

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, September 19, 2025, 1:30 p.m. – 4:30 p.m.  
Somerville House, Great Hall**

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|-----|---|--|-------------|
| 1.0 | Land Acknowledgement  |  |             |
| 2.0 | Minutes of the Meeting of June 6, 2025  |  | Approval    |
| 2.1 | Business Arising from the Minutes   |  |             |
| 3.0 | Report of the President   |  | Information |
| 3.1 | Western Campaign  |  | 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 (S. Roland)</b>  |  |             |
| 6.1 | Announcement of a Vice-Chair of the Operations/Agenda Committee   |  | Information |
| 6.2 | Revisions to the Senate Election Procedures   |  | Approval    |
| 6.3 | Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University |  | Approval    |
| 7.0 | <b>Report of the Nominating Committee (G. Little)</b>   |  |             |
| 7.1 | Announcement of a Chair and Vice-Chair of the Senate Nominating Committee                                 |  | Information |
| 7.2 | Membership – Senate Committee on Academic Curriculum and Awards (ACA)                                     |  | Action      |

Senate Agenda  
September 19, 2025

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| 7.3     | Membership – Senate Committee on Academic Policy   | Action      |
| 7.4     | Membership – Senate Review Board Academic (SRBA)   | Action      |
| 7.5     | Membership – University Research Board (URB)   | Action      |
| 8.0     | <b>Report of the Senate Committee on Academic Policy (K. Yeung)</b>                              |             |
| 8.1     | Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy                | Information |
| 9.0     | <b>Report of the Senate Committee on Academic Curriculum and Awards (A. Johnson)</b>             |             |
| 9.1     | Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards | Information |
| 10.0    | <b>Report of the Senate Committee on University Planning (S. Schmid)</b>                         |             |
| 10.1    | Announcement of a Chair of the Senate Committee on University Planning                           | Information |
| 11.0    | <b>Report of the University Research Board (P. Pexman)</b>                                       |             |
| 11.1    | Announcement of a Vice-Chair of the University Research Board                                    | Information |
| 12.0    | <b>Report of the Academic Colleague (S. Roland) – No Report</b>                                  |             |
| 13.0    | <b>The Unanimous Consent Agenda</b>  |             |
| 13.1    | Items from the Operations / Agenda Committee   |             |
| 13.1(a) | Membership - ad hoc Working Group for the 2025-2026 Governance Review – Graduate Student Senator | Information |
| 13.1(b) | Revisions to the Terms of Reference of the Senate Committee on Academic Policy                   | Information |
| 13.1(c) | Speaking Rights at Senate  | Information |
| 13.1(d) | Appointment of Officers of Convocation   | Information |
| 13.1(e) | Senate Membership – Vacancies Filled by Appointment  | Information |

Senate Agenda  
September 19, 2025

13.2 Items from the Senate Nominating Committee

13.2(a)	<a href="#">Senate membership – Undergraduate student</a>	Information
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13.3 Items from the Senate Committee on Academic Policy

13.3(a) School of Graduate and Postdoctoral Studies:

13.3(a)(i)	<a href="#">Revisions to the Policies on “Course Outlines” and “Program Design – Courses, Milestones and Course Outlines”</a>	Approval
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13.3(a)(ii)	<a href="#">Revisions to the Policy on “Assessing Student Progress in the Multi-Year Research-Based Programs”</a>	Approval
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13.3(b)	<a href="#">Editorial Policy Revisions Relating to Academic Advising</a>	Information
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13.4 Items from the Senate Committee on Academic Curriculum and Awards:

13.4(a)	Faculty of Health Sciences, Arthur Labatt Family School of Nursing: <a href="#">Revisions to the Policy on “Nursing – Applicants”</a>	Approval
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13.4(b)	Faculty of Health Sciences, Arthur Labatt Family School of Nursing: <a href="#">Revisions to the Policy on “Progression Requirements – Nursing”</a>	Approval
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13.4(c)	Schulich School of Medicine & Dentistry: <a href="#">Introduction of a Subject Area in Public Health</a>	Approval
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13.4(d)	Faculty of Science, Department of Physics and Astronomy: <a href="#">Revisions to the Honours Specialization and Specialization in Medical Physics</a>	Approval
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13.4(e)	Faculty of Social Science: <a href="#">Renaming of and Revisions to the Social Science Internship Program and Withdrawal of the BMOS Internship Program</a>	Approval
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13.4(f) School of Graduate and Postdoctoral Studies:

13.4(f)(i)	<a href="#">Major Modification to the Doctor of Education (EdD)</a>	Approval
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13.4(f)(ii)	<a href="#">Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering</a>	Approval
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Senate Agenda  
September 19, 2025

13.4(g)	<a href="#">SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Chemistry, Mathematics, and Anthropology</a>	Information
13.4(h)	<a href="#">SUPR-G Report: Cyclical Reviews of the Graduate Programs in Law, Library and Information Science, Statistics, and Anthropology</a>	Information
13.4(i)	<a href="#">Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2024 – June 2025)</a>	Information
13.4(j)	<a href="#">New Donor-Funded Scholarships, Awards and Prizes</a>	Information
13.5	Items from the Honorary Degrees Committee	
13.5(a)	<a href="#">Honorary Degree Recipient - Autumn 2025</a>	Information
13.6	Announcements and Communications	
13.6(a)	<a href="#">Academic Administrative Appointments</a>	Information
14.0	<a href="#">Items removed from Consent Agenda</a>	
15.0	<a href="#">Question Period</a>	
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 June 6, 2025**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That the minutes of the meeting held on June 6, 2025, be approved as circulated.

**ATTACHMENT(S):**

[Minutes of the June 6, 2025 Meeting](#)

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

*Unofficial Until Approved*

**June 6, 2025**

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The meeting was held at 1:30 via Zoom.

### **SENATORS:**

A. Agyapong	N. Harney	E. Miller
C. Alcantara	S. Hayne Beatty	M. Mills
G. Beckett	A. Hearn	M. Modeski
J. Beecroft	L. Henderson	I. Namukasa
B. Begg	K. Henricus	D. Neufeld
K. Bertrand	J. Herrera	A. Nocilla
J. Birkinshaw	A. Hodgson	K. Olson
S. Boe	J. Ijam	V. Parsa
N. Borradaile	J. Jin	I. Paul
A. Botterell	M. Joannis	P. Pexman
A. Bryson	I. Johnsrude	G. Philip
S. Buhrow	A. Jokhu	S. Powell
J. Byrd Clark	E. Kamimura	A. Puvirajah
B. Cheadle	M. Kim	L. Rehmann
K. Choi	H. Kirk	B. Rubin
A. Christie	R. Klassen	S. M. Saleh
B. Chronik	D. Kotsopoulos	S. Schmid
M. Cleveland	D. Laird	L. Shaw
N. Coates	J. Lamarche	A. Shepard
K. Coley	L. Lingard	K. Siddiqui
A. Cooke	G. R. Little	A. Simon
B. Craig	A. Liu	Z. Sinel
S. D'Arcy	L. Logan	D. Smith
E. Da Costa	A. Lukawski	F. Strzelczyk
L. Davis	T. Mantler	T. Tomko
M. Davison	O. Matthews	R. Ventresca
M. El-Sakka	G. McAuley	X. Wang
D. Ferri	M. McGrath	S. Whitehead
J. Gemson	K. Meighen	J. Yoo
R. Graham	D. Meister	N. Zabian
M. Green-Barteet	A. Meyer	A. Zecevic
C. Hall		

**Observers:** C. Bressette, R. Chelladurai, C. Chung, J. Doerksen, J. Hutter, R. Isard, N. Keyghobadi, S. Lewis, M. Medapati, M. Modeski, O. Oloya, S. Roland, V. Sarkany, J. Scott, J. Weststar

### **LAND ACKNOWLEDGEMENT**

A. Christie offered a Land Acknowledgement.

### **MINUTES OF PRIOR MEETING**

#### **ITEM 2.0 – Minutes of the Meeting of May 16, 2025**

It was moved by G. Beckett, seconded by M. Kim,

That the minutes of the meeting of May 16, 2025, be approved as circulated.

CARRIED

### **REPORT OF THE PRESIDENT**

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor expressed appreciation to the Western Communications team for their work in promoting Western's story and shared that the Western Alumni Magazine was recently awarded a gold prize at the 2025 National Magazine Awards.

The President provided an update on current enrollment trends, noting strong interest among domestic applicants. He also acknowledged a Canada-wide decline in international student numbers, a trend reflected at Western.

The President reported on government relations, outlining recent changes to legislation impacting the post-secondary education sector.

A. Shepard concluded his report by inviting Senate members to participate in the upcoming Spring Convocation.

The President addressed a question of clarification regarding the potential impact of STEM funding on the operating budget deficit, noting that while the funding offers some short-term relief to the current deficit, it is not a permanent solution, and the University continues to explore long-term, sustainable funding strategies to address ongoing financial pressures.

### **REPORT OF THE BOARD CHAIR**

Sarah Shortreed, Chair of the Board of Governors, provided a report to Senate for information. In addition to the written report circulated with the agenda, she commented on the matters on which Senate had provided advice to the Board of Governors, including the rescission of MAPP Policy 1.19 – Policy on AIDS, approval of the 2025-26 University Operating and Capital Budgets and the proposed amendments to MAPP Policy 1.1 – Use of University Facilities.



### **REPORT OF THE PROVOST**

F. Strzelczyk, Provost & Vice-President (Academic) began her report with a brief leadership update and informed Senate that Margaret McGlynn has been reappointed as Vice-Provost (Academic Planning, Policy & Faculty) for a six-year term, effective July 1, 2025.

F. Strzelczyk continued her report with an update on the projects and initiatives under her portfolio and commented on the new partnership with MFC Training and the London International Airport, aimed at providing flight training opportunities for students in Western's Commercial Aviation Management program.

The Provost continued her report with teaching and learning matters and advised Senate on the recent release of the guide on Generative AI by the Western Centre for Teaching and Learning.

Additionally, F. Strzelczyk outlined the revenue forecast, noting the impact of the decline in international enrollment on projected income. She advised that while domestic enrollment remains strong, the reduction in international students is expected to result in a significant shortfall in projected tuition revenue.

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

In addition to the materials provided in advance of the meeting, P. Pexman, Vice-President (Research) provided a brief status update on the external ethics review, commenting on the final report and its recommendations. She advised Senate that this report will be released publicly, and the next update on the action plan will be provided to Senate in September.

P. Pexman concluded her report outlining how cooperation with Navitas could support research successes, scholarships, and Western's global impact, particularly through sustained investment and funding for multiple research projects.

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

On behalf of the Senate Nominating Committee, D. Kotsopoulos provided the Nominating Committee report.

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

John Mitchell was acclaimed to the Senate Committee on Academic Policy as a faculty member for a term from July 1, 2025 to June 30, 2027.

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

Rithwik Ramachandran was acclaimed to the Senate Committee on Academic Curriculum and Awards (ACA) as a faculty Senator for a term from July 1, 2025 to June 30, 2027.

**ITEM 7.3 – Membership – Senate Review Board Academic (SRBA)**

No nominations were received for the graduate student positions on the Senate Review Board Academic (SRBA).

No nominations were received for the faculty position on SRBA.

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

On behalf of ACA, S. Roland presented the report of the Committee.

**ITEM 9.1 – Faculty of Arts and Humanities, Department of Visual Arts: Introduction of a Major in Art History and Museum and Curatorial Studies and Withdrawal of the Major in Art History and the Major in Museum and Curatorial Studies**

It was moved by L. Shaw, seconded by M. Mills,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, a Major in Art History in Museum and Curatorial Studies be introduced by the Department of Visual Arts in the Faculty of Arts and Humanities as shown in Item 9.1; and

That effective September 1, 2025, admission to the Major in Art History and the Major in Museum and Curatorial Studies, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be discontinued; and

That students currently enrolled in the Major in Art History and Major in Museum and Curatorial Studies be permitted to graduate upon fulfillment of the module requirements by August 31, 2029; and

That the Major in Art History and Major in Museum and Curatorial Studies be withdrawn effective September 1, 2029.

CARRIED

**ITEM 9.2 – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Management**

It was moved by L. Shaw, seconded by D. Laird,

That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2025, a Graduate Diploma (GDip) in Management be introduced by the School of Graduate and Postdoctoral Studies as shown in Item 9.2.

CARRIED

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

On behalf of SCUP, D. Laird presented the report of the Committee.

### **ITEM 10.1 – Introduction of the new MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University**

C. Bressette, Vice-Provost and Associate Vice-President (Indigenous Initiatives) addressed the questions received in advance of the meeting concerning the proposed MAPP Policy. She indicated that the proposed policy was developed in partnership with and received approval from the local Indigenous communities and aims to eliminate harms from the current self-identification process. Additionally, C. Bressette, provided an overview of the policy's scope, key principles, affirmation process, and implementation plan.

In addressing concerns raised regarding the definition section of the policy and how it could be misinterpreted, C. Bressette clarified that the policy will continue to evolve as a living document and that a pilot version had been trialed over the past year.

It was moved by D. Laird,

That, on the recommendation of the Senate Committee on University Planning, Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the new MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University.

CARRIED

## **REPORT OF THE UNIVERSITY RESEARCH BOARD**

On behalf of the University Research Board (URB), P. Pexman presented the URB report and commented on the work conducted by URB at the last meeting of the 2024-25 academic year, including a presentation from the Rotman Institute of Philosophy and a discussion on the Indigenous Research Allyship guide.

### **ITEM 11.1 – Annual Report of the Vice President (Research)**

P. Pexman, Vice-President (Research), presented her annual report in accordance with the University Research Board Terms of Reference and provided a presentation to highlight key areas of focus for Western Research over the past academic year and describe upcoming initiatives to support continued growth. She outlined the progress made toward advancing strategic research objectives and research funding, emphasizing the role of partnerships and interdisciplinary approaches.

A Senator commented on the importance of growing the postdoctoral community at Western by attracting top talent.

**REPORT OF THE SENATE *ad hoc* COMMITTEE TO REVIEW THE NAVITAS PROPOSAL**

**ITEM 12.1 – Final Report and Recommendations of the *ad hoc* Committee to Review the Navitas Proposal**

F. Strzelczyk presented the Report of the Senate *ad hoc* Committee to Review the Navitas Proposal for information in accordance with the *ad hoc* Committee's terms of reference (Appendix A).

**ITEM 12.2 – Proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas**

F. Strzelczyk presented for approval the proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas (Appendix B). She outlined the rationale for the partnership with Navitas in international student recruitment, highlighted Navitas experience, described the benefits to Western, and summarized the consultation process conducted.

It was moved by L. Shaw, seconded by B. Chronik,

That Senate recommend to the Board of Governors that the University proceed with an affiliation with Navitas substantially on the terms set out in the proposal presented at Item 12.2 and take into consideration the recommendations of the *ad hoc* Committee to Review the Navitas Proposal in its Final Report presented at Item 12.1.

The Chair invited discussion.

It was moved by K. Henricus, seconded by A. Hearn,

That the vote on the initial motion be conducted by secret ballot.

CARRIED

The following summarizes the points made by those in support of the motion:

- The persistent drop in international enrollment, despite significant investments and recruitment efforts, indicates a significant risk associated with maintaining the current course. This underlines the importance of pursuing alternative funding sources to address financial pressure and reduce exposure to risks.
- A fulsome consideration of the alternative models for developing international enrollment growth reveals that they are not viable due to the significant upfront investment required, particularly in the current financial and operational context of the University.
- Partnership with Navitas aligns with the strategic objectives of enhancing Western's

global presence, while contributing to the University's budget.

- Navitas will provide additional level support based on the needs of international students through small-size classes, an academic mentorship program, proactive advising, and a student-centered approach. The International College will offer many non-credit courses to help students with their confidence and integration.
- Additional financial resources would flow directly to faculties/departments and programs participating in pathway programs, as well as support units that are impacted by the partnership.
- Positive feedback was received on the academic and social aspects of the student experience from both current students and alumni of Navitas International Colleges.
- In contrast to the nationwide decline in international enrolment, some universities have reported growth in student recruitment through the Navitas pathway program.
- Partnership with Navitas aims to expand on existing strengths and develop new capabilities. The proposal is not about the privatization of education at Western, but rather is one of multiple strategies to address recruitment challenges.

The following concerns were raised by those against the motion:

- The affiliation of public institutions with for-profit organizations presents ethical challenges in relation to the institutional commitments to accessible public education, potentially creates a two-tier education system with a private stream and poses reputational risks.
- Concerns about voting on the proposal *in principle*, which raises several risks within the context of Senate's responsibilities and undermines the integrity of the collegial governance process and presents a fundamental shift in the University's practices, which could create divisions within Western community.
- The constrained timeline for the proposal review may have limited the ability to assess the proposal's broader implications and explore viable alternatives, raising concerns about whether sufficient due diligence has been conducted.
- Noting the current challenges with international recruitment in Canada, concerns were raised that this is not just a problem faced by Western but a cross-country trend affecting the entire sector, including institutions currently involved in a partnership with Navitas.
- Potential challenges associated with hiring practices for International College employees, including precarious employment conditions and job insecurity, along with a range of potential issues with respect to the negotiation of Collective Agreements.

- Concerns regarding the control over intellectual property, including the sharing of educational materials with International College instructors.
- Reputational risks that are difficult to anticipate or contain.
- That this proposal presents a fundamental shift in the University's practices, which could create divisions within Western community.

It was moved by C. Alcantara, seconded by J. Byrd Clark,

That the debate on the main motion be closed.

CARRIED

The main motion was put to a secret ballot vote and was CARRIED.

*(The Simply Voting election results are attached in Appendix C).*

It was moved by E. Da Costa, seconded by M. Green-Barteet,

That the meeting of Senate be extended by 60 minutes.

CARRIED

### **ITEM 13.0 – Report of the Academic Colleague**

The Report of the Academic Colleague was received by Senate for information.

### **CONSENT AGENDA ITEMS**

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

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

- ITEM 14.1(a) – Membership – ad hoc Working Group for the 2025-2026 Governance Review
- ITEM 14.1(b) – Chair's Report on Questions and Issues for Discussion

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

##### **ITEM 14.2(a) – Faculty of Engineering: Revisions to the Policy on “Progression Requirements – Engineering”**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on “Progression Requirements – Engineering” be revised as shown in Item 14.2(a).

CARRIED BY UNANIMOUS CONSENT

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

- ITEM 14.2(b) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Admission”
- ITEM 14.2(c)(i) – Revisions to the Policy on “Academic Records and Student Transcripts”
- ITEM 14.2(c)(ii) – Revisions to the “General Policy on Scholarships, Awards, Prizes”
- ITEM 14.2(c)(iii) – Revisions to the Policy on “Course Outlines”
- ITEM 14.2(c)(iv) – Revisions to the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs”
- ITEM 14.2(c)(v) – Revisions to the Policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”
- ITEM 14.2(c)(vi) – Revisions to the Policy on “Preliminary Year and Preliminary Year Plus at Western University”
- ITEM 14.2(c)(vii) – Revisions to the Policy on “Progression and Graduation Requirements – Business”
- ITEM 14.2(c)(viii) – Revisions to the Policy on “Progression Requirements – Dentistry”
- ITEM 14.2(c)(ix) – Revisions to the Policy on “Progression Requirements – Bachelor of Education (B.Ed.)”
- ITEM 14.2(c)(x) – Revisions to the Policy on “Progression Requirements – Law”
- ITEM 14.2(c)(xi) – Revisions to the Policy on “Progression Requirements – MD Program”

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

**ITEM 14.3(a) – Ivey Business School: Renaming of and Revisions to the Certificate in Purpose-Driven Leadership**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the “Certificate in Purpose-Driven Leadership” offered by the Ivey Business School be renamed as the “Certificate in Purpose-Driven and Character Leadership” and that the Certificate be revised as shown in Item 14.3(a).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(b) – Faculties of Arts and Humanities and Social Science, Department of Gender, Sexuality, and Women’s Studies: Introduction of a Subject Area in Black Studies**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, a subject area in “Black Studies” be introduced by the Department of Gender, Sexuality, and Women’s Studies in the Faculties of Arts and Humanities and Social Science; and

That the subject area in “Black Studies” be included in Category A and Category B for Breadth Requirements for Graduation, as shown in Item 14.3(b).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(c) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Minor and Certificate in German**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Minor and Certificate in German, offered by the Department of Languages and Cultures in the Faculty of Arts and Humanities, be renamed as the Minor and Certificate in German Studies; and

That students currently enrolled in the module/certificate be permitted to graduate with the old module/certificate name upon request to the Office of the Registrar; and

That effective September 1, 2025, the module/certificate requirements be revised as shown in Item 14.3(c).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(d) – Faculty of Arts and Humanities, Department of Visual Arts: Renaming of and Revisions to the Honours Specialization in Art History and Museum Studies**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization in Art History and Museum Studies, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be renamed as the Honours Specialization in Art History and Museum and Curatorial Studies; and

That effective September 1, 2025, the module requirements be revised as shown in Item 14.3(d).

CARRIED BY UNANIMOUS CONSENT



**ITEM 14.3(e) – Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Honours Specialization in Studio Art**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Honours Specialization in Studio Art, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be revised as shown in Item 14.3(e).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(f) – Faculty of Science, Integrated Science Program: Revisions to the Admission and Program Requirements of the Honours Specialization in Integrated Science with Astrophysics and the Honours Specialization in Integrated Science with Physics**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Honours Specialization in Integrated Science with Astrophysics and the Honours Specialization in Integrated Science with Physics, offered by the Faculty of Science, be revised as shown in Item 14.3(f).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(g) – King's University College: Revisions to the Honours Specialization and Specialization in Organizational and Human Resources**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization and Specialization in Organizational and Human Resources, offered by King's University College, be revised as shown in Item 14.3(g).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(h) – Western Continuing Studies: Introduction of a Post-Degree Certificate in Marketing (in partnership with the Faculty of Information and Media Studies)**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, a post-degree Certificate in Marketing be introduced by Western Continuing Studies in partnership with the Faculty of Information and Media Studies as shown in Item 14.3(h).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(i)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies (School and Applied Child Psychology Field)**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies (School and Applied Child Psychology Field), offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(i).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(i)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science in Foods and Nutrition (MScFN)**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Science in Foods and Nutrition (MScFN), offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(ii).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(i)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Clinical Science (MCISc) in Advanced Health Care Practice, offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(iii)

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(i)(iv) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Interdisciplinary Medical Sciences**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective May 1, 2026, the Master of Science (MSc) in Interdisciplinary Medical Sciences, offered by the School of Graduate and Postdoctoral Studies, be renamed as the Master of Science (MSc) in Medical Sciences as described in Item 14.3(i)(iv).

CARRIED BY UNANIMOUS CONSENT

**ITEM 14.3(i)(v) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Mathematics**

It was moved by M. Mills, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Master of Science (MSc) in Mathematics, offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(v).

CARRIED BY UNANIMOUS CONSENT

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

- ITEM 14.3(j) – New Donor-Funded Scholarships, Awards and Prizes

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

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

- ITEM 14.4(a) – Report on Promotion, Tenure and Continuing Appointment
- ITEM 14.4(b) – James G. McLeod Professorship in Family Law

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

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

- ITEM 14.5(a) – Research Centres Report

**ANNOUNCEMENTS AND COMMUNICATIONS**

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

- ITEM 14.6(a) – Election Results – Senate Committees

**DISCUSSION AND QUESTION PERIOD**

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

Questions related to the Introduction of the new MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University were addressed under agenda item 10.1.

A question regarding the senior administration's reaction to motions passed by four Faculty Councils: Social Science, Arts & Humanities, FIMS, and Education, which expressed opposition to a proposed partnership with Navitas was addressed under agenda item 12.2.

The Provost addressed a question concerning Western's existing plans to recruit faculty and students from the U.S., including both international and domestic candidates. She commented on the current approach to hiring foreign workers and outlined future plans for graduate student recruitment. P. Pexman additionally commented on the government plans to attract top researchers from around the world.

The President addressed a question regarding the rationale behind the projected cost fluctuations in the operating budget and ongoing and anticipated collective bargaining.

### **ADJOURNMENT**

The meeting adjourned at 5:30 p.m.

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A. Shepard  
Chair

---

A. Bryson  
University Secretary

# **Ad hoc Committee to Review the Navitas Proposal: Final Report & Recommendations**

June 6, 2025

# The ad hoc committee

## Mandate

- Examine the proposed partnership with Navitas without prejudice, including alternatives and differences from the 2020 proposal.
- Define Western's core requirements for a potential partnership.
- Evaluate risks, benefits, and mitigation strategies within the current higher education context.
- Support consultations and deliver a final recommendation report to Senate.

## Membership

- 14 voting members (faculty, staff and students)
- 3 non-voting members (including Chair)
- 6 resource members

## The process

- 10 extensive 2-hour meetings since the formation of the ad hoc committee
- Examined key areas by:
  - inviting guest presenters / subject matter experts
  - requesting additional data and information
  - analyzing options
  - participating in site visits
  - engaging in open discussion and debate.

## The differences: 2020 vs 2025

### 2020 Proposal:




- Academic work assigned to Navitas.
- Instructors hired by Navitas.
- Less university control over curriculum, quality, and outcomes.
- Contemplated international undergraduate student pathway only.

### 2025 Proposal:

- Faculty teaching at WIC would be recommended through departmental processes and instructors would be recognized under the CA.
- Western would retain full control over course content, assessment, and quality (via IQAP).
- Proposes a pathway for international undergraduate and graduate students.



