accumulation of course attempts and maximum failures allowed. All but the most recent course attempt will appear on the transcript as

*Repeated, No Credit* and will be excluded from cumulative average calculations used for progression requirements.

Progression decisions will result in an Academic Standing Status of:

**In Good Standing** - a student who satisfies the minimum progression requirements for continuation of study will be eligible to continue at UWO.

**On Probation** - a student who does not satisfy the minimum progression requirements for continuation of study at UWO but who will be allowed to continue at the University under *Conditions of Probation*:

A student must seek the advice of the Academic Counsellor(s) in their Home Faculty.

A student will be permitted to take a maximum number of 2.0 courses during the Summer sessions and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean as part of the academic probation.

Academic probation will begin immediately upon official notification from the Office of the Registrar, and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:

- 1) A letter mailed to the student's home address;
- 2) An email sent to the student's official Western email account;
- 3) A notice posted to the Student Centre where student grades are posted.

A student on academic probation must achieve an average of at least 60% with no failures, on all courses taken during the probation period.

If the conditions of probation have been met as of the first adjudication period at which a minimum of 3.0 courses have been attempted and the cumulative average remains below 60%, the probation period will be extended automatically until the first adjudication period at which a minimum of 3.0 additional courses have been attempted.

A student who fails a course during a period of probation or probation extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since their last adjudication.

A student will be allowed only one period of probation in the time taken to complete a degree and only one probation extension. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the University for a minimum of twelve months.

**Required to Withdraw** - A student who does not satisfy the minimum *Progression Requirements* for continuation of study at UWO and is not eligible for probation, or who has exceeded the maximum number of failed courses allowed, 6.0 courses, will be *Required to Withdraw* from the University for a minimum of twelve months. A student who has been *Required to Withdraw* from the University and whose academic standing has been jeopardized by serious medical or personal difficulties, if they have sought academic accommodation in a timely manner, may apply for a Dean's Waiver of Progression Requirements. A student granted a Dean's Waiver of Progression Requirements must meet the specific conditions imposed in the Dean's Waiver. For a student who has been required to withdraw, readmission will be at the discretion of the appropriate Admissions Office. See READMISSION FOLLOWING UNSATISFACTORY PERFORMANCE section.

Should an appeal be made to Senate on the ruling of a Dean, such an appeal shall be considered on behalf of Senate by the Senate Review Board Academic (SRBA). See STUDENT ACADEMIC APPEALS section.

A student's failure to read a notification is not grounds to appeal academic probation or Required to Withdraw.

Two levels of progression requirements are used to assess a student's *Academic Standing Status*:

**Level 1 progression requirement:**

A minimum cumulative average of 55% must be obtained at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. If a student has completed more than 3.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student reaches Level 2\*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 50-54% will continue On Probation. Students with a cumulative average less than 50% will be Required to Withdraw.

**Level 2 progression requirement:**

A minimum cumulative average of 60% must be obtained at the first adjudication period at which the student has completed a minimum of 8.0 course attempts completed through Western University or through one of its Affiliated University Colleges. If a student has completed more than 8.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative

average. This minimum cumulative average must be maintained for each successive adjudication period until the student graduates\*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 55-59% will continue On Probation. Students with a cumulative average less than 55% will be Required to Withdraw.

<b>Academic Standing Status</b>	<b>Progression Requirement</b>	<b>Required Cumulative Averages*</b>
In Good Standing	Level 1	> or = 55%
On Probation	Level 1	50 - 54%
Required to Withdraw	Level 1	< 50%
In Good Standing	Level 2	> or = 60%
On Probation	Level 2	55 - 59%
Required to Withdraw	Level 2	< 55%

Maximum number of failures allowed is 6.0 courses.

\* **NOTE:** averages required for graduation may differ. Averages required on an overall program and Area of Concentration will not be less than 60%, and will be higher for some three-year and four-year programs and all Honours programs.

Students registered in a Fall/Winter Session, who have applied to register for courses in subsequent Intersession or Summer Evening Session but whose ineligibility for further registration has not yet been determined by the first day of classes, will be permitted to complete any such course(s). Although credit will be retained for courses completed successfully, such credit will not alter ineligibility for further registration. Any such student, required to withdraw for failure to achieve the minimum progression requirements, will not become eligible for further registration before the Summer Day Session in the subsequent year.

#### **Progression Following Readmission**

Progression following readmission will be according to Level 1 or Level 2 progression requirements or according to discretionary requirements established by the appropriate Admissions Office.

Students who fail to maintain satisfactory academic standing in any year subsequent to readmission usually will not be readmissible to the University for a second time.

#### **Progression Following Admission with Transfer Credit (Advanced Standing)**

To qualify for a bachelor degree, a transfer student must obtain credit in a minimum of 5.0 senior courses in a 15.0 course degree program, or 10.0 courses in a four-year or an Honours program. These courses must be taken through Western or an Affiliated University College. Students admitted with transfer credit (advanced

standing) to a specific program of study must meet the progression and graduation requirements for that program. Progression following admission with transfer credit (advanced standing) will be normally according to Level 1 or Level 2 progression requirements, or according to discretionary requirements established by the appropriate Admissions Office.

### **Progression Requirements for Special Students**

A Special Student is one who has been awarded a first degree equivalent to at least a three-year degree at Western.

Applicants admitted under regulations governing Special Students will be subject to Level 2 progression requirements (i.e., a minimum cumulative average of 60%) at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. Special Students will then be subject to Level 2 progression requirements for all subsequent adjudication periods. Students who fail to meet this standard will be Required to Withdraw. Readmission shall be at the discretion of the appropriate Admissions Office.

### **Course Residency Requirements**

1. Students fulfilling all the requirements for graduation in any bachelor degree program at Western must complete at least 10.0 courses (including 5.0 senior courses) at Western or one of its Affiliated University Colleges;

or

Transfer students admitted with transfer credit must complete a minimum of 5.0 senior courses in the 15.0-course degree programs or 10.0 courses in the four-year and Honours programs.

2. Not more than 5.0 courses may be taken at another university on a Letter of Permission to fulfill graduation requirements for any baccalaureate program at Western.

### **ELECTIVE COURSE CREDIT FOR ALL MUSIC COURSES**

At its meeting of May 20, 2005, Senate approved that all Music half (0.5) and full (1.0) credit courses will be accepted as elective options in all undergraduate degree programs that participate in New Academic Choices, subject to graduation requirements.

### **GUARANTEED ADMISSION OF MUSIC EDUCATION GRADUATES TO THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF EDUCATION**

*Effective September 1, 2010, a student who graduates with a Bachelor of Music with Honours in Music Education degree and meets the criteria outlined below is assured acceptance into the Bachelor of Education program of the Faculty of Education at The University of Western Ontario.*



For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Requirements for the Primary/Junior, Primary/Junior French as a Second Language, Junior/Intermediate, and Intermediate/Senior programs can be found on the Faculty of Education Web site.[ <http://www.edu.uwo.ca/programs/preservice-education/index.html> ]

### **Guaranteed Admission to the Faculty of Education**

Guaranteed admission to the Faculty of Education is offered for students in Vocal Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70% average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at The University of Western Ontario, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.

### **~~BRESCIA UNIVERSITY COLLEGE ELIGIBILITY FOR MODULES IN HEALTH SCIENCES (BHSc) AND KINESIOLOGY~~**

#### **~~Bachelor of Health Sciences Program~~**

~~Students may apply to take a Major or Minor module in the Bachelor of Health Sciences program while enrolled at Brescia University College. Due to the limited enrolment nature of the program, applications for the Major module for both internal and external senior transfer students from Brescia (i.e., those who wish to transfer in Year 2, 3 or 4) will be assessed by the Bachelor of Health Sciences Program in the Faculty of Health Sciences. Please consult the Academic Counsellor at Brescia University College for further information.~~

#### **~~School of Kinesiology~~**

~~Students may apply for admission to the Major module in the Kinesiology BA program while enrolled at Brescia University College. Due to the limited enrolment nature of the program, applications for the Major module for both internal and external senior transfer students from Brescia (i.e., those who wish to transfer in Year 2, 3 or 4) will be assessed by the School of Kinesiology in the Faculty of Health Sciences. Brescia students doing a Double Major that includes a Kinesiology Major module will receive the degree associated with the program in which they are enrolled at Brescia University College. Please consult the Academic Counsellor at Brescia University College for further information.~~

~~For further information see~~

~~[http://www.uwo.ca/univsec/pdf/academic\\_policies/general/HS\\_BUC.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/HS_BUC.pdf)~~

### ~~**BRESCIA UNIVERSITY COLLEGE – GRADUATION REQUIREMENTS**~~

- ~~1. Students registered at Brescia University College must achieve a pass in IDS 1200A/B, normally taken in first year.~~
- ~~2. IDS 1200A/B will count among the 5.0 1000-level courses that constitute completion of first year.~~
- ~~3. Students transferring into Brescia at a level beyond first year (i.e., with credit for 5.0 1000-level courses) are not required to take IDS 1200A/B.~~
- ~~4. All other graduation requirements as outlined in the Academic Calendar apply.~~

### **BRESCIA STUDENTS INTEGRATING WITH WESTERN UNIVERSITY MAIN CAMPUS**

For students registered at Brescia University College through April 30, 2024, IDS 1200A/B is a required course that counts among the 5.0 1000-level courses that constitute completion of first year. This requirement can be waived by the Dean of the Faculty of Registration if it has not already been met by 2023/24 fall/winter term.

### **HONOURS PROGRAM IN FRENCH - BESANÇON**

Students who successfully complete a university sponsored year abroad study program at The University of Besancon are granted credit for these studies toward a UWO Honours degree in French only. If for reasons beyond their control, students are unable to complete the Honours program at UWO, they may petition the Dean of the Faculty of Arts for this regulation to be waived.

**ITEM 13.3(a) – Faculty of Science and Schulich School of Medicine & Dentistry:  
Revisions to the Weighted Average Chart in the “Admission to the Bachelor of  
Medical Sciences (BMSc) Program” Policy**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Weighted Average Chart in the “Admission to the Bachelor of Medical Sciences (BMSc) Program” policy be revised as shown in Item 13.3(a).

**EXECUTIVE SUMMARY:**

The Weighted Average Chart indicates the courses that must be completed prior to Year 4 for the Honours Specialization modules within the BMSc Program.

Revisions to the 3000-level course offerings in Medical Biophysics are being made for September 2024, resulting in changes to the modular requirements for the Honours Specialization in Medical Biophysics (Medical Science Concentration). The Weighted Average Chart is being revised for this module to reflect the new courses and modular updates for students registered in the module in 2024-25 or later.

Admission to the Honours Specialization in Medical Biophysics and Biochemistry will be discontinued effective September 1, 2024. A note is added to the Weighted Average Chart to indicate this.

**ATTACHMENT(S):**

[Revised Calendar Copy – Admission to the Bachelor of Medical Sciences \(BMSc\) Program \(Weighted Average Chart\)](#)

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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/bachelor\\_medicalsciences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/bachelor_medicalsciences.pdf)

**Admission to the Bachelor of Medical Science (BMSc) Program**

*The first part of this policy is unchanged*

**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
<b>Medical Biophysics (Medical Sciences Concentration) – for students registered in the module in 2024-25 or later</b>	<b>3.0 courses:</b> <b>Biochemistry 2280A; Chemistry 2213A/B; Physics 2101A/B and Physics 2102A/B, or Physiology 2130 or Physiology and Pharmacology 2000; Biology 2244A/B or Statistical Sciences 2244A/B; and one of Biology 2382A/B, Biology 2581A/B, Computer Science 2035A/B, Data Science 2000A/B, Data Science 2200A/B.</b>	<b>4.0 courses:</b> <b>Medical Biophysics 3330F, Medical Biophysics 3467B, Medical Biophysics 3501A, Medical Biophysics 3518B, Medical Biophysics 3720A, Medical Biophysics 3820B, Medical Biophysics 3980E.</b>
Medical Biophysics (Medical Sciences Concentration) – for students registered in the module in 2023-24	3.0 courses: Biochemistry 2280A; Chemistry 2213A/B; Physics 2101A/B and Physics 2102A/B, or Physiology 2130 or Physiology and Pharmacology 2000; Biology 2244A/B or Statistical Sciences 2244A/B; Computer Science 2035A/B.	3.5 courses: Medical Biophysics 3330F/G, Medical Biophysics 3501A, Medical Biophysics 3503G, 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
<b>Medical Biophysics and Biochemistry – admission discontinued</b>	3.0 courses (or 3.5 courses if the former Medical Biophysics 2582B was taken): Biochemistry 2280A; Biology 2581A/B; Biology 2244A/B or	3.0 courses (or 2.5 courses if the former Medical Biophysics 2582B was taken):

	Statistical Sciences 2244A/B; Chemistry 2213A/B or Chemistry 2273A; Chemistry 2223B or Chemistry 2283G; Computer Science 2035A/B; the former Medical Biophysics 2582B.	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.
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Although students like being in a module called “Criminology”, the Department receives many complaints from students about these modules. Some data for this comes from a survey of current students and recent graduates that the Department conducted in the summer of 2022. Students responded that there were not enough Criminology focused courses offered, and were not enough faculty offering these courses, leaving students with several core courses taught by a couple of faculty members.

There were 461 students enrolled in the Major in Criminology as of September 2023.

**ITEM 13.3(c) – King’s University College: Introduction of an Honours Specialization in Financial Economics**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, an Honours Specialization in Financial Economics be introduced by King’s University College as shown in Item 13.3(c).

**EXECUTIVE SUMMARY:**

The proposed Honours Specialization in Financial Economics is designed around developing two foundational areas of knowledge: core economic theory and financial economic theory. Students will build on these twin foundations by choosing from a list of course options designed to enable students to deeply explore more advanced aspects of economic theory, empirical research methods, and corporate finance. In the final year of the program, students will complete an undergraduate thesis under the supervisor of a faculty member which will provide them with the opportunity to complete an original research project.