## The alternatives

	OPTION	STATUS	OUTCOME
	Expand direct recruitment	Already done and continues	High cost, limited scale and flat results
	In-house foundation year	Already done and not viable	High risk, slow to launch, resource-intensive
	Add a third-party recruitment pathway to existing recruitment	Proposed	Low-risk, proven, scalable, academically governed

# The ad hoc Committee's recommendations

## 1. Senate: Proceed with the proposal:

*“After thorough consideration and discussion regarding all items in its terms of reference, the ad hoc Committee **approved a recommendation to Senate to proceed with the Navitas proposal** at its May 23 meeting”*

## 2. Board: Relay advice:

- ✓ Data strategy
- ✓ Report back on status of negotiations
- ✓ Exit clause
- ✓ Amendments to Senate academic policy

# Internationalization at Western: A Multi-Pronged Approach

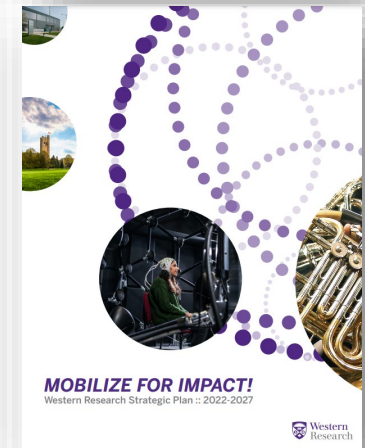
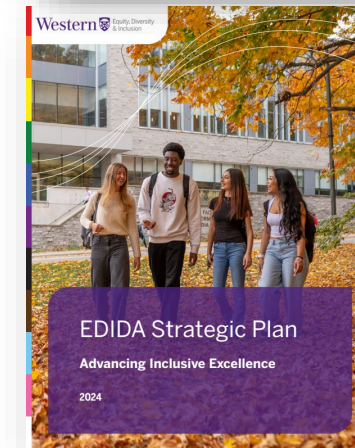
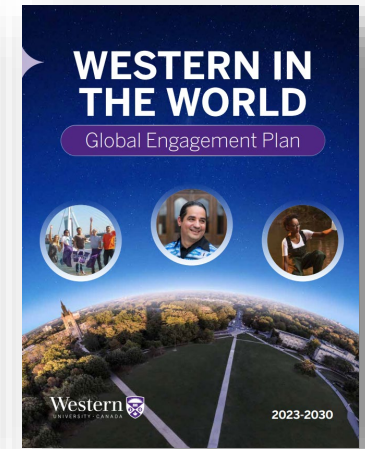
Proposed Partnership between Western and  
Navitas

June 6, 2025

# A great university is a global one

## Strategic Commitments to Global Engagement:

- Grow international undergraduate enrolment to up to 20%
- Support inclusive access and a diverse, globally engaged student body
- Expand global network, enhance global impact



# The consequences of maintaining status quo

- International enrolment has declined to 2015 levels
  - International undergraduate enrolment down to 7.5%
  - U6 peers average 18.3% international undergraduate enrolment
- Missed enrolment = missed opportunity = \$40M revenue *lost* since 2020
- Domestic tuition is frozen, and grants are stagnant in the face of inflation and rising costs
- Western is not immune to the structural deficits across the Ontario higher education sector

# International recruitment: Efforts vs results

Significant investment in in-house recruitment since 2020:






- More than doubled recruitment staff and agents
- Increased international scholarships by \$3.2M
- Boosted recruitment spending by \$2.3M

Despite efforts...



- International enrolment has declined, not grown
- Graduate and professional master's growth targets are unmet

# We listened and evaluated the options

	OPTION	STATUS	OUTCOME
	Expand direct recruitment	Already done and continues	High cost, limited scale and flat results
	In-house foundation year	Already done and not viable	High risk, slow to launch, resource-intensive
	Add a third-party recruitment pathway to existing recruitment	Proposed	Low-risk, proven, scalable, academically governed

# The most viable option: Third-party partnership

- Establish Western International College (WIC) in partnership with Navitas in addition to our ongoing international recruitment efforts
- Undergraduate and professional master's pathways
- Students take Year 1 at WIC; progress to Year 2 at Western
- Navitas excels at tailored supports for international students and integration into university life
- WIC students pay the same tuition and fees as direct-entry students



# Proposal: 2025 (vs. 2020)

Oversight over academic program offerings	✓	Addressed
Monitoring of student success and outcomes	✓	Addressed
Hiring of instructors under the Collective Agreement	✓	Addressed
Integration of international students into campus life from Day 1	✓	Addressed
In-depth Senate Ad Hoc committee evaluation of Proposal	✓	Addressed
Large-scale consultation process	✓	Addressed
Engaging a third-party company	➔	Unchanged

# We consulted, and we listened

## Consultations since February 2025:

- Academic Advisors
- Academic Leaders Round Table
- Associate and Academic Deans
- Campus Council
- Dean's Council
- Department of Anthropology, Faculty of Social Science
- Department of Languages and Cultures, Faculty of Arts & Humanities
- Faculty of Arts & Humanities council
- Faculty of Education council
- Faculty of Health Sciences Town Hall
- Faculty of Music council
- Faculty of Social Science council
- Graduate Education council
- In-person community consultation session
- International students focus group
- Ivey Business School Faculty Forum
- Office of the Registrar
- Provost's Leadership team
- Residence Life
- Schulich School of Medicine & Dentistry council
- Senate
- Senate Committee on Academic Curriculum and Awards
- Senate Committee on Academic Policy
- Senate Committee on University Planning
- Senate Information Session
- Society of Graduate Students
- Student Experience
- University Students Council
- Vice Provosts
- Virtual community consultation session (Feb)
- Virtual community consultation session (May)
- Western Continuing Studies
- Western English Language Centre
- Western International
- Western Libraries

# Benefits to Western



Expansion of our global reach



Growth of our International student population



Increase to our revenues to support strategic investments and continued delivery of ongoing initiatives and activities

# Motion

*“That Senate recommend to the Board of Governors that the University proceed with an affiliation with Navitas substantially on the terms set out in the proposal presented at Item 12.2 and take into consideration the recommendations of the ad hoc Committee to Review the Navitas Proposal in its Final Report presented at Item 12.1.”*

# Discussion



Jun 6, 2025

Western University Secretariat  
Western University  
Room 4101, Stevenson Hall  
London, ON  
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack  
President  
Simply Voting Inc.

## Results - Senate Vote - Item 12.2 - June 6, 2025

**Start:** 2025-06-06 16:56:00 America/Toronto

**End:** 2025-06-06 17:16:00 America/Toronto

**Turnout:** 89 (95.7%) of 93 electors voted in this ballot.

### Proposal for Internationalization at Western: A Multi-Pronged Approach - Proposed Partnership between Western and Navitas

Option	Votes
In favour	49 (56.3%)
Opposed	38 (43.7%)

#### VOTER SUMMARY

Total	89
Abstain	2 (2.2%)



Election ID: 264337  
To validate the authenticity of this  
report please contact Simply  
Voting at [info@simplyvoting.com](mailto:info@simplyvoting.com).

**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: September 12, 2025  
Re: Monthly report for September 2025

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Dear Senators,

I hope you've had a good start to the new academic year. Following are some noteworthy developments since my last written report to Senate of May 30, 2025.

**Welcoming our newest students:** orientation went smoothly as we welcomed 6,500 new undergraduate students and approximately 3,000 new graduate students. Programming continues throughout September to help new students settle in and start their academic journeys off well.

**Construction begins on Pathogen Research Centre:** first in Canada and one of only a few in the world, the \$44-million [Pathogen Research Centre](#) will bring real-world testing environments, advanced containment, and manufacturing of therapeutics for clinical trials under one roof. The new facility will enhance understanding of how viruses and bacteria spread while advancing the manufacture of vaccines and potential treatments for a range of diseases.

**Top scholars:** over the summer, Western received confirmation of ten new [Schulich Leader Scholarship recipients](#) joining the new undergraduate class, while five PhD candidates were named [Vanier Scholars](#), and two postdoctoral scholars were named [Banting Fellows](#).

**Attracting more top scholars:** in July we announced expanded [Postdoctoral Fellowships and introduced new Doctoral Excellence Awards](#). The postdoctoral program offers 40 awards with \$70,000 for two years, a small research allowance, and a \$15,000 top-up for scholars holding federal awards. The new PhD scholarships will support 25 more students over four years.

**2025-26 writer-in-residence:** Playwright, librettist, and theatre artist Anna Chatterton is Western's 2025-26 writer-in-residence. She brings decades of experience in theatre, opera and writing, as well as a strong passion for helping others tell their stories. Chatterton's focus will be to empower aspiring writers with the confidence, faith and inspiration they need to flourish.

**Undergraduate Summer Research Internships:** This summer, 315 undergraduate students from 11 faculties participated in [Undergraduate Summer Research Internships](#). An additional 99 undergraduate students were funded through the Tri-agencies' [Undergraduate Student Research Award](#) program, with a focus on engaging underrepresented groups.

**New fellowships for Black and Indigenous students:** Western Libraries and the Faculty of Information and Media Studies launched a [fellowship program](#) for students who identify as Black or Indigenous which will recruit students into the MLIS program. Along with an award for tuition and fees for three terms, fellows will receive experiential learning and mentorship opportunities through a paid placement with Western Libraries.

**Forbes Magazine honours:** Western was named among [Canada's Top 200 Employers for Company Culture](#) by *Forbes Magazine*. Western placed 142 out of 200 and was one of 19 universities to be ranked.

**International music festival:** The Don Wright Faculty of Music hosted the [International Trombone Festival](#) in July, bringing 500 trombonists from around the world – the first time the festival was held in Canada.

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

- Order of Canada Honours:
  - Officer: **Cheryl Forchuk** (Health Sciences)
  - Companion: The Hon. **John Manley** (LLD'12)
  - Members: **Lorraine Greaves** (BA'70, MA'74), **Glenn Murphy** (BA'84), **Chris Tambakis** (HBA'86), **Robert Janes** (LLD'13), **Adel Sedra** (DSc'17)
- Six faculty members named Fellows of the *Royal Society of Canada*:
  - **Joel Faflak** (Arts & Humanities)
  - **Robert Hegele** (Schulich)
  - **John Meyer** (Social Science)
  - **Julie Aitken Schermer** (Social Science)
  - **Juan-Luis Suárez** (Arts & Humanities)
  - **Ying Zheng** (Engineering)
- **Angela Roberts** (Health Sciences) inducted into the *Royal Society of Canada's* College of New Scholars, Artists and Scientists.
- **David Dozois** (Social Science), **Janis Oram** (Health Sciences), and **Isaac Luginaah** (Social Science) named Fellows of the *Canadian Academy of Health Sciences*.

- Four early-career researchers were recognized with the Ontario government's Early Researcher Awards: **Liliana Alvarez** (Health Sciences), **Thomas DeFalco** (Science), **Yalda Mohsenzadeh** (Science), and **Lyle Muller** (Science).
- Six faculty members honoured with Western Research Awards:
  - Hellmuth Prize for Achievement in Research
    - **Lisa Saksida** (Schulich),
    - **Shannon Stewart** (Education)
  - Outstanding Scholars
    - **Elizabeth Greene** (Arts & Humanities)
    - **Ryan Stevenson** (Social Science)
  - Outstanding Emerging Scholars
    - **Taylor Schmitz** (Schulich)
    - **Luke Stark** (Information & Media Studies)
- **Samantha Gateman** (Science) received the *International Society of Electrochemistry* Early Career Prize in Division 1, Analytical Electrochemistry.
- **Grace Yi** (Science) received the Gold Medal from the *Statistical Society of Canada* in recognition of her body of research on statistical theory and methodology, and her leadership in statistical science in Canada.
- **Saleema Allana** (Health Sciences) elected one of the first *Canadian Academy of Health Sciences* Emerging Leaders in Health Sciences.
- **Ryan Chan** (Health Sciences) named one of 11 AMS Healthcare Compassion & Artificial Intelligence Fellows for 2025.
- **Margaret Mutumba** (Engineering) was part of the Canadian delegation at the United Nations High-level Political Forum on Sustainable Development in New York.
- Law student **Giuliano Todaro** ran more than 200 km from Western to his hometown of Vaughn, Ontario, to raise funds for SickKids Hospital in Toronto.
- Mustangs men's tennis team won the 2025 Canadian University Tennis Championships. Student **Liam Drover-Mattinen** named MVP and rookie of the year. Coaches **Cameron Cross**, **Anthony Glavanic**, and **Mark Powell** named coaches of the year.
- Eighteen student athletes competed in the FISU World University games in July. **Shona Branton** (swimming), **Favour Okpali** (track and field), and **Kai-Hsin Chang** (Taekwondo) won bronze medals.
- Librarian **Kristin Hoffmann** received the inaugural Contributions to the Association Award from the *Canadian Association of Professional Academic Librarians*.

**Leadership updates:**

**Grace Parraga** (Schulich) appointed to a five-year term as director of the Western Academy for Advanced Research (WAFAR) and awarded a Western Research Chair (Leadership), effective October 1, 2025.

Active academic leadership review/selection committees are underway for the Faculties of Arts & Humanities, Music, and Social Science.

**ITEM 3.1 – Western Campaign**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

Karen Bertrand, Vice-President (University Advancement), will provide a presentation.

**ATTACHMENTS:**

None.

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**ITEM 4.0 – Report of the Provost**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

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

**ATTACHMENTS:**

None.

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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.

**ATTACHMENTS:**

[Report of the Vice-President \(Research\) for September 19, 2025](#)

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## REPORT OF THE VICE-PRESIDENT (RESEARCH)

**To:** Senators

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

**Date:** September 10, 2025

**Re:** Report of the Vice-President (Research) for **September 17, 2025**

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Dear Senators,

Please find below a brief overview of my update to the Senate on September 17, 2025.

### External Ethics Review

As promised to the Senate at the end of the last academic year, I am committed to updating you on progress toward implementing recommendations from the [external review](#) of Western's human research ethics boards, their processes and administrative supports.

- We intend to move forward with as many recommendations as possible and will be including several related items in our departmental budget request this fall.
- I have launched a search for a new [chair of the non-medical research ethics board](#).
  - This important leadership role helps support the integrity and excellence of research involving human participants across a wide range of disciplines, including social, behavioural, cultural and humanities research.
  - Interested faculty members are asked to apply by October 14, 2025 for a three-year term, beginning January 1, 2026.

### Canada Excellence Research Chairs Process

- We have hosted seven candidates across various disciplines this fall.
- Faculties have submitted viable international candidates whose research aligns with strategic priorities that have benefited from previous institutional commitments.
- Western hopes to have multiple successes in the upcoming competition, the application deadline for which is March 18, 2026.

### Indigenous Allyship Guides

- Western Research and the Office of Indigenous Initiatives have collaboratively developed two new complementary resources to support efforts to advance reconciliation and allyship in respectful, informed and relational ways:
  - [Braiding Truth Into Action: A Guide Towards Indigenous Allyship at Western University](#); and
  - [Centering Indigenous Voices: Guide Towards Allyship in Indigenous Research](#).
- The guides reinforce a shared commitment to ethical and informed allyship.
- I encourage you to explore how they can support your teaching, learning, research and community engagement, whether by rethinking curriculum, co-creating research or building treaty-informed relationships.



**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

The Operations/Agenda Committee elected a Vice-Chair for the July 1, 2025 to June 30, 2026 term as follows:

**Vice-Chair:** Marc Joannis

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

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of the Operations/Agenda Committee, Senate approve that effective September 19, 2025, the Senate Election Procedures be revised as shown in Item 6.2.

**EXECUTIVE SUMMARY:**

At its meeting on September 10, 2025, the Operations/Agenda Committee approved the revisions to the Senate Election Procedures. These revisions are now being presented to Senate for approval.  
The substantive revisions include:

- Amendment to the distribution of seats for undergraduate students to change the existing allocation of two seats for the Affiliated University Colleges to one seat for Huron University College and one seat for King's University College (see section A.2.3).

With the recent integration of Brescia University College with Western, the number of Affiliated University Colleges has changed from three to two. Students from the remaining two Affiliated University Colleges have requested to amend the current distribution of seats to allocate one seat for each of the Affiliates rather than two Affiliate seats at-large.

- Amendment to section A.4.2 to remove the requirement that undergraduate students may be required to submit a bond to the University Students' Council (USC). The USC has removed the requirement for bonds.
- Addition of new language to describe the process to follow if an Affiliated University College fails to nominate an undergraduate student representative at any annual election. (see section A.4.2(c)).

It is recommended that if an Affiliated University College fails to nominate a representative, the seat thus unfilled shall migrate to the other Affiliated University College for that year only and be filled by election from the nominations for that Affiliated University College.

- Removal of the statement that the undergraduate student all-candidates meeting will be held following the close of nominations. The all-candidates meeting is managed by the University Students' Council. In recent years, this meeting has been held during the nomination period. (see section A.4.2(f)).

Editorial amendments are also included.

**ATTACHMENT(S):**

[Revisions to the Senate Election Procedures](#)

## Senate Election Procedures

**Effective Date:** September 19, 2025 ~~May 17, 2024~~

**Supersedes:** May 17, 2024; 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 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 **administrative** staff and students must be supported by **three 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 **three 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 **the School of Graduate and Postdoctoral Studies (SGPS)**, the Vice-Provost.
7. ~~Nominees~~ **Candidates** 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~~ **Candidates** 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/ <b>Information and Media Studies</b> <del>FIMS</del> /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
<del>Richard Ivey School of</del> Business <b>School</b>	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

Constituency	Seats
<i>Undergraduate Students:</i>	
Faculty of Social Science	2
Faculty of Science (incl. Bachelor of Medical Sciences (BMSc) years 1 & 2)	2
Faculty of Arts and Humanities, Don Wright Faculty of Music, and Faculty of Information and Media Studies FIMS	1
Faculties of Education, Engineering and Law, and the Richard Ivey School of Business School	1
Faculty of Health Sciences	1
Schulich School of Medicine & Dentistry (incl. BMSc years 3 & 4)	1
<del>Affiliated University Colleges</del>	<del>2</del>
Huron University College	1
King's University College	1
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 website within 2 two 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 candidate 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 Affiliated University College constituency fails to nominate a representative, the seat thus unfilled shall migrate to the other Affiliated University College for that year only and be filled by election from the nominations for that Affiliated University College.
- ~~(e)~~ (d) Notwithstanding A.4.2(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.
- ~~(e)~~ (e) 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.

## Senate Election Procedures

- (f) 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)).
- (g) A mandatory all-candidates meeting will be scheduled for undergraduate student candidates ~~following the close of nominations~~. Undergraduate student candidates ~~nominees~~ who do not attend or ~~have~~ do not ~~made~~ make arrangements to send an ~~alternate~~ designate will be disqualified from candidacy. ~~Following the all-candidates meeting, the~~ The University Secretary shall publish a official lists of the valid undergraduate and graduate student nominations on the University Secretariat website within two business days after the close of nominations ~~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.
- (h) For undergraduate students, the University Secretary may employ the USC Electoral Governance Board ~~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 Electoral Governance Board's ~~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.
- (i) For graduate students, the University Secretary may employ the SOGS Chief Returning Officer ~~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.
- (j) 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.

- (k) 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**

1. 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~~ 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 if the vacancy is that of an appointed member, the vacancy may be filled by the same authority which appointed that member;
- (b) If if the vacancy is that of an elected member, the provisions below apply, depending on the relevant constituency;
- (c) A 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 6.3 – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Deputy Provost**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of the Operations/Agenda Committee, Senate approve and recommend to the Board of Governors, that the Appointment Procedures for Senior Academic and Administrative Officers of the University be revised to include the Deputy Provost as shown in Item 6.3.

**EXECUTIVE SUMMARY:**

In 2024 a Deputy Provost position was created by the Provost & Vice-President (Academic) and endorsed by the President & Vice-Chancellor and the Senior Policy and Operations Committee of the Board of Governors.

An acting Deputy Provost was appointed for a term from January 1, 2025 to June 30, 2026.

The Deputy Provost provides administrative leadership and support to several support units, collaborates with academic and administrative leaders across campus to advance strategic priorities, and advances Western's academic mission.

This proposal seeks to amend the Appointment Procedures for Senior Academic and Administrative Officers of the University to include the composition of a Selection Committee for the Deputy Provost role. The proposed composition of the Selection Committee is provided in the attached.

**ATTACHMENT(S):**

[Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Deputy Provost](#)

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**APPOINTMENT PROCEDURES  
FOR SENIOR ACADEMIC AND ADMINISTRATIVE OFFICERS OF THE  
UNIVERSITY**

*The first part of the policy is unchanged*

**W. DEPUTY PROVOST**

Composition of Selection Committee

A committee to select a Deputy Provost shall consist of:

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research) or designate
- (c) 1 Vice-Provost appointed by the Provost
- (d) 3 faculty elected by Senate, one of whom may be a Dean
- (e) 1 administrative staff member elected by Senate
- (f) 1 student elected by Senate

Procedure

- The Chair shall convene the Committee.
- The Chair shall undertake negotiations with prospective candidates.
- The Chair shall report to Senate through the President & Vice-Chancellor.

Terms

The term of the Deputy Provost is five years and may be renewed.

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**Chair:** Geoffrey Robert Little

**Vice-Chair:** Alfonso Nocilla

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

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

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

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

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

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
<b>Students:</b>				
Alexandra Agyapong	UNDG		June 30, 2026	UNDG
Yutong Gao	GRAD		June 30, 2026	GRAD
<b>Faculty Members:</b>				
<b>TBD</b>	Faculty Member		June 30, 2026	Vacancy, Senator
Adam Ali	Faculty Member	Health Sciences	June 30, 2027	HS rep. (Senator in 2025-26)
Greg Beckett	Faculty Member	Social Science	June 30, 2027	SS rep. (Senator in 2025-26)
Rob Gros (Vice-Chair)	Faculty Member	Schulich	June 30, 2027	Schulich rep. (Senator in 2025-26)
Andrew Johnson (Chair)	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Kelly Olson	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Anton Puvirajah	Faculty Member	Education	June 30, 2026	Edu rep.
Rithwik Ramachandran	Faculty Member	Schulich	June 30, 2027	Schulich rep. (Senator in 2025-26)
Gal Raz	Faculty Member	Ivey	June 30, 2026	Ivey rep.
Sophie Roland	Faculty Member	Music	June 30, 2027	Music rep. (Senator in 2025-26)



James Voogt	Faculty Member	Social Science	June 30, 2026	SS rep.
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**Membership Summary:**

**Faculty Members:**

- **Required:** 11 faculty members. Ten (10) filled. One (1) position vacant.
- **Faculty Representation:** Representatives may be from: AH (1), Ivey (1), Edu (1), Eng (2), FIMS (2), Law (2), Music (1), Sci (2)
- **Senate Membership Compliance:** Four (4) members are Senators; Three (3) additional faculty members must be Senators to meet the required total of 7.
- **SGPS Membership Compliance:** At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

**Required:** One (1) Senator faculty member, term from July 1, 2025 to June 30, 2026

**Faculty Representation:** Representatives may be from: AH (1), Ivey (1), Edu (1), Eng (2), FIMS (2), Law (2), Music (1), Sci (2).

**Nominees:** \_\_\_\_\_ **TBD** (Faculty, Senator) Term to June 30, 2026

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

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

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

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

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

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

**Membership Summary:**

**Faculty Members:**

- **Required:** Nine (9) faculty members. Eight (8) filled. One (1) position vacant.
- **Faculty Representation:** Representatives may be from: AH (1), Ivey (2), Edu (2), Eng (1), FIMS (2), Law (2), Music (2), Sci (1), HS (1).

- **Senate Membership Compliance:** Three (3) members are Senators.
  - **SGPS Membership Compliance:** At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

**Required:** One (1) faculty member, term from July 1, 2025 to June 30, 2026.

**Faculty Representation:** Representatives may be from: AH (1), Ivey (2), Edu (2), Eng (1), FIMS (2), Law (2), Music (2), Sci (1), HS (1)

**Nominees:**     Mahmoud El-Sakka (Sci)     (Faculty)                      Term to June 30, 2026

**ITEM 7.4 – Senate Review Board Academic (SRBA)**

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

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

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

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

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Lina Dagnino	Faculty Member	Schulich	June 30, 2026	Chair of SRBA
<b>Undergraduates:</b>				
Yousif Al-Ani	UNDG	Health Sciences	June 30, 2026	HS rep.
Asad Awawdeh	UNDG	Social Science	June 30, 2026	SS rep.
Ayesha Hassan	UNDG	Science	June 30, 2026	Sci rep.
Helen Li	UNDG	Social Science	June 30, 2026	SS rep.
Braedan Lovie	UNDG	King's	June 30, 2025	King's rep.
Jacob Madeira	UNDG	Schulich	June 30, 2026	Schulich rep.
Cristina Masciantonio	UNDG	Huron	June 30, 2026	Huron rep.
Zahra Nadeem	UNDG	Health Sciences	June 30, 2026	HS rep.
Sara Sharma	UNDG	Science	June 30, 2026	Sci rep.
Shiven Sharma	UNDG	Engineering	June 30, 2026	Eng rep.
<b>Graduates:</b>				
<b>TBD</b>	GRAD		June 30, 2026	Vacancy
<b>TBD</b>	GRAD		June 30, 2026	Vacancy
Jana Bataineh	GRAD	Health Sciences	June 30, 2026	HS rep.
Dana Broberg	GRAD	Schulich	June 30, 2026	Schulich rep.
Pilar Rodriguez Mata	GRAD	Arts and Humanities	June 30, 2026	AH rep.
Basma Nasman	GRAD	Education	June 30, 2026	Edu rep.
Manuel Spiller	GRAD	Social Science	June 30, 2026	SS rep.
<b>Faculty:</b>				
<b>TBD</b>	Faculty Member		June 30, 2027	Vacancy
<b>TBD</b>	Faculty		June 30, 2027	Vacancy

	Member			
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Eng rep.
Randal Graham	Faculty Member	Law	June 30, 2027	Law rep.
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Edu rep.
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Schulich rep.
Nikki Rotas	Faculty Member	Education	June 30, 2027	Edu rep.
Robert Stainton	Faculty Member	Arts and Humanities	June 30, 2027	AH rep.
John Wilson	Faculty Member	Ivey	June 30, 2027	Ivey rep.
Torin Chiles	Faculty Member	Music	June 30, 2026	Music rep.
Blaine Chronik	Faculty Member	Science	June 30, 2026	Sci rep.
Caroline Dick (Vice-Chair)	Faculty Member	Social Science	June 30, 2026	SS rep.
Mike Domaratzki (Vice-Chair)	Faculty Member	Science	June 30, 2026	Sci rep.
Alison Hearn	Faculty Member	FIMS	June 30, 2026	FIMS rep.
Jose Herrera	Faculty Member	Engineering	June 30, 2026	Eng rep.
Heather Kirk	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Ken Kirkwood	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Charys Martin	Faculty Member	Schulich	June 30, 2026	Schulich rep.
Lynn Shaw	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2026	SS rep.

### Membership Summary:

#### Student Members:

- **Required:** 17 students (10 undergraduates and 7 graduates). Two (2) positions vacant.

**Representation:** No more than one (1) graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). **Representative may be from:** Ivey (1), Eng (1), FIMS (1), Law (1), Music (1), Sci (1), King's (1), Huron (1)

#### Faculty Members:

- **Required:** 20 faculty members. 18 filled. Two (2) positions vacant.

- **Faculty Representation:** No more than two (2) faculty members per Faculty/School/Affiliated College.
- **Representative may be from:** Ivey (1), FIMS (1), Law (1), Music (1), King's (2), Huron (2)

**Required:** Two (2) graduate students, term from July 1, 2025, to June 30, 2026

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

<b>Nominees:</b>	<u>TBD</u>	(Student, GRAD)	Term to June 30, 2026
	<u>TBD</u>	(Student, GRAD)	Term to June 30, 2026

**Required:** Two (2) faculty members, term from July 1, 2025 to June 30, 2027

- **Representative may be from:** Ivey (1), FIMS (1), Law (1), Music (1), King's (2), Huron (2)

<b>Nominees:</b>	<u>Laura Melnyk Gribble (King's)</u>	(Faculty)	Term to June 30, 2027
	<u>TBD</u>	(Faculty)	Term to June 30, 2027

**ITEM 7.5 – University Research Board (URB)**

**ACTION:**    ☒ ACTION                      ☐ INFORMATION                      ☐ DISCUSSION

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

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

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

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
<b>Students:</b>				
Noah Zabian	UNDG		June 30, 2026	UNDG
Colleen Van Loon	GRAD		June 30, 2026	GRAD
Jack Webb	GRAD		June 30, 2026	GRAD
<b>Faculty Members:</b>				
Sarah Gallagher	Faculty Member	Science	June 30, 2026	Sci. rep.
Ingrid Johnsrude	Faculty Member	Social Science	June 30, 2027	SS rep.
Klaus Meyer	Faculty Member	Ivey	June 30, 2027	Ivey rep.
Augusto Riveros	Faculty Member	Education	June 30, 2026	Edu. rep.
Cheryle Seguin	Faculty Member	Schulich	June 30, 2026	Schulich rep.
Shannon Sibbald	Faculty Member	Health Sciences	June 30, 2027	HS rep.
Kim Solga	Faculty Member	Arts and Humanities	June 30, 2027	AH rep.
Luke Stark	Faculty Member	FIMS	June 30, 2027	FIMS
Jana Starling	Faculty Member	Music	June 30, 2026	Music rep.
Ana Luisa Trejos	Faculty Member	Engineering	June 30, 2027	Eng rep.
Wade Wright	Faculty Member	Law	June 30, 2026	Law rep.
<b>Admin. Staff</b>				
Mariam Hayward	Admin. Staff		June 30, 2027	Admin. Staff rep.

<b>Post-Doc</b>				
<b>TBD</b>	Post-Doc		June 30, 2026	Vacancy Post-Doc rep.
Idowu Olawoye	Post-Doc		June 30, 2027	Post-Doc rep.

**Membership Summary:**

**Postdoctoral representatives:**

- **Required:** Up to two (2) postdoctoral representatives. One (1) position vacant.

**Required:** One (1) postdoctoral representative, terms from July 1, 2025 to June 30, 2026

**Nominees:** Sananda Sahoo (Pos.Doc) Term to June 30, 2026



**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

The Senate Committee on Academic Policy elected a Chair and Vice-Chair for the July 1, 2025 to June 30, 2026 terms as follows:

**Vice-Chair:** Nicole Campbell

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**Chair:** Andrew Johnson

**Vice-Chair:** Rob Gros

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**Chair:** Susanne Schmid

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**Vice-Chair:** Alison Allan

### **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) 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) – Membership - *ad hoc* Working Group for the 2025-2026 Governance Review – Graduate Student Senator**

**ACTION:**    ☐ ACTION                    ☒ INFORMATION                    ☐ DISCUSSION

The Report of the Senate *ad hoc* Committee on Renewal, accepted by Senate in June 2016, included a recommendation that a full structural review [of Senate] be conducted every 10 years. With the 10-year mark approaching in 2026, the Operations/Agenda Committee (OAC) struck an *ad hoc* Working Group for the 2025-2026 Governance Review.

At its meeting on September 10, 2025, OAC acclaimed Jess Walsh to serve on the *ad hoc* Working Group as a Graduate student Senator.

**ATTACHMENT(S):**

[\*ad hoc\* Working Group for the 2025-2026 Governance Review Terms of Reference and Composition](#)

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

### **Terms of Reference and Composition**

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

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

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

The governance review will include the following:

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



**Composition:**

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

Resource: Associate University Secretary  
Governance Specialist

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

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

### **Elected membership:**

<b>Name:</b>	<b>Elected By:</b>	<b>Constituency:</b>
Erika Chamberlain	OAC	Past faculty/staff member of Senate
Mark Cleveland	OAC	Past faculty/staff member of Senate
Donna Kotsopoulos	OAC	Current faculty/staff member of Senate
Alfonso Nocilla	OAC	Current faculty/staff member of Senate
Lynn Shaw	OAC	Past faculty/staff member of Senate
Ken Yeung	OAC	Current faculty/staff member of Senate
Noah Zabian	OAC	Undergraduate student Senator
Jess Walsh	OAC	Graduate student Senator

### **Ex officio membership (voting):**

<b>Name:</b>	<b>Position:</b>
Sophie Roland	Chair, Operations/Agenda Committee (OAC)

### **Ex officio membership (non-voting):**

<b>Name:</b>	<b>Position:</b>
Amy Bryson	University Secretary

### **Resource (non-voting):**

<b>Name:</b>	<b>Position:</b>
Caroline Whippley	Associate University Secretary
Melissa O'Connor	Governance Specialist

**ITEM 13.1(b) – Revisions to the Terms of Reference of the Senate Committee on Academic Policy**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

At its meeting on January 17, 2025, Senate approved that the terms of reference of the Senate Committee on Academic Policy be revised effective September 1, 2025 to indicate that the Committee approves the undergraduate sessional dates on behalf of the Senate. This decision stemmed from a recommendation in the Report of the *ad hoc* Working Group to Review ACA and Policy to move the approval of undergraduate sessional dates from the mandate of the Senate Committee on Academic Curriculum and Awards (ACA) to the mandate of the Senate Committee on Academic Policy.

Subsequently, at its meeting on May 16, 2025, Senate approved that the policy on the “Structure of the Academic Year” be revised effective September 1, 2025 to provide that the Office of the Registrar will determine all applicable undergraduate sessional dates in accordance with Senate Academic Policy and communicate them to the Senate Committee on Academic Policy for information and transmittal to Senate. This decision stemmed from the recommendations of the *ad hoc* Working Group to Review the Structure of the Academic Year.

The terms of reference of the Senate Committee on Academic Policy have been revised to reflect Senate’s delegation of authority with respect to undergraduate sessional dates.

The revised terms of reference are attached for Senate information.

**ATTACHMENT(S):**

[Revisions to the Terms of Reference of the Senate Committee on Academic Policy](#)

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### Senate Committee on Academic Policy (Policy)

**Effective Date:** September 1, 2025

**Supersedes:** November 8, 2024; December 2, 2022; July 1, 2022

**Date of Next Review:** Spring 2027

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#### **TERMS OF REFERENCE**

1. To oversee, and periodically review existing Senate academic policies, except those matters for which responsibility is specifically assigned to another Senate committee.
2. To propose new Senate academic policies in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy.
3. To consider proposals for new, and modifications to existing, Senate academic policies that are submitted in accordance with the Policy on Establishing Senate Academic Policies and Procedures.
- ~~4. On behalf of the Senate, to approve the undergraduate sessional dates.~~
- 5 4. To establish such ad hoc policy review working groups as the committee may determine necessary, to undertake a periodic review or special review of a new or existing academic policy or policies. The membership of any such working group shall include appropriate experience and expertise in the policy area.
- 6 5. To report to Senate with a committee recommendation on all matters referred to the Senate Committee on Academic Policy by Senate or any Senate committee.
- 7 6. To receive for information and transmittal to Senate, the following: ~~annual Scholastic Offences Report.~~
  - Annual Scholastic Offences Report
  - Undergraduate Sessional Dates
- 8 7. To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities.

## **COMPOSITION**

### **Elected:**

Twelve members elected by Senate:

Nine faculty members, at least three of whom are members of Senate. No more than two faculty members may be from the same Faculty, School, or Affiliated University College. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies.

Three students: one graduate and two undergraduate.

### **Ex officio (voting):**

President & Vice-Chancellor  
Provost & Vice-President (Academic)  
Vice-Provost (Academic Programs)  
Vice-Provost (Graduate and Postdoctoral Studies)  
Vice-Provost and Associate Vice-President (Indigenous Initiatives)  
Associate Vice-President (Equity, Diversity & Inclusion)  
University Registrar  
USC Vice-President (University Affairs)  
SOGS Vice-President (Academic)  
Chair, Senate Committee on Academic Curriculum and Awards (ACA)  
The Provost (or equivalent) of Huron University College  
The Provost (or equivalent) of King's University College

### **Ex officio (non-voting):**

Vice-Provost (Students)  
University Secretary

### **Observers (non-voting):**

Chair, Graduate Education Council Academic Policy Committee

Appointed on a one-year rotational basis:

One Academic Advisor (and an alternate) from the faculties with first entry programs

One administrative representative (and an alternate) from the pool of individuals managing second entry programs.

One Graduate Assistant (and an alternate) identified by the School of Graduate and Postdoctoral Studies

The Committee shall elect a Chair and a Vice-Chair annually from among the members elected by Senate.

### **GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS**

**Designates:** Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

**Terms:** Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

**Quorum:** Per Senate By-Law VI. 11. a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May: 12 members,  
including 6 elected/appointed

Quorum June to August: 8 members,  
including 4 elected/appointed

**ITEM 13.1(c) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Curriculum and Awards (ACA)**

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

On June 20, 2025, Andrew Johnson was acclaimed as Chair of ACA for a term from July 1, 2025, to June 30, 2026.

Andrew Johnson is not a current Senator. The Operations/Agenda Committee provided the Chair of ACA with speaking rights to present the committee's report at Senate meetings from September 2025 to June 2026.

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**ITEM 13.1(d) – Appointment of Officers of Convocation**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

The Operations/Agenda Committee, on behalf of the Senate, approved the appointment of the Officers of Convocation listed below.

OFFICERS OF CONVOCATION		
Madison Watson	Associate Chief Usher	30-Jun-27

**EXECUTIVE SUMMARY:**

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

**Chief Usher (and Associate Chief Ushers):**

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

**ATTACHEMENT:**

[Candidate Bios](#)

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**OFFICER OF CONVOCATION BIOS**

Madison Watson Associate Chief Usher	MSc Program Coordinator Ivey Business School
<p>Madison Watson is an experienced higher education professional with over seven years of progressive experience in student affairs and academic administration at Western University and the Ivey Business School. She currently serves as MSc Program Coordinator at Ivey, where she manages academic operations, curriculum delivery, student services, and international partnerships for over 300 graduate students. Madison holds a Master of Professional Education in Equity, Diversity &amp; Social Justice and a Bachelor of Health Sciences (Honours), both from Western. She has volunteered at more than 20 Western University convocation ceremonies and brings a strong understanding of academic processes and institutional governance.</p>	

**ITEM 13.1(e) – 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>GENERAL COMMUNITY: Alumni Association</b>	
Khalid Backtash	July 1, 2025 – June 30, 2027
Laura Waller (President's Designate)	July 1, 2025 – June 30, 2026

<b>BOARD OF GOVERNORS</b>	
Susan Clarke	July 1, 2025 – June 30, 2027

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**ITEM 13.2(a) – Senate Membership – Undergraduate Student Senator**

**ACTION:**      ☐ ACTION                      ☒ INFORMATION                      ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

Section C.5(a) of the Senate Election Procedures states the following in regard to the filling of mid-year vacancies for undergraduate students:

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

At its September 10, 2025, meeting, the Senate Nominating Committee elected Jayden Hope Wright to serve on Senate as an undergraduate student representative from an Affiliated University College, for a term ending June 30, 2026.

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**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

That the policy on “Program Design – Courses, Milestones and Course Outlines” be renamed as the policy on “Program Design – Courses and Milestones” and that the policy be revised as shown in Item 13.3(a)(i).

The proposed revisions move relevant information about course outlines from the Graduate Studies policy on “Program Design – Courses, Milestones and Course Outlines” to the policy on “Course Outlines”. The information is also re-organized for consistency and clarity.

The Procedure associated with the renamed policy on “Program Design – Courses and Milestones” will be renamed to reflect the new policy name and presented in the new template for Procedures. Revisions to the Procedure were made under the authority of the Vice-Provost (Graduate & Postdoctoral Studies) per the *Policy on Establishing Senate Academic Policies and Procedures* and are presented to Senate for information.

## Revisions to the Policy on “Course Outlines”

## Revisions to the Policy on “Program Design – Courses, Milestones and Course Outlines”

Revisions to the Procedure for Program Design – Courses, Milestones and Course Outlines (for information)

## Course Outlines

<b>Policy Category:</b>	Examinations
<b>Subject:</b>	Course Outlines
<b>Sections:</b>	<a href="#">Course Outlines (Syllabi) for Undergraduate Courses;</a> <a href="#">Course Outlines for Graduate Courses;</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>	<a href="#">Program Design – Courses and Milestones;</a> <a href="#">Registration</a>
<b>Effective Date:</b>	September 19, 2025 <del>September 1, 2025</del>
<b>Supersedes:</b>	September 1, 2025; September 2024; September 2019

## COURSE OUTLINES (SYLLABI) FOR UNDERGRADUATE COURSES

No later than the first day of class in the term a course is given, Faculties, Departments, Schools or Programs (hereafter called “Academic Units”) must post on a secure website a course outline for each course offered that includes the course name and number, and the location and days and hours that the course is scheduled (including lecture, laboratory and tutorial hours).

Each course outline must include the following information or direct students to a secure course website where these details are available:

### 1. Course Information

#### **Prerequisite checking - the student’s responsibility**

If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student’s responsibility for ensuring that course prerequisites have been

completed successfully or special permission from the Dean obtained:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

2. **Instructor Information**

Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

3. **Course Syllabus**

A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

4. **Course Materials**

A description of the materials that are required (or recommended) for the course, including text books, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

5. **Methods of Evaluation**

A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments, is required. When exact dates cannot be supplied, a tentative schedule must be issued, with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

Any course-specific conditions that are required to pass the course must be outlined. Conditions might include (i) minimum attendance at lectures, tutorials or laboratories, (ii) minimum overall grade on laboratory, tutorial or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam, to name a few.

A clear indication of how absences from midterms, tutorials, laboratory experiments, or late essays or assignments, will be dealt with must be provided. The course outline must direct the student to the Policy on Academic Consideration – Undergraduate Students in First Entry Programs ([https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf))

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the dean (or designate) of the faculty concerned.

### 6. **Additional Statements**

#### **Statement on Use of Electronic Devices**

A clear statement of what electronic devices will or will not be allowed during tests and examinations.

#### **Statement on the Use of Generative Artificial Intelligence (AI)**

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.

#### **Statement on Academic Offences**

The statement: "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_offences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf)."

Additionally,

- A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>)."

- B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

"Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will

check for unusual coincidences in answer patterns that may indicate cheating.”

### **Support Services**

The website for the Office of the Registrar (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and Academic Support and Engagement, should be provided for easy access.

### **Statement on Gender-Based and Sexual Violence**

All course outlines must contain the following statement:

“Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).”

All course outlines should contain the following statement: “Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

### **Retention of Electronic Version of Course Outlines (Syllabi)**

At the same time that course outlines/syllabi are posted on the appropriate website, each Department must forward an electronic version of items 1-5 of each course outline (syllabus) to the Office of the Dean of the Faculty or College. By the fourth week after the start of term, the Dean’s Office will forward all of the collected outlines to the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President’s Advisory Committee on University Records and Archives).



## COURSE OUTLINES FOR GRADUATE COURSES

As soon as possible and in any case no later than two weeks prior to the course's start, Faculties, Departments, Schools or Programs (hereafter called "Academic Units") must post on a secure website a course outline for each course offered. At the start of each course this outline also must be available electronically and/or in hard copy form.

In order to allow students to make informed decisions on their course selection and the scheduling of their studies, each course outline must include the following information or direct students to a secure course website where these details are available:

### 1. Course Information

This includes the course name and number, and the location and days and hours that the course is scheduled (including all required components of the class: lectures, seminars, colloquia, labs, etc.).

### 2. Enrollment Restrictions

All course outlines must include one of the following two statements regarding enrollment restrictions:

"Enrollment in this course is restricted to graduate students in [Insert name of program(s)]."

OR

"Enrollment in this course is restricted to graduate students in [Insert name of program(s)], as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program." For the policy on undergraduate students taking graduate courses, please see the policy on "Undergraduate Course Credit".

### 2 3. Instructor Information

Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

### 4. Course Description and Graduate Course Level Learning Outcomes/Objectives

A description of the objectives and content of the course, which shall include a

statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

Provide a list of course learning outcomes/objectives. Course learning outcomes/objectives should align with the graduate program's learning outcomes. Contact your graduate chair/administrator, or the School of Graduate and Postdoctoral Studies (SGPS), for a copy of the program learning outcomes. Ideally, students should be able to see how course learning outcomes/objectives are addressed through course requirements, activities and assessments.

### 5. Course Timeline and Format

Include an anticipated timeline of the content areas, or topics and/or other learning activities, covered over the course duration, as well as the format (face-to-face, online, hybrid) used to deliver the content. Instructors should make every effort to follow the stated timeline. Normally, instructors cannot change the format of instruction during the course.

### ~~3. Course Description~~

~~A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.~~

### 4 6. Course Materials

A description of the materials that are required (or recommended) for the course, including textbooks, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

### 5 7. Methods of Evaluation

A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments. When exact dates cannot be supplied, a tentative schedule must be issued with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

Any course-specific conditions that are required to pass the course must be outlined. For example, conditions might include (i) minimum attendance at lectures or laboratories, (ii) minimum overall grade on laboratory or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam.

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the graduate chair of the program concerned.

### **8. Statement on Academic Offences**

The statement: “Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_offences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf)

Additionally,

A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

“All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).”

B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

“Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.”

### **9. Health/Wellness Services**

All course outlines must contain the following statement:

“Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.”

### **10. Accessible Education (AE)**

All course outlines must contain the following statement:

“Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AE and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations may include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.”

### **11. Statement on Gender-Based and Sexual Violence**

All course outlines must contain the following statement:

“Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).”

### **12. Statement on the Use of Generative Artificial Intelligence (AI)**

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence. Refer to the Provisional Guidance for the use of Generative AI in Graduate Studies for more information. A link to this document is available on the School of Graduate and Postdoctoral Studies website.

### **Retention of Electronic Version of Course Outlines (Syllabi)**

At the same time that course outlines/syllabi are posted on the appropriate website, each program must forward an electronic version of items 1, 3, 4, and 7 4-5 of each course outline to the ~~School of Graduate and Postdoctoral Studies (SGPS)~~. By the fourth week after the start of term, SGPS will forward all of the collected outlines to

the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President's Advisory Committee.)

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**Last Reviewed:** March 15, 2024

**Program Design – Courses, ~~and~~ Milestones ~~and Course Outlines~~**

<b>Policy Category:</b>	Graduate and Postdoctoral Studies
<b>Subject:</b>	Program Design – Courses, <del>and</del> Milestones <del>and Course Outlines</del>
<b>Subsections:</b>	<a href="#">Definitions</a> ; <a href="#">Course Numbering</a> ; <del>Course Outlines</del>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	<a href="#">Procedure for Program Design – Courses, <del>and</del> Milestones <del>and Course Outlines</del></a>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Related Policies:</b>	<del>Graduate Courses</del> ; <a href="#">Course Outlines</a> <del>(Graduate)</del>
<b>Effective Date:</b>	<del>September 1, 2024</del> September 19, 2025
<b>Supersedes:</b>	<del>September 1, 2024</del> ; March 15, 2024; September 16, 2022

## 1. Definitions

**Graduate Course:** A graduate course is the study of a particular topic, group of topics or area of specialization within a wider discipline/subject area, normally extending through one term or session, and can be one of the basic building blocks of qualification for a graduate degree, including a graduate diploma. Graduate courses are designed to meet substantive discipline graduate program learning outcomes and normally utilize the student/instructor format. Any grades assigned will contribute towards the student's academic average. It is at each program's discretion how these grades will be used when assessing a student's progression.

For information on course outlines, refer to the policy on *Course Outlines*.

**Milestone:** A milestone is a learning activity that must be successfully completed in order to fulfill the requirements for the graduate degree. Milestone requirements are designed to meet program learning outcomes. Milestones can require:

- a short-term time commitment over one or two weeks (e.g., research ethics module),
- a medium-term time commitment over one or two terms (e.g., thesis proposal) or
- a more extensive commitment of time that continues over multiple terms (e.g., a seminar series).

Milestones can be completed during a time span that does not necessarily coincide with an academic term. Grades can be assigned to milestones that contribute towards the student's progression requirements but do not contribute to the student's academic average. Common graduate requirements that are catalogued as milestones include but are not limited to: Language Requirements, Comprehensive Examinations (or equivalent), Seminar Series, Major Projects (or equivalent), Thesis Work Components, Thesis (or dissertation). It is at each program's discretion how these grades will be used when assessing a student's progression.

## 2. Course Numbering

Graduate courses are numbered from 9000 to 9999.

## ~~3. Course Outlines~~

~~For information on course outlines refer to the policy on Course Outlines.~~

~~In addition to the requirements outlined in the policy on Course Outlines, graduate course outlines must include the following information:~~

### ~~Graduate Course Level Learning Outcomes/Objectives~~

~~Provide a list of course learning outcomes/objectives. Course learning outcomes/objectives should align with the graduate program's learning outcomes. Contact your graduate chair/administrator, or SGPS, for a copy of the program learning outcomes. Ideally, students should be able to see how course learning outcomes/objectives are addressed through course requirements, activities and assessments.~~

### ~~Course Timeline and Format~~

~~Include an anticipated timeline of the content areas, or topics and/or other learning activities, covered over the course duration, as well as the format (face-to-face, online, hybrid) used to deliver the content. Instructors should make every effort to follow the stated timeline. Normally, instructors cannot change the format of instruction during the course.~~

### **Enrollment Restrictions**

~~All course outlines must include one of the following two statements regarding enrollment restrictions:~~

~~Enrollment in this course is restricted to graduate students in (Insert name of program(s)).~~

~~OR~~

~~Enrollment in this course is restricted to graduate students in (Insert name of program(s)), as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.~~

### **Health/Wellness Services**

~~All course outlines must contain the following statement:~~

~~Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.~~

### **Accessible Education Western (AEW)**

~~All course outlines must contain the following statement:~~

~~Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.~~

~~Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.~~



**Statement on the Use of Generative Artificial Intelligence (AI)**

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.



**Procedure for Program Design – Courses, and Milestones and Course Outlines**

<b>Governing Policy:</b>	Program Design – Courses and Milestones
<b>Sections:</b>	Compulsory Student Evaluation of Courses
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Effective Date:</b>	September 19, 2025
<b>Supersedes:</b>	March 15, 2024

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### Compulsory Student Evaluation of Courses

All graduate courses with an enrolment of three or more students are subject to an evaluation designed by the program and completed by students.

This evaluation should occur at the end of each offering of the course and should include elements that are designed to provide an evaluation of both the course and the effectiveness of the instructor.

The results of such evaluations will be made available to the course instructor and the Chair or director of the instructor's home unit.

Programs are encouraged to make the results of these evaluations available to students who might be considering taking the same course in the future.

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**Last Reviewed:** \*

**ITEM 13.3(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Assessing Student Progress in Multi-Year Research-Based Programs”**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 19, 2025, the policy on “Assessing Progress in Multi-Year Research-Based Programs” be revised as shown in Item 13.3(a)(ii).

**EXECUTIVE SUMMARY:**

The proposed revisions to the Graduate Studies policy on “Assessing Progress in Multi-Year Research-Based Programs” provide more clarity for students. Additionally, the policy on “Registration” is added as a Related Policy.