**ATTACHMENT(S):**

[New Calendar Copy – Honours Specialization in Financial Economics](#)

[Extracted from the New Undergraduate Module Proposal Form – Honours Specialization in Financial Economics](#)



NEW CALENDAR COPY

**HONOURS SPECIALIZATION IN FINANCIAL ECONOMICS**

**Admissions Requirements**

Completion of first-year requirements with no failures. Students must have an average of at least 70% with no mark less than 60% in 3.0 principal courses, including an average of 70% and no grades less than 60% in the following 2.0 courses: Economics 1021A/B and Economics 1022A/B; 0.5 from Mathematics 1230A/B, Calculus 1000A/B AND 0.5 from Mathematics 1229A/B, Mathematics 1600A/B, Calculus 1301A/B, or Calculus 1501A/B.

Note: If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

**Module:**

9.0 courses

**3.0 courses** normally taken in second year: Economics 2220A/B, Economics 2221A/B, Economics 2222A/B, Economics 2223A/B, Economics 2260A/B, Economics 2300A/B.

**3.0 courses** normally taken in third year: Economics 2261A/B, Economics 3370A/B, Economics 3372A/B, Economics 3385A/B, MOS 3312A/B, 0.5 course from Course List.

**3.0 courses** normally taken in fourth year: Economics 4405E, 2.0 courses from Course List.

**Course list:**

Actuarial Science 2052A/B, Analytics and Decision Sciences 3293A/B, Analytics and Decision Sciences 3864A/B, Economics 2210A/B, Economics 3320A/B, Economics 3351F/G, Economics 3378A/B, Economics 3381A/B, Economics 3386A/B, Economics 3398F/G, MOS 2227A/B, MOS 2228A/B, MOS 3310A/B, MOS 4310A/B.

***Extracted from the New Undergraduate Module Proposal Form –  
Honours Specialization in Financial Economics***

**Description and Rationale**

The proposed Honours Specialization in Financial Economics is designed around developing two foundational areas of knowledge. First, there is the core economic theory sequence that is common to all honours economics programs at Western University:

- Intermediate Microeconomics I,
- Intermediate Macroeconomics I & II, and
- Intermediate Econometrics I & II.

Second, there is the core sequence in financial economic theory that is distinct to this program:

- Investment and Financial Markets (Economics 2300A/B)
- Intermediate Financial Economics (Economics 3372A/B)
- Financial Econometrics (Economics 3385A/B)
- International Finance (Economics 3370A/B)
- Derivatives Security Markets (MOS 3312A/B)

Students then build on these twin foundations by choosing from a list of course options designed to enable students to deeply explore more advanced aspects of economic theory, empirical research methods, and corporate finance that interest them. In the final year of the program, students complete an undergraduate thesis under the close supervision of a faculty member. The undergraduate thesis serves as a capstone course that provides students with the opportunity to complete an original research project.

The program is designed around undergraduate research, in which all students in the program complete a novel research project on a real-world problem using advanced research methods. The program's research focus is designed to engage students in active learning, critical thinking, and creative engagement.

The department's decision to introduce an advanced (honours) module in Financial Economics is driven by the strong and consistent student demand for this field observed in other modules, as well as by the strong job market demand for graduates in this field. King's Economics department has offered a module in Financial Economics (at the non-honours or specialization level) for several years, and top-quality students in that specialization often request an honours-level alternative. This current situation risks preventing those top students from securing their top graduate school placements, given that the degree is not honours-level. The introduction of a new Honours Specialization in Financial Economics was also strongly recommended by the external reviewers for the recent Economics program IQAP, completed in 2022.

Private and public sector demand for students with the highly specialized skill set that the proposed program will provide is rapidly growing. The existing Specialization in Financial Economics module is the School's largest undergraduate program in economics. Reacting to the employers' demand in higher skill levels, students in this

highly successful program have requested an honours module. The School anticipates that some students will combine this new program with the Minor in Analytics and Decision Sciences to pursue careers in the explosively growing field of data analytics. Finally, this program thoroughly prepares students for succeeding in innovative graduate programs in finance, financial economics, economics, and data analytics.

All of the courses that are included in the proposed module are already offered.

### **Objectives**

The primary objective of this academic program is to cultivate a dynamic environment conducive to collaborative research endeavors between students and professors. Through a thoughtfully curated selection of courses listed in the program checklist, students actively engage in rigorous academic inquiry, participating in research projects alongside experienced faculty members. By integrating theoretical coursework with hands-on research experiences, the program aims to foster critical thinking skills, promote innovative problem-solving, and instill a deep appreciation for scholarly inquiry. Through mentorship, guidance, and active participation in research initiatives, students develop the necessary skills and knowledge to contribute meaningfully to their respective fields, ultimately preparing them for successful careers in academia, industry, or further research pursuits.

The objectives of the Honours Specialization in Financial Economics are twofold. Firstly, the program aims to cultivate graduates who possess a profound understanding of economic and financial principles, enabling them to analyze and interpret financial data, evaluate investment opportunities, and make informed decisions in dynamic business environments. Secondly, the program seeks to meet the evolving needs of the financial industry by producing graduates equipped with specialized skills and expertise tailored to its demands.

Moreover, the program fosters a culture of intellectual rigor and professional development, empowering students to pursue diverse career paths in finance, economics, banking, investment management, and related fields. By providing a focused and specialized curriculum, the program ensures that graduates are well-prepared to excel in their chosen careers and contribute meaningfully to the advancement of the financial industry.

Furthermore, the program is designed to prepare students for their Chartered Financial Analyst (CFA) certificate exam by integrating relevant course material and providing guidance on exam preparation strategies. This additional focus enhances students' prospects in the finance industry by equipping them with the knowledge and skills necessary to pursue the prestigious CFA designation, further bolstering their credibility and career opportunities in the field of financial economics.

Overall, the Honours Specialization in Financial Economics at King's University College is dedicated to fostering academic excellence, professional growth, and ethical leadership among its students, thereby preparing them for successful and impactful careers in financial economics.

## **Learning Outcomes**

The program is designed around undergraduate research, in which all students in the program complete a novel research project on a real-world problem using advanced research methods. The program's research focus is designed to engage students in active learning, critical thinking, and creative engagement.

Upon successful completion of the Honours Specialization in Financial Economics program, students will be able to:

1. Analyze key financial theories and apply these theories to real-world scenarios, demonstrating an understanding of their implications for asset valuation, market behaviour, and investment strategies.
2. Utilize advanced econometric techniques to conduct robust statistical analyses; this includes mastery of regression analysis, hypothesis testing, and forecasting, leveraging software such as R and Python to interpret complex financial data and market trends.
3. Formulate strategic decisions by integrating financial theories and empirical evidence, with a focus on assessing investment risks and opportunities, and applying this knowledge to develop risk management strategies and investment portfolios.
4. Design comprehensive research projects in financial economics that employ both quantitative and qualitative research methods; projects will address current issues in financial markets, utilizing appropriate data analysis techniques to draw well-supported conclusions.
5. Communicate financial and economic analyses effectively, presenting complex concepts, methodologies, and findings to diverse audiences through written reports, presentations, and discussions, using clear, concise, and non-technical language when appropriate.
6. Develop and execute financial models using a variety of theoretical approaches and data sets, assessing the predictive power of these models and their suitability for different financial contexts and applications.
7. Interpret the term structure of interest rates and its impact on financial decision-making, understanding the dynamics of fixed-income securities and the factors that influence bond pricing and yields.
8. Apply knowledge of the ethical and professional standards in the practice of financial economics to real-world situations, demonstrating an awareness of the socio-economic impact of financial decisions and a commitment to responsible financial management.

## **Progression Requirements**

To progress in the Honours Specialization in Financial Economics module, students must

- maintain a minimum modular average of 70%;
- obtain minimum grades of 60% in all courses listed for the module;
- obtain a passing grade in each elective course; and
- maintain a minimum cumulative average of 65%.

**ITEM 13.3(d)(i)– Western Continuing Studies: Introduction of a Post-Degree Certificate in Human Resources Management (in partnership with the Faculty of Social Science)**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, a post-degree Certificate in Human Resources Management be introduced by Western Continuing Studies in partnership with the Faculty of Social Science as shown in Item 13.3(d)(i).

**EXECUTIVE SUMMARY:**

The Certificate in Human Resources Management, offered in partnership with the Faculty of Social Science, will provide students with a foundational knowledge of Human Resources and have them apply that knowledge in the classroom through case studies and applied learning.

The Certificate will consist of 10 diploma-credit 0.5 courses and is designed for full-time or part-time study. The Certificate will be comprised of the existing Diploma in Human Resources courses, minus the required practicum placement. Providing students with the option to complete a Certificate without a practicum will serve as an opportunity for working professionals to complete the program without leaving their current job.

**ATTACHMENT(S):**

[New WCS Calendar Copy – Post-Degree Certificate in Human Resources Management](#)

[Extracted from the New Undergraduate Module Proposal Form – Post-Degree Certificate in Human Resources Management](#)

NEW WCS CALENDAR COPY

**CERTIFICATE IN HUMAN RESOURCES MANAGEMENT**

Working in the public, non-profit and private sectors, HR professionals ensure that employee rights, legislation, and internal procedures are effectively communicated and upheld within an organization. HR serves a vital function within all organizations, from recruiting the best talent and coordinating staff training to developing policy and negotiating compensation, benefits and collective bargaining. The ideal candidate has a passion for business management, strong interpersonal skills, values ethics and integrity, and upholds a high degree of professionalism.

**Admission Requirements**

This is a competitive program with limited enrolment. Once accepted, students will be required to maintain a minimum average of 70% in all courses in the Certificate in Human Resources Management with no single final grade below 65%. Students must have completed a Bachelor's degree with a minimum of 15.0 credits from a recognized university or degree granting institution to apply for the program.

**Program:**

10.0 courses:

HURS6001: *Introduction to Human Resources Management*

HURS6002: *Strategic Human Resources Planning*

HURS6003: *Introduction to Occupational Health and Safety*

HURS6004: *Organizational Behaviour*

HURS6005: *Finance and Accounting*

HURS6006: *Training and Development*

HURS6007: *Labour Relations*

HURS6008: *Talent Acquisition*

HURS6009: *Compensation*

HURS6010: *Law for Human Resources*

***Extracted from the New Undergraduate Module Proposal Form –  
Post-Degree Certificate in Human Resources Management***

**Description and Rationale**

Working in the public, non-profit and private sectors, Human Resources (HR) professionals ensure that employee rights, legislation, and internal procedures are effectively communicated and upheld within an organization. HR serves a vital function within all organizations, from recruiting the best talent and coordinating staff training to developing policy and negotiating compensation, benefits and collective bargaining.

The ideal candidate for the Certificate in Human Resources Management has a passion for business management, strong interpersonal skills, values ethics and integrity, and upholds a high degree of professionalism. The Certificate will consist of 10 diploma-credit 0.5 courses. The Certificate is completed in 8 months and is designed for full-time or part-time study.

The Certificate in Human Resources Management, offered in partnership with the Faculty of Social Science, will be comprised of the courses in the existing Diploma in Human Resources, minus the required practicum placement. Providing students with the option to complete the coursework without the required practicum will serve as an opportunity for working professionals to complete the program without leaving their current job to complete a practicum placement. Removing the practicum placement and offering a certificate stream of the existing diploma makes more accessible for working professionals looking to reskill and upskill. Additionally, the Certificate will provide flexibility to complete the program in a part-time capacity.

Graduates from the related post-degree Diploma in Human Resources have a 100% in-industry employment rate one year post graduation. This Certificate will provide flexibility to working professionals who would like to enhance their human resources knowledge or pursue the Canadian Human Resources Professional (CHRP) or the Canadian Human Resources Leader (CHRL) designations offered by the Human Resources Professional Association (HRPA). Employers and industry partners will also value the opportunity to have their workforce take the Certificate part-time while employed.

**Objectives**

The Certificate will provide students with a foundational knowledge of Human Resources and have them apply that knowledge in the classroom through case studies and applied learning. Students will have ample opportunities to learn from industry professionals. Students will be well prepared to enter or advance their career in the professional workforce in and Human Resources.

### **Learning Outcomes**

Graduates of the program will be able to apply the principles of Human Resources in a variety of workplace settings, including:

1. Demonstrate understanding of the key issues related to human resource process, work environment, work design, and current employment legislation.
2. Apply the principles of organizational behaviour to working successfully as a team.
3. Interpret the financial statements of an organization.
4. Examine the membership, structure, and governance of unions.
5. Develop an understanding of effective HR forecasting processes.
6. Develop an understanding of the key issues related to business process, work environment, the collective agreement and current labour/employment legislation.
7. Analyze situations that arise in the context of an HR practice and their legal ramifications.

All of the courses are currently offered.



**ITEM 13.3(d)(ii)– Western Continuing Studies: Introduction of a Post-Degree Certificate in Occupational Health and Safety Management (in partnership with the Faculty of Health Sciences)**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, a post-degree Certificate in Occupational Health and Safety Management be introduced by Western Continuing Studies in partnership with the Faculty of Health Sciences as shown in Item 13.3(d)(ii).

**EXECUTIVE SUMMARY:**

The Certificate in Occupational Health and Safety Management, offered in partnership with the Faculty of Health Sciences, prepares students for a safety career in private and public sector organizations.

Occupational health and safety managers keep employees safe and ensure their work environment is a healthy one. Managing the occupational health and safety function in the workplace requires an understanding of a broad range of areas, including legislation, workplace hazards, and occupational illnesses, evaluation, and control techniques, and managing and promoting workplace safety and wellness.

The ideal candidate is a critical thinker looking to combine their interests in health and working with people. The Certificate will consist of 10 diploma-credit 0.5 courses. It will be comprised of the courses in the existing Diploma in Occupational Health and Safety Management, minus the required practicum placement.

The program is completed in 8 months and is designed for full-time or part-time study.

**ATTACHMENT(S):**

[New WCS Calendar Copy – Post-Degree Certificate in Occupational Health and Safety Management](#)

[Extracted from the New Undergraduate Module Proposal Form – Post-Degree Certificate in Occupational Health and Safety Management](#)

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NEW WCS CALENDAR COPY

**CERTIFICATE IN OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT**

The Certificate in Occupational Health and Safety Management prepares students for a safety career in private and public sector organizations. Occupational health and safety managers keep employees safe and ensure their work environment is a healthy one. Managing the occupational health and safety function in the workplace requires an understanding of a broad range of areas, including legislation, workplace hazards, and occupational illnesses, evaluation, and control techniques, and managing and promoting workplace safety and wellness. The ideal candidate is a critical thinker looking to combine their interests in health and working with people. The Certificate will consist of 10 diploma-credit 0.5 courses. The program is completed in 8 months and is designed for full-time or part-time study.