**ATTACHMENT(S):**

[Revisions to the Policy on “Assessing Student Progress in Multi-Year Research-Based Programs”](#)

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## Assessing Student Progress in Multi-Year Research-Based Programs

<b>Policy Category:</b>	Graduate and Postdoctoral Studies
<b>Subject:</b>	Assessing Student Progress in Multi-Year Research-Based Programs
<b>Sections:</b>	<a href="#">Overview</a> ; <a href="#">Meeting Program Expectations</a> ; <a href="#">Annual Progress Evaluations</a>
<b>Approving Authority:</b>	Senate
<b>Responsible Committee:</b>	Senate Committee on Academic Policy
<b>Related Procedures:</b>	<a href="#">Procedure for Assessing Student Progression in Multi-Year Research-Based Programs</a>
<b>Officer(s) Responsible for Procedures:</b>	Vice-Provost (Graduate & Postdoctoral Studies)
<b>Related Policies:</b>	<a href="#">Registration</a> *
<b>Effective Date:</b>	September 19, 2025 <del>September 16, 2022</del>
<b>Supersedes:</b>	September 16, 2022 *

### 1. Overview

To maintain good standing in their program, graduate students are expected to meet program expectations for the timely completion of the degree.

Monitoring and assessing student progress are key to maximizing graduate student engagement and success, timely completion of the degree, and graduate program quality. Regular student progress assessment helps programs and students identify academic excellence. It also helps to make visible and address problems or challenges students are experiencing that may interfere with thriving and with degree completion.

To support student progress, programs are expected to clearly communicate their degree requirements and the expected timing of these requirements to students. They

## Assessing Student Progress in Multi-Year Research-Based Programs

are also required to monitor and assess student progress at least annually, and to communicate these results to their students.

### 2. Meeting Program Expectations

It is expected that degree requirements across the duration of the program are clearly communicated to students in progress meetings, via program web pages, program guides and through the online Pathfinder degree planning portfolio.

Throughout their time in the program, students are expected to be aware of how degree expectations for maintaining good standing in the program align with their own progress.

At a minimum, supervisory committee members and Graduate Chairs (or equivalent) will support their students' timely progression by regularly (at least annually) assessing and documenting student progress and then by discussing these outcomes with students.

~~To maintain good standing in their program, graduate students are expected to meet program expectations for the timely completion of the degree.~~

### 3. Annual Progress Evaluations

At regular intervals, and at least yearly, graduate programs will request that their students submit a Pathfinder Portfolio portfolio for review, and evaluation, and feedback. Submitting a Pathfinder Portfolio portfolio is considered a degree requirement, and to maintain good standing in a graduate program, it a Pathfinder Portfolio must normally be completed by the assigned due date.

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Last Reviewed:

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**ITEM 13.3(b) – Editorial Policy Revisions Relating to Academic Advising**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

At the request of the Vice-Provost (Academic Programs), the Secretariat reviewed Senate Academic Policies and replaced any references to “Academic Counselling/Counsellor” with “Academic Advising/Advisor”.

The terminology of “Academic Advising/Advisor” reflects guidance from the Canadian Counselling and Psychotherapy Association (2020) and Western’s Report of the Provost’s Working Group on Academic Advising (2022), where it is pointed out that the use of the term “counsellor” in this context creates confusion for students in need of support.

As of January 1, 2024, Human Resources approved a revised job description for all main campus faculty Academic Advisors with a standardized role title of “Academic Advisor” as opposed to “Academic Counsellor”.

The following Senate Academic Policies have been revised to consistently reference the terminology of “Academic Advising/Advisor”:

- [Academic Advising for Undergraduate Students](#)
- [Certificates, Diplomas and Micro-credentials](#)
- [Exchange Courses](#)
- [Official Student Record Information Privacy Policy](#)
- [Registration and Progression in Three Year, Four-Year and Honours Programs](#)
- [Western University Policy on Academic Accommodation for Students with Disabilities](#)

These editorial policy revisions were made under the authority of the University Secretary and are presented to Senate for information per the *Policy on Establishing Senate Academic Policies and Procedures*.

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**ITEM 13.4(a) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on “Nursing – Applicants”**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2025, the policy on “Nursing – Applicants” be revised as shown in Item 13.4(a).

**EXECUTIVE SUMMARY:**

The Arthur Labatt Family School of Nursing proposes revisions to the policy on “Nursing – Applicants”.

The first part of this policy revision is largely housekeeping in nature. The company that administers the computer-based assessment used in the admission process for the Nursing program has recently changed the name of its test from “CASPer” to “Casper”. This proposal fixes this language in the existing policy.

This policy revision also seeks to change the application deadline from January 15 to December 1. This change is proposed to allow sufficient time for reviews, offers, acceptances, etc.

**ATTACHMENT(S):**

[Revisions to the Policy on “Nursing – Applicants”](#)

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## Nursing Applicants

<b>Subject:</b>	Nursing Applicants
<b>Subsections:</b>	<a href="#">Bachelor of Science in Nursing Program</a> ; <a href="#">Compressed Time Frame BScN Program (Regular Stream)</a> ; <a href="#">Compressed Time Frame BScN Program (RPN Stream A)</a> ; <a href="#">Compressed Time Frame BScN Program (RPN Stream B)</a> ; <a href="#">Academic Policies</a> ; <a href="#">Admission Appeals Procedure</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>	<a href="#">Progression Requirements – Nursing</a> <a href="#">Potential Health Risks/Immunization Requirements</a> <a href="#">Undergraduate Degree Admissions</a>
<b>Effective Date:</b>	September 1, 2025
<b>Supersedes:</b>	March 14, 2025; September 1, 2024

## BACHELOR OF SCIENCE IN NURSING PROGRAM

### Admission Requirements – For Admission, September 2026 and beyond

Enrolment in first year is limited and admission is competitive. The minimum admission average is determined each year and is dependent on the number and quality of applicants, and number of available places in the program. Meeting the minimum requirements listed does not guarantee admission.

**Note:** All students applying to the Bachelor of Science in Nursing (BScN) program do so through the Ontario Universities' Application Centre, choosing program code 'ENW' for Western.



**Note:** Priority consideration shall be given, all other things being equal, first to Canadian citizens and permanent residents from Ontario, and second to Canadian citizens and permanent residents from other Canadian provinces. Special consideration may be given to a student supported by the Canadian International Development Agency or a similar agency.

### 1. Prerequisite requirements:

All applicants must also have completed the following or equivalent Ontario secondary school courses with a minimum grade of 70% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
  - Functions MCR3U
  - Functions and Applications MCF3M

**Note:** If an applicant does not meet the minimum Math requirement in one of the Grade 11 prerequisites, Western will check for a minimum of 70% in one of Advanced Functions MHF4U, Calculus and Vectors MCV4U, or Math of Data Management MDM4U.

Applicants may be required to submit official detailed course syllabus information to determine if courses other than the above are deemed equivalent to the prerequisite requirements.

### 2. ~~CASPer~~ Casper requirements (for Admission, September 2026 and beyond):

Applicants to the Bachelor of Science in Nursing Program will be required to complete ~~CASPer~~ Casper (Computer-Based Assessment for Sampling Personal Characteristics), a mandatory online 90-minute computer-based assessment as a component of the admission process. Applicants who do not complete the ~~CASPer~~ Casper test will not be considered for admission. ~~CASPer~~ Casper test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

~~CASPer~~ Casper is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful in nursing programs and ultimately, as practicing nurses. Since ~~CASPer~~ Casper assesses non-cognitive and interpersonal characteristics, studying is not required.

### 3. Academic Requirements:

#### **Applicants Presenting an Ontario Secondary School Diploma**

Applicants must complete an Ontario Secondary School Diploma (OSSD) and have a minimum of six Grade 12 U and/or M-level courses (excluding co-op courses), including the prerequisite courses with a minimum grade of 70% in each.

#### **Applicants with High School Standing from other Canadian Provinces**

Applicants from other provinces in Canada are eligible to apply for admission on the basis of senior matriculation if their academic records meet, in subject matter and standing obtained, both the requirements of admission to this School and to a recognized university in their own province. This must include the successful completion of (Grade 12 university preparation) courses in English, Biology, Chemistry and Mathematics with a minimum grade of 70% in each.

#### **Applicants Currently Enrolled in a University, or who have Previously Attended University or other Post-Secondary Institutions**

Applicants applying to enter the nursing program from Post-Secondary studies are considered on the basis of their high school prerequisite coursework and university, college or other post-secondary standing. Specifically,

- students applying with one year of full-time university study must have achieved a minimum 70% overall average;
- students having completed two or more full-time years of university study must have achieved a minimum 70% average in the final two years (10.0 credits) of study. If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.
- students applying from a College of Applied Arts and Technology (CAAT) must have achieved a cumulative average of “B” (GPA of 3.0) in a completed program.

All applicants must also have completed the equivalent of the following Ontario secondary school courses with a minimum grade of 70% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
  - Functions MCR3U
  - Functions and Applications MCF3M

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the pre-requisite requirements.

### Mature Applicants

Applicants will be considered for admission who:

- meet Western's definition of mature applicant, and
- are able to demonstrate academic success within the last four (4) years by achieving a credit equivalent to the following Ontario secondary school courses, according to the general criteria at Western, with a minimum mark of 70% in each:
  - English ENG4U
  - Biology SBI4U
  - Chemistry SCH4U
  - One of:
    - Functions MCR3U
    - Functions and Applications MCF3M

### Indigenous Applicants

The Arthur Labatt Family School of Nursing recognizes that Indigenous Peoples are not represented adequately in the nursing profession and therefore welcomes their applications.

Eligible Indigenous applicants may be admitted to the nursing program from one of two paths:

1. Indigenous applicants who have successfully completed the program's admission requirements, and whose admission average has met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered for admission along with all other program applicants.
2. Indigenous applicants who have successfully completed the program's admission requirements, but whose overall average has NOT met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered on a discretionary basis set aside for applicants in this latter category.

### Applicants from Degree Nursing Programs

Applicants in this category must have completed the requirements as outlined below to receive admission consideration:

1. Meet admission requirements as stated in this policy;
2. Submit, in writing, the reason for leaving the previous or current program and for applying to a nursing program at Western University.

The applicant must provide written permission to the Arthur Labatt Family School of Nursing to contact the Dean, Director, Coordinator, or Head of the Nursing program in which the student was previously or is currently registered for release of information about the student's status in the previous or current nursing program (including matters pending) with regard to failures, probation, suspensions, determination of professional unsuitability, disciplinary action, or other related matters.

Applicants are not admitted into upper year studies. All core Nursing courses must be completed at Western University.

### **Submission of Applications for Admission**

Applications for admission to the Bachelor of Science in Nursing Program must be submitted by February 15. It is recommended that the application be made early to ensure all required documentation arrive in a timely manner. The enrolment in this program is limited.

### **COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)**

#### **Admission Requirements (for Admission, September 2025 and beyond)**

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

#### **1. Prerequisite requirements:**

All applicants must also have completed the following courses at an accredited University with a minimum grade of 60% in each of physiology, anatomy and statistics (see below):

1. 1.0 course in human physiology, or equivalent
2. 0.5 course in human anatomy, or equivalent
3. 0.5 course in introductory statistics, or equivalent

Prerequisite courses must be taken within 10 years of the year seeking admission.

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the prerequisite requirements.

## 2. Academic requirements:

To be eligible to apply to the Compressed Time Frame Bachelor of Science in Nursing (BScN) program (Regular Stream), applicants:

- Must have completed at least ten (10.0) university-level full-course equivalents with a minimum 75% (3.0 GPA), and
- Have no more than 5.0 courses at the introductory level (equivalent to courses numbered 1000 to 1999 at Western University).

~~If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.~~

Students with university preparation outside of North America must submit documentation from the World Education Services (WES).

### Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

## COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

### Admission Requirements (for Admission, September 2025 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

## 1. Academic requirements:

- Completion of a Practical Nursing program from an accredited College of Applied Arts and Technology in Ontario with a minimum GPA of 75%, or 3.5.
- A minimum average of 65% in 5.0 degree-credit courses (equivalent to one full year) at a recognized university. For applicants with more than 5.0 credits, the top 5.0 course grades will be used.
- Applicants must complete the Practical Nursing diploma by the end of May in the year they are applying.

Applicants with university preparation outside of North America must submit a course-by-course evaluation through the World Education Services (WES).

## 2. Experiential and Registration Requirements:

- A) For applicants who completed the Practical Nursing Diploma within five years prior to applying:
- Have RPN registration in good standing with the College of Nurses of Ontario
  - Be entitled to practice with no restrictions
- B) For applicants who completed the Practical Nursing Diploma more than five years prior to applying:
- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
  - Applicants must provide a complete Verification of Employment Hours form
  - Have RPN registration in good standing with the College of Nurses of Ontario
  - Be entitled to practice with no restrictions

### Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

## COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

### Admission Requirements (for Admission, May 2025 2026 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

#### 1. Academic requirements:

- Completion of an accredited Canadian two-year Practical Nursing Diploma program with a minimum GPA of 75%, or 3.5, and a competitive overall admission average.

#### 2. Experiential and Registration Requirements:

- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
- Applicants must provide a complete Verification of Employment Hours form
- Have RPN registration in good standing with the College of Nurses of Ontario
- Be entitled to practice with no restrictions

### Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is **December 1** ~~January 15~~. It is recommended that the application be made early. The enrolment in this program is limited.

## ACADEMIC POLICIES

The following applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

### Advanced Standing and Transfer of Credit

Decisions regarding advanced standing and transfer of credit are governed by the policy of this University.

1. In exceptional circumstances, a student registered in a BScN program in another university may be able to transfer into a program offered by this University. Permission must be granted by the Admissions Committee, Arthur Labatt Family School of Nursing.
2. An applicant may request transfer of credit toward a degree at this University for courses taken prior to admission to the BScN program at this University. The Arthur Labatt Family School of Nursing reserves the right to determine what transfer of credit will be granted.
3. After admission to the Arthur Labatt Family School of Nursing, students intending to take courses at another university are required to obtain a Letter of Permission from Program Office for credit in their BScN program.

## ADMISSION APPEALS PROCEDURE

The following admission appeals procedure applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

Decisions of the Admissions Committee are final.

Applicants may request a review of the decision by the Admissions Committee, provided that such a request is based upon significant new information, pertinent to the application and not available to the applicant prior to the complete submission of application material. This request must be filed with the Office of the Registrar's Office no later than 2 two weeks after the issuance of the original decision.

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**Last Reviewed:** May 16, 2025

**ITEM 13.4(b) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on “Progression Requirements – Nursing”**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2025, the policy on “Progression Requirements – Nursing” be revised as shown in Item 13.4(b).

**EXECUTIVE SUMMARY:**

The Arthur Labatt Family School of Nursing proposes to revise the requirements for the Registered Practical Nurse (RPN) Stream A and RPN Stream B of the Compressed Time Frame Bachelor of Science in Nursing (BScN) to:

- remove Nursing 2500Q/R/S/T: *Laboratory: Medication Administration*; and
- add a Capstone course, Nursing 4999U: *Transformative Capstone: Making Meaning in the Transition from RPN to RN*, to the curriculum.

Nursing 2500Q/R/S/T is currently a required course for both RPN Streams A and B. Through instructor observation and student evaluations, however, it has been noted that this is an unnecessary course. RPNs are already trained, licensed, and competent in medication administration as part of their foundational nursing education and professional scope of practice. Removing this course streamlines the curriculum, supports more efficient educational pathways, and respects the existing competencies of RPNs transitioning to Registered Nurse (RN) roles.

Nursing 2500Q/R/S/T will be replaced by a Capstone course, Nursing 4999U: *Transformative Capstone: Making Meaning in the Transition from RPN to RN*. Including this capstone course in the RPN Streams A and B curriculum is an important step for RPNs transitioning to the RN role. The course provides a critical opportunity for learners to integrate theoretical knowledge with clinical experience and fosters the development of professional judgment and decision-making skills essential for RN practice. By focusing on self-directed learning and critical reflection the course empowers students to internalize the competencies required for autonomous and collaborative RN practice.

Additionally, the emphasis on inclusivity, peer feedback, and lifelong learning aligns with the evolving responsibilities of RNs in diverse and dynamic healthcare environments. The capstone project serves as a meaningful culmination of the students’ educational journey, reinforcing their readiness to assume the full scope of RN responsibilities.



**ATTACHMENT(S):**

Revisions to the Policy on “Progression Requirements – Nursing”

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## Progression Requirements – Nursing

<b>Subject:</b>	Progression Requirements – Nursing
<b>Subsections:</b>	<a href="#">Programs</a> ; <a href="#">Progression Requirements</a> ; <a href="#">Courses Required for the Western-Fanshawe Collaborative BScN Program</a> ; <a href="#">Courses Required for the Compressed Time Frame BScN Program (Regular Stream)</a> ; <a href="#">Courses Required for the Compressed Time Frame BScN Program (RPN Stream A)</a> ; <a href="#">Courses Required for the Compressed Time Frame BScN Program (RPN Stream B)</a> ; <a href="#">Progression: Clinical Application Collaborative Evaluation</a> ; <a href="#">Failure to Meet Progression Requirements</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>	September 1, 2025
<b>Supersedes:</b>	September 1, 2024; September 1, 2023, January 1, 2023

This policy covers the following nursing undergraduate programs: the Western-Fanshawe Collaborative Bachelor of Science in Nursing, the Bachelor of Science in Nursing, and the Compressed Time Frame Bachelor of Science in Nursing.

Note: The last admission to the Western-Fanshawe Collaborative Bachelor of Science in Nursing is September 1, 2025, and students will complete that program on or before August 31, 2031. Students will be admitted to the Bachelor of Science in Nursing effective September 1, 2026.

### PROGRAMS

Enrolment in non-Nursing courses is limited and in some cases demand exceeds that limit. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.

The Western-Fanshawe Collaborative Bachelor of Science in Nursing, the Bachelor of Science in Nursing, and Compressed Time Frame programs offer a Bachelor of Science in Nursing (BScN) degree that qualify graduates to apply to write the NCLEX-RN and subsequently register as a professional nurse with the College of Nurses of Ontario.

The Western-Fanshawe Collaborative BScN program is offered collaboratively by Western University and Fanshawe College. The first two years of the program are offered at both institutions. All students complete years 3 and 4 at the Western site. Program requirements are the same at both sites.

The Bachelor of Science in Nursing program is an 8-term program offered over 3.5 calendar years.

The Compressed Time Frame (CTF) Nursing program allows students to complete a BScN degree in five consecutive terms if enrolled in the CTF Regular Stream or the RPN Stream A, otherwise if enrolled in the RPN Stream B the program is completed in six consecutive terms.

### PROGRESSION REQUIREMENTS

Students may proceed to the next year of their program if the following conditions are met:

- A PASS is required in clinical application courses
- A passing grade of at least 65% in Nursing theory courses
- A passing grade of at least 60% in the following courses: Physiology 1020, Nursing 1330A/B, Nursing 2440A/B, Nursing 3820A/B, Pharmacology 2060A/B
- A passing grade of at least 50% in all elective courses.

A student whose year average is below 65% may not proceed to the next year/level of the program until the average has been raised to 65% or above.

A maximum of 2.0 full course equivalent credit (FCE) failures are permitted throughout the program.

Failed Nursing courses may be repeated only once. Students who fail a theory or clinical application course will be required to repeat the corequisite theory/clinical

application course.

### **COURSES REQUIRED FOR THE WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM**

Admission to this program is discontinued, effective September 1, 2025. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

#### **Nursing Requirements**

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

<b>Theory Course – Western</b>	<b>Theory Course – Fanshawe</b>	<b>Clinical Application Course - Western</b>	<b>Clinical Application Course - Fanshawe</b>
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 1140A/B	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			
Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			

## Progression Requirements – Nursing

Nursing 4401W/X			
		Nursing 4410A/B	
Nursing 4440A/B			
		Nursing 4461W/X or Nursing 4451W/X	

### Science and Writing Requirements

(must achieve 60%)

Western Course Number	Fanshawe Course Number
Nursing 1330A/B	ANAT 7002
Physiology 1020	NRSG 7039
Pharmacology 2060A/B	PHRM 7004
Nursing 2240A/B or the former Pathology 2420A/B <sup>1</sup>	NRSG 7043
Nursing 3820A/B	

<sup>1</sup> if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs the student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

### COURSES REQUIRED FOR THE BScN PROGRAM

Admission to this program will commence September 1, 2026.

### Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

## Progression Requirements – Nursing

<b>Theory Course</b>	<b>Clinical Application Course</b>
Nursing 1040A/B	
Nursing 1050A/B	
Nursing 1190A/B	
Nursing 1080A/B / Nursing 1180A/B	
Nursing 1120A/B	
Nursing 2630A/B	
Nursing 2290A/B	
	Nursing 2231A/B
Nursing 2270A/B	
	Nursing 2271A/B
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 3630A/B	
	Nursing 3911A/B
Nursing 3920A/B	
	Nursing 3921A/B
Nursing 3310A/B	
Nursing 3340A/B	
Nursing 3440A/B	
Nursing 3500A/B	
Nursing 3456A/B	
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

### Science and Writing Requirements

(must achieve 60%)

<b>Course Number</b>
Nursing 1330A/B
Physiology 1020
Pharmacology 2060A/B
Nursing 2240A/B or the former Pathology 2420A/B <sup>1</sup>
Nursing 3820A/B

<sup>1</sup> if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs the

## Progression Requirements – Nursing

student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

### **COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)**

#### **Nursing Requirements**

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

<b>Theory Course</b>	<b>Clinical Application Course</b>
Nursing 1201A/B	
	Nursing 1335A/B
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
	Nursing 3700Q/R/S/T
	Nursing 3800Q/R/S/T
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

### Science Requirements

(must achieve 60%)

Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2240A/B or the former Pathology 2420A/B <sup>1</sup>

<sup>1</sup> if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

### COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

#### Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3800Q/R/S/T
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	



## Progression Requirements – Nursing

Nursing 4999U	
	Nursing 4461W/X or Nursing 4451W/X

### Science Requirements

(must achieve 60%)

Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B or the former Pathology 2420A/B <sup>1</sup>

<sup>1</sup> if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

### COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

#### Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1050A/B	
Health Sciences 1001A/B	
Health Sciences 1002A/B	
Nursing 1101A/B	
Nursing 1102Q/R/S/T	
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	

## Progression Requirements – Nursing

	Nursing 3800Q/R/S/T
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
Nursing 4999U	
	Nursing 4461W/X or Nursing 4451W/X

### Science Requirements

(must achieve 60%)

Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

### PROGRESSION: CLINICAL APPLICATION COLLABORATIVE EVALUATION

Components of a clinical application course include practice, laboratory and/or simulated professional practice and written work. Professional practice courses are graded as:

**Satisfactory (S)** - Satisfactory performance in relation to the course goals

**Unsatisfactory (U)** - Unsatisfactory performance in any of the course goals

**Needs Development (ND)** - Used at midterm evaluation to identify performance in any of the course goals requiring focused attention

In order for students to achieve satisfactory clinical application performance, they are required to:

- Complete the Pre-Placement Requirements for clinical application agencies by date specified prior to course start;
- Meet all course goals;
- Keep appointments with assigned clients, families and faculty;
- Advise appropriate people of inability to keep appointments in a timely manner;

## Progression Requirements – Nursing

- Attend classes, seminars, clinical application experiences, tutorials, simulation and laboratories;
- Notify the Academic Advisor (Western), Year 1 or 2 coordinator (Fanshawe), clinical instructor and clinical application agency/unit prior to any absence or late arrival;
- Be prepared for all clinical application assignments;
- Adhere to/comply with all professional Guidelines and Standards of Practice of the College of Nurses of Ontario;
- Successfully meet all requirements of the Collaborative Success Plan (CSP) if applicable.

### Unacceptable Clinical Application

Behaviors leading to unacceptable clinical application place students, the institution and/or its clients at risk. Examples include but are not limited to:

- Lack of judgment, knowledge or skill;
- Unprofessional comments or conduct;
- Inadequate preparation;
- Abuse of the position of trust;
- Unsafe practice;
- Violation of confidentiality and/or privacy.

**NOTE:** It is strictly forbidden that any audio/video/photographic images be taken in any clinical application setting, including lab and simulation for any reason.

Any student who exhibits signs or behaviours that jeopardize the welfare of the client or agency will be asked to leave the agency. Any instance of unacceptable practice will be reported to the Associate Director, Undergraduate Programs (Western) or the Chair of the Collaborative BScN program (Fanshawe College). Removal from any clinical application course may result in a course failure and/or withdrawal from the program.

### FAILURE TO MEET PROGRESSION REQUIREMENTS

Students who fail to meet progression requirements are advised to contact the following individuals regarding continuation in the program:

*Western collaborative students, Western BScN students, and Western CTF students:* Academic Advisors, Arthur Labatt Family School of Nursing

*Fanshawe site students:* Year Coordinator

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**Last Reviewed:** May 16, 2025

**ITEM 13.4(c) – Schulich School of Medicine & Dentistry: Introduction of a Subject Area in Public Health**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Subject Area in “Public Health” be introduced by the Schulich School of Medicine & Dentistry and included in Category C for Breadth Requirements for Graduation, as shown in Item 13.4(c).

**EXECUTIVE SUMMARY:**

The Schulich School of Medicine & Dentistry is proposing to introduce a new Subject Area in “Public Health”. Public health is the organized, systematic effort by societies to protect and improve population health through core functions including health surveillance, environmental protection, disease prevention, emergency response, health system planning, governance, research, and resource allocation. It integrates multiple disciplines to monitor health status, identify threats, implement preventive measures, and develop evidence-based policies that create conditions for healthy populations. Unlike individual medical care, public health emphasizes collective action and systemic approaches, focusing on addressing the environmental, structural, social, and individual determinants that influence health outcomes across entire populations.

While academic institutions are responding by expanding public health education programs, in Canada comprehensive public health training remains primarily available only at the graduate level. There is significant demand for these programs, with Master of Public Health programs, including Western's program, receiving many times more applications than available spaces. At Western, the Schulich School of Medicine & Dentistry in partnership with the Faculty of Health Sciences seeks to launch a comprehensive undergraduate public health program suited to meet both growing workforce demand and increasing student interest in this burgeoning field.

The Public Health Subject Area is being introduced for two reasons:

1. To contain two new courses (Public Health 3000F/G: *Current Topics in Public Health* and Public Health 4000E: *Community-Engaged Learning and Research Skills in Public Health*), which will be included in the proposed Honours Specialization in Public Health. This Honours Specialization is being introduced by the Schulich School of Medicine & Dentistry in partnership with the Faculty of Health Sciences.

**Notes:**

- Proposals to introduce Public Health 3000F/G and Public Health 4000E will be submitted to the Subcommittee on Undergraduate Academic Courses (SOC) following approval of the Subject Area.

- A proposal to introduce an Honours Specialization in Public Health has been submitted to the Subcommittee on Program Review – Undergraduate (SUPR-U).
2. The Public Health Subject Area will also serve as a Subject Area for courses that will contain content that spans several of the subject areas above that are the focus of public health.

**ATTACHMENT(S):**

[Revised Calendar Copy – Breadth Requirements for Graduation](#) (contained in the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”)

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REVISED CALENDAR COPY

[https://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/registration\\_progression.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf)

**REGISTRATION AND PROGRESSION IN THREE-YEAR, FOUR-YEAR AND HONOURS PROGRAMS**

*The first part of the policy is unchanged*

**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 C**

*Engineering*

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

*Medical Science*

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology, **Public Health**

*Science*

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Materials Science, Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

*Various*

Communication Sciences and Disorders, Financial Modelling

*The remainder of the policy is unchanged.*

**ITEM 13.4(d) – Faculty of Science, Department of Physics and Astronomy:  
Revisions to the Honours Specialization and Specialization in Medical Physics**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization and Specialization in Medical Physics, offered by the Department of Physics and Astronomy in the Faculty of Science, be revised as shown in Item 13.4(d).

**EXECUTIVE SUMMARY:**

The Honours Specialization and Specialization in Medical Physics offered by the Department of Physics and Astronomy suffer from low enrolment and require offering two specialty courses, Physics 4662A/B and Physics 4672A/B, one of which also suffers from low enrolment (Physics 4662A/B). The Department of Medical Biophysics does not offer any undergraduate modules that would lead to their CAMPEP accredited graduate program in Medical Physics (CAMPEP certification is required to work professionally as a Medical Physicist). While replacing some specialty courses in the Honours Specialization and Specialization in Medical Physics with courses from Medical Biophysics would be an option, the Department of Physics and Astronomy feels it makes more sense to revise and update the modules to be offered in collaboration with the Department of Medical Biophysics such that they will better satisfy the needs and career aspirations of students in both departments. The modules will continue to be homed in the Department of Physics and Astronomy within the Faculty of Science and lead to a Bachelor of Science (BSc) degree.

The requirements of the Honours Specialization and Specialization in Medical Physics are updated to i) remove specialty courses in Physics, ii) replace Physics laboratory courses with Medical Biophysics laboratory courses, and iii) clean up picklists to include newer courses and remove courses that are no longer offered.

The revised modules bring in upper-year courses from Medical Biophysics while retaining enough physics for students to fully qualify for entry to a CAMPEP certified graduate degree. Students who successfully complete the Honours Specialization program will be able to go on to either a professional or research career in medical physics.

The overall course requirement for the Honours Specialization increases slightly from 10.0 to 10.5 due to the substitution of the Medical Biophysics Honours thesis requirement (1.5 total courses from the linked Medical Biophysics 4985E and Medical Biophysics 4986Y) instead of the Physics Honours thesis option that is removed (1.0 course Physics 4999 and the non-credit Physics 4950Y seminar).

The module/program-level learning outcomes will not change.

Students currently enrolled in the modules will be able to continue with minimal impact. In most cases it should be straightforward for current students to complete the new requirements as most of the original courses are still picklist options in the revised module. A small number of special permissions could cover any other difficulties current students might encounter.

These changes should make the modules more attractive and satisfy a larger group of students' needs and career aspirations.

**ATTACHMENT(S):**

[Revised Calendar Copy – Honours Specialization in Medical Physics](#)

[Revised Calendar Copy – Specialization in Medical Physics](#)

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REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21104>

## HONOURS SPECIALIZATION IN MEDICAL PHYSICS

Offered by the Department of Physics and Astronomy (Faculty of Science) in collaboration with the Department of Medical Biophysics (Schulich School of Medicine & Dentistry), this module can be completed within a Bachelor of Science (Honours) degree, offered by the Faculty of Science, only. Students who successfully complete this module will have satisfied the requirements for entry into a CAMPEP certified graduate program leading to a career as a Professional Medical Physicist (certification necessary to work in a clinical setting).

### Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.5 principal courses, each with a mark of at least 60%.

~~4.0~~ **0.5** course from: (Physics 1201A/B, Physics 1401A/B, Physics 1501A/B, the former Physics 1301A/B or 80% in the former Physics 1028A/B) ~~and (Physics 1202A/B, Physics 1402A/B, Physics 1502A/B, the former Physics 1302A/B or 80% in the former Physics 1029A/B).~~

**0.5** course from: Physics 1202A/B, Physics 1402A/B, Physics 1502A/B, the former Physics 1302A/B or 80% in the former Physics 1029A/B.

**1.0** course **from**: (Calculus 1000A/B or Calculus 1500A/B or Numerical and Mathematical Methods 1412A/B) and (Calculus 1501A/B (recommended) or Calculus 1301A/B with a minimum mark of **75%** ~~85%~~ or Numerical and Mathematical Methods 1414A/B); or the former Applied Mathematics 1413 or the former Applied Mathematics 1412A/B and the former Applied Mathematics 1414A/B.

**0.5** course from: Mathematics 1700A/B, Mathematics 1600A/B, Numerical and Mathematical Methods 1411A/B, the former Applied Mathematics 1411A/B.

**0.5** additional course from the Faculty of Science. It is highly recommended that students complete one of the following: Chemistry 1301A/B, Chemistry 1302A/B, Computer Science 1025A/B or Computer Science 1026A/B, Data Science 1000A/B or the former Statistical Science 1024A/B.

**0.5** additional course.

### Module

~~4.0~~ **10.5** courses:

~~4.0~~ **0.5** course **from**: Calculus 2302A/B, Calculus 2502A/B (preferred), ~~Calculus 2503A/B.~~

**0.5** course **from**: Calculus 2303A/B, Calculus 2503A/B (preferred).

~~4.0~~ **0.5** course: Applied Mathematics 2402A/B, ~~Applied Mathematics 3815A/B.~~

~~1.0~~ **1.5 courses**: Physics 2101A/B, Physics 2110A/B, ~~and~~ (Physics 2104A/B or the former Physics 2102A/B).

~~1.0 course~~: ~~Physics 2110A/B and Physics 2910F/G.~~

~~4.5~~ **1.5 courses from**: Physics 3151A/B, Physics 3200A/B, Physics 3300A/B, Physics 3400A/B, ~~Physics 3900F/G/Z, Physics 3926F/G, Physics 4351A/B, Physics 4999E.~~

~~0.5 course from: Physics 4662A/B or Physics 4672A/B.~~

**0.5 course**: Physics 3926F/G.

**2.0 courses**: Medical Biophysics 3330F, Medical Biophysics 3501A, Medical Biophysics 3980E.

~~0.5 course from: Medical Biophysics 3503G, the former Medical Biophysics 3505F, the former Medical Biophysics 3645A/B, Medical Biophysics 4445A/B, Medical Biophysics 4455A/B or the remaining course from Physics 4662A/B or Physics 4672A/B.~~

~~0.5 course from: any Physics or Astronomy course not already taken at the 3000 level or above.~~

**1.0 course** from: Applied Mathematics 3815A/B, Medical Biophysics 3467B, Medical Biophysics 3503G, Medical Biophysics 3720A, Medical Biophysics 3820B, any courses not yet taken numbered 2900 or higher in Physics.

**1.0 course** from: Medical Biophysics 4445A/B (but only if Medical Biophysics 3503G was not taken to satisfy a requirement above), Medical Biophysics 4330A, Medical Biophysics 4467B, Medical Biophysics 4501A, Physics 4672A/B.

**1.5 courses**: Medical Biophysics 4985E, Medical Biophysics 4986Y.

Students must also complete Physics 2950Y, ~~and~~ Physics 3950Y, ~~Physics 4950Y~~ (non-credit seminar courses).

**Note:** The above courses may have prerequisites that are not included in the module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21109>

**SPECIALIZATION IN MEDICAL PHYSICS**

Offered by the Department of Physics and Astronomy (Faculty of Science) in collaboration with the Department of Medical Biophysics (Schulich School of Medicine & Dentistry), this module can be completed within a Bachelor of Science degree, offered by the Faculty of Science, only.

**Admission Requirements**

Completion of first-year requirements including the following 3.5 courses, each with a mark of at least 60%:

~~4.0~~ **0.5** course from: (Physics 1201A/B, Physics 1401A/B, Physics 1501A/B, the former Physics 1301A/B or 80% in the former Physics 1028A/B) ~~and (Physics 1202A/B, Physics 1402A/B, Physics 1502A/B, the former Physics 1302A/B or 80% in the former Physics 1029A/B).~~

**0.5** course from: Physics 1202A/B, Physics 1402A/B, Physics 1502A/B, the former Physics 1302A/B or 80% in the former Physics 1029A/B.

**1.0** course: (Calculus 1000A/B or Calculus 1500A/B or Numerical and Mathematical Methods 1412A/B) and (Calculus 1501A/B (recommended) or Calculus 1301A/B with a minimum mark of **75%** ~~70%~~ or Numerical and Mathematical Methods 1414A/B); or the former Applied Mathematics 1413 or the former Applied Mathematics 1412A/B and the former Applied Mathematics 1414A/B.

**0.5** course from: Mathematics 1700A/B, Mathematics 1600A/B, Numerical and Mathematical Methods 1411A/B, the former Applied Mathematics 1411A/B.

**0.5** additional course from the Faculty of Science. It is highly recommended that students complete one of the following: Chemistry 1301A/B, Chemistry 1302A/B, Computer Science 1025A/B or Computer Science 1026A/B, Data Science 1000A/B or the former Statistical Science 1024A/B.

**0.5** additional course.

**Module**

**10.0** courses:

**0.5** course from: Calculus 2502A/B (preferred), Calculus 2302A/B.

**0.5** course from: Calculus 2503A/B (preferred), Calculus 2303A/B.

~~4.0~~ **0.5** course: Applied Mathematics 2402A/B, ~~Applied Mathematics 3815A/B.~~

~~4.0~~ **1.5** courses from: Physics 2101A/B, Physics 2110A/B, **and (Physics 2104A/B or the former Physics 2102A/B).**

~~1.0~~ course: ~~Physics 2110A/B and Physics 2910F/G.~~

~~3.5~~ **1.5** courses from: Physics 3151A/B, Physics 3200A/B, Physics 3300A/B, Physics 3400A/B, ~~Physics 3900F/G/Z, Physics 3926F/G, Physics 4351A/B.~~

~~0.5~~ course from: ~~Physics 4662A/B or Physics 4672A/B.~~

**0.5 course:** Physics 3926F/G.

**2.0 courses:** Medical Biophysics 3330F, Medical Biophysics 3501A, Medical Biophysics 3980E.

~~1.0 course from: Medical Biophysics 3503G, the former Medical Biophysics 3505F, the former Medical Biophysics 3645A/B, Medical Biophysics 4445A/B, Medical Biophysics 4455A/B or the remaining course from Physics 4662A/B or Physics 4672A/B.~~

~~1.0 course from: any Physics or Astronomy course not already taken at the 3000 level or above.~~

**1.0 course** from: Applied Mathematics 3815A/B, Medical Biophysics 3467B, Medical Biophysics 3503G, Medical Biophysics 3720A, Medical Biophysics 3820B, any courses not yet taken numbered 2900 or higher in Physics).

**1.0 course** from: Medical Biophysics 4445A/B (but only if Medical Biophysics 3503G was not taken to satisfy a requirement above), Medical Biophysics 4330A, Medical Biophysics 4467B, Medical Biophysics 4501A, Physics 4672A/B.

**1.0 course** from: Any course not yet taken from either of the two lists above.

Students must also complete Physics 2950Y, **and** Physics 3950Y, ~~Physics 4950Y~~ (non-credit seminar courses).

**Note:** The above courses may have prerequisites that are not included in the module.

**ITEM 13.4(e) – Faculty of Social Science: Renaming of and Revisions to the Social Science Internship Program and Withdrawal of the BMOS Internship Program**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2025, the “Social Science Internship Program” offered by the Faculty of Social Science be renamed as the “Social Science Co-op Program” and that the program requirements be revised as shown in Item 9.0; and

That effective September 1, 2025, admission to the BMOS Internship Program offered by the Faculty of Social Science be discontinued; and

That students currently enrolled in the BMOS Internship Program be permitted to graduate with the BMOS Internship Program upon fulfilment of program requirements by August 31, 2026; and

That the BMOS Internship Program be withdrawn effective September 1, 2026.

**EXECUTIVE SUMMARY:**

The Faculty of Social Science is proposing to:

- revise the existing Social Science Internship Program to a Social Science Co-op Program with a minimum of three four-month work terms required; and
- withdraw the BMOS Internship Program and streamline student participation into a single Faculty-wide Social Science Co-op Program.

Currently, students enrolled in an Honours Specialization, Specialization, or Major from any department of the Faculty of Social Science on Main Campus are eligible to apply for the Social Science Internship Program. Students in the Social Science Internship Program can integrate a 4-, 8-, 12-, or 16-month work term into their degree for elective credit.

Students enrolled in the third year of a four-year undergraduate degree program that includes an Honours Specialization, Specialization, or Major in a Main Campus Bachelor of Management and Organizational Studies (BMOS) module are also currently eligible to enroll in the BMOS Internship Program. Students in the BMOS Internship Program can integrate an 8-, 12-, or 16-month work term into their degree for elective credit.

The Faculty of Social Science is proposing 1) that the BMOS Internship Program in the Faculty of Social Science on Main Campus be withdrawn to streamline student

participation into a single program and 2) that the Social Science Internship Program be revised to a Social Science Co-op Program with a minimum of three four-month work terms required to achieve the ‘Social Science Co-op Program’ themed program.

The shift to a single faculty-wide program will create clear and consistent pathways for student and employer engagement. It will increase efficiencies in program delivery that will enable program growth. It will continue to meet the need from industry to hire students for positions ranging from 4-16-months. The change in terminology from “internship” to “co-op” better reflects the nature of the program – it features paid, work integrated learning experience that is eligible for Ontario’s Cooperative Education Tax Credit. This terminology is also in line with the programs in Engineering and Science. Finally, it reflects the interest of students and families and therefore has a prospective student recruitment benefit.

Students may enter the Social Science Co-op Program at any time up to the term prior to their last term of study. Students enrolled in the “Social Science Co-op Program” will be required to complete a minimum of three four-month work terms of co-op/practical experience prior to graduation to achieve the ‘Social Science Co-op Program’ themed program.

Students may gain co-op work experience in any term after first year and during a 16-month window (May n – September n+1) between the penultimate year and the final, full-time term of study. The required three work terms of experience may be acquired through any combination of the terms.

Each four-month work term will be recorded on the Academic Transcript with a course notation:

Work term 1 – Social Science 3910A/B/Y  
Work term 2 – Social Science 3920A/B/Y  
Work term 3 – Social Science 3930A/B/Y  
Work term 4 – Social Science 3940A/B/Y

A co-op fee will be charged for each four-month work term.

Students will be required to attend preparatory workshops and meet other reflection requirements included in Social Science 3996A/B/Y (0.5 credit): *Co-op Preparation, Experience and Reflection 1* and Social Science 3997A/B/Y (0.5 credit): *Co-op Preparation, Experience and Reflection 2*, according to specified timelines.

Students who complete preparatory requirements and are successful in securing and completing one or more four-month work term(s) will receive 0.5 credit (Social Science 3996A/B/Y and Social Science 3997A/B/Y) for each work term to a maximum of 1.0 credit. Students who complete at least three four-month work terms will graduate with the ‘Social Science Co-op Program’ themed program. Students who do not complete the required level of work experience are eligible to receive up to 1.0 credit but will not graduate with the ‘Social Science Co-op Program’ themed program.

*Impact on Current Students*

Students who entered the Social Science Internship Program prior to September 2025 will continue to follow the requirements of the 2024 Academic Calendar. Newly admitted students will be starting the co-op program. Students who complete three or more work terms by September 2025 will graduate with the 'Social Science Internship Program' on the degree. Students who complete fewer than three work terms through the Social Science Internship Program prior to September 2025 will be eligible to count the work terms completed toward the three four-month work term requirement of the Social Science Co-op Program.

There are 29 students currently enrolled in the BMOS Internship Program and 35 additional students projected to be enrolled prior to September 1, 2025. Students currently enrolled in the BMOS Internship program will be permitted to graduate with the BMOS Internship Program upon fulfillment of program requirements by August 31, 2026. Students who do not complete program requirements by August 31, 2026 will have the option to transfer to the revised Social Science Co-op Program.

**ATTACHMENT(S):**

[Revised Calendar Copy – Social Science Internship Program](#)

[Revised Calendar Copy – BMOS Internship Program](#)

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REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21664>

**SOCIAL SCIENCE ~~CO-OP~~ ~~INTERNSHIP~~ PROGRAM**

**For requirements for students entering the program prior to September 2025, see the 2024 Academic Calendar.**

**Requirements for students entering the program in September 2025:**

**Module/Program Information**

The Social Science ~~Co-op~~ ~~Internship~~ Program (~~SSCP~~) (~~SSIP~~) aims to provide 4 – 16-month practical degree-related experience in a paid, employment setting. All students enrolled in **a four-year undergraduate degree program with** an Honours Specialization, Specialization or Major in the Faculty of Social Science at Western University are eligible to enroll in the Social Science ~~Co-op~~ ~~Internship~~ Program.

Students must also satisfy the eligibility requirements which are to: (i) **be registered in full-time\* academic studies at Western University** ~~have at least a 70% average on their previous 5.0 courses;~~ (ii) ~~have completed at least 5.0 credits at Western University; and (iii)~~ (ii) **be in good standing with their Department or program module as appropriate.** **International students are eligible to apply for the program.**

Students interested in the Social Science ~~Co-op~~ ~~Internship~~ Program should apply through Western Connect (<http://connect.uwo.ca>). **Students apply to the program in the fall of each year to complete a 4-month work term.** ~~Students enrolled in a 15.0-credit or 20.0-credit degree program may apply for short-term (4 month) internship in the fall term of their second, third or fourth year of study.~~ Students enrolled in a 20.0-credit degree program may apply **for long-term (8-16 month) internship** in the fall term of their third year of study **to complete between two to four consecutive 4-month work terms.** ~~Additional opportunities may include an internship work term between years four and five of an eligible academic program, or between years one and year two of a second degree.~~

Students who meet the academic eligibility criteria will be required to attend preparatory workshops and meet other requirements included in Social Science ~~3996A/B/Y~~ ~~3995A/B/Y~~ and Social Science ~~3994~~ prior to their **first** work term. Students who are successful in securing a ~~short-term (4-month) internship~~ ~~co-op~~ will pay an ~~internship~~ fee and receive 0.5 credit for Social Science ~~3996A/B/Y~~ ~~3995A/B/Y~~ upon successful completion of the **first** work term. Students who are **un**successful in securing a ~~long-term (8-16 month) internship~~ ~~co-op~~ will ~~pay an internship fee and receive 1.0 credit for Social Science 3994 upon successful completion of the work term.~~ Students who are not successful in securing an ~~internship~~ will be withdrawn from Social Science ~~3996A/B/Y~~ ~~3995A/B/Y~~ or Social Science ~~3994~~ without academic penalty and will not be liable for the ~~administrative~~ ~~co-op~~ fee.



Students who secure a second 4-month co-op and meet the requirements of Social Science 3997A/B/Y will pay a fee and receive 0.5 credit for Social Science 3997A/B/Y upon successful completion of the second work term. Students who are not successful in securing a co-op will be withdrawn from Social Science 3997A/B/Y without academic penalty and will not be liable for the co-op fee.

Students who secure a third 4-month co-op will pay a fee and achieve the “Social Science Co-op Program” themed program upon successful completion of the third work term. Students can complete a maximum of four 4-month work terms and achieve a maximum of 1.0 credit.

Each four-month work term will be recorded on the Academic Transcript with a course notation:

Work term 1 – Social Science 3910A/B/Y  
Work term 2 – Social Science 3920A/B/Y  
Work term 3 – Social Science 3930A/B/Y  
Work term 4 – Social Science 3940A/B/Y

A co-op fee will be charged for each 4-month work term.

~~During their work term, students will be registered in one of four courses depending on the length of the internship:~~

~~Social Science 3990A/B/Y— Internship: Work Term (4 month)~~

~~Social Science 3991— Internship: Work Term (8 month)~~

~~Social Science 3992— Internship: Work Term (9-12 month)~~

~~Social Science 3993— Internship: Work Term (13-16 month)~~

~~International students who meet the requirements to participate in the themed program must secure a valid co-op work permit regardless of the timing and length of the internship.~~

~~Following the work term, students will complete a final assignment and presentation. A grade of pass/fail will be assigned to each of the course components completed as part of the themed program.~~

Students who qualify to receive a continuing scholarship in the academic year in which they participate in the Social Science **Co-op Internship** Program are permitted to defer receipt of the scholarship for one year.

Students may not take any academic courses during the **internship co-op** work term courses, unless granted special permission by the Associate Dean (Undergraduate), Faculty of Social Science. Only those students with a cumulative average of at least 75% should apply for special permission.

Participating students will continue to have access to the student health plan while on work term.

\*Students registered with Accessible Education are considered full-time if enrolled in 40% of a full-time course load (i.e., 1.0 credit or more per term).

For additional information, please

visit <https://www.ssc.uwo.ca/undergraduate/InternshipsSocialScience/InternshipInformationStudents/index.html> .

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21578>

**BMOS INTERNSHIP PROGRAM – ADMISSION DISCONTINUED**

**Module/Program Information**

Admission to this program is discontinued, effective September 1, 2025. Students currently enrolled in the program will be permitted to graduate with the BMOS Internship Program upon fulfillment of the program requirements by August 31, 2026.

*The program requirements remain unchanged.*

**ITEM 13.4(f)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Doctor of Education (EdD)**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**                      That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Education (EdD) be revised as shown in Item 13.4(f)(i).

**EXECUTIVE SUMMARY:**

The Faculty of Education proposes to introduce a new field of Curriculum and Pedagogy in the Doctor of Education (EdD). The new field will have the same objectives, structure and regulations, mode of delivery, Graduate Degree Level Outcomes (GDLES), and assessment of teaching and learning as the three current EdD fields.

**ATTACHMENT(S):**

[Major Modification to the Doctor of Education \(EdD\)](#)

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### **Major Modification to the Doctor of Education (EdD)**

This is a modification to introduce a new field of Curriculum and Pedagogy in the Doctor of Education (EdD) in the Faculty of Education. The new field will have the same objectives, structure and regulations, mode of delivery, Graduate Degree Level Outcomes (GDLES), and assessment of teaching and learning as the three current EdD fields. The new field will be displayed on the transcript and parchment.

The EdD is a full-time doctoral program which follows the Carnegie Project on the Education Doctorate model and consists of sequential courses with three milestones including a culminating milestone and the Dissertation in Practice (DiP). The mode of delivery is fully online.

#### *Program milestones and timelines:*

1. Problem of Practice written by the end of Year 1.
2. Proposal written by the end of Year 2.
3. DiP completed and submitted as the culminating milestone by the end of Year 3.

Students receive in-course instruction on the development, presentation, and evaluation of the milestones. Five half-courses are similar for all fields.

#### *Other Milestone:*

Academic Integrity Milestone

<b>Current program</b>	<b>Proposed Change(s)</b>
EdD – Applied Behavioural Analysis EdD – Educational Leadership EdD – Equity, Diversity, and Social Justice	EdD – Applied Behavioural Analysis EdD – Educational Leadership EdD – Equity, Diversity, and Social Justice EdD – Curriculum and Pedagogy

### **Curriculum and Pedagogy Field**

The Curriculum and Pedagogy field is designed, at the doctoral level, to enhance the professional knowledge of its graduates in curriculum and pedagogy.

The program actively encourages students to apply what they learn to their professional practice and to embrace an ethic of critical self-reflectivity. The program is designed to prepare students for key roles within the field of Curriculum and Pedagogy. The program culminates in a DiP that is designed to enhance professional learning and deepen understanding of curriculum and pedagogy.

Courses in this proposed field aim to familiarize students with the theoretical, conceptual, methodological, and professional knowledge that is foundational to the field of Curriculum and Pedagogy and prepare students to integrate theory and research in ways that are meaningful and relevant to identifying and addressing education Problems of Practice. This approach will be valuable for new and experienced educators looking to expand their knowledge and understanding of curriculum and pedagogy.

***Program Requirements: Curriculum and Pedagogy Field***

Expected Duration: 9 terms

The program will consist of 5.5 Full Credit Equivalents (FCEs) courses.