**Admission Requirements**

This is a competitive program with limited enrolment. Once accepted, students in the program will be required to maintain a minimum average of 70% in all courses in the Certificate in Occupational Health and Safety Management with no single final grade below 60%. Students must have completed a Bachelor's degree with a minimum of 15.0 credits from a recognized university or degree granting institution to apply for the program.

**Program:**

10 courses:

*OHSM6001: Introduction to Occupational Health and Safety Legislation*

*OHSM6002: Occupational Hygiene and Toxicology*

*OHSM6013: Human Resources for OHS*

*OHSM6014: Safety Management*

*OHSM6022: Communication in Occupational Health and Safety*

*OHSM6023: Management Systems*

*OHSM6012: Current Topics in Occupational Health and Safety*

*OHSM6025: Emergency Management*

*OHSM6021: Ergonomics for Occupational Health and Safety*

*OHSM6024: Workplace Wellness and Rehabilitation*

***Extracted from the New Undergraduate Module Proposal Form –  
Post-Degree Certificate in Occupational Health and Safety Management***

**Description and Rationale**

The Certificate in Occupational Health and Safety Management prepares students for a safety career in private and public sector organizations. Occupational health and safety managers keep employees safe and ensure their work environment is a healthy one. Managing the occupational health and safety function in the workplace requires an understanding of a broad range of areas, including legislation, workplace hazards, and occupational illnesses, evaluation, and control techniques, and managing and promoting workplace safety and wellness.

The ideal candidate for the Certificate in Occupational Health and Safety Management is a critical thinker looking to combine their interests in health and working with people. The Certificate will consist of 10 diploma-credit 0.5 courses. The program is completed in 8 months and is designed for full-time or part-time study.

The Certificate in Occupational Health and Safety Management, offered in partnership with the Faculty of Health Sciences will be comprised of the courses in the existing Diploma in Occupational Health and Safety Management, minus the required practicum placement. Providing students with the option to complete the coursework without the required practicum and offering a certificate stream of the existing Diploma allows working professionals to access and complete the program without leaving their current job to complete a practicum placement. Removing the practicum placement and offering a certificate stream of the existing diploma makes more accessible for working professionals looking to reskill and upskill. Additionally, the Certificate will provide flexibility to complete the program in a part-time capacity.

Graduates from the related post-degree Diploma in Occupational Health and Safety have a 93% in-industry employment rate one year post graduation. This Certificate will provide flexibility to working professionals who would like to enhance their occupational health and safety education or pursue the Canadian Registered Safety Professional (CRSP) designation. Employers and industry partners will also value the opportunity to have their workforce take the certificate part-time while employed.

**Objectives**

The Certificate will provide students with a foundational knowledge of Occupational Safety Management and have them apply that knowledge in the classroom through case studies and applied learning. Students will have ample opportunities to learn from industry professionals. Students will be well prepared to enter or advance their career in the professional workforce in and Occupational Health and Safety Management.

### **Learning Outcomes**

Graduates of the program will be able to apply the principles of occupational health and safety management in a variety of workplace settings, including:

1. Effectively communicate and apply health and safety rules and policies.
2. Recognize and assess the factors contributing to injuries and illnesses in the workplace.
3. Demonstrate understanding of the importance of a comprehensive, holistic health and safety management system.
4. Recognize and assess the ergonomic, human, situational and environmental factors contributing to injuries and illnesses in the workplace.
5. Perform basic physical demands analysis and ergonomic assessments.
6. Understand the potential benefits and limitations of ergonomics intervention.

All of the courses are currently offered.

**ITEM 13.3(d)(iii) – Western Continuing Studies: Introduction of a Diploma in Safety Management and Human Resources (in partnership with the Faculty of Health Sciences and the Faculty of Social Science)**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, a Diploma in Safety Management and Human Resources be introduced by Western Continuing Studies in partnership with the Faculty of Health Sciences and the Faculty of Social Science as shown in Item 13.3(d)(iii).

**EXECUTIVE SUMMARY:**

The Diploma in Safety Management and Human Resources, offered in partnership with the Faculties of Health Sciences and Social Science, will consist of 20 diploma-credit 0.5 courses and will be completed in two years full-time.

This Diploma will be Western’s Continuing Studies first two-year diploma, launched in response to repeated requests from prospective and current students.

The program will provide students with a foundational knowledge of Human Resources and Occupational Safety Management and have them apply that knowledge in the classroom through case studies and applied learning.

**ATTACHMENT(S):**

[New WCS Calendar Copy – Diploma in Safety Management and Human Resources](#)

[Extracted from the New Undergraduate Module Proposal Form – Diploma in Safety Management and Human Resources](#)

NEW WCS CALENDAR COPY

**DIPLOMA IN SAFETY MANAGEMENT AND HUMAN RESOURCES**

The Diploma in Safety Management and Human Resources prepares students for a safety career in private and public sector organizations. Occupational health and safety managers keep employees safe and ensure their work environment is a healthy one. Managing the occupational health and safety function in the workplace requires an understanding of a broad range of areas, including legislation, workplace hazards, and occupational illnesses, evaluation, and control techniques, and managing and promoting workplace safety and wellness. Working in the public, non-profit and private sectors, HR professionals ensure that employee rights, legislation, and internal procedures are effectively communicated and upheld within an organization. HR serves a vital function within all organizations, from recruiting the best talent and coordinating staff training to developing policy and negotiating compensation, benefits and collective bargaining. The ideal candidate is a critical thinker looking to combine their interests in health and working with people.

**Admission Requirements**

This is a competitive program with limited enrolment. Once accepted, students in the program will be required to maintain a minimum average of 70% in all courses with no single final grade below 65%. Students must have completed a Bachelor's degree with a minimum of 15.0 credits from a recognized university or degree granting institution to apply for the program.

**Program:**

20 courses:

HURS6001: *Introduction to Human Resources Management*

HURS6002: *Strategic Human Resources Planning*

HURS6003: *Introduction to Occupational Health and Safety*

HURS6004: *Organizational Behaviour*

HURS6005: *Finance and Accounting*

HURS6006: *Training and Development*

HURS6007: *Labour Relations*

HURS6008: *Talent Acquisition*

HURS6009: *Compensation*

HURS6010: *Law for Human Resources*

OHSM6001: *Introduction to Occupational Health and Safety Legislation*

OHSM6002: *Occupational Hygiene and Toxicology*

OHSM6013: *Human Resources for OHS*

OHSM6014: *Safety Management*

OHSM6022: *Communication in Occupational Health and Safety*

OHSM6023: *Management Systems*

OHSM6012: *Current Topics in Occupational Health and Safety*

OHSM6025: *Emergency Management*

OHSM6021: *Ergonomics for Occupational Health and Safety*

OHSM6024: *Workplace Wellness and Rehabilitation*

***Extracted from the New Undergraduate Module Proposal Form –  
Diploma in Safety Management and Human Resources***

The Diploma in Safety Management and Human Resources will consist of 20 diploma-credit 0.5 courses. The Diploma is completed in two years full-time, with a scheduled summer break after the first year, and all coursework completed within the Fall/Winter terms.

This proposal is in response to student demand for a longer diploma program that will meet the requirements for a 3-year post graduation work permit for international students. Students have also requested a program without a practicum component. This new Diploma, comprised of existing curriculum and courses, meets this need by combining current offerings into a format that offers options to students.

This Diploma will be Western's Continuing Studies first two-year diploma, launched in response to repeated requests from prospective and current students. Previous students have stacked the programs themselves in the past, separately enrolling in both existing one-year diploma programs back-to-back. This two-year Diploma would formalize this path into a clear program that supports students' eligibility to work in Canada.

The coursework in Human Resources allows students to proceed to the Canadian Human Resources Professional (CHRP) designation, as accredited by the Human Resources Professional Association (HRPA). The coursework in Occupational Health and Safety is an approved education pathway by the Board of Canadian Registered Safety Professionals (BCRSP) for the designation of Canadian Registered Safety Professional (CRSP). Both related fields have good employment prospects. Graduates from the existing one-year programs have in-industry employment rates of 100% for Human Resources and 93% for Occupational Health and Safety.

**Objectives**

The program will provide students with a foundational knowledge of Human Resources and Occupational Safety Management and have them apply that knowledge in the classroom through case studies and applied learning. Students will have ample opportunities to learn from industry professionals. Students will be well prepared to enter the professional workforce in Human Resources and Occupational Health and Safety Management.

**Learning Outcomes**

Graduates of the program will be able to apply the principles of human resources and safety management in a variety of workplace settings, including:

1. Effectively communicate and apply health and safety rules and policies.
2. Demonstrate understanding of the importance of a comprehensive, holistic health and safety management system.
3. Recognize and assess the ergonomic, human, situational and environmental factors contributing to injuries and illnesses in the workplace.

4. Demonstrate understanding of the key issues related to human resource process, work environment, work design, and current employment legislation.
5. Apply the principles of organizational behaviour to working successfully as a team.
6. Develop an understanding of the key issues related to business process, work environment, the collective agreement and current labour/employment legislation.
7. Analyze situations that arise in the context of an HR practice and their legal ramifications.

All of the courses are currently offered.



**ITEM 13.3(e)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice, Interprofessional Pain Management Field**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Clinical Science (MCISc) in Advanced Health Care Practice, Interprofessional Pain Management Field be revised as shown in Item 13.3(e)(i).

**EXECUTIVE SUMMARY:**

The Faculty of Health Sciences is proposing the following modifications to the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP), Interprofessional Pain Management (IPM) field:

- The field will change from competency-based to course-based. Students will complete six 0.5 credit courses (four required courses, two elective courses) and a capstone experience course.
- The admissions criteria will be expanded from being restricted to registered health professionals to also include policy makers, advocates, educators, and scientists.
- The degree designation will change from a MCISc to a Master of Health Sciences (MHSc).
- The name of the field will change from “Interprofessional Pain Management” to “Interdisciplinary Pain Management” to acknowledge that not all students will be healthcare professionals.
- Students who are regulated health professionals will be eligible for the additional Fellow of the Canadian Academy of Pain Management (CAPM) credential.

**ATTACHMENT(S):**

[Major Modification to the Master of Clinical Science \(MCISc\) in Advanced Health Care Practice, Interprofessional Pain Management Field](#)

**Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice, Interprofessional Pain Management Field**

The Faculty of Health Sciences is proposing the following modifications to the Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP), Interprofessional Pain Management (IPM) field:

- 1) The field will change from competency-based to course-based aligning with the existing Applied Health Sciences, Health Equity and Sustainability, and Clinical Epidemiology & Research Management fields (seven courses including a Capstone course). The five core competencies will continue to undergird the field, though will be embedded throughout in a more integrated fashion. Students will now complete six 0.5 credit courses (four of which are mandatory, plus two electives) and complete the Capstone Experience Course that offers students an experiential learning opportunity.
- 2) The field will expand admissions criteria from being restricted to registered health professionals to also include policy makers, advocates, educators, or scientists.
- 3) As per item 2, the degree will change from a MCISc to a Master of Health Sciences (MHSc).
- 4) Given item 2, the Faculty of Health Sciences proposes a name change for the field from 'Interprofessional' to 'Interdisciplinary' to acknowledge that not all students will be healthcare professionals. Proposed new field name: Interdisciplinary Pain Management
- 5) Students who are regulated health professionals will be eligible for the additional Fellow of the Canadian Academy of Pain Management (CAPM) credential. As students in the AHCP Program, students will still have the opportunity to opt into the Certified Health Executive (CHE) certificate in partnership with the Canadian College of Health Leaders (CCHL).

**Rationale for changes**

Starting in 2023, the Field Leader, supported by the Field Committee, embarked upon a full-scale restructuring of the Field that remains adherent to the goals of partnership in pain management, creating space for learners of different backgrounds and interests, adding opportunities for additional credentialing, and aligning to the other Fields within the AHCP Program. After consultation with past graduates and mentors, the revision will see the IPM field retain and build out the pain-focused academic content, supplement that with learning from other existing Applied Health Sciences (AHS) courses, and demonstrate relevant competence through a year-long Capstone Experience Course. This will mean more coursework (seven total courses) and greater curricular structure to support student progress. The program anticipates that the modification will require less time from the field leadership / mentors, while retaining enough flexibility for students to

build a personalized learning journey. The program will also introduce the opportunity for students to achieve the CAPM credential. Students will retain the opportunity to complete the CHE credential. Adhering to the critical scholarship of pain ensures that the Field remains squarely positioned as an advanced Master’s-level educational field (distinguishing itself further from some of the ‘diploma’ or ‘certificate’ programs in pain offered by other institutions). Opening the field to non-clinicians creates new opportunities for clinicians and non-clinicians from diverse backgrounds and experiences to learn with, from, and about each other.

Current program	Proposed Change(s)
<p><b>Admissions:</b></p> <ul style="list-style-type: none"> <li>• Two years of full time equivalent clinical experience</li> <li>• Proof of current registration to practice</li> <li>• Proof of routine exposure to a clinical population (e.g. proof of employment in a clinical setting, if self-employed then some indication of the practice, like a sample daily caseload (de-identified), clinic website with clinician name listed)</li> <li>• A statement describing the provisions in place to allow time for the requirements of the program (e.g., agreement from employer for some degree of protected time, some indication that work can be conducted in parallel with degree requirements)</li> <li>• A personal statement answering the question: Why have you chosen to apply to this Interprofessional Pain Management program?</li> </ul>	<p><b>Admissions:</b></p> <ul style="list-style-type: none"> <li>• University undergraduate degree</li> <li>• Demonstration of a clear and obvious engagement with the scholarship or provision of pain care. This can include: direct care provider (regulated healthcare professional), pain advocate, pain-related policy-maker or insurer, pain-related researcher (or assistant) or trainee, pain educator, or other professional interest related to pain. Vetting of applications will be contingent upon their ability to demonstrate professional interest and/or experience in the scholarship of pain and/or pain care.</li> <li>• A statement describing the provisions in place to allow time for the requirements of the program (e.g., agreement from employer for some degree of protected time, some indication that work can be conducted in parallel with degree requirements)</li> <li>• A personal statement answering the question: Why have you chosen to apply to this Interdisciplinary Pain Management program?</li> </ul>
<p><b>Mentors:</b></p> <p>Each student is assigned one academic mentor who guides them through creation of their ePortfolio for the entire duration of the degree. Each student is also mentored by one or two clinical mentors for a total of 15 hours of direct mentorship and up to 15 hours of indirect mentorship (e.g., meetings,</p>	<p><b>Mentors:</b></p> <p>Each student will have two mentors as part of the Capstone Experience course.</p> <ol style="list-style-type: none"> <li>1) A mentor whose work focuses on pain management (could be a clinician, a healthcare leader, an academic, etc.)</li> <li>2) The Academic Lead, who is the instructor for the Capstone Experience, will work with the student and their mentor to define</li> </ol>

<p>portfolio review). The student, academic mentor, and Field lead work together to identify a suitable clinical mentor(s), which usually commences in Term 2 of the degree</p>	<p>learning outcomes, learning resources and activities, and evaluation components. Students will create an ePortfolio to display their work.</p>
<p><b>Program Requirements:</b></p> <p>3 Courses (1.5 FCE) <u>Term 1 (Sept-Dec)</u></p> <ul style="list-style-type: none"> <li>• AHCP 9651 (0.5 FCE) – Special Topics in Pain</li> <li>• AHCP 9600 (0.5 FCE) – Critical Appraisal of Health Literature</li> <li>• AHCP 9620 (0.5 FCE) - Clinical Mentorship</li> </ul> <p><u>Term 2 (Jan-Apr)</u></p> <ul style="list-style-type: none"> <li>• AHCP 9620 (0.5 FCE) - Clinical Mentorship</li> </ul> <p><u>Term 3 (May-August)</u></p> <ul style="list-style-type: none"> <li>• AHCP 9620 (0.5 FCE) - Clinical Mentorship</li> </ul> <p>*Students in the IPM field were completing AHCP 9630 Supervised Research Experience by conducting a detailed case study on a patient under their care.</p>	<p><b>Program Requirements:</b></p> <p>7 Courses (3.5 FCE) <u>Term 1 (Sept-Dec)</u></p> <ul style="list-style-type: none"> <li>• AHCP9651 (0.5 FCE) – Special Topics in Pain</li> <li>• AHCP9600 (0.5 FCE) – Critical Appraisal of Health Literature</li> <li>• APPLHSCI 9099 (0.5 FCE) – Capstone Experience (full year)</li> </ul> <p><u>Term 2 (Jan-Apr)</u></p> <ul style="list-style-type: none"> <li>• AHCP9652 (0.5 FCE) – Advanced Topics in Interprofessional Pain Management (course outline appended)</li> <li>• AHCP9610 (0.5 FCE) – Advanced Professional Practice</li> <li>• APPLHSCI 9099 – Capstone Experience (full year)</li> </ul> <p><u>Term 3 (May-August)</u></p> <ul style="list-style-type: none"> <li>• APPLHSCI 9099 – Capstone Experience (full year)</li> </ul> <p>Two half courses (0.5 FCE x 2) taken any term selected from the AHS courses viewable at <a href="https://uwo.ca/fhs//programs/ahs/courses.html">https://uwo.ca/fhs//programs/ahs/courses.html</a></p> <p>Total of 7 half courses including the Capstone Experience course (3.5 FCE)</p> <p>Summary of Changes and Rationale: 1) The program is replacing AHCP 9620 Mentorship course + AHCP 9630 Supervised Research Experience course with APPLHSCI 9099 Capstone Experience course. As part of AHCP 9620, students worked with a mentor (could be a clinician, a healthcare leader, an academic, etc) to complete 10-15</p>

	<p>hours of direct mentorship and 10-15 hours of indirect mentorship in pain management. In AHCP 9630 students prepared a detailed case study of a patient under their care demonstrating their competency in pain management, evidence-based practice and reflexivity. The number of hours to complete this component was unspecified. With this proposed change, students who may not be clinicians, will commit 100 hours to the Capstone course, which may mean completing some hours under the guidance of a clinician (if the student is a clinician and gaining clinical competence is one of their learning goals) but also opens up opportunities to complete leadership-type experiences (e.g., project management, implementation science or program evaluation).</p> <p>2) AHCP 9651 delivered pain content in the fall and during the winter students participated in a seminar series where each student was responsible for planning and leading a seminar (e.g., biology, psychology, social determinants as they relate to pain). With this proposal, students will now participate in AHCP 9652 which will offer additional pain management content as well as providing students the opportunity to plan and lead their own session as part of the evaluation components. Topics for student sessions will remain the same (e.g., biology, psychology, social determinants as they relate to pain).</p> <p>3) The program has added AHCP 9610 Advanced Professional Practice in response to the government's initiative around advanced practice. Advanced practice is a level of practice in which a practitioner has demonstrated their ability to work autonomously at a high level across all four pillars of advanced practice. The four pillars of advanced practice are clinical practice, leadership and</p>
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	<p>management, education, and research. AHCP 9610 is modular such that students complete modules according to their background (e.g., registered clinician versus non-clinician) and learning goals.</p>
<p>No option for credentialling through CAPM</p>	<p>An option to pursue CAPM credentialling, which will require a small <b>external</b> additional fee and completion of an online training course plus participation in the credentialling exam. CAPM modules have previously been approved for Continuing Medical Education (CME) credits for those who are part of a discipline that requires CME. CAPM credentialling is <i>only</i> available to regulated health professionals in good standing with their professional college. Students may elect to apply for advanced standing for one of the 2 elective courses if they pursue the CAPM training and credentialling option and complete within the one-year AHCP Program.</p>
<p><b>Competencies:</b> Creation of an ePortfolio demonstrating competency in all 5 core competencies, 1) Interprofessional Collaboration, 2) Self-Awareness and Reflexivity, 3) Critical Reasoning and Creative Problem Solving, 4) Empathic Practice and Reasoning, and 5) Pain Expertise.</p>	<p><b>Competencies:</b> The core competencies remain embedded throughout the field in its required courses as students are required to demonstrate reflexivity and critical reasoning in evaluation components across courses and the Capstone Experience course requires students to formulate learning outcomes and evaluation components to address each competency. The ePortfolio remains part of APPLHSCI 9099 (Capstone course).</p>
<p>Program Length: 3 terms Not time-constrained but encouraged to complete in three terms</p>	<p>Program Length:3 terms <b>Expected to complete in 3 terms</b></p>

As this change will not commence until after the current cohort has completed their degree, there is no material effect on their learning experience. We will offer current students the opportunity to engage in the CAPM online learning modules and to pursue fellow credentialling if they wish to do so and can integrate that into their ePortfolios as a demonstration of competence.

**Revised Learning Outcomes:**

- Practice in an advanced role in an ethical and legal manner that reflects an understanding of human values, diversity, health, social, and cultural differences

- Use adult learning principles to develop and deliver education programs for health care professionals, skilled health care providers, patients, and caregivers that promote the adoption of interventions in clinical practice and in self-management programs of patients
- Develop research skills that will facilitate active participation in clinical research
- Use appropriate research strategies to explore patient-centred and targeted pain intervention plans
- Adopt emerging research evidence in the area of clinical **or professional** specialty
- Defend choice of research methodologies in examining, creating, and recommending interventions
- Critically appraise experimental and clinical research, best practice guidelines, and other innovative approaches
- Incorporate relevant and highly quality research into clinical practice, educational programs, and professional activities
- Use exemplary critical thinking skills to **endorse and facilitate implementation of scientifically sound and socially just assessment and management strategies for** patients with complex clinical presentations of pain
- Take on a leadership role at a regional, provincial, or national level in academia, governmental relations, health care institutions, professional organizations, or regulatory bodies Mentor, educate, coach and foster the development of colleagues and new clinicians in your region and circle of influence
- Reconcile understandings of personal health values with those of others Act in accordance with one's ethical and moral compass to reflect equity, fairness, and accountability for one's behaviours
- Develop communication strategies that foster collaborative and productive interactions with clinical colleagues, health care decision makers, and consumers.
- Employ communication strategies that foster the therapeutic alliance with the patient, **client, or community** and show how the use of appropriate words can be a powerful tool to enhance **well-being and** patient outcomes
- Express value judgments with appreciation of others' value systems
- Develop life-long self-reflection skills to assess both cognitive and non-cognitive bias that may impact client care. The development of self-reflections skills creates the awareness of knowledge limits and how interpretation of knowledge may differ or change over time

**ITEM 13.3(e)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Environment and Sustainability (MES)**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2024, the Master of Environment and Sustainability (MES) be revised as shown in Item 13.3(e)(ii).

**EXECUTIVE SUMMARY:**

The Faculty of Science is proposing modifications to the Master of Environment and Sustainability (MES) to:

- reposition the MES Workshops as milestones instead of courses;
- increase the number of MES Workshops available to students; and
- introduce a new required course, ENVRSUST 9016: *The UN Sustainable Development Goals: Think Globally, Act Locally*.

**ATTACHMENT(S):**

[Major Modification to the Master of Environment and Sustainability \(MES\)](#)

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## **Major Modification to the Master of Environment and Sustainability (MES)**

The following changes are proposed for the Master of Environment and Sustainability (MES):

### **1. MES Workshops**

MES workshop courses provide for professional training that support the development of ‘soft skills’ (e.g., leadership, writing, teamwork), train students to use specialized software (e.g., ArcGIS), prepare students for potential accreditation after graduation (e.g., LEED), or provide sector specific knowledge required for success in the field (e.g., Waste management, Environmental Assessments, etc.). The program is planning to adjust its structure to (1) enhance the number of workshops its students can access, and (2) change existing workshops from courses to milestones in order to provide more flexibility for students and reduce administrative barriers.

This will be done through the following mechanisms:

1. Currently, MES workshops vary in length, with some spanning one day and others two days. To reconcile these differences, all workshops will be standardized to be one day each. This means a workshop previously conducted over two days will now be split into two separate one-day workshops (which will increase the number of workshops overall). Furthermore, the program will offer more workshops and it also wants to encourage students to participate in more of the offered workshops.
2. All workshops will now be milestones rather than courses. After discussion with the School of Graduate and Postdoctoral Studies (SGPS), these activities better fit the idea of a milestone. Also, this will help with the administrative burden of enrolling students in multiple courses within the enrollment window at the start of term. Students will be required to complete 12 elective workshops (now milestones).
3. Addition of a New Course Addition of ENVRSUST 9016 - *The UN Sustainable Development Goals: Think Globally, Act Locally* to the course curriculum. Knowledge around the Sustainable Development Goals (SDGs) was previously taught in a workshop; however, the workshop instructor for this course is no longer able to teach it. In a wider effort to teach the SDGs across campus, SGPS funded the creation of a course “*The UN Sustainable Development Goals: Think Globally, Act Locally*”.

The proposed update to the workshop requirement within the program is primarily driven by two factors observed among graduate students:

1. **Increasing the number of workshops** – The program has noticed that a significant portion of graduate students already participate in most, if not all, of

the workshops offered. With this in mind, the program believes formalizing this trend as a requirement across the entire student body would be beneficial. This change will ensure a consistent level of exposure to a broad range of subjects and skills for all students. Feedback and evaluation from co-ops have shown that students who only attend the minimum number of workshops often miss out on vital skills necessary for their cooperative education experiences and subsequent careers. By increasing the minimum number of workshops a student must take, the program can better prepare them for these experiences and ensure they are equipped with the breadth and depth of knowledge and skills they need to excel in their chosen fields.

- 2. Converting workshops from courses to milestones** - Currently, workshops are run as courses (0.25 credit). As workshops are standardized to one day and the program expands its workshop offerings, it makes more sense to have these workshops as milestones instead of courses. In addition, there are substantial administrative barriers to enrolling students in such a wide number of elective courses (e.g., enrollment windows at the start of term). As the program transitions to milestones, this will make enrolment much easier and allow students increased flexibility to attend workshops.

The proposed addition of course ENVRSUST 9016 is based on the following

The learning outcomes in the proposed new course ENVRSUST 9016 were previously offered by another instructor within a class and then in a workshop format. Unfortunately, that instructor can no longer teach the courses and therefore there is a gap in the program. ENVRSUST 9016 was developed to provides learning opportunities to meet the learning outcomes formerly offered in a workshop.

Please note: Credits were previously lowered in another major modification due to an SGPS request to turn the co-op course into a milestone. This major modification is unrelated to the previously approved one.