<b>Term</b>	<b>REQUIRED COURSES (5.5 Total Credits)</b>			All Term 1 to Term 9 courses must be completed by all students.	
	<b>Subject</b>	<b>Course #</b>	<b>Length (in terms)</b>	<b>Course Title</b>	<b>Course Weight</b>
1	GRADEDUC	9734	1	Advanced Topics in Curriculum for Practitioners	0.5
2	GRADEDUC	9735	1	Analysis of Teaching and Learning for Practitioners	0.5
3	GRADEDUC	9736	1	Curriculum, Teaching, and Learning in a Changing World	0.5
3	GRADEDUC	9738	1	Dissertation-in-Practice (DiP) 1: Introduction to Research and Problem of Practice for CP	0.5
5	GRADEDUC	9739	1	Assessment and Evaluation for Curriculum Leaders	0.5
5	GRADEDUC	9740	1	Reading Curriculum Research for Practitioners	0.5
6	GRADEDUC	9745	1	Curriculum and Pedagogy Reform and Challenges of Implementation	0.5
6	GRADEDUC	9747	1	Dissertation-in-Practice (DiP) 2: Proposal for CP	0.5
7	GRADEDUC	9748	1	Dissertation-in-Practice (DiP) 3: Secondary Data and Analysis for CP	0.5
8	GRADEDUC	9749	1	Dissertation-in-Practice (DiP) 4: Full Draft Writing for CP	0.5
9	GRADEDUC	9756	1	Dissertation-in-Practice (DiP) Assessment and Evaluation	0.5

Certain admission requirements will be specific to the new field including a Master's degree in Curriculum Studies, education and/or related fields and will include relevant professional experiences.

### ***Admission Requirements***

Applicants are required to submit a Statement of Intent of a maximum of 500 words, three letters of recommendation (from academic and/or professional supervisors, or equivalent), transcripts, a writing sample, and a current resume.

- Master's degree in curriculum studies, education, and/or related fields.
- Minimum GPA of 3.5.
- Minimum three years' work experience in education.
- Currently employed in education, with a focus on curriculum and pedagogy.
- A commitment to advancing the scholarship and practice of curriculum and pedagogy is demonstrated in the Statement of Intent.
- Minimum Criteria for English Language Proficiency as described below:
  - Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language.
  - For International applicants, an IELTS average score of 7.0, with a minimum score of 6.5 on each scale, and an interview, will be required.
  - Applicants who fall below the score of 7/9 overall will be reviewed on a case-by-case basis by the Associate Dean, Graduate Programs, who may recommend an offer conditional on successfully completing a 12-week, WELC boost onsite English program or comparable online language program before the start of the program.
  - Or, equivalent scores on other SGPS and Western-recognized English Language Proficiency tests.
  - Or, English language programs are accepted in lieu of English Proficiency Tests.

The Faculty of Education plans to start with a conservative scenario, where it accepts a new cohort in this new EdD field every three years, to ensure that it offers its students the best experience possible while also requiring minimal instructional resources. Based on this experience, and based on availability of instructional resources, the ARC may then then decide, with administrative approval, to increase the frequency of accepting new cohorts as described in scenarios: accept a new cohort every two years or accept a new cohort every year.

This major modification does not change any Program Learning Outcomes as the proposed new EdD field follows the model of the three existing EdD fields.

Any student from a current EdD field who would like to move to this field will need internal approval to ensure they meet the admission requirements of this new field.

**ITEM 13.4(f)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering**

**ACTION:**    ☒ APPROVAL    ☐ INFORMATION    ☐ DISCUSSION

**Recommended:**            That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Master of Engineering (MEng) in Electrical and Computer Engineering be revised as shown in Item 13.4(f)(ii); and

That students currently enrolled in the following fields be permitted to graduate upon fulfillment of the field requirements by April 30, 2027:

Communications and Signal Processing  
Power Systems Engineering  
Robotics and Control; and

That the above-named fields be withdrawn effective May 1, 2027.

**EXECUTIVE SUMMARY:**

Currently, there are four fields in the Master of Engineering (MEng) in Electrical and Computer Engineering: Software Engineering, Communications and Signal Processing, Robotics and Control, and Power Systems.

The Department of Electrical and Computer Engineering proposes consolidating three of the existing fields - Communications and Signal Processing, Power Systems Engineering, and Robotics and Control - into one general “Electrical Engineering” field due to persistently low enrollment. This change will not affect the Software Engineering field, which continues to attract strong enrollment.

**ATTACHMENT(S):**

[Major Modification to the Master of Engineering \(MEng\) in Electrical and Computer Engineering](#)

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**Major Modification to the Master of Engineering (MEng)  
in Electrical and Computer Engineering**

Currently, there are four fields in the Master of Engineering (MEng) in Electrical and Computer Engineering program (Software Engineering; Communications and Signal Processing; Robotics and Control; Power Systems), in addition to the faculty-wide Collaborative Specialization in Engineering in Medicine and Collaborative Specialization in Artificial Intelligence.

Over the past several years, enrollment in the Communications and Signal Processing, Power Systems, and Robotics and Control fields has remained low, typically ranging from 8 to 16 students per field, in contrast to consistently high enrollment in the Software Engineering field. The current MEng structure requires the Department of Electrical and Computer Engineering (ECE) to offer 2.5 core technical course credits in each field. As a result, ECE must deliver 20 distinct core technical courses annually, regardless of actual student demand, which is no longer sustainable.

This challenge is further exacerbated by external factors, including the introduction of the Provincial Attestation Letter (PAL) system and significant delays in international student visa processing. These changes have contributed to increased uncertainty and reduced the attractiveness of graduate study in Canada for international applicants – a group that historically represents a large portion of the MEng student population. The trend of low enrollment in these three fields is therefore expected to continue or worsen.

To address this issue, the Department proposes consolidating the Communications and Signal Processing, Power Systems, and Robotics and Control fields into a single, more general MEng field titled Electrical Engineering. This change would phase out the three individual fields while maintaining academic breadth. In addition to addressing the sustainability of course offerings, the new consolidated field would provide prospective students with greater flexibility in course selection, allowing them to tailor their program to meet specific academic and technical interests. This change will not affect the Software Engineering field, which continues to attract strong enrollment. The new consolidated Electrical Engineering field will align with the existing structure of other MEng fields, and admission requirements will remain consistent with those currently in place across the program.

The technical courses for the new consolidated Electrical Engineering field will follow the same current MEng program structure of core courses and elective courses in ECE. The core and elective courses are classified as Category A and Category B courses, respectively. The list of courses in both categories is provided in the Appendix. Students are required to take 2.5 course credits from Category A while the remaining courses are selected from Category B.



Current program	Proposed Change(s)
<p><b>Fields of Study</b></p> <ul style="list-style-type: none"> <li>▪ Communication Systems and Data Networking</li> <li>▪ Power Systems Engineering</li> <li>▪ Robotics &amp; Control</li> <li>▪ Software Engineering</li> </ul> <p>Offered courses in each field include a list of five mandatory core courses and a menu of technical elective courses where students are required to select one or three such courses depending on their enrollment in the project-based option or the course-based option, respectively.</p> <p>1.0 credits from professional courses.</p>	<p><b>Fields of Study</b></p> <ul style="list-style-type: none"> <li>▪ Electrical Engineering</li> <li>▪ Software Engineering</li> </ul> <p>The structure of technical core and elective courses is maintained such that they are included, respectively, in Category A and Category B courses which are given in the Appendix. This course classification will be extended to the Software Engineering field. Students are required to take 2.5 technical course credits from Category A courses while the remaining are selected from Category B courses depending on enrollment in the course-based option (1.5 credits) or project-based option (0.5 credits).</p> <p>1.0 credits from professional courses.</p>

The program learning outcomes will not change.

Current students will have the option of switching to the proposed field.

## **Appendix**

### **Lists of Categories A and B Courses in the Proposed MEng Field**

#### **Category A Courses**

ECE 9031	Advanced Digital Signal Processing
ECE 9303	Networking Principles
ECE 9038	Wireless Communications: Design and Simulation
ECE 9023	Random Signals, Adaptive and Kalman Filtering
ECE 9053	Robotics Manipulators
ECE 9056	Linear Systems and Modern Control
ECE 9156	Topics in Autonomous Robotics
ECE 9057	Advanced Digital Control Systems
ECE 9043	High Frequency Power Electric Converters
ECE 9048	Modeling Power Systems for Protection, Control, and Transient Studies
ECE 9042	Theory & Applications of Protective Relays
ECE 9046	Modelling Transmission Lines
ECE 9040	Flexible AC Transmission Systems FACTS
ECE 90ab	ECE technical core courses to be developed/offered in the future

#### **Category B Courses**

ECE 9013	Programming for Engineers
ECE 9014	Data Management & Applications
ECE 9039	Machine Learning
ECE 9063	Data Analytics
ECE 9032	Photonic Integrated Circuits
ECE 9016	Cloud Computing
ECE 9020	Software Engineering for HCI Design
ECE 9069	Introduction to Hacking
ECE 9047	Sensor Networks & Embedded Systems
ECE 9065	Web Technologies
ECE 9021	Digital Image Processing
ECE 9022	Advanced Image Processing and Analysis
ECE 90cd	ECE technical elective courses to be developed/offered in the future
MME 9617	Energy Conversion
MME 9622	Advanced Kinematics and Dynamics
MME 9656	Dynamical System Modeling & Analysis
MME 9520	Robotics and Manufacturing Automation
CS 9636	Network Security
CS 9657	Computer Networks II
CS 9541	Game Design
CS 9550	Software Specification, Testing and Quality Assurance
CS 9873	Brain Inspired Artificial Intelligence

Senate Agenda  
September 19, 2025

CONSENT AGENDA – ITEM 13.4(f)(ii)

CS 9864	Software Engineering for Big Data Applications and Analytics
CS 9636	Network Security
CS 9657	Computer Networks II
CS 9647	Unstructured Data
CS 9628	Image Compression
CS 9549	Software Design & Architecture

**ITEM 13.4(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Chemistry, Mathematics, and Anthropology**

**ACTION:**    ☐ APPROVAL    ☒ INFORMATION    ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

At its meeting on September 9, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Chemistry, Mathematics and Anthropology.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Science	Chemistry	February 3-4, 2025	Good Quality
Science	Mathematics	February 3-4, 2025	Good Quality
Social Science	Anthropology	March 10-11, 2025	Good Quality

The detailed Final Assessment Reports and Implementation Plans for these reviews are attached.

**ATTACHMENT(S):**

[Final Assessment Report – Chemistry](#)

[Final Assessment Report – Mathematics](#)

[Final Assessment Report – Anthropology](#)

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**Chemistry**  
**Final Assessment Report & Implementation Plan**  
**April 2025**

<b>Faculty / Affiliated University College</b>	Faculty of Science	
<b>Degrees Offered</b>	Bachelor of Science (BSc)	
<b>Date of Last Review</b>	2016-2017	
<b>Modules Reviewed</b>	Honours Specialization in Chemistry Honours Specialization in Biochemistry and Chemistry Specialization in Chemistry Major in Chemistry Minor in Chemistry	
<b>External Reviewers</b>	Dr. John Paul Pezacki, Department of Chemistry and Biomolecular Sciences University of Ottawa	Dr. Michael Serpe, Department of Chemistry University of Alberta
<b>Internal Reviewer</b>	Dr. John Cuciurean Associate Dean Don Wright Faculty of Music	Olivia Matthews Faculty of Social Science, Year Two
<b>Date of Site Visit</b>	February 3 & 4, 2025	
<b>Date Review Report Received</b>	February 21, 2025	
<b>Date Program/Faculty Response Received</b>	Program: March 18, 2025 Faculty: March 19, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-U: June 4, 2025 ACA: September 9, 2025 Senate (for information): September 19, 2025	
<b>Year of Next Review</b>	2032-2033	
<b>Progress Report</b>	June 2028	

### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Chemistry Program delivered by the Faculty of Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Science.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, the Faculty of Science, and SUPR-U.

## Executive Summary

The first B.Sc. in Chemistry was granted in 1924. By 1948, the Department had five faculty members; three more appointments were made in the 1950s. Today, the Department of Chemistry consists of 31 core and 9 cross-appointed or adjunct faculty. Accredited by the Canadian Society for Chemistry (CSC), the program strives to combine core instruction in the five traditional areas of chemistry (analytical, organic, inorganic, physical, biochemistry) with enhanced freedom to specialize in topics of individual interest in upper years. In 2023-2024, the total number of students enrolled in chemistry modules was 139.

The self-study was informed by surveys of current students and recent program graduates as well as feedback from the undergraduate education committee and discussions at larger faculty meetings. With the support of the Centre for Teaching and Learning, program learning outcomes were reviewed and a curriculum mapping exercise was undertaken.

The external reviewers shared a positive assessment of the Chemistry Program. They offer four recommendations with considerations for further enhancement.

## Strengths and Innovative Features Identified by the Program

- Significant lab component, among the highest of undergraduate programs at Western, aimed at developing “hands-on” practical skills.
- Development of research skills where the Specialization and Honours Specialization students are required to complete an independent research project which includes writing a mini thesis and giving a public oral presentation and defense of their results.
- Paid internship opportunities - Continuous annual funding of lab positions for chemistry undergraduates through the USRA and WUSRI programs.
- Experiential learning opportunities such as the capstone project-based course (Chemistry 4491E) and internship are well-enrolled.
- Flexible program structure allows for strong interdisciplinary connections with other Majors including Anthropology, Philosophy, Financial Modeling, French, Psychology, and Political Science.
- Global alignment with similar programs facilitates employment and further graduate studies nationally and internally, enhancing global impact of Western Chemistry graduates.
- Planned expansion in offerings with addition of module tentatively titled *Medicinal and Bioorganic Chemistry*.
- Positive alumni feedback indicating that graduates: 1) valued small class sizes, engaged professors, excellent resources; 2) benefited from relevant hands-on/lab experience and exposure to experimental techniques; 3) appreciated

exposure to many different fields of chemistry with options to tailor courses; 4) valued internship opportunities that enhanced career mobility.

- Strong student support through the Chemistry Program Advising Portal and the First-Year Chemistry Course Support Portal.
- Active Chemistry Club that helps foster student engagement and strong cohorts.
  - *WuCHEM mentorship program*: New event aimed at recruiting and retaining undergraduate students in the chemistry program.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- Enrolments have been trending lower since 2019.
- Aging infrastructure of the Chemistry building and the lab space which is currently utilized at full capacity and has a limited potential for expansion.
- Create and implement a program-level EDIDA plan to replace the current ad hoc instructor-directed approach.
- Facilitating transfer from other programs (e.g., Bachelor of Medical Sciences) by allowing certain Chemistry courses taken in non-Chemistry modules to be counted toward progression in Chemistry Major and Specialization modules.
- Student feedback highlighted the need for: more pathways towards degree completion, greater flexibility in the course offerings and modular structure, more elective courses and fewer prescribed ones, and better advertisement of Chemistry modules and the opportunities for experiential learning.
- Alumni feedback indicates the need for: 1) enhanced networking opportunities with industry practitioners; 2) more industry-focused courses in the curriculum; 3) enhanced professional development with focus on career preparation; 4) better equipped labs and clearer guidelines for lab reports; 5) encouragement to take courses from other departments (applied math, computer/data science, writing); and 6) enhanced quantitative aspects including coding, data analysis, statistics, and computational modeling/simulation.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer, and an internal student reviewer were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Acting Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Associate University Librarian
- Dean, Faculty of Science



- Associate Dean (Academic), Faculty of Science
- Department Chair
- Undergraduate Chair
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Chemistry Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

### **Summative Assessment – External Reviewers’ Report**

External reviewers noted that *“the program is of high quality and meets and exceeds the standards set out by Western.”*

### **Strengths of the Program**

- Strong curriculum supported by very knowledgeable faculty members in their respective areas of expertise, producing highly skilled chemists.
  - Full-time faculty members teach nearly all courses in the department; they should be recognized and held as an example of efficiency.
  - Well supervised labs supported by knowledgeable lab support staff.
  - Excellent research opportunities available to 4<sup>th</sup> year students.
  - Inclusion of an industrial chemistry course and internship opportunities provide experiential training.
- Strong faculty expertise with many high-quality publications, awards and funding.
- Exceptional student support, as highlighted by students and alumni who expressed appreciation for the extensive support that chemistry professors provide within and outside of class.

### **Prospective Improvements for the Program to Consider**

- Aging building and infrastructure including undergraduate lab space. More specifically: 1) overcrowded labs resulting in difficulties with instruction and safety concerns; and 2) poor condition of analytical lab facilities with limited and aging hood space (*Associated with Recommendation #1*).

- The absence of a building manager poses a risk to the long-term health of the building and teaching laboratories, and creates safety concerns (*Associated with Recommendation #1*).
- Promote a renewed focus on the development of a program-level EDI strategy (*Associated with Recommendation #2*).
- Stagnant or reduced enrolment, which may be somewhat linked to a lack of marketing of the program. Consider marketing strategies focusing on transferable skills; revising pathways into chemistry to attract medical science students who do not get into medical school (*Associated with Recommendation #3*).
  - Also, explore the possibility of an early entry path for high school students to apply directly to chemistry.
- Strengthen connections with alumni and use of alumni outcomes as part of the program's marketing strategy (*Associated with Recommendation #4*).
- Consider curricular enhancements to introduce research courses earlier in the program to encourage applied thinking and provide "real world" experience; and modernizing chemistry topics being taught (e.g., machine learning course, AI course, data treatment).
- Explore greater syllabus standardization to ensure consistency in content and inclusion of key information including: resources for accessibility and mental health, student supports, policies on AI use in coursework.
- A TA orientation specific to Chemistry is needed to highlight departmental expectations, establish benchmarks for satisfactory and unsatisfactory performance, clarify scope of TA duties.
- Varied methods of assessment can reduce reliance on test scores, particularly in upper-level courses, through writing assignments, presentations, among others.
- Consider a succession plan for faculty renewal and a strategic plan for both research and teaching activities.

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

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

Reviewers' Recommendations	Program/Faculty Response
<p><b>Recommendation #1</b> Address undergraduate laboratory needs with major space renewal/replacement and hire a building manager/administrator who has key competencies.</p>	<p><b>Program:</b> The program accepts this recommendation as being critical to the health and success of the program's operations.</p> <p><b>Faculty:</b> The Faculty of Science recognizes the need for infrastructure renewal and dedicated facility management and will continue to advocate for these improvements through central university planning processes. It should be noted that the Faculty does not directly control capital project funding. Upcoming actions include:</p> <ul style="list-style-type: none"> <li>• The Department will engage with Facilities Management to assess interim solutions for lab space concerns, and the Department and Faculty will collaborate to advocate to central administration for funding in capital planning discussions.</li> <li>• The Department and Faculty will jointly request building management support, aligning with broader Faculty-wide facility management needs. Additionally, the Faculty has proposed a new Associate Dean (Infrastructure) role with similar portfolio responsibilities.</li> <li>• In the new Bioconvergence Building, there will be 24,000 square feet of space – much of which will be dedicated to undergraduate lab space.</li> </ul>
<p><b>Recommendation #2</b> Create a program-level EDI plan.</p>	<p><b>Program:</b> The Department will host workshops for faculty members in collaboration with the Office of Indigenous Initiatives, Office of Equity, Diversity and Inclusion, and Centre for Teaching and Learning Centre on how to incorporate EDIDA into the curriculum. It should be noted that all TAs currently participate in mandatory training in support of their role with students (e.g., EDI, Accessibility).</p> <p>The Faculty of Science has taken the following steps to implement the strategic EDIDA plan across programs:</p> <ul style="list-style-type: none"> <li>• recruited members from each Department, including Chemistry, to provide guidance and focus resources towards actioning of institutional EDIDA strategic plan.</li> <li>• established a position of Assistant Dean, Decolonization whose role is to deepen and strengthen EDID efforts within the faculty and assist integration of Indigenous ways of learning into the classroom and research.</li> </ul> <p><b>Faculty:</b> The Faculty strongly supports Chemistry's commitment to EDI and recognizes the department's efforts to integrate Western's broader EDIDA plan. Given the importance of EDIDA in STEM education, the Faculty encourages Chemistry to continue embedding discipline-specific EDI strategies within its curriculum (i.e., integrating Indigenous perspectives and inclusive pedagogical practices), faculty development, and student support structures.</p>

<p><b>Recommendation #3</b> Design a plan to mitigate risk of loss of upper year courses to new enrolment thresholds. (Consider Admissions, new option like “Chemistry for Life Sciences”, and better marketing strategies).</p>	<p><b>Program:</b> It is absolutely essential that the program maintain courses related to the Canadian Society of Chemistry accredited programs. The program has taken steps to revitalize recruitment measures in an attempt to meet enrolment thresholds and bolster enrolment. For instance:</p> <ul style="list-style-type: none"> <li>• inviting researchers to describe to first year chemistry students, the interesting and important work that chemists do.</li> <li>• starting a letter-writing campaign and inviting the top students from 1st year to meet the Chair for a personalized tour of Chemistry.</li> <li>• continue long-term recruitment efforts by participating in many outreach events in the community and on-campus with the aim of increasing enrolment.</li> <li>• developing a non-accredited Bachelor’s program in the “Chemistry of Life” to attract students interested in Life Sciences and also provide low barrier pathways to chemistry for students that cannot progress in the BMSc.</li> <li>• actively revising the core modules, and preparing to offer higher-level specialty courses in an organized and advertised alternate year fashion, if necessary.</li> </ul> <p><b>Faculty:</b> The Faculty of Science acknowledges the challenges posed by minimum enrolment thresholds and supports Chemistry’s strategic enrolment and program diversification efforts. The Faculty will continue to work with the department to ensure sustainable upper-year course offerings (e.g., alternate-year rotation, where necessary) while exploring new pathways to attract and retain students.</p>
<p><b>Recommendation #4</b> Strengthen interactions with alumni and industries that employ alumni and incorporate feedback and input into program renewal plans.</p>	<p><b>Program:</b> The Chemistry Department maintains strong ties with Alumni and industry via several initiatives, although the COVID-pandemic has had a lingering deleterious effect. Activities include: 1) Alumni event hosted by the Department at the Canadian Society for Chemistry national conference; 2) Homecoming – Alumni event (Faculty BBQ) and Chemistry Building tours are offered; 3) Internship Advisor Faculty member: many students enjoy and benefit from an experiential internship year and strong collaboration with the Faculty of Science Internship office; 4) Local industries and alumni are invited to present industrial research in the 3rd year course “Industrial Chemistry”; 5) Local industries and alumni are invited to act as evaluators for 2nd and 3rd year analytical chemistry student presentations during “poster day”; 6) Local industries and alumni are invited to participate in 4th year thesis course ‘mock interviews’; and 7) Local industries and alumni are invited to special seminars such as the Pattison Lectureship.</p> <p>More recently, the Faculty and the University has established the “Nuclear Hub” focusing on nuclear isotopes and exploring opportunities in nuclear energy. This involves both education and research. The Department is developing courses in the nuclear field (e.g., radiochemistry, radiopharmaceuticals, etc.) to answer the need for more workers in the nuclear industry.</p>

	<p><b>Faculty:</b> The Faculty of Science recognizes Chemistry’s strong engagement with alumni and industry partners and supports efforts to expand these relationships. Strengthening alumni connections and incorporating industry insights into curriculum development will further enhance student employability and program relevance.</p>
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### Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p><b>Recommendation #1</b> Address undergraduate laboratory needs with major space renewal/replacement and hire a building manager/administrator who has key competencies</p>	<ul style="list-style-type: none"> <li>Engage with Facilities Management to assess interim solutions for lab space concerns; continue to advocate to central administration for funding in capital planning discussions.</li> <li>Request building management support, aligning with broader Faculty-wide facility management needs. Continue advocating for budgetary allocation to hire a Faculty-wide Facilities Manager and a new Associate Dean (Infrastructure) role.</li> </ul>	<ul style="list-style-type: none"> <li>Dean’s Office</li> </ul>	Ongoing, with update after the 2024-2025 budget requests cycle.
<p><b>Recommendation #2</b> Create a program-level EDI plan</p>	<ul style="list-style-type: none"> <li>Support implementation of Faculty-wide EDIDA initiatives, ensuring alignment with institutional goals.               <ul style="list-style-type: none"> <li>Offer discipline-specific EDI workshops tailored to Chemistry faculty, staff, and students (starting in spring 2025).</li> </ul> </li> <li>Review curriculum with the aim of integrating Indigenous perspectives and inclusive pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Dean’s Office</li> </ul>	By June 2027

<p><b>Recommendation #3</b> Design a plan to mitigate risk of loss of upper year courses to new enrolment thresholds. (Consider Admissions, new option like “Chemistry for Life Sciences”, and better marketing strategies).</p>	<ul style="list-style-type: none"> <li>• Explore the option of scheduling upper-year courses in an alternate-year rotation, where necessary, to maintain offerings under enrolment constraints.</li> <li>• Continue to expand recruitment initiatives aimed at increasing enrolment in first-year and upper-year Chemistry courses.</li> <li>• Continue developing ‘Chemistry of Life’ program, ensuring alignment with Faculty-wide strategic priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean’s Office</li> <li>• Department Chair</li> </ul>	<p>The ‘Chemistry of Life’ program is expected to launch by September 2027.</p> <p>Ongoing monitoring of upper-year course viability, with annual reviews and update as part of the June 2028 progress report.</p>
<p><b>Recommendation #4</b> Strengthen interactions with alumni and industries that employ alumni and incorporate feedback and input into program renewal plans.</p>	<ul style="list-style-type: none"> <li>• Expand alumni engagement and foster industry partnerships with the aim of increasing industry placements for Chemistry students (particularly via Faculty Co-op Office).</li> <li>• Create a Western Nuclear Hub on campus. Explore opportunities to expand nuclear-related chemistry courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean’s Office</li> <li>• Department Chair</li> <li>• Science Careers</li> <li>• Science Alumni Relations &amp; Development</li> </ul>	<p>Ongoing, with annual review of alumni engagement activities.</p> <p>The Nuclear Hub courses would be introduced gradually from 2025 to 2030, based on resource availability and enrolment feasibility.</p>



**Mathematics**  
**Final Assessment Report & Implementation Plan**  
**May 2025**

<b>Faculty / Affiliated University College</b>	Faculty of Science	
<b>Degrees Offered</b>	Bachelor of Science (BSc)	
<b>Date of Last Review</b>	2016-2017	
<b>Modules Reviewed</b>	Honours Specialization in Applied Mathematics Honours Specialization in Mathematical & Statistical Sciences Honours Specialization in Mathematics Honours Specialization in Integrated Science with Mathematics Major in Applied Mathematics Major in Mathematics Specialization in Mathematics Minor in Mathematics	
<b>External Reviewers</b>	Dr. Alistair Savage, Department of Mathematics and Statistics University of Ottawa	Dr. Michael Friedlander, Department of Mathematics University of British Columbia
<b>Internal Reviewer</b>	Dr. Susan Knabe Associate Dean Faculty of Information and Media Studies	Brooklin Begg Double Major of Sociology and English
<b>Date of Site Visit</b>	February 3 & 4, 2025	
<b>Date Review Report Received</b>	March 7, 2024	
<b>Date Program/Faculty Response Received</b>	Program: March 28, 2024 Faculty: April 8, 2024	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-U: June 4, 2025 ACA: September 9, 2025 Senate (for information): September 19, 2025	
<b>Year of Next Review</b>	2032-2033	
<b>Progress Report</b>	June 2028	

### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Mathematics Program delivered by the Faculty of Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Science.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, the Faculty of Science, and SUPR-U.