Current program	Proposed Change(s)
<p>Expected Duration: 3 terms</p> <p><u>Courses</u> (6.0 Total Credits)</p> <p>Required Courses (4.5 Credits)</p> <ul style="list-style-type: none"> <li>- ENVRSUST 9011 (0.5)</li> <li>- ENVRSUST 9012 (0.5)</li> <li>- ENVRSUST 9013 (0.5)</li> <li>- ENVRSUST 9014 (0.5)</li> <li>- ENVRSUST 9015 (0.5)</li> <li>- ENVRSUST 9200 (1.0)</li> </ul>	<p>Expected Duration: 3 terms</p> <p><u>Courses</u> (5.0 Total Credits)</p> <p>Required Courses (5.0 Credits):</p> <ul style="list-style-type: none"> <li>- ENVRSUST 9011 (0.5)</li> <li>- ENVRSUST 9012 (0.5)</li> <li>- ENVRSUST 9013 (0.5)</li> <li>- ENVRSUST 9014 (0.5)</li> <li>- ENVRSUST 9015 (0.5)</li> <li>- ENVRSUST 9016 (0.5)</li> </ul>

<p>- ENVSUST 9250 (1.0)</p> <p>Required Elective Courses (1.5 Credits)</p> <ul style="list-style-type: none"><li>— ENVSUST 9101 (0.25)</li><li>— ENVSUST 9102 (0.25)</li><li>— ENVSUST 9103 (0.25)</li><li>— ENVSUST 9104 (0.25)</li><li>— ENVSUST 9105 (0.25)</li><li>— ENVSUST 9106 (0.25)</li><li>— ENVSUST 9107 (0.25)</li><li>— ENVSUST 9108 (0.25)</li><li>— ENVSUST 9109 (0.25)</li><li>— ENVSUST 9110 (0.25)</li><li>— ENVSUST 9111 (0.25)</li><li>— ENVSUST 9112 (0.25)</li><li>— ENVSUST 9114 (0.25)</li><li>— ENVSUST 9115 (0.25)</li><li>— ENVSUST 9117 (0.25)</li><li>— ENVSUST 9118 (0.25)</li><li>— ENVSUST 9119 (0.25)</li><li>— ENVSUST 9120 (0.25)</li><li>— ENVSUST 9121 (0.25)</li><li>— ENVSUST 9123 (0.25)</li><li>— ENVSUST 9125 (0.25)</li><li>— ENVSUST 9126 (0.25)</li><li>— ENVSUST 9251 (0.25)</li><li>— ENVSUST 9252 (0.25)</li></ul> <p><u>Milestones</u> (3) Academic Integrity Module MES Co-Op Community Engagement</p>	<p>- ENVSUST 9200 (1.0) - ENVSUST 9250 (1.0)</p> <p><u>Milestones</u> (15 required total with 12 elective workshops) Academic Integrity Module MES Co-Op Community Engagement</p> <p><b>Professional Development workshops</b> Students will be required to take 12 of the elective workshops as part of the milestones. Students can choose 12 from the list below.</p> <ul style="list-style-type: none"><li>- Greenhouse Gas Accounting</li><li>- Using AI for a Sustainable Future</li><li>- International Environmental Law</li><li>- Environmental Assessments I</li><li>- Environmental Assessments II</li><li>- GIS (ArcGIS)</li><li>- GIS (ArcGIS) II</li><li>- ESG in the Supply Chain</li><li>- Waste Management (EPR)</li><li>- Waste Management (Audits)</li><li>- Sustainable Buildings (LEED training)</li><li>- Clean Energy Policies</li><li>- Applied and practical theory of Sustainability</li><li>- Sustainability rating systems</li><li>- Sustainable Finance</li><li>- Corporate Social Responsibility</li><li>- Life Cycle Assessment</li><li>- Sustainable Agriculture</li><li>- The Circular Economy</li><li>- Change Management</li><li>- Grant Writing</li><li>- Professional Writing I and II</li><li>- Team Building</li></ul> <p>*Workshops topics may change each year</p>
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While learning outcomes will not change, the learning outcomes will be strengthened by requiring students to take more workshop courses as part of their degree as it will increase their breadth of knowledge in line with current labour market trends.



### **Major Modification to the Master of Social Work (MSW)**

King's University College is proposing the addition of a required course, SOCWORK 9709: *Direct Practice Lab*, in the Master of Social Work (MSW) program. This direct practice lab course will be a required course in the Winter term of the first year of the two-year MSW program.

In order to prepare students for entering their practicum in January, this course will be offered as a one-week intensive course the first week of the Winter term. There will be a three-hour lecture at the end of the Fall term to orientate students to the course and allow them to prepare in advance should they wish to over the winter break before classes resume in January. There will be no required readings for this, nor will there be any expectation that they do any work in advance of the start of the course.

The course will focus on practicing the application of an ecological social work approach to bio/psycho/social/spiritual/cultural assessment, and explicit formulation to guide intervention. The course will engage learners in advanced practice of: developing and asking assessment questions (including those related to suicide and self-harm, substance use, social identity), moving through the stages of an assessment interview, assessment write up, formulation conceptualization and write up using a 4 P model and advanced understanding of the incorporation of theory to a formulation, and the development of collaborative goals and intervention based explicitly on the formulation.

This course will engage advanced understanding of the distinction of assessment theories at formulation (critical race theory, feminist, attachment, queer theory, trauma theory, systems theory, psychosocial development theory, psychodynamic theory) and practice theory/models in planning the intervention (narrative, CBT, family therapies, crisis intervention, problem solving, brief solution focused).

Throughout this course will be woven a critical understanding of the interaction between micro and macro levels of the environment, including power, privilege, oppression, intersectionality and social justice that are foundational to all areas of social work practice. This course will incorporate active learning principles to reinforce the application of theory to practice including simulation for every student, role play, and assessment writing activities.

This course will complement the foundational Direct Practice course that takes place in a Bachelor of Social Work (BSW) and/or the foundation year of the two-year MSW program allowing additional experiential learning time and space for the advanced application of knowledge and theory in preparation for professional practice.

Current program	Proposed Change(s)
<p><b>Required Courses (9.0 credits):</b></p> <p>(all SOCWORK, all 0.5 credits unless indicated)</p> <p>9701, 9703, 9719, 9733, 9744, 9700 (1.0 FCE), 9706, 9718, 9729, 9801, 9805, 9807, 9800 (1.0 FCE), 9802, 9804, 9803</p> <p><b>Elective Courses (1.0 credits)</b></p> <p><b>Milestones:</b>                      Engagement Week                      Professional Development Workshop                      Integrative Capstone Experience</p>	<p><b>Required Courses (9.5 credits):</b></p> <p>(all SOCWORK, all 0.5 credits unless indicated)</p> <p>9701, 9703, 9719, 9733, 9744, 9700 (1.0 FCE), 9706, 9718, 9729, 9801, 9805, 9807, 9800 (1.0 FCE), 9802, 9804, 9803, 9709</p> <p><b>Elective Courses (1.0 credits)</b></p> <p><b>Milestones:</b>                      Engagement Week                      Professional Development Workshop                      Integrative Capstone Experience</p>

The proposed course will support the existing learning outcomes for the MSW program.

There will be no impact to students currently enrolled in the MSW program.

**ITEM 13.3(f)(i) – New Donor-Funded Scholarships, Awards and Prizes**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new scholarships, awards and prizes shown in Item 13.3(f)(i), for recommendation to the Board of Governors through the President & Vice-Chancellor.

**ATTACHMENT(S):**

[New Donor-Funded Scholarships, Awards and Prizes](#)

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**New Donor-Funded Scholarships, Awards and Prizes**

***Athletics***

**Beth Johnson Women's Basketball Award**

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the women's basketball team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually  
Effective: 2024-2025 to 2028-2029 academic years inclusive

*This award was established to honour Beth Johnson's many contributions to the Western Mustangs Women's Basketball team.*

**John W. Davis Football Award**

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Football team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$2,500 awarded annually  
Effective Date: 2024-2025 to 2028-2029 academic years inclusive

**London Community Football Award**

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Football team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations.

Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2024-2025 to 2026-2027 academic years inclusive

Mary Riezebos Women's Basketball Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the women's basketball team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective: 2024-2025 to 2028-2029 academic years inclusive

*This award was established to honour Mary Riezebos' many contributions to the Western Mustangs Women's Basketball team.*

Rose Johnston Women's Basketball Award

Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the women's basketball team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective: 2024-2025 to 2028-2029 academic years inclusive

*This award was established to honour Rose Johnston's many contributions to the Western Mustangs Women's Basketball team.*

***Faculty of Arts and Humanities***

Samit & Reshma Sharma Scholarship in Philosophy

Awarded to full-time graduate students, affiliated with the Rotman Institute of Philosophy, based on academic achievement and outstanding research excellence with significant practical impact. A committee in the Rotman Institute of Philosophy will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by Samit & Reshma Sharma Foundation to celebrate excellence at Rotman Institute of Philosophy at University of Western Ontario, and to enhance scientific & philosophical analysis to address complex & socially relevant interdisciplinary questions.

Value: 1 at \$4,000 awarded annually  
Effective: May 2024

***Faculty of Education***

London Executive Sedan Service Award in Education

Awarded to full-time undergraduate students in the Faculty of Education based on academic achievement. Preference will be given to candidates who show exemplary teaching skills during their practicum. The Faculty of Education will select the recipients.

Value: 1 at \$1,500, awarded annually  
Effective: 2024-2025 to 2028-2029 academic years inclusive

*This award was established by a generous gift from Drazen Ivanisevic (B.A '10) to honour a student teacher about to embark on their teaching career.*

***Faculty of Engineering***

Canadian National Energy Alliance Engineering Innovation Scholarship

Awarded to full-time undergraduate students in the Artificial Intelligence Systems Engineering (AISE) program, Faculty of Engineering based on academic achievement. Preference will be given to candidates in Chemical Engineering and Artificial Intelligence Systems Engineering option or the Civil Engineering Artificial Intelligence Systems Engineering option. The Faculty of Engineering will select the recipients.

Value: 1 at \$3,400 award annually  
Effective: 2024-2025 to 2026-2027 academic years inclusive

*This award was established with a generous gift from the Canadian National Energy Alliance (CNEA), a private-sector consortium that represents some of the world's most experienced nuclear and engineering firms – AtkinsRéalis, Jacobs and Fluor.*

Samit & Reshma Sharma Scholarship in Civil and Environmental Engineering

Awarded to full-time graduate students in the Department of Civil and Environmental Engineering, Faculty of Engineering, based on academic achievement and outstanding research excellence with significant practical impact. A committee in the Department of Civil and Environmental Engineering will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by Samit & Reshma Sharma Foundation to celebrate excellence in Civil and Environmental engineering at the University of Western Ontario, and to encourage research in infrastructure impact and environment.

Value: 1 at \$4,000 awarded annually

Effective: May 2024

***Faculty of Health Sciences***

Nina Wichman Memorial Bursary in Nursing

Awarded to full-time undergraduate students in any degree program in Nursing, including the Western-Fanshawe program, Faculty of Health Sciences, based on financial need. Preference will be given to candidates who are Mature students. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000 awarded annually

Effective Date: 2024-2025 academic year

*Nina Wichman (BScN'72) came to Western later in life, as a mature student, to fulfill her lifelong dream of becoming a nurse. She was respected by all, demonstrated excellent communication skills, and was a gifted caregiver - the drive behind her passion to help others. We hope this bursary will help unlock the ambitions of nurses for generations to come.*

Pat Brandao Memorial Bursary

Awarded to full-time undergraduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in any degree program in Nursing, including the Western-Fanshawe program. 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 \$3,000, awarded annually (or as funds permit in the final year)

Effective: 2024-2025 to 2030-2031 academic years inclusive

*Pat Brandao was a Portuguese-immigrant who vehemently believed holding a nursing degree opened doors to a better life than that of her underprivileged upbringing. She succumbed to a brain tumour in 2018, but her legacy to embrace the power of higher education will endure through this bursary.*

### ***Faculty of Law***

#### Khalid Mahdi JD'20 Memorial Bursary

Awarded to full-time undergraduate students in the Faculty of Law based on financial need. Preference will be given to candidates with a disability. 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: 2024-2025 to 2028-2029 academic years inclusive

*This bursary is in honour of Khalid Mahdi, a remarkable and resilient young lawyer who passed away in 2023 from Duchenne Muscular Dystrophy. It was Khalid's passion for social causes that fuelled his perseverance to overcome insurmountable challenges and odds to finish his BA, MA, and JD from Western Law. Although Khalid was an inspiration to everyone he crossed paths with, he will be remembered for his infectious smile and uplifting spirit.*

### ***Faculty of Science***

#### Canadian National Energy Alliance Chemistry Innovation Scholarship

Awarded to full-time undergraduate students in the Department of Chemistry, Faculty of Science based on academic achievement. Preference will be given to candidates in Year 3 or Year 4 who excel in materials science and chemistry courses. The Faculty of Science will select the recipients.

Value: 1 at \$3,400 award annually

Effective: 2024-2025 to 2026-2027 academic years inclusive

*This award was established with a generous gift from the Canadian National Energy Alliance (CNEA), a private-sector consortium that represents some of the world's most experienced nuclear and engineering firms – AtkinsRéalis, Jacobs and Fluor.*

### ***Schulich School of Medicine & Dentistry***

#### Dr. Kevin Kuo Family 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 who self-identify as belonging to any equity-deserving group. Online financial assistance applications are available through Student Center and must be submitted by Oct 31. The Office of the Registrar will select the recipients.

Value: 1 at \$2,000, awarded annually

Effective Date: 2024-2025 to 2028-2029 academic years inclusive

*This bursary was established with a generous gift from Dr. Kevin Kuo (MD'05), to support equity-deserving students attending medical school. Kevin was a first generation immigrant, and first from his family to attend medical school. His gratitude for the support he received during his studies reflects a deep sense of appreciation and a desire to pay it forward.*

Charles Yee M.D. Meds Class of 1990 Award

Awarded to full-time undergraduate students in Year 1 of the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry based on financial need and academic achievement. Preference will be given to candidates in the Doctor of Medicine (MD) program, Windsor Campus. The award will continue in Years 2-4 of the MD program provided that the recipient demonstrates financial need each year. 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. Only one student may hold this award in any given year.

Value: 1 at \$8,000 continuing for four years  
Effective Date: 2024-2025 academic year

*This award was established by Charles Yee, MD, in honour of the Meds Class of 1990.*

Samit & Reshma Sharma Scholarship in Medical Biophysics

Awarded to full-time graduate students in the Department of Medical Biophysics, Schulich School of Medicine & Dentistry, based on academic achievement and outstanding research excellence with significant practical impact. A committee in the Department of Medical Biophysics will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award was established by Samit & Reshma Sharma Foundation to celebrate Canada's first biophysics department at The University of Western Ontario in 1946, and to encourage research in quantitative studies of biological & physiological processes.

Value: 1 at \$4,000 awarded annually  
Effective: May 2024

**ITEM 13.3(f)(ii) – New Western-Funded Scholarships, Awards and Prizes**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the terms of reference for the new Western-funded scholarships, awards and prizes shown in Item 13.3(f)(ii).

**ATTACHMENT(S):**

[New Western-Funded Scholarships, Awards and Prizes](#)

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**New Western-Funded Scholarships, Awards and Prizes**

***Any Undergraduate Program***

Welcome to Canada Admission Scholarship

Awarded to International students who are completing school outside of Canada, or who are transferring from a post-secondary institution within Canada. Students completing high school within Canada are not eligible for consideration. Candidates must apply for first year full-time studies in any first-entry undergraduate program at Western Main Campus and pay international student tuition and fees. Consideration for this scholarship is automatic and no application is required.

Value: \$10,000

Effective date: 2024-2025 academic year



**ITEM 13.4(a) – Annual Report of the Working Group on Information Security (WGIS)**

**ACTION:**     APPROVAL     INFORMATION     DISCUSSION

**EXECUTIVE SUMMARY:**

The report on information security is provided annually to SCUP for information and transmittal to Senate in accordance with the SCUP Terms of Reference.

**ATTACHMENT(S):**

[The Working Group on Information Security Annual Report](#)

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# The Working Group on Information Security (WGIS)

## Annual Report

2023

The Working Group on Information Security (WGIS) is a multi-disciplinary group representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cyber security initiatives within the organization.

WGIS provides guidance and oversight on a number of information security-related initiatives, including increasing general awareness, coordination of activities during Cyber-Awareness month in October, assistance of technical risk assessments within Faculties/Departments/Support Units, raising awareness of Western's Data Classification policy, Technology Risk Assessment Process and providing a review function for ongoing cyber security incidents.

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## Executive Summary

Working Group on Information Security (WGIS) annual cybersecurity report illuminates Western's response to the prevailing landscape of cyber threats within Canadian higher education institutions. As technology permeates every aspect of academia, WGIS and WTS Cybersecurity play a pivotal role in coordinating information security efforts, fostering cyber security awareness, and forging partnerships across campus and beyond.

Amidst the growth and complexity of cyber threats, Western University remains steadfast in its commitment to bolstering its cyber security stance. Security Operations at WTS are fortified through vigilant monitoring, proactive risk mitigation measures, and the adoption of advanced technologies. The implementation of Endpoint Detection and Response (EDR) tools, such as CrowdStrike, empowers the Security Operations Centre (SOC) to swiftly identify and respond to evolving threats across campus.

Moreover, strategic partnerships with managed security service providers (MSSPs) augment Western's cyber defense capabilities, enabling 24x7 remote monitoring and alerting. Collaboration with industry initiatives such as CANARIE's CanSSOC and the Canadian Centre for Cyber Security reinforces Western's proactive approach to threat intelligence sharing and collective defense.

Western's cybersecurity resilience extends beyond technological fortifications to encompass robust training and awareness programs. Through initiatives like simulated phishing campaigns and Cyber Safety Awareness Training, Western fosters a culture of cyber vigilance among staff, faculty, and students. However, the advent of new technologies, including Generative AI and Machine Learning, introduces unprecedented challenges. AI-driven phishing attacks leverage sophisticated algorithms to bypass traditional detection mechanisms, underscoring the need for continuous adaptation and innovation in cyber defense strategies.

Western University's multifaceted approach to cybersecurity, encompassing technological fortifications, awareness programs, strategic partnerships, and incident response readiness, underscores its commitment to safeguarding the integrity, confidentiality, and availability of critical assets within the academic ecosystem. As cyber threats continue to evolve, Western remains poised to adapt and innovate, ensuring resilience in the face of emerging challenges.

## Cyber Security

Within WTS, the portfolio of Cyber Security and Business Services works to centrally coordinate information security efforts supporting security operations, IT risk management, cyber security awareness, and outreach across campus. The growth and complexity of threats in our environment raises the importance of engagement, influence, and partnerships within Western Technology Services teams. WTS extends its cyber security reach through faculty and department technology staff across campus, students, external vendors, and institutional partnerships that are critical to strengthening Western's cyber security stance.

## Summary of Activities

### *Security Operations*

On a daily basis the WTS Security Operations Centre monitors and evaluates threats to Western University's information security and deploys tools and approaches to mitigate risk and respond to vulnerabilities as required to protect and sustain our operations. Western Technology Services (WTS) has always approached network infrastructure from a segmentation point of view and are working towards a Zero-Trust Networking approach that will increase our security stance on campus. We continue to promote foundational cyber practices, such as multi-factor authentication (MFA), device patching, next generation anti-virus protection, and security incident event monitoring.

The WTS Security Operations Centre (SOC) team is responsible for our Cybersecurity Awareness program on campus and provides online training courses and simulated phishing events for all staff, students and faculty. WTS SOC hosts Operational Excellence courses, student orientation and in-year events to build awareness. We also cultivate content for multiple social media channels and collaborate with campus-wide social media groups to increase cyber security awareness on campus.

In 2023 WTS Security Operations elevated its investment in new technology and tools by engaging with third party partners who provide incident management and response readiness on retainer and managed security services (MSSP) which extend our capabilities to a 24x7x365 model in core monitoring and alerting activities.

### *Further development of our Endpoint Detection and Response*

WTS SOC has significant coverage of Western owned desktops and servers that are currently running the CrowdStrike Endpoint, Detection and Response (EDR) next generation antivirus tool on campus. EDR tools provide monitoring of device activity and advanced analytics that provide real-time visibility into the health of licensed devices on campus and alerts the Security Operations Center and our Managed Security Service Provider of events and threats that are escalating or in progress. With over 7,400 endpoints on campus we have significantly expanded our visibility into threats across campus and provided the SOC team with actionable intelligence to support response and remediation with our IT partners.

Throughout 2023 we have continued to onboard department and faculty IT partners to self-manage their CrowdStrike implementations with SOC oversight. This change has improved our monitoring and speed of incident response. Additionally, our monitoring and alerting capabilities have been extended to our MSSP relationship increasing our coverage and monitored response to cyber incidents.

### *Refinement of Microsoft EOP Capabilities*

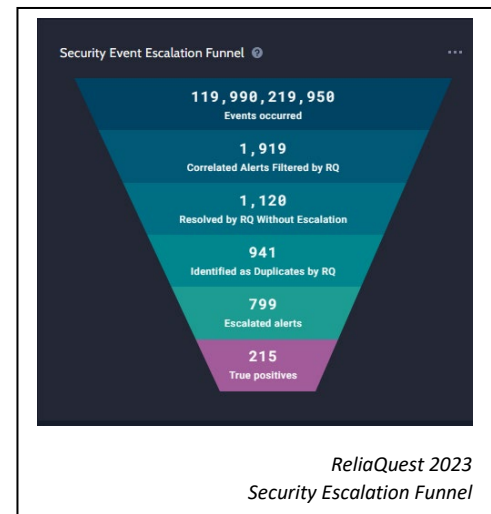
The Western email account inbox is an important threat surface that is open to accept input from billions of email accounts across the globe. Microsoft Endpoint Online Protection (EOP) provides email account level spam and phishing-management features required to manage incoming mail and includes provisions for security operations monitoring and alerting along with capabilities for advanced threat protection as we expand on the Microsoft365 platform

Every time an external email is sent to a Western address, EOP evaluates the email based on its likelihood of being spam, phishing, or malware. Emails that may be spam go to a users Junk Email folder, which is accessed directly from Outlook. Spam that presents a higher risk is held in Quarantine. Microsoft EOP and the O365 Security portal provide WTS teams with the tools needed to evaluate and manage threats.

In 2023, new features were evaluated for rate limiting the number of emails that an account can send across our mail environment. This work balanced the operational need to send mail on campus against the protection of mass spam and phishing campaigns that were observed over the last 18 months. By the end of the year, new parameters were set that reduce the growth, complexity and threat of phishing in our inboxes.

### *Partnership with Security Communities*

In 2023 WTS Cyber Security entered into a new 5-year agreement with ReliaQuest as Western’s Managed Security Service Provider (MSSP) to provide 24x7 remote monitoring and alerting on Western information security data. ReliaQuest’s Greymatter solution was implemented within WTS SOC and correlates data collected through our CrowdStrike EDR and Splunk SIEM tool with ReliaQuest’s own threat intelligence sources. This relationship has proven its effectiveness throughout the year by threat-finding in our data and alerting on developing issues early while escalating for WTS Security’s attention.



Western continues to participate in security initiatives offered through CANARIE’s CanSSOC, Research & Education Networks Information Sharing & Analysis Center (REN-ISAC), and as a key member of the Canadian University Council of Chief Information Officers (CUCCIO) Security Special Interest Group (SSIG).

CanSSOC Research Intensive Group (RIG) Funded Projects include shared and integrated tooling for Dark Web monitoring and two shared SIEM (Security Information and Event Management) environments that investigate security events across Western and its peers as an early warning system for active and developing security threats.

The Western Security team also participates in the Canadian Security Establishment's (CSE) Canadian Centre for Cyber Security program and participated in their 2023 GeekWeek security workshop and biweekly security updates on emerging and active threats observed at a national and international level.

### *Payment Card Industry (PCI) Compliance*

Western conducts substantive commercial activities, both at the point of sale (POS) as well as through ecommerce and has obligations to be compliant under the Payment Card Industry Data Security Standard (PCI DSS). Several WTS and WGIS members are actively involved with ensuring Western University remains PCI compliant through activities orchestrated through the Bank Card Committee. Emerging payment technologies, new e-commerce solutions on campus, and a changing payment card security standard require that Western's payment card environment be reviewed regularly to determine the implications to Western's PCI status.

Western remains PCI compliant and is working toward PCI Data Security Standard v4.0 which was announced mid-2022. WTS Security team is represented on Western's Bank Card Committee and PCI Working Group to ensure Western remains PCI compliant in all payment-related processes.

### *Cyber Security Skills Training*

WTS SOC team members annually participate in cyber security skills training from SANS and ISC<sup>2</sup>. SANS and ISC<sup>2</sup> are two leading providers of cyber security training in the industry.

ISC<sup>2</sup> offers a wide range of certifications for professionals, including the Certified Information Systems Security Professional (CISSP) and Certified Cloud Security Professional (CCSP), which are recognized globally as industry standards. SANS offers comprehensive training programs that cover various aspects of cyber security, including network security, incident response, and digital forensics. This type of training improves Western's cyber security posture and prepares our SOC team to handle evolving threats in the digital landscape.

Western continues to work closely with the Fanshawe College Cyber Security Co-Op program and extends our staffing complement with Co-Op students each term. Western participates in Fanshawe's Cyber Security Program focus group and actively provides feedback on workforce readiness developed through this initiative.

We were also represented at the Canadian Centre for Cybersecurity's 2023 GeekWeek workshop in Ottawa. This event pulls together representatives from critical incident response teams across Canadian industries, infrastructure, academia, and international partners to innovate and collaborate on cyber security projects and topics.



## Campus Cyber Security Awareness

### Computer Based Training

Western “Cyber Safety Awareness Training” and “Phishing, Spear-Phishing and Whaling” course have been offered through security awareness training partner Fortra’s Terranova Security. Western has several cyber security modules available through the CyberSmart website and requires that all staff, faculty, and students complete this training.

Completion rates for this training continue to be better for full-time staff over any other group; with over 80% of staff completing their Cyber Safety Awareness Training and HR putting this on the mandatory training list during onboarding.

In an effort to catch the attention of incoming students in 2023, an invitation to complete the training was emailed in August prior to the start of classes. This approach was successful and over 1,500 students completed the training at the beginning of the Fall term. We will continue to be part of the 2024 student onboarding and orientation. Overall student completion of Cyber Safety Awareness Training continues to run under 20%. To compensate for this low completion rate two simulated phishing campaigns were planned and conducted for all enrolled students in the Fall and Winter term. Student who do not recognize simulated phishing emails as threats in their inbox are directed towards our cyber security training course.

### Simulated-Phishing Campaigns

In 2023 Western conducted several simulated phishing campaigns as an alternative training and awareness program. This form of training places email scenarios in staff, faculty and student email inboxes in a safe and protected manner that simulates real-threat emails that they may experience through the year.

WTS SOC’s simulated phishing emails enticed users to click on fake links and urged them to give up their personal information, username, and password, emulating real world email phishing events. The simulation does not actually compromise any information given and only captures the successful and unsuccessful actions that were taken before providing feedback and training materials on recognizing phishing attempts.

Staff and faculty simulated phishing campaigns were conducted in January and August last year and are continuing to show good awareness of phishing indicators and the risks that threaten Western’s cyber security defenses.

2023 Simulated Phishing Campaigns				
Date conducted / Campaign Group	Link Clicked	Credentials Submitted	Simulated Phishing Scenarios	
January	Staff and Faculty	6.6%	1.9%	eTransfer, O365 Password Change, MS file share
August	Staff and Faculty	8.7%	5.0%	HR Pay System Change
March	UGS & GRS	15.6%	6.1%	Microsoft information, T2202A Tax Slip, Job Scam
September	UGS & GRS	15.0%	8.7%	Gift Card, Job Scam, Course De-enrollment

Higher negative responses in the later campaigns demonstrate that the context, complexity, and quality of phishing scenarios can drastically increase the threat. In the case of the “HR Pay System Change” and the “Student Course De-enrolment” simulated phishing scenarios, the emails were well written and well timed making them more difficult to detect. Artificial Intelligence (AI) tools have increased the threat of real phishing scenarios by decreasing our abilities to easily detect them. WTS Security will be adding new training materials and social media content to address how AI is affecting cyber security on campus.

### CyberSmart and Social Media

Through the work of the Working Group on Information Security (WGIS) Cybersmart subcommittee, the WTS Communications team and SOC we continue to promote cyber security awareness throughout the Western community. CyberSmart continues to grow its presence on Instagram, Facebook, Twitter, and LinkedIn to promote general security awareness, generate shareable content covering phishing, identity protection, and fraud.

## Poster Campaign



During October Cyber Security Month, campaign posters were made available across campus and reinforced our core messages in alignment with our social media presence. Content generated for our online presence was also used in our networking events on campus this year; International Student Orientation, USC live events, and Staff Wellness event.



### *Technology Risk Assessment Committee (TRAC)*

Western's Technology Risk Assessments Committee is a working group that performs the required due diligence to ensure proposed technology solutions or initiatives that collect, manage, manipulate, or store data, are adequately secure and risks and controls are identified and put into place. To improve campus awareness of our risk assessment processes, the TRA Committee updated its terms of reference, launched a new biweekly information session, and re-launched its website (<https://trac.uwo.ca>) this year.

The TRAC process is a vital component of our technology risk mitigation and control procedures as it evaluates the solution technology and data classification involved to ensure that due care is considered, understood, and that risk is accepted by the appropriate stakeholders within Western University.