## **Executive Summary**

The Department of Mathematics at Western University is one of two Mathematical Science departments at the university. The other department is the Department of Statistical and Actuarial Sciences. Following the dissolution of the Department of Applied Mathematics in 2021, the Department of Mathematics inherited its programs (modules) and some faculty colleagues and some of its courses.

Research expertise within the Department of Mathematics includes algebra, analysis, computation, differential equations, geometry, and topology, as well as the interactions between these areas and areas such as computer science, information security, logic, mathematical biology, mathematical physics, and neuroscience. In 2023-2024, the total number of students enrolled in Mathematics modules was 129.

Led by a program-level IQAP committee, Faculty and staff provided input and insight in the review of learning outcomes, development of curriculum maps, and the provision of feedback on a series of departmental operations (e.g., the mentorship program and support for undergraduate courses). Student input was principally collected via a dedicated focus group.

The external reviewers shared a positive assessment of the Mathematics Program. They offer three recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Faculty members are highly regarded researchers; many have been honoured with awards and maintain research grants. The department's supportive environment encourages mentoring junior faculty.
- Exposure to varied subject areas, including current in-demand research themes, enables students to develop strong research skills in mathematics, statistics, and computation that would empower them to function effectively in teams within academia and industry.
- Students have access to summer research opportunities through USRA and USRI programs.
- Students are supported by the Math Peer Mentorship Program, Math-Physics Accelerator, and the Association for Women in Mathematics, which enhance inclusiveness within the program and build strong cohorts.
- A supportive and sociable environment is maintained by strong faculty and student collaboration (e.g., regular pizza seminars, Math Scholars group, directed reading program).
- A direct entry into Education pathway gives mathematics undergraduates direct admission into the Bachelor of Education program upon completion of their mathematical studies.
- Outreach activities with secondary and elementary schools provide students with paid and volunteer positions, along with mentorship opportunities.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- Ensuring that minimal enrolment thresholds in advanced courses are met.
- Community-engaged learning has had slow adoption in Mathematics. Students' professional capacity and communication skills would undoubtedly benefit from increased opportunities.
  - Explore ways of encouraging students to access the Science Internship Program; this could enhance experiential learning and result in increased enrolment in math modules.
- Adding a computing requirement into the program could ensure that students build foundational competency with this in-demand skillset.
- Work toward a single course code instead of APPLMATH, CALCULUS, and MATH to change students' perception that one kind of mathematics is better than the other.
- Consider more closely monitoring the post-graduation outcomes of undergraduates.
- Development of a dedicated plan to monitor program quality and the student experience in an ongoing capacity.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer, and an internal student reviewer were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Acting Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Associate University Librarian
- Dean, Faculty of Science
- Associate Dean (Academic), Faculty of Science
- Department Chair
- Undergraduate Chair
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Mathematics Program. The FAR is collated and submitted to SUPR-U by the

Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

### **Summative Assessment – External Reviewers’ Report**

External reviewers noted that *“Western University's Mathematics Department is a strong and well-functioning unit. It compares favorably with similar programs at other Canadian universities. A particular strength is its high proportion of full-time faculty, with minimal reliance on sessional instructors. The program structure and curriculum are well-aligned with national standards.”*

### **Strengths of the Program**

- Strong and diverse faculty members across a range of mathematical fields with a high percentage holding NSERC Discovery Grants.
- Tenure-track professors teach nearly all second- and upper-year courses, which ensures consistent instruction, strong faculty engagement, and high program quality.
- A dedicated staff member coordinates large first-year multi-section courses, ensuring consistency across sections.
  - The cross-support for staff between the Department of Mathematics and the Department of Statistical and Actuarial Sciences ensures continuity when staff members are on leave.
- Responsiveness of the in-house Math advising services.
- Numerous undergraduate research options are available to students through the USRA and USRI programs.
- Sense of collaborative learning through initiatives such as Math Peer Mentorship Program and the Math-Physics Accelerator, which give students structured academic support and opportunities to engage with peers.
- Active student engagement in the Association for Women in Mathematics (AWM).
- Curriculum follows a logical progression, enabling students to develop both theoretical understanding and practical problem-solving skills, preparing them for graduate studies and relevant jobs in industry.

### **Prospective Improvements for the Program to Consider**

- Students expressed the need for improved access and clearer communication about available facilities. (*Associated with Recommendation #1*)
  - Improve communication aimed at increasing student uptake in the Science Internship Program. (*Associated with Recommendation #1*)

- Addressing the new university-mandated minimum course enrollment requirements requires strategic planning, enhanced student outreach, and innovative course design, while ensuring that the department continues to offer high-quality and engaging mathematics education. (*Associated with Recommendation #2 and #3*)
- Enhance accessibility by allowing students enrolled in summer courses to take their final exams at one of the many Canadian exam centres.
- Enhance student pathways beyond academia, broadening career prospects while maintaining the rigor and depth of mathematical training by strengthening the interdisciplinary coursework and applied problem-solving components of the program.
- Opportunities to expand course offerings to better integrate applied and computational mathematics (in areas such as data science, AI, mathematical modeling).

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

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

Reviewers' Recommendations	Program/Faculty Response
<p><b>Recommendation #1</b> Improve communication with students. For instance, by clarifying:</p> <ul style="list-style-type: none"> <li>• course offering rotations in advance;</li> <li>• recommended (as opposed to compulsory) prerequisites; and</li> <li>• how the Math Scholars program works.</li> </ul>	<p><b>Program:</b></p> <ul style="list-style-type: none"> <li>• The Program currently posts courses for the upcoming year on the program webpage and will clarify that the list of courses is categorized by regular and rotated offerings.</li> <li>• The curriculum committee is in the process of streamlining the course offerings and module requirements; this includes developing documents and/or webpages describing student pathways. These resources will include a discussion of rotated offerings.</li> <li>• Course prerequisites are addressed in course outlines. The undergraduate chair reviews the outlines before they are circulated to ensure that course description and requisites match the information in the academic calendar. Instructors are expected to adhere to these requisites and to avoid tacitly imposing additional prerequisites.</li> <li>• Information pertaining to Math Scholars program is now linked to a webpage students can easily access.</li> <li>• To make program admission more transparent, revisions will be made to the program's webpages.</li> </ul> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• The Faculty supports the department's efforts to improve communication with students regarding course rotations, prerequisites, and the Math Scholars program. While in-person advising opportunities can be beneficial, web-based communication (departmental webpages and targeted emails) is the most effective way to reach students. To complement these efforts, the department is encouraged to offer Course Selection Advising Zoom meetings in the summer prior to course enrolment periods. These sessions, coordinated with the Science Academic Advising Office, allow students to ask real-time questions about course sequencing and program planning.</li> <li>• The Dean's Office will continue to support departments in maintaining accurate and visible course planning tools online, ensuring students can easily access course rotation schedules and program pathways.</li> </ul>

<p><b>Recommendation #2</b> Consider hiring a marketing and communications staff member to enhance program advertising both externally and internally to attract first-year Science students.</p>	<p><b>Program:</b> The Dean’s office makes decisions regarding this type of hiring. The program will support this initiative by discussing this idea with the decanal team and exploring options that would improve enrolment across multiple programs.</p> <p><b>Faculty:</b> The Faculty of Science recognizes that improving marketing and communication is a priority, particularly for programs with lower enrolments. In response to the department’s request for a dedicated marketing staff member, the Faculty’s Communications and Marketing team, which serves all departments, will be restructured with the goal of restoring full service by summer 2025. Recent staffing transitions, including a retirement and other position changes have temporarily disrupted these services.</p> <p>In the meantime, the Faculty encourages departments to work closely with the Science Communications Team to develop targeted recruitment and outreach strategies.</p>
<p><b>Recommendation #3</b> In response to the pressures on minimum enrollment:</p> <ul style="list-style-type: none"> <li>• maintain the current level of the program, which seems to serve students well, with small class sizes described as one of the main benefits of the program.</li> <li>• find a balance between consolidating the course offerings (to meet minimum enrolment requirements) and continuing to offer a sufficient number of advanced courses.</li> </ul>	<p><b>Program:</b> The program agrees that it is important to sustain advanced course offerings as much as possible in order to maintain both the academic quality of the current programs and their ability to appeal to students. The curriculum committee is working on a plan to streamline all undergraduate modules by shortening some prerequisite chains and replacing second-year curriculum by a fixed suite of courses that all students will take, as well as reorganizing and updating content in upper-level courses.</p> <p><b>Faculty:</b> The Faculty of Science acknowledges the challenges posed by minimum enrolment thresholds while recognizing the importance of maintaining program integrity and providing students with a high-quality learning experience. Small class sizes are a valued aspect of the Mathematics program, and the Dean’s Office supports the department’s efforts to preserve access to advanced courses while complying with new enrollment policies. The department is encouraged to explore flexible strategies to sustain upper-year course offerings.</p> <p>While maintaining all current course offerings may not be possible, the Dean’s Office is committed to working with the department to identify sustainable solutions that align with both academic priorities and enrolment realities. The department is encouraged to proactively communicate any planned changes to students well in advance to support their course selection and program planning.</p>

### Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p><b>Recommendation #1:</b> Improve communication with students. For instance, by clarifying:</p> <ul style="list-style-type: none"> <li>• course offering rotations in advance;</li> <li>• recommended (as opposed to compulsory) prerequisites; and</li> <li>• how the Math Scholars program works.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise website to improve communication with students regarding program admissions, course rotations, prerequisites, and the Math Scholars program.</li> <li>• Examine the possibility of offering course selection advising meetings via Zoom in the summer prior to course enrolment periods.</li> <li>• Streamline course offerings and modular requirements.</li> <li>• Develop communications (e.g., dedicated document and on webpages) describing ideal student pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate Chair</li> </ul>	<p>Webpage updates by July 2025</p> <p>Other items by June 2026</p>
<p><b>Recommendation #2</b> Consider hiring a marketing and communications staff member to enhance program advertising both externally and internally to attract first-year Science students.</p>	<ul style="list-style-type: none"> <li>• Reorient the Faculty of Science Communications and Marketing team to enhance marketing of programs with the aim of enhancing enrolment.</li> <li>• Develop targeted recruitment and outreach strategies to include: <ul style="list-style-type: none"> <li>a) Enhancing web and social media content to better showcase program strengths;</li> <li>b) Coordinating email campaigns that reach prospective and current students at key decision points; and</li> <li>c) Exploring interdisciplinary marketing efforts to increase visibility across Science programs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dean's Office</li> <li>• Undergraduate Chair</li> <li>• Science Communications Team</li> </ul>	<p>By June 2026</p>

<p><b>Recommendation #3</b> In response to the pressures on minimum enrolment:</p> <ul style="list-style-type: none"> <li>maintain the current level of the program, which seems to serve students well, with small class sizes described as one of the main benefits of the program.</li> <li>find a balance between consolidating the course offerings (to meet minimum enrolment requirements) and continuing to offer a sufficient number of advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>Streamline undergraduate modules by shortening some prerequisite chains and replacing second-year curriculum by a fixed suite of courses.</li> <li>Reorganize and update content in upper-level courses.</li> <li>Examine flexible strategies to sustain upper-year course offerings, including: 1) cross-listing courses with other departments; 2) strategically rotating low-enrollment courses while ensuring students have a clear pathway to complete their programs; and 3) leveraging blended or hybrid course delivery where feasible to consolidate offerings without reducing access.</li> <li>Communicate any planned changes to students well in advance, to support their course selection and program planning.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate Chair</li> <li>Department Chair</li> </ul>	<p>By June 2026</p>
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**Anthropology**  
**Final Assessment Report & Implementation Plan**  
**May 2024**

<b>Faculty / Affiliated University College</b>	Social Science	
<b>Degrees Offered</b>	B.A.	
<b>Date of Last Review</b>	2016-2017	
<b>Modules Reviewed</b>	Honours Specialization in Anthropology Specialization in Anthropology Major in Anthropology Major in Archaeology and Biological Anthropology Major in Linguistic Anthropology Major in Sociocultural Anthropology Minor in Anthropology Minor in Refugee and Migrant Studies Minor in Environment and Culture	
<b>External Reviewers</b>	Dr. Andrew Roddick, Department of Anthropology McMaster University	Dr. Andrea Walsh, Department of Anthropology University of Victoria
<b>Internal Reviewer</b>	Dr. Ken Yeung, Associate Dean, Faculty of Science	Braedan Lovie French Language, Literature & Social and Political Thought
<b>Date of Site Visit</b>	March 10 & 11, 2025	
<b>Date Review Report Received</b>	March 30, 2025	
<b>Date Program/Faculty Response Received</b>	Program: May 5, 2025 Faculty: May 7, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-U: June 4, 2025 ACA: September 9, 2025 Senate (for information): September 19, 2025	
<b>Year of Next Review</b>	2032-2033	
<b>Progress Report</b>	June 2028	

### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Anthropology Program delivered by the Faculty of Social Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, Faculty of Social Science, and SUPR-U.

## **Executive Summary**

Anthropology at Western began in 1970 as an undergraduate program within the Department of Geography. The Department of Anthropology was established in 1972 and began to offer a three-year general BA and a four-year Honours Degree in Anthropology. As the department evolved, the four-field approach remains at the core of the program's vision of anthropology, with consistent course offerings and areas of study in what have historically been the four major subfields of the discipline: Archaeology, Biological Anthropology, Linguistic Anthropology, and Sociocultural Anthropology. In 2023-2024, the total number of students enrolled in Anthropology modules was 126.

Guided by the Undergraduate Affairs Committee, the self-study process included revising program learning outcomes, undergoing both curriculum mapping and Strengths, Weakness, Opportunities, and Threats (SWOT) exercises with all members of the program. In addition, day-long retreats were held in May 2022 and May 2024 at which program changes were reviewed, program data was examined, a shared visioning exercise took place, along with discussions about key program goals. Deliberations were informed by student focus group data and dedicated discussions with students about professional development and alumni about their program experiences and employment direction.

The external reviewers shared a positive assessment of the Anthropology Program. They offer seven recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- The program offers a balanced four-field approach that distinguishes it from other Canadian programs.
  - Rooted in a holistic vision of the diversity and complexity of humans and our biological relatives, as well as the breadth of theoretical and methodological approaches.
- Faculty members maintain leadership roles in national and international scholarly associations, conduct international field projects, and have received prestigious awards including the CASCA Labrecque-Lee Book Prize and recognition from the American Sociological Association.
- Weekly “Brain Trust” admin meetings enable proactive addressing of both operational and long-term issues.
- Initiatives that connect alumni with current students to transfer workplace skills and enhance career opportunities.
- Strong experiential learning components including hands-on work, community engagement, work-study placements and USRIs.
- Access to extensive specialized lab resources with cutting-edge technology both and off campus.

- Strong Focus on Equity, Diversity, Inclusion, Accessibility and Decolonization demonstrated by the: 1) creation of one of Western's first EDIDA Committees; 2) dedicated curriculum addressing colonialism, social inequality, and racism; 3) engagement with Indigenous communities including - Western University's Missing Children Working Group, formed at the request of Chippewas of the Thames First Nation; and, partnership with Six Nations of the Grand River First Nation in their search for unmarked graves on the Mohawk Institute Indian Residential School site.
- Student surveys and focus groups reveal high satisfaction with program content, experiential learning opportunities, faculty responsiveness, and program flexibility.
- Excellent student engagement opportunities (e.g., via the Undergrad Anthro Society, varied lecture series).
- Recently launched Western Ethnography Collaboratory (WE-ColLab), an ethnography lab housed in our department that will offer a site for sustained collaboration on issues of ethnographic methods, research, and writing.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- Program Sustainability Challenges:
  - Faculty retirement could threaten the Inter-Faculty Linguistics Program's sustainability and four-field approach, with archaeology and biological anthropology (fields linked to enrollment growth) most affected.
  - Reductions in Limited Duties instructors and graduate students limit the department's ability to offer large-enrollment courses with TAs.
- Student Feedback:
  - Request for more labs and research opportunities.
  - Adequate prerequisites for upper-year courses to ensure student preparedness.
  - Reviewing recent changes that opened anthropology courses to students with limited disciplinary background; explore the addition of pre-requisites to upper-year courses.
  - Expansion of outreach efforts to promote anthropology on campus and to provide students with professional development.
- Current Areas of Consideration:
  - Consolidate modules and restructure curriculum to clarify the four-field approach, including development of a combined Major in Sociocultural and Linguistic Anthropology.
  - Expand strengths in linguistic anthropology, particularly in language revitalization, potentially through collaboration with Indigenous Studies.

## **Review Process**

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer, and an internal student reviewer were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Acting Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Associate University Librarian
- Dean, Faculty of Social Science
- Associate Dean (Undergraduate Studies), Faculty of Social Science
- Department Chair
- Undergraduate Chair
- Administrative Staff
- Program Faculty
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Anthropology Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

## **Summative Assessment – External Reviewers’ Report**

External reviewers noted *“The program has an excellent reputation in Canada and is recognized within the greater university as a strong, steady and vibrant program with faculty who are committed teachers and highly productive scholars.”*

## **Strengths of the Program**

- Unique four-fields approach to Anthropology, one of few Canadian departments maintaining strength in each subdiscipline.
- Research and teaching strengths offer students enriched learning through smaller courses, experiential opportunities, and research engagement.
- Experiential learning runs through a broad swath of student experiences that are in high demand (e.g., first-year labs and tutorials, dedicated research methods

courses, individual/ group research projects, lab volunteering opportunities, USRI).

- Active Equity, Diversity, Inclusion and Indigenous Strategies (EDIIS) committee effectively embedding these principles into curriculum and providing financial support for equity-deserving students.
- Dedicated, engaged, and competent team of office and program staff providing excellent support.
- Proactive planning has enhanced departmental efficiency – demonstrated ability to produce actionable planning documents with nimble and strategic responses to the fast-paced changing university budgetary and program landscapes.
- Active in local community-engaged work, including Indigenous language revitalization and vital community-led collaborations with local nations regarding the search for missing graves at residential schools.

### **Prospective Improvements for the Program to Consider**

- Resources
  - Manage the impact of recent and upcoming faculty retirements and reduced TA allocation to ensure the continuous delivery of a high-quality Anthropology Program with its four-field approach. (*Associated with Recommendation #4*)
  - Assess the parameters associated with the continuity of the Inter-Faculty Linguistics Program on the linguistic field of the Anthropology Program. (*Associated with Recommendation #1*)
- Communications
  - Strengthen information sharing in the department, including regular communication to students about Department activities, special learning opportunities, course availability and advertisement for courses. (*Associated with Recommendation #3*)
  - Improve University-level communication regarding program enrolments and funding. (*Associated with Recommendation #3*)
  - Enhance information about the linguistics stream and strengthen connections between linguistics and other subfields through degree requirements and course scheduling. (*Associated with Recommendation #1 and #3*)
- Curriculum Improvements
  - Explore additional community-engaged local field schools through existing faculty research relationships in linguistics and archaeology. (*Associated with Recommendation #1*)
  - Initiate dialogue Indigenous Studies regarding a core Indigenous Studies requirement for Anthropology graduates. (*Associated with Recommendation #1*)
  - Explore further integration of digital anthropology into the curriculum through existing faculty strengths. (*Associated with Recommendation #2*)

- Further utilize Library staff to support navigation of AI technologies in teaching and assessment development. (*Associated with Recommendation #5 and #7*)
- Shore up the Department's potential to contribute to the Museum of Ontario Archeology and reaffirm this long-standing relationship. (*Associated with Recommendation #6*)
- Review large enrolment classes with no prerequisites, as students report encountering the same introductory material across multiple courses.

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

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

Reviewers' Recommendations	Program/Faculty Response
<p><b>Recommendation #1 - Maintain the four-fields approach, strengthen teaching connections with local First Nations and amplify linguistics as a subfield.</b></p> <p>a) <i>New Second year Course</i> - Increase student knowledge and acumen training regarding local First Nations peoples' histories, presents and futures.</p> <p>b) <i>Linguistic Requirement</i> - Consider mechanisms or even a requirement for linguistic components earlier in students' programs to strengthen the connection between linguistics and the rest of anthropology.</p> <p>c) <i>Mandatory Indigenous Studies Course</i> - Consider a mandatory Indigenous Studies course. This recommendation responds to students' voicing that there is real demand for such a course for ANTH majors/ honours.</p> <p>d) <i>Field schools</i> - Explore the potential of uniting language revitalization in local nations with a linguistics field school.</p>	<p><b>Program:</b></p> <ul style="list-style-type: none"> <li>1a. This idea was presented at a recent department meeting, and will be further discussed at a retreat to be held in May 2025. This recommendation aligns with conversations the department has had in recent years regarding possible courses that will showcase the four-field approach and/or draw on a team-teaching. If warranted, the Undergraduate Chair and Department Chair will work to create any new courses and integrate them into the teaching plan.</li> <li>1b. The Department is actively working on ways to integrate Linguistic Anthropology with other aspects of the program. This includes the creation of a new Major in Sociocultural and Linguistic Anthropology and changing some aspects of other modules. The program recently withdrew the course ANTH 1027 (to now be taught as LING 1027).</li> <li>1c. At the upcoming departmental retreat in May 2025, the program will explore whether to include a requirement in the modules for 1) a specific course; 2) a selection of courses; 3) find alternative ways to integrate courses on Indigenous Studies more fully into the program. The Undergraduate Chair will compile a full list of current courses in anthropology that are cross listed with Indigenous Studies (IS) as well as a list of courses in IS that could be included in the modules.</li> <li>1d. The program sends information about field school opportunities to students throughout each academic year. At this time, the department cannot commit to regular offerings of its own field schools, as this depends on many factors, including funding and supervisory capacity. In the past, the program has had a local archaeological field school focused on Ontario Archaeology, but continued offering of this course depends on future hiring. The program has courses that allow students to take field schools offered elsewhere and submit work to the department for credit.</li> </ul> <p><b>Faculty: The Dean's Office:</b></p> <ul style="list-style-type: none"> <li>1a. Supports the department's discussion of this recommendation and agrees that it would strengthen the four-field approach at the undergraduate level.</li> <li>1b. Supports the module and course changes that are already underway.</li> <li>1c. Applauds the department's long-standing commitment to delivering Indigenous content and cross-listing courses with Indigenous Studies; and, the decision made by the department regarding making such content mandatory.</li> </ul>



	<ul style="list-style-type: none"> <li>1d. Work with the department on finding solutions pertaining to the accessibility of field schools within resource and budgetary constraints.</li> </ul>
<p><b>Recommendation #2 - New Teaching-Research Areas</b></p> <p>Explore/highlight strategies for program enhancement via existing and evolving department strengths. For instance, 1) medical anthropology and a focus on the biocultural determinants of health; 2) the anthropology of colonial legacies; and 3) digital anthropology or science and technology studies (STS) – all appear to be areas of potential growth.</p>	<p><b>Program:</b> Continue departmental level discussions regarding the strategic planning and core areas of current and future teaching and research expertise – this could include developing new courses in areas such as science and technology studies, climate-change, digital archaeology, material culture, and medical anthropology. This remains an active area being worked on, and these are all key areas for growth identified as part of the departmental strategic visioning.</p> <p><b>Faculty:</b> The Dean's Office supports the department's efforts to expand in these fields, especially through the development of new courses.</p>
<p><b>Recommendation #3 - Communications</b></p> <p>a) Undergraduate administrator and Undergraduate Chair should have regular meetings.</p> <p>b) Develop a guidance document or Standard Operating Procedure (SOP) for staff positions, especially in moments of transition.</p> <p>c) Rapid dissemination of granular student data from central administration would greatly assist staff in supporting students and program development.</p> <p>d) Consider new approaches to marketing courses and availability both in-class, on-line, and perhaps in physical spaces throughout the department.</p> <p>e) An electronic newsletter featuring available classes, events, student success stories/profiles/ photography, could be developed by the</p>	<p><b>Program:</b></p> <ul style="list-style-type: none"> <li>3a. The Undergraduate Chair will establish clear lines of communication, including regular weekly meetings between the UG Chair and UG administrator.</li> <li>3b. The Department Chair has created a guidance document for the department, which was shared with all program administrators. This document has also been posted to the department's intranet. The Undergraduate Chair has drafted a guidance document for the undergraduate program and will work with the undergraduate Program Administrator to revise and expand it. These guidance documents would be "living documents" that would be revised over the next year, and aid in the transition of a new Department Chair, Undergraduate Chair, and Graduate Chair in 2026.</li> <li>3c. The Department Chair and Undergraduate Chair continue to make use of the data made available through the IPB Dashboard, as well as data collected by the Department Administrator and Undergraduate Program Administrator to support program development and students.</li> <li>3d. The Department is committed to continue working to expand promotional efforts and to host outreach events such as High School Anthropology Day. In recent years, the program has intensified efforts to market courses to students, by providing slides to instructors that highlight upcoming courses, and to external units by providing flyers to program counsellors.</li> <li>3e. The Department Chair will explore the possibility of a newsletter or other communication sharing efforts, with a focus on both current students and alumni.</li> </ul> <p><b>Faculty:</b> The Dean's Office:</p> <ul style="list-style-type: none"> <li>3a. Welcomes the efforts planned to enhance communication.</li> </ul>