The following administrative, and data and technology stakeholders are represented on TRAC:

- Legal Counsel (Privacy, Contracts, Legal assistant)
- Financial Services (Bank Card Committee, Procurement Services)
- Chief Data Officer
- WTS (Cyber Security, Application Services, and Infrastructure Services)

- Internal Audit
- Registrar's Office
- Research Ethics

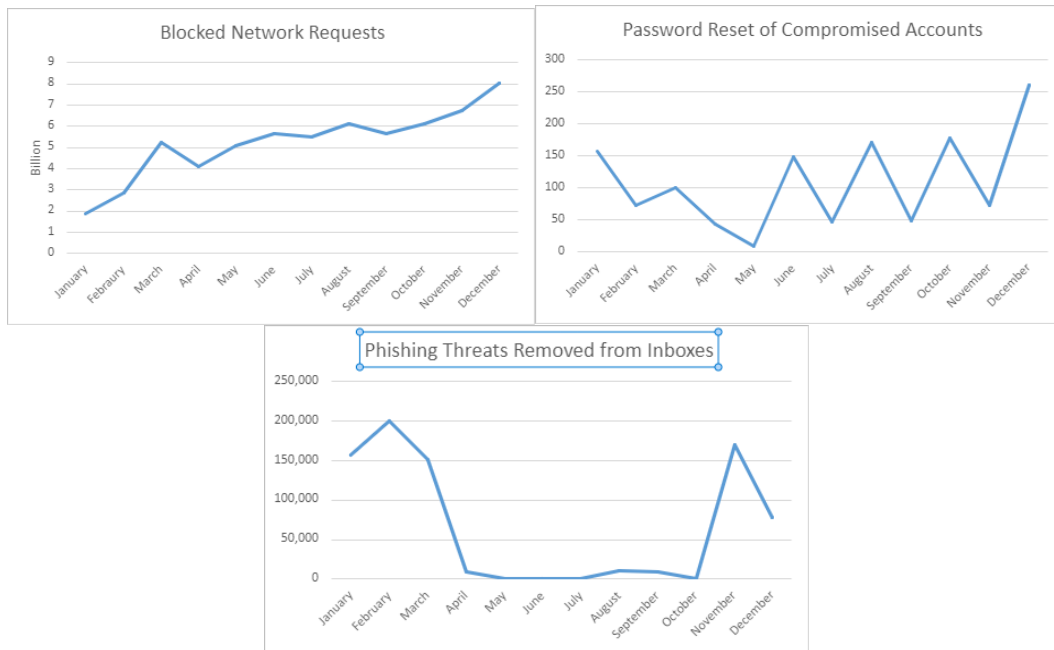
In 2023, TRAC closed 26 active requests for risk assessments and carried 13 open requests into 2024. In addition to the TRAC risk reviews completed this year, the TRAC co-Chairs along with the Privacy Officer reviewed 50 solutions that were presented at bi-weekly information sessions. This approach filtered out items for the TRA Committee and allowed individuals who had low risk solutions or research proposals to move ahead without delay.

### *Incident Response*

#### Significant Incidents in 2023

- **AudienceView**  
On February 21, 2023, Western's event ticketing vendor AudienceView reported a security incident that exposed potentially impacted 46 customers and resulted in 2 reported cases of fraudulent card activity which were resolved. In response Western's use of AudienceView was taken offline for several months while the vendor underwent extensive compliance reviews and took corrective actions.
- **Papercut Server Compromise**  
On April 25<sup>th</sup>, 2023 four servers supporting Western's Papercut service were confirmed as compromised. All services were taken offline and replaced with updated versions of the software later that afternoon. Ability for faculty, staff and student printing was impacted for seven hours. There were no signs of additional compromise outside of the four servers identified.

Operational Incident Reporting



Incident Response Retainer

In 2023 WTS SOC signed a 3-year Cyber Security Incident Response Retainer agreement with Mandiant (a Google Company) to act as our incident response partner in the event of a major security incident. Mandiant had previously worked closely with WTS on a test of Western’s Cyber Security Incident Response Plan (CSIRP) through a tabletop exercise in 2022.

At the discretion of the WTS Director of Cybersecurity the Mandiant incident response team can be called in to assist with a major cybersecurity incident. As part of the Mandiant engagement the following services will be provided by Mandiant to prepare for a major event:

- Incident Response Preparedness Service (completed Fall 2023)
- Crown Jewels Assessment (Initiated December 2023)

In the event that support for a major incident is not enacted additional services may be acquired from Mandiant including table-top exercises, vulnerability assessments, penetration testing, and training & education services.

Crown Jewel Assessment

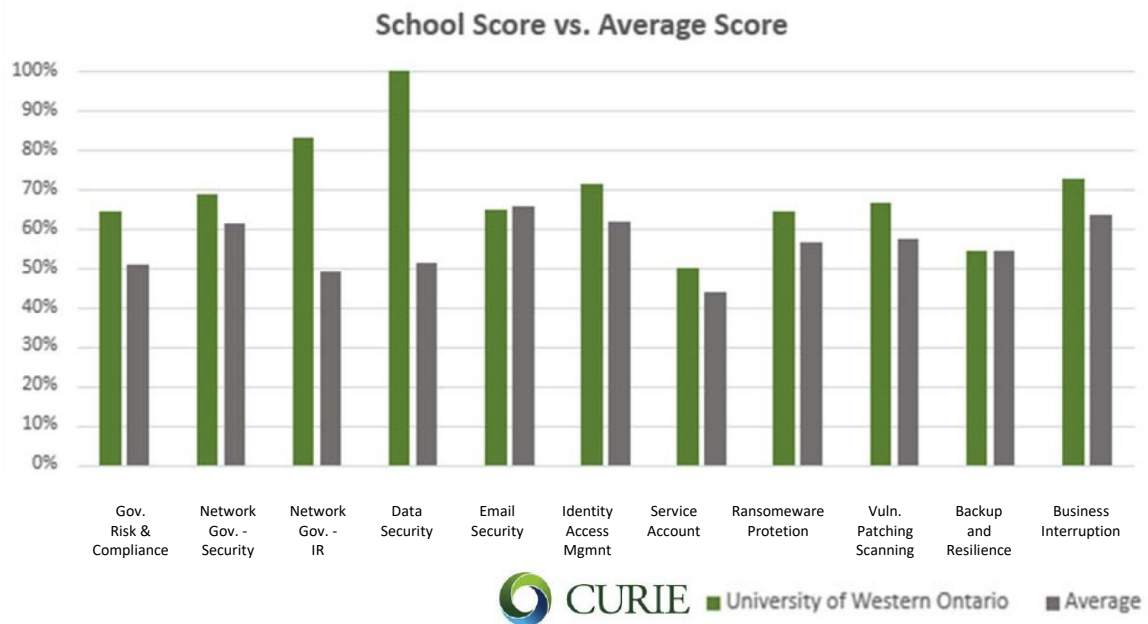
In December 2023 through our incident response retainer with Mandiant, WTS SOC initiated the Crown Jewel Assessment which will run through the first quarter of 2024. This assessment will conduct a series of interviews across Western’s administration, faculty and

research to validate the most critical information and data assets with the highest potential for adverse impact to Western if they were compromised. Through 30 interviews with over 150 participants Mandiant will document the tools, data and processes that are most critical to our operations, conduct a countermeasures analysis of our security controls and provide a focused and prioritized approach to protect Western assets. Recommendations and action plans will be presented back to Western Leadership and form the foundation of our cybersecurity protections roadmap.

Cyber Security Insurance

Working with HR leadership, WTS participated in the underwriting process with Beazley for Cyber Security Insurance again this year. Additional Cyber Security coverage is also acquired through Canadian Universities Reciprocal Insurance Exchange (CURIE).

Investments that Western has made in cyber security awareness training, protection tools, monitoring and analysis software, and partnerships over the past two years have improved our cyber security stance overall. This was recognized by CURIE in moving Western from a Silver to a Gold rating this year; lowering our claim deductibles.



Future Plans

WGIS and WTS will focus on the following cyber security initiatives in 2024 and beyond:

- Over the next 18 months, WTS Cyber Security will continue to follow its roadmap of increasing cybersecurity awareness on campus, expanding our IT asset inventory and coverage of security tools, and deepening our trusted security partnerships.
- By the start of 2024-25, we will be entering Year 2 of our managed security service

provider agreement with ReliaQuest. This partnership has replaced and expanded tools that we use to monitor and manage security threats and added 24x7 coverage to Western's capabilities beginning in Year 1. We will be continuing to invest in ReliaQuest's GreyMatter SOAR (Security Orchestration, Automation, and Response) platform by expanding the data ingested into that environment for monitoring and alerting and building out automated response capabilities where we are confident that AI and Machine Learning tools can effectively manage routine decisions and actions for our operations. A 3-year investment in the CrowdStrike Falcon platform is a supporting part of our Next Generation AV and XDR solution; we will be continuing to increase our coverage of this tool on campus while divesting in older, outdated antivirus and malware platforms.

- At the start of Year 2, our Incident Response Retainer with Mandiant will be fully defined and revisions suggested for our internal incident response playbooks and the Cyber Security Incident Response Plan (CSIRP). We will have received the results of Mandiant's Crown Jewel Assessment by mid-year and expect to be acting on the recommendations made to ensure the availability, confidentiality and integrity of our key organizational assets and information. It is expected that additional tools will be required that give insight into the use of SaaS (Software as a Service) and Cloud/IaaS (Infrastructure as a Service) platforms that we are observing through the TRAC process as growing and expanding our threat landscape. Cloud Access Security Broker and SaaS Management platforms will need to be part of our investments in Year 2 and 3 to keep pace with the movement of applications into the cloud.
- WTS investments in Year 2 and 3 into infrastructure cloud will require additional cyber security training and tools as we expand our monitoring and alerting on external platforms. Investments in the cloud will need to be met with an expansion of our SIEM investment in Splunk Software to also include Microsoft Sentinel for Cloud and allow us to participate fully in CanSSOC RIG Shared SIEM pilot projects with our RIG U15 partners.
- WTS Security will be work closely with the WTS Network Infrastructure team on the rollout of Zero-Trust-Networking technologies and policies, and the evaluation of next generation firewall, VPN, SASE and CASB solutions as older technologies are retired.
- In 2024 WTS's agreement with Terranova as our supplier of Cybersecurity Awareness Training and Simulated Phishing platform will expire and we anticipate the need for an RFP to replace this vendor. New offerings in the marketplace provide updated training and campaign material that is better suited to a diverse campus environment where we need better penetration into staff, student, and faculty Cyber Security Awareness Training. We have started to evaluate updated offerings in the marketplace including MetaCompliance, KnowBe4 and Microsoft.



## Appendix A – Current WGIS Members

WGIS Member	Role	Department   Faculty
<b>Andrew Konowalchuk</b>	<i>WGIS Chair, Associate Vice-President</i>	Facility Management (FM)
<b>Brent Fowles</b>	<i>Director, Cyber Security and Business Services</i>	Western Technology Services (WTS)
<b>Matthew Feeney</b>	<i>Manager of Information Security, Security Operations Centre</i>	Western Technology Services (WTS)
<b>Rob Brennan</b>	<i>Director, Application Services</i>	Western Technology Services (WTS)
<b>Dave Ghantous</b>	<i>Director, Infrastructure Services</i>	Western Technology Services (WTS)
<b>Ed Gibson</b>	<i>Associate Director, Infrastructure Services</i>	Western Technology Services (WTS)
<b>Aleks Essex</b>	<i>Associate Professor</i>	Electrical and Computer Engineering (ECE)   Engineering (ENG)
<b>Chris Wedlake</b>	<i>Support Services Team Leader</i>	Schulich School of Medicine & Dentistry (SSMD)
<b>Colin Couchman</b>	<i>Chief Data Officer (CDO)</i>	Office of Institutional Planning & Budgeting (IPB)
<b>Dorukhan Turan</b>	<i>Internal Auditor</i>	Internal Audit (IA)
<b>Erika Basile</b>	<i>Director, Research Ethics and Compliance</i>	Office of Human Research Ethics (ORE)
<b>Geoff Pimlatt</b>	<i>Senior Manager, Information Systems</i>	University Students' Council (USC)
<b>Hosham Alimorad</b>	<i>Director, Information Technology Housing &amp; Ancillary Services</i>	Housing and Ancillary Services (HAS)
<b>Jim Loupos</b>	<i>Director, Internal Audit</i>	Internal Audit (IA)
<b>Paul Eluchok</b>	<i>University Legal Counsel</i>	President's Office (OOP)
<b>Ross Beatty</b>	<i>Manager of Software Development, HAS Information Technology</i>	Housing and Ancillary Services (HAS)
<b>Alex Van de Vooren</b>	<i>WGIS Scribe, Security Engineer, Security Operations Centre</i>	Western Technology Services (WTS)



**ITEM 13.5(a) – Revisions to “Principles and Criteria for Selecting Honorary Degree Recipients”**

**ACTION:**     APPROVAL       INFORMATION       DISCUSSION

**EXECUTIVE SUMMARY:**

In the current Principles and Criteria for Selecting Honorary Degree Recipients, the Procedures for initiating the call for nominations, maintaining the list of nominees, and scheduling the recipients are listed below the principles and criteria.

These Procedures have been updated and have been moved to a separate document; an amended note referencing nominators participating in the conferral of the degree remains in the Principles and Criteria document.

**Attachments:**

[Principles and Criteria for Selecting Honorary Degree Recipients](#)

[Procedures for Selecting Honorary Degree Recipients](#)

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## **Honorary Degrees – Principles and Criteria for Selecting Honorary Degree Recipients**

### **1. General Principles**

The awarding of an honorary degree is an important symbol in the life of the University. An honorary degree recognizes exceptionally meritorious accomplishments, activity, and positive impact both in the academic arena and in broader areas of benefit to society, that reflect the values esteemed by a great university. Honorary degrees are conferred on those whose achievements are of such excellence that they inspire exemplary leadership to the graduates of the University.

In choosing recipients for this honour the University is also guided by the principle that in honouring individuals for their contributions, the University is also honouring itself by its association with people of such special merit.

### **2. Criteria for Selection**

The following specific criteria are used by the Honorary Degrees Committee in its consideration of candidates. The Committee's goal each year is to present a slate of recipients across a range of academic disciplines and non-academic areas of achievement. Honorary degree recipients, when possible, will be chosen to match the purposes of the Convocation at which the degree is to be granted.

- a. Through the selection of an Honorary Degree recipient, Western is making public our institutional values. Consideration should be given to the alignment of a nominee's accomplishments, activity and impact with the goals and aspirations included in Western's strategic plan.
- b. Recognition will be given to those whose exceptional accomplishments have contributed to enhancing culture and society in Canada or elsewhere in the world.
- c. The University normally will give preference to honouring individuals who have made outstanding contributions in fields and professions in which the University itself is active.
- d. The University on occasion will honour those who have made extraordinary contributions to the development of the University or the region or have achieved international standards of excellence in their endeavours.

## Principles and Criteria for Selecting Honorary Degree Recipients

- e. Nominations should support the breadth of the university's academic community in the diversity of indigeneity, race, gender identity/expression, ability, sexual orientation, religion and all equity-deserving groups.
- f. Nominations should represent a local, national and international field of candidates.
- g. Based on an earlier tradition in the University, an honorary degree (jure dignitatis) will usually be conferred upon the Lieutenant Governor of the Province of Ontario [who is the Official Visitor of the University].

### 3. Exclusions

- a. Active members of faculty, staff, the Board of Governors and the Senate are not eligible for honorary degrees. Such members of the University community are not to be considered for nomination until a minimum of one year has passed since their departure from active service to the University.
- b. Honorary degrees are not granted in absentia or posthumously.
- c. Normally, active politicians will not be awarded an honorary degree. An exception may be made in the case of a Special Convocation for the installation of the Chancellor or President when the University may wish to recognize a person in a high position. In such a case, criteria in section 2. above shall apply.

### 4. Degrees

- a. **Doctor of Laws (LL.D.):** Awarded for accomplishments and impact in a field not covered by one of the other honorary degrees or for exceptional service to the University or the community at large. Because of its non-specificity, this is the most frequently awarded honorary degree.
- b. **Doctor of Science (D.Sc.):** Awarded for accomplishments and impact in the pure and applied sciences, usually through research.

## Principles and Criteria for Selecting Honorary Degree Recipients

- c. **Doctor of Letters** (D.Litt.): Awarded for accomplishments and impact in the humanities, usually of a scholarly nature.
- d. **Doctor of Music** (D.Mus.): Awarded for accomplishments and impact in the field of music.
- e. **Doctor of Civil Law** (D.C.L.): Awarded for accomplishments and impact in jurisprudence.
- f. **Doctor of Divinity** (D.D.): Awarded by Huron University College for outstanding service to or scholarship in the religious community.

With the exception of the D.D., the degree to be awarded to a candidate for an honorary degree is decided by the Honorary Degrees Committee of the Senate.

Nominators ~~will~~ may be invited to participate in the conferral of the degree as hooders, presenters or hosts, where and when possible, on the basis of their relevant relationship to the field of accomplishment of the nominee.

### 5. Procedures

- ~~a. Nominations: At least once annually, a call for nominations will be broadcast widely by the University Secretariat to the university community, highlighting outreach to equity-deserving groups, using the traditional outlets and any additional avenues suggested by members of the Honorary Degrees Committee. Nominations may be submitted at any time to the University Secretary using the form available at [https://www.uwo.ca/univsec/pdf/senate/honorary/hondeg\\_nomination\\_form.pdf](https://www.uwo.ca/univsec/pdf/senate/honorary/hondeg_nomination_form.pdf)~~
- ~~b. Maintenance of Lists: The initial screening of the nomination will be made by the University Secretariat to ensure that the nomination adheres to these guidelines. Names will be added to the list for a period of three years from the date of nomination, at which time, if the nominee has not been selected, the name will be deleted. If the person is renominated, and if the nomination is still valid according to these guidelines, the name will again be added to the list for an additional three-year period.~~
- ~~c. From the active list of nominations, the Honorary Degrees Committee will select prospective degree recipients (who are diverse) as required in the annual convocation cycles. Once a prospective degree recipient has been~~

## Principles and Criteria for Selecting Honorary Degree Recipients

~~identified and agreed upon by the Committee, the President's Office will execute due diligence, based on publicly available information, to ensure that the nomination conforms fully to the selection principles and criteria. In addition, the President's Office will work to match nominees to an appropriate ceremony within the boundaries of scheduling.~~

~~d. Selection of these invitees will be determined by a group comprising the President, Director of Convocation, Provost and University Secretary.~~

## Honorary Degrees – Procedures for Selecting Honorary Degree Recipients

### 1. Procedures

- a. Nominations: At least once annually, a call for nominations will be broadcast widely by the University Secretariat to the university community, highlighting outreach to equity-deserving groups, using the traditional outlets and any additional avenues suggested by members of the Honorary Degrees Committee. Nominations may be submitted at any time to the University Secretary using the form available at [https://www.uwo.ca/univsec/pdf/senate/honorary/hondeg\\_nomination\\_form.pdf](https://www.uwo.ca/univsec/pdf/senate/honorary/hondeg_nomination_form.pdf)
- b. Maintenance of Lists: The initial screening of the nomination will be made by the University Secretariat to ensure that the nomination adheres to these guidelines. Names will be added to the list for a period of three years from the date of nomination, at which time, if the nominee has not been selected, the name will be deleted. If the person is renominated, and if the nomination is still valid according to these guidelines, the name will again be added to the list for an additional three-year period.
- c. From the active list of nominations, the Honorary Degrees Committee will select prospective degree recipients (who are diverse) ~~as required in the annual convocation cycles~~. Once a prospective degree recipient has been identified and agreed upon by the Committee, the President's Office will execute due diligence, based on publicly available information, to ensure that the nomination conforms fully to the selection principles and criteria. ~~In addition, the President's Office will work to match nominees to an appropriate ceremony within the boundaries of scheduling.~~
- d. ~~Nominators will be invited to participate in the conferral of the degree as hooders, presenters or hosts, where and when possible, on the basis of their relevant relationship to the field of accomplishment of the nominee.~~ Selection of ~~these~~ invitees to receive an Honorary Degree will be determined by a ~~group comprising the President, Director of Convocation, Provost and University Secretary.~~ ~~the President.~~ In addition, the President's Office will work to match nominees to an appropriate ceremony within the boundaries of scheduling.

## Principles and Criteria for Selecting Honorary Degree Recipients

**ITEM 13.6(a) – Election Results – Senate Committees**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

At the April 19, 2024 Senate meeting the following nominations were received, resulting in electronic votes:

- Two additional nominations for Vice-Chair of Senate.
- Two additional nominations for undergraduate student vacancies on the Subcommittee on Program Review – Undergraduate (SUPR-U).
- Two additional nominations for undergraduate student vacancies on the Senate Review Board Academic (SRBA).
- One additional nomination for the vacancies on the Board of Governors.

An electronic vote was subsequently held on April 22-24, 2024.

The following individuals have been elected:

- Vice-Chair of Senate: Donna Kotsopoulos.
- Subcommittee on Program Review – Undergraduate (SUPR-U): Sydney Buhrow, Olivia Matthews. There was a tie for the third SUPR-U undergraduate student position. Brooklin Begg and Tunajjina Mahboob received an equal number of votes. As stated in the Adopted Policies and Procedures of Senate, the tie has been resolved by lottery conducted by the Secretary of Senate and Brooklin Begg was selected to serve as an undergraduate student representative on SUPR-U.
- Senate Review Board Academic (SRBA): Grace Achonu-Johnson, Alexandra Agyapong, Sydney Buhrow, Ethan Da Costa, Eva Kamimura and Ankita Mishra.
- Board of Governors – Faculty Member: Jane Toswell.

The certified Simply Voting election results are attached.

**ATTACHMENT(S):**

[Simply Voting Certified Results](#)

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Apr 24, 2024

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.

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## Results - Senate - Committees - April 2024

**Start:** 2024-04-23 09:00:00 America/Toronto  
**End:** 2024-04-24 16:00:00 America/Toronto  
**Turnout:** 58 (57.4%) of 101 electors voted in this ballot.

### Vice-Chair of Senate - ONE position electable

Option	Votes
KOTSOPOULOS, Donna	28 (50.0%)
HEARN, Alison	17 (30.4%)
GRAHAM, Randal	11 (19.6%)

### VOTER SUMMARY

Total	58
Abstain	2 (3.4%)

**SUPR-U - Undergraduate Student - THREE positions electable**

Option	Votes
MATTHEWS, Olivia	31 (25.4%)
BUHROW, Sydney	26 (21.3%)
BEGG, Brooklin	23 (18.9%)
MAHBOOB, Tunajjina	23 (18.9%)
KOOTAR, Sima	19 (15.6%)

**VOTER SUMMARY**

Total	58
Abstain	14 (24.1%)

**SRBA - Undergraduate Student - SIX positions electable**

Option	Votes
DA COSTA, Ethan	36 (16.2%)
AGYAPONG, Alexandra	30 (13.5%)
KAMIMURA, Eva	30 (13.5%)
MISHRA, Ankita	29 (13.1%)
ACHONU-JOHNSON, Grace	26 (11.7%)
BUHROW, Sydney	26 (11.7%)
BEGG, Brooklin	23 (10.4%)
SMITH, Jadyn	22 (9.9%)

**VOTER SUMMARY**

Total	58
Abstain	15 (25.9%)

**Board of Governors - Faculty Member - ONE position electable**

Option	Votes
TOSWELL, Jane	43 (74.1%)
WHITEHEAD, Shawn	15 (25.9%)

**VOTER SUMMARY**

Total	58
Abstain	0 (0.0%)



Election ID: 230824  
To validate the authenticity of this  
report please contact Simply  
Voting at [info@simplyvoting.com](mailto:info@simplyvoting.com).

**ITEM 14.0 - Items Removed from the Consent Agenda**

**ACTION:**     APPROVAL         INFORMATION         DISCUSSION

**EXECUTIVE SUMMARY:**

The following items have been removed from the Consent Agenda by request:

- 13.2(b)(v) Revisions to the Policy on “Preliminary Year and Preliminary Year Plus at Brescia University College”.
-

## **ITEM 15.0 – Discussion and Question Period**

### **1. Klaus Meyer, Senator:**

When I entered Western University for the first time via University Drive, after relocating from China to London, I was struck by the fact that here a student dormitory is named after a man that evokes so strong sentiments in China. James Bruce, the 8th Earl of Elgin – also known as Lord Elgin – was a military leader in the 2nd opium war; a British colonial war that aimed to humiliate Chinese society and its ancient culture, specifically by forcing it to open its borders to the import of opium despite its well-known destructive powers. In Beijing, Lord Elgin is in particular remembered for having ordered the destruction of the Summer Palace in 1860, one of the prime cultural sites of Beijing, along with retaliations targeting the civilian population after the imperial authorities resisted the British military. From a British perspective, the BBC provides a good synthesis on Lord Elgin and his role in the second opium war in this podcast:  
<https://www.bbc.co.uk/programmes/b050skcg>  
Western University emphasizes de-colonization in its strategy. Decolonization is however more than reacting to historically disenfranchised communities finding their voice. It is about proactive engagement with one's own history. Considering that Western University honours Lord Elgin in the name of a student dormitory and of a road on campus, and in the spirit of leading conversations rather than waiting to be challenged, would you agree that it is overdue for Western University to address its history and host a scholarly conference on "Lord Elgin, the Opium Wars, and mid-18th century British Empire"?

Postscript: the Lord Elgin who evokes strong emotions in Greece for his "procurement" (in the British version of history) of the marbles of the Parthenon now on display in the British Museum is a different person; specifically that was the 7th Earl of Elgin, the father of the 8th Lord Elgin who served the British empire as a young man in Canada.

### **2. Jane Toswell, Senator:**

On 3 May 2024, *The Sarnia Observer* and *Sarnia NewsToday.ca* both reported that the Western Sarnia-Lambton Research Park had received \$675K, half of its ask, in funding to help bridge the park through a current low point caused by the pandemic and the move to work at home. My first query to myself was to wonder if "Western" here referred to our august university, and this was answered quickly since the photograph provided by one of the news outlets had the sign at the entrance in the glorious copyrighted purple shade that we use, and the gasping owl that is our new coat of arms prominently taking up a third of the rather large sign. Apparently, the Research Park is hopeful that a new proposal from our Faculty of Engineering will come to fruition, involving new technologies to support the green economy, and it has hopes of attracting some funding from Taiwan as well.

My question is, if this Western Sarnia-Lambton Research Park is requesting \$1.35M from the County of Lambton Community Development Corporation, is the research

park also approaching Western for increased financial support? I don't remember this line in the budget, though I am sure it was there.

Also, how is the Research Park at our gates doing, if the one in Sarnia on Modeland Road is running into difficulties with incubator clients moving out and establishing their own businesses, and other clients getting smaller with work-from-home protocols or not yet recovering from pandemic losses?

### **3. Jane Toswell, Senator:**

The *London Free Press* recently indicated that Western is bringing a residence, rejoicing in two addresses, to the city council for approval next month: <https://lfpres.com/news/local-news/western-university-building-770-student-residence-on-richmond-street>. From the article, my understanding is that the residence will be eight storeys in height, matching perhaps the luxury apartment buildings farther north on Richmond, but towering over the immediate surroundings. The setup seems to be the one recently in favour at Western, with two students in single rooms sharing a jack and jill bathroom between them, in larger suites. I'm wondering where this residence will fall in terms of the luxury of the accommodation: will it be at the Ontario Hall upper end (very high-end cafeteria, large rooms, late night snack bar)?

To be a bit clearer, I'm concerned that Western seems to be putting up very luxurious residences and charging fees for its accommodation and meals that befits the luxury, but I'm worried about access for students who cannot afford all this luxury. Do we have a growing split between rich and poor students in our accommodations, or are we actually heading in the direction of pricing all of our first-year accommodation out of the reach of students who are not independently wealthy?

### **4. Madeline Bassnett, Senator:**

CAUT has recently released a statement about the protection of the right to peaceful protest on campus: <https://www.caut.ca/latest/2024/05/caut-statement-police-actions-against-peaceful-protesters-campus>. What is Western's current position on the encampment? Have there been, or might there be, any conversations with the protestors to discuss questions of divestment?

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Excerpt from Senate's Adopted Policies and Procedures:

#### **4.1 Purpose**

The Discussion Question Period has two functions:

- 4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

## **4.2 General Regulations**

4.2.1 No motions may be put or considered during this period on the agenda.

4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.

4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.

4.2.7 If there are issues or questions that have not been put 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 Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

## **4.3 Process**

### **4.3.1 Questions**

(a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.

(b) The 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.

- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, 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 vice-president.
- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

#### 4.3.2 Issues for Discussion

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.
  - (b) Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.
  - (c) If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.
  - (d) If after discussion of an issue is 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 vice-president.
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