<p>Anthropology student association and a faculty mentor.</p>	<ul style="list-style-type: none"> <li>• 3b. Appreciates the Chair's immediate and strong response - a guidance document has already been developed.</li> <li>• 3c. Supports the department's efforts to mine data to improve program efficiency and will provide additional data as needed.</li> <li>• 3d. Welcomes and supports the department's outreach activities.</li> <li>• 3e. Encourages the department to seek advice from other departments who have been using a newsletter as a form of communication with faculty, staff, students and alumni.</li> </ul>
<p><b>Recommendation #4 – Maintaining Capacity in Archaeology</b> Funding for the hiring of at least one LT position to maintain what is presently an area of high enrolment in the department (archaeology/ bioarchaeology) to sustain program strengths.</p>	<p><b>Program:</b> The need for this position was noted in the self-study. The Department Chair continues to discuss this with the Dean of the Faculty of Social Science. An LT position in archaeology is in the current Faculty budget; if it is not granted this year, the program will continue to advocate for this position.</p> <p><b>Faculty:</b> The Dean's Office recognizes the need for an LT as outlined in this recommendation and has made a request in the most recent budget submission. At the timing of this report no response was received regarding this request.</p>
<p><b>Recommendation #5 – Leveraging Library staff and expertise</b> An annual check-in/workshop for faculty with librarians about library resources: 1) for teaching through Western's library collections to support existing experiential learning foci; and 2) alongside other on campus resources, using the librarians' expertise to stay abreast of advancing use of AI in teaching and research.</p>	<p><b>Program:</b> The department will continue to explore connections with the library and to draw on the expertise of library staff. In the past, library staff participated in facilitating workshops on program learning outcomes and strategic planning. The department already has an annual departmental retreat and is reluctant to commit to an annual ongoing event with the library staff. The recently established AI Committee, as well as the Department Chair, Undergraduate Chair, and EDIDA committee will explore ways to draw on library resources and expertise on issues related to AI, teaching, etc.</p> <p><b>Faculty:</b> The Dean's Office applauds and supports the department's efforts in this area, especially regarding AI.</p>
<p><b>Recommendation #6 – Museum of Ontario Archaeology</b> Determine the potential of the ongoing relationship between the Department and the Museum regarding future arrangements for student training and faculty research. Determine a clear trajectory for the Department's commitment to Ontario archaeology vis-a-vis the rich resources and existing</p>	<p><b>Program:</b></p> <ul style="list-style-type: none"> <li>• The program inadvertently omitted to emphasize its relationship with the Museum of Ontario Archaeology (MOA) in the self-study. The University's and Department's primary association with the Museum of Ontario Archaeology (MOA) is through Lawson Chair (jointly appointed by the University and the MOA). In addition, a faculty member is now on the Board of Directors and many graduate theses utilize collections at the MOA, so the undergraduate connections tend to garner less attention.</li> <li>• The program has a significant relationship with the MOA on the undergraduate front. The local field schools, mentioned above, and other undergraduate courses have often been hosted at the MOA. In</li> </ul>

<p>investment (both in human resources and technology) at the Museum of Ontario Archaeology.</p>	<p>addition, each year the MOA hires on campus work study students, host many student volunteers along with several class visits, often funded by the student donation fund.</p> <ul style="list-style-type: none"><li>• It is worthy of note that the Executive Director of the MOA is a graduate of the MA program and is keen to build more connections with the Department and University.</li></ul> <p><b>Faculty:</b> The Dean's Office fully supports the strong relationship with the MOA.</p>
<p><b>Recommendation #7 - Library</b> Consider the library and associated archives as a resource on campus for experiential learning in consultation with librarians.</p>	<p><b>Program:</b> The department will continue to draw on the library as a resource and explore ways to use library spaces and resources in courses and in other programming (e.g., workshops). In most cases, these connections with the library resources are handled directly by department members (e.g., instructors teaching courses, faculty organizing events, working with special collections and the archives etc.).</p> <p><b>Faculty:</b> The Dean's Office fully supports the department's efforts in this area.</p>

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendations specific to hiring are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1 - Maintain the four-fields approach, strengthen teaching connections with local First Nations and amplify linguistics as a subfield.</b> a) <i>New Second year Course</i> b) <i>Linguistic Requirement</i> c) <i>Mandatory Indigenous Studies Course</i> d) <i>Field schools</i>	<ul style="list-style-type: none"> <li>1a. Continue discussion about possible program courses that showcase the four-field approach and/or draw on team-teaching, at the May 2025 Faculty retreat. Begin developing a plan, if warranted integrate new courses into the program's teaching plan.</li> <li>1b. Integrate Linguistic Anthropology with other aspects of the program (e.g., creation/merge of new Major, Centre Intro to Linguistics in program requirements).</li> <li>1c. Continue enhancing the delivery of Indigenous content - through cross-listing courses with Indigenous Studies; and, the possibility of a dedicated course requirement.</li> <li>1d. Devise solutions pertaining to the accessibility of field schools within resource and budgetary constraints.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate Chair</li> <li>Dean's Office</li> </ul>	By July 2026
<b>Recommendation #2 - New Teaching-Research Areas</b> For instance, 1) medical anthropology and a focus on the biocultural determinants of health; 2) the anthropology of colonial legacies; and 3) digital anthropology or science and technology studies (STS).	<ul style="list-style-type: none"> <li>Explore pathways to expand core areas of current and future teaching and research expertise, which could include developing new courses in areas such as science and technology studies, climate-change, digital archaeology, material culture, and medical anthropology.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate Chair</li> </ul>	By June 2027

<p><b>Recommendation #3 - Communications</b> a) Undergraduate administrator/Chair regular meetings. b) Guidance document for staff positions. c) Rapid dissemination of student data. d) New approaches to marketing of courses availability. e) An electronic newsletter.</p>	<ul style="list-style-type: none"> <li>• 3a. Establish clear lines of communication, including regular weekly meetings between the UG Chair and UG administrator.</li> <li>• 3b. Recently drafted guidance document will be constantly updated and will aid in the transition of a new Department Chair, Undergraduate Chair, and Graduate Chair in 2026.</li> <li>• 3c. Continue to use data from IPB Dashboard and data collected by the Department to support program development and students.</li> <li>• 3d. Continue expanding promotional efforts such as: a) hosting outreach events like High School Anthropology Day; b) providing slides to instructors that highlight upcoming courses; c) providing flyers to program counsellors of external units.</li> <li>• 3e. Seek advice from other departments that are already using newsletter as a form of communication with faculty, staff, students and alumni.</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate Chair</li> <li>• Department Chair</li> <li>• Dean's Office</li> </ul>	<p>By June 2026</p>
<p><b>Recommendation #4 – Maintaining Capacity in Archaeology</b> Funding for the hiring of at least one LT position to maintain what is presently an area of high enrolment in the department (archaeology/ bioarchaeology) to sustain program strengths.</p>	<ul style="list-style-type: none"> <li>• Continue advocating the need for this position. <ul style="list-style-type: none"> <li>◦ An LT position in archaeology is in the current Faculty budget; if it is not granted this year, the program will continue prioritizing this position.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Dean's Office</li> </ul>	<p>Follow-up in June 2028 progress report</p>
<p><b>Recommendation #5 &amp; #7 – Library Expertise</b> Consider the library and associated archives as a resource on campus for experiential learning and AI developments.</p>	<ul style="list-style-type: none"> <li>• Continue to explore ways the program can draw on the expertise of library staff and resources on issues related to AI, teaching, use library spaces and special collections and the archives, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate Chair</li> <li>• EDIDA committee</li> <li>• AI Committee</li> </ul>	<p>Follow-up in June 2028 progress report</p>
<p><b>Recommendation #6 – Museum of Ontario Archaeology (MOA)</b> Determine the potential of the ongoing relationship between the Department and the Museum.</p>	<ul style="list-style-type: none"> <li>• Continue to enhance the relationship with the MOA by exploring the possibility of – 1) including via museum displays in the department; and 2) hosting public outreach activities in association with the MOA.</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate Chair</li> </ul>	<p>Follow-up in June 2028 progress report</p>

**ITEM 13.4(h) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Law, Library and Information Science, Statistics, and Anthropology**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

At its meeting on September 9, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical reviews of the graduate programs in Law, Library and Information Science, Statistics, and Anthropology.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Law	Law	September 19-20, 2024	Good Quality
Information and Media Studies	Library and Information Science	February 3-4, 2025	Good Quality
Science	Statistics	January 30-31, 2025	Good Quality
Social Science	Anthropology	December 2-3, 2024	Good Quality

The detailed Final Assessment Reports and Implementation Plans for these reviews are attached.

**ATTACHMENT(S):**

[Final Assessment Report – Law](#)

[Final Assessment Report – Library and Information Science](#)

[Final Assessment Report – Statistics](#)

[Final Assessment Report – Anthropology](#)

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**Law**  
**Final Assessment Report &  
Implementation Plan**  
**March 2025**

<b>Faculty / Affiliated University College</b>	Law	
<b>Degrees Offered</b>	LL.M., MSL, Ph.D.	
<b>Date of Last Review</b>	2015-2016	
<b>Approved Fields</b>	No fields in the program.	
<b>External Reviewers</b>	Prof. Benjamin Berger Osgoode Hall Law School York University	Assoc. Dean Heather Heavin College of Law University of Saskatchewan
<b>Internal Reviewers</b>	Dr. Cameron Anderson, Graduate Chair, Political Science	Julia Brott Ph.D. Candidate, Anatomy and Cell Biology
<b>Date of Site Visit</b>	September 19 & 20, 2024	
<b>Date Review Report Received</b>	December 13, 2024	
<b>Date Program/Faculty Response Received</b>	Program/Dean – February 25, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: June 23, 2025 ACA: September 9, 2025 Senate (for information): September 19, 2025	
<b>Year of Next Review</b>	Year of next cyclical review: 2031-2032	
<b>Progress Report</b>	June 2027	

## **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the graduate programs in Law housed in Western's Faculty of Law.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program and Decanal Office, Faculty of Law

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to the Faculty of Law, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.



## **Executive Summary**

The Faculty's first graduate program (the LLM) was created in 2004, with the Master of Studies in Law (MSL) initiated in 2010 and the doctoral program (PhD) in 2013. The LLM program is aimed at candidates who have an undergraduate law degree (LLB or JD) who wish to learn more about a particular area of legal study at a graduate level. The MSL program is intended for candidates who have a degree in a discipline other than law. Both the LLM and MSL have a project-based and a thesis-based option. The PhD program is aimed at those who wish to pursue academic careers in law.

The Faculty currently aims to enroll approximately 8-10 new Master's students and 3-4 new PhD students per year, for a cohort of about 25-30 graduate students at any given time. With the planned development of a course-based LLM, total Masters enrolment from 2025-2026 onward is projected to be 35-40.

To inform the self-study, the Faculty's Graduate Program Committee began review deliberations regarding each graduate offering in 2022. Strengths and weaknesses of each program were discussed at a Faculty retreat in June 2023. Given the small size of the graduate student population, the Faculty opted to solicit student feedback by open-ended email query.

The external reviewers shared a positive assessment of the Graduate Law Program offerings. They offer eight recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Provision of funding for both thesis-based and project-based LLMs and MSLs, which is not typical of universities.
  - o Offer competitive funding for international graduate students.
- MSL students are from diverse disciplines whereas LLM students have a grounding in legal education; having both MSL and LLM students work together enriches the program.
- Project-based LLM is practice-oriented as it enables students to hone legal practice skills and acquire practice-relevant information.
- Western Law views its small size as a strength, as it creates a close sense of community and fosters interaction among faculty and students.
  - o Students have unparalleled access to the time and expertise of their supervisory team and instructors.
- Students have the opportunity to tailor their courses of study to their academic and/or professional goals through: 1) many elective options; 2) a bespoke experience and the opportunity to work one-on-one with the instructor to shape a learning outcome in accordance with their research agenda and needs.
- The Transitional Justice Collaborative Graduate Specialization attracts approximately one student per year to earn this additional qualification alongside their PhD, LLM, or MSL degree.

### **Areas of Improvement Identified and Discussed by the Program**

- Explore: 1) replacing the thesis-based LLM and MSL with project-based versions; 2) generating revenue by eliminating the project-based LLM and offering a course-based LLM, or other postgraduate program, to foreign-trained lawyers.
- Improve recruitment of students with more diverse research interests and implement measures to better match students with supervisors.
- Enhance the curriculum by: 1) combining 9001 and 9002 into a single course, which would address concerns regarding course content overlap and redundancy; 2) replacing 9003 with a multi-day “Law Graduate Research Conference” which will give students and faculty an opportunity to present their research.
- Establish a more formalized system to remain in contact with alumni as careers progress. Examining the possibility of developing and administering a dedicated exit survey for each program.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Dean, Faculty of Law
- Associate Dean, Faculty of Law
- Acting Associate Chief Librarian
- Acting Director, John & Dotsa Bitove Family Law Library
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program/Deanal response form the basis of this Final Assessment Report (FAR) of the Law Graduate Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

## **Summative Assessment – External Reviewers’ Report**

External reviewers shared that they were *“impressed with the quality of the graduate degree programs at Western Law. The programs are well-crafted from a structural perspective, have strong outcomes in terms of completion and (it seems) professional outcomes, and have the ongoing potential to allow Western Law to occupy an important and distinctive place on the terrain of graduate law programs offered in Canada.”*

### **Strengths of the Program**

- Western Law has excellent faculty, including very strong and promising early career academics. The breadth and depth of scholarly ability is impressive.
  - o Western Law has made strides in growing and deepening its faculty research excellence in areas beyond those in which it has a well-earned and long-established reputation for strength.
- Option to switch to part-time or take a leave of absence contributes to strong completion rates.
- Curriculum is enhanced by: 1) a large number of core courses which support academic and professional development; 2) the opportunity to develop strong social and professional relationships within a cohort; 3) varied elective and subject-specific courses which ensure that students can keep current with areas of law relevant to their thesis; and 4) class activities that stimulate engagement and develop communication skills.
- LLM theses and PhD dissertations host high quality written work on a diverse range of topics of importance to the development of domestic and international law.
- Good gender representation among students enrolled in the LLM, MSL and PhD programs.
- In Canadian law, greater attention has been brought to Indigenous ways of knowing, approaches to scholarship and perspectives.
- Overall, strong completion rates and appropriate time in program.

### **Prospective Improvements for the Program to Consider**

- Students expressed the need for: 1) greater professional development opportunities and further engagement with faculty members through additional research talks, participation in faculty seminars and/or teaching-development opportunities; 2) addressing the sense of scholarly and social community within the graduate student body and, particularly, between graduate students and faculty; and 3) re-examining JD electives that are unappealing and unproductive to PhD and thesis-based LLM students. (*Associated with Recommendations #2 & #3*)

- Develop and implement a robust recruitment strategy to enhance the reach, breadth, and quality of the graduate student body at Western Law. (*Associated with Recommendation #1*)
- Review distribution of graduate student supervision; and, explore ways of 1) recognizing and supporting supervisory activities; 2) incorporating supervision into workload expectations; and 3) providing teaching credit for supervision. (*Associated with Recommendation #4*)
- Assess whether provisions for a slightly longer term for the LLM might be attractive. (*Associated with Recommendation #5*)
- Enhance communication to: 1) students about funding package details as soon as possible; 2) keep students and faculty informed about ongoing program changes. (*Associated with Recommendation #6 & #8*)

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

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

Reviewers' Recommendation	Program/Faculty Response
<b>Recommendation #1:</b> Develop a Student Recruitment Strategy	<b>Program/Dean:</b> The program has engaged with the SGPS to help review the recruitment strategy, specifically with respect to website design, as this strategy has been closely tied to JD student recruitment efforts. Changes to the program's website will enable easier contact with prospective applicants to share targeted admissions information. Given the restriction on international enrolment, more targeted recruitment activities would be needed—focusing on Canadian law schools as well as Canadians enrolled in LLB programs abroad. There are a number of these programs in Australia and the UK that intentionally attract Canadian students. The program will utilize academic networks to reach out to colleagues at these domestic and international institutions to encourage their strongest students to apply. Specifically, the program is hoping to attract more students in areas of strength that are currently under-represented in the graduate program: private law, Canadian constitutional law, and legal theory.
<b>Recommendation #2:</b> Promote Graduate Student Engagement and Community	<p><b>Program/Dean:</b> Graduate students are integrated in all faculty academic events, even the faculty workshop. The program will discuss with the convenors of the faculty workshop whether a more formalized procedure for including graduate students should be implemented. During Graduate Student Welcome Day the Faculty will make sure to emphasize how welcome graduate students are at the many academic talks as it seems not be to communicated effectively. The Law Graduate Program Coordinator will send out specific invitations to our graduate student community to encourage them to attend faculty research events. Faculty colleagues will be encouraged to attend graduate student research events.</p> <p>The Faculty has largely left the social aspects of the graduate student body up to the Graduate Law Student Association, however, will aim to be more proactive in supporting social events. For instance, exploring a faculty-funded Graduate Law Student-Faculty reception at the Law Faculty for the incoming and current graduate students this coming September.</p>

<p><b>Recommendation #3:</b> Retain Graduate Courses (9001/9002) and Reconsider JD Electives in PhD and LLM (Thesis)</p>	<p><b>Program/Dean:</b> With respect to the merging of 9001 and 9002, the program believes that these courses could be successfully integrated into a single course; and, are considering implementing this change in September 2025 or September 2026. There are two main reasons for this: (1) limited teaching resources to support these courses; (2) significant degree of overlap between the courses.</p> <p>The program does not currently have a sufficiently large graduate class to offer additional graduate level electives. Currently, graduate students in the Law Faculty are permitted to enroll in graduate and undergraduate courses outside the Faculty of Law on Main Campus provided they receive their supervisor's permission, the Associate Dean (Graduate) of Law's permission and the grad chair or equivalent's permission in the course's program. The program will work to communicate this more effectively.</p>
<p><b>Recommendation #4:</b> Encourage a Culture of Supervision</p>	<p><b>Program/Dean:</b> The program is working with the Communications Officer to make sure all faculty bios contain information regarding whether a faculty member is seeking graduate students and, if so, in what disciplines. Through the Research Officer, the program is also encouraging faculty members to include requests for graduate student funding in their external grant applications.</p>
<p><b>Recommendation #5:</b> Retain the LLM (Thesis)</p>	<p><b>Program/Dean:</b> The program is taking the retention of the LLM-T and the potential to extend its timeline under advisement. This will be part of a larger conversation that will include all relevant faculty members.</p>

<p><b>Recommendation #6:</b> Address Graduate Student Funding</p>	<p><b>Program/Dean:</b> In addition to maintaining the current process of clearly indicating the funding amount in the welcome letter, communication regarding graduate funding will be made clearer by emphasizing that funding details will be made available by a certain date provided that all outstanding SGPS requirements have been met. In the past, because SGPS requirements had not yet been met, funding details were not available, leaving students confused. This past summer as well, due to the ratification of a new GTA collective agreement, details were necessarily shared later.</p> <p>With respect to the amount of funding, unfortunately, given the budget model of the University and the current times of financial austerity, the program is unable to offer more to help support graduate students. Welcome letters clearly communicate that the financial assistance offered is not meant to be a replacement of full-time employment income.</p> <p>Faculty are strongly encouraged to include requests for funding graduate students in their SSHRC and other external grants.</p>
<p><b>Recommendation #7:</b> Develop Opportunities for Teaching/ Training Experience</p>	<p><b>Program/Dean:</b> Doctoral students who are ABD are welcome to propose courses to the Associate Dean Academic. Teaching of these proposed courses is not guaranteed, however. All full-time doctoral students within their funding window are also guaranteed a GTA position within the faculty. Notably, this assignment entails grading and not teaching students directly. The Law Faculty is considering investing more teaching resources into undergraduate teaching – a suite of pre-law courses at the undergrad level. The program believes that this could be a profitable site for graduate student teaching (e.g., leading tutorials).</p>
<p><b>Recommendation #8:</b> Refresh Policy Documents and Program Communication</p>	<p><b>Program/Dean:</b> The program will be creating a universal Law Graduate Program handbook that will be emailed to students and faculty and will be made available on our website.</p>

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1:</b> Develop a Student Recruitment Strategy	Review the graduate program recruitment strategy with the SGPS, specifically with respect to website design. <ul style="list-style-type: none"> <li>Update the program's website to enable easier contact with prospective applicants and share targeted admissions information.</li> <li>Use connections within academic networks to enhance recruitment efforts.</li> <li>Emphasize areas of strength that are currently under-represented in the graduate program: private law, Canadian constitutional law, and legal theory.</li> </ul>	Associate Dean Graduate Studies	By December 2025
<b>Recommendation #2:</b> Promote Graduate Student Engagement and Community	<ul style="list-style-type: none"> <li>Emphasize how welcome graduate students are at the many academic talks during the Graduate Student Welcome day and other moments of connection with students. <ul style="list-style-type: none"> <li>Send out specific invitations to the student community to encourage them to attend faculty research events.</li> <li>Encourage Faculty to attend graduate student research events.</li> </ul> </li> <li>Discuss with the convenors of the faculty workshop whether a more formalized procedure for including graduate students could be implemented.</li> <li>Liaise with Graduate Law Student Association to proactively support student social events.</li> </ul>	Associate Dean Graduate Studies  Graduate Program Coordinator	By September 2025



	<ul style="list-style-type: none"> <li>Examine the possibility of a faculty-funded Graduate Law Student-Faculty reception for the incoming and current graduate students for September.</li> </ul>		
<b>Recommendation #3:</b> Retain Graduate Courses (9001/9002) and Reconsider JD Electives in PhD and LLM (Thesis)	<p>The Graduate Programs Committee will consult with faculty and graduate students to explore the potential merger of 9001 and 9002.</p> <p>In the new graduate student handbook, clearly outline opportunities to take courses outside of the Faculty of Law.</p> <ul style="list-style-type: none"> <li>Explore whether PhD students can increase the number of external-to-Law courses.</li> </ul>	Associate Dean Graduate Studies	By December 2025
<b>Recommendation #4:</b> Encourage a Culture of Supervision	<p>The Communications Officer will ensure all faculty member bios contain information regarding whether a faculty member is seeking graduate students and specify disciplines.</p> <p>The Research Officer will communicate to faculty members that requests for graduate student funding should be included in their external grant applications.</p>	Associate Dean Graduate Studies  Communications Officer  Research Officer	By December 2025
<b>Recommendation #5:</b> Retain the LLM (Thesis)	At an upcoming Faculty Retreat, discuss the retention of the LLM-T and the potential of extending its timeline or offering students a choice of a 1 year or 18 month / 2 year LLM.	Associate Dean Graduate Studies	By December 2025
<b>Recommendation #6:</b> Address Graduate Student Funding	<p>Clarify communication regarding graduate funding by emphasizing that funding details will be made available by a certain date provided that all outstanding SGPS requirements have been met.</p> <p>Enhance communication to faculty members regarding the need to include requests for funding graduate students in their SSHRC and other external grants.</p>	Associate Dean Graduate Studies	By June 2025

<b>Recommendation #7:</b> Develop Opportunities for Teaching/Training Experience	Communicate with doctoral students, who are ABD, the existing option of proposing courses to the Associate Dean Academic.  Explore the option of expanding teaching resources at the undergraduate level —a suite of pre-law courses. This is an opportunity for graduate students to gain teaching experience.	Associate Dean Graduate Studies	By December 2025
<b>Recommendation #8:</b> Refresh Policy Documents and Program Communication	Develop a universal law graduate program handbook that will be emailed to students and faculty and posted on the program's website.	Associate Dean Graduate Studies	By September 2025



**Library and Information Science**  
**Final Assessment Report &**  
**Implementation Plan**  
**May 2025**

<b>Faculty / Affiliated University College</b>	Information and Media Studies (FIMS)	
<b>Degrees Offered</b>	MLIS, PhD	
<b>Date of Last Review</b>	2015-2016	
<b>External Reviewers</b>	Dr. André Vellino School of Information Studies University of Ottawa	Dr. Luanne Sinnamon School of Information University of British Columbia
<b>Internal Reviewers</b>	Dr. Immaculate Namukasa, Associate Dean (Graduate), Education	Cherin Chung Ph.D. Candidate, French
<b>Date of Site Visit</b>	February 3 & 4, 2025	
<b>Date Review Report Received</b>	March 25, 2025	
<b>Date Program/Faculty Response Received</b>	Program – May 7, 2025 Dean – May 7, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: June 23, 2025 ACA: September 9, 2025 Senate (for information): September 19, 2025	
<b>Year of Next Review</b>	Year of next cyclical review: 2032-2033	
<b>Progress Report</b>	June 2028	



### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the graduate program in Library & Information Science housed in Western's Faculty of Information and Media Studies.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program and Decanal Office, Faculty of Information and Media Studies

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to the Faculty of Information and Media Studies, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

## **Executive Summary**

Graduate degrees in Library and Information Science (LIS) have been offered by the University of Western Ontario since 1967, with the founding of the original School of Library and Information Science and the establishment of the Master of Library Science degree. The Doctor of Philosophy (PhD) in LIS was instituted in 1973. The Master of Library and Information Science (MLIS) program is reviewed regularly by the major North American accrediting body, the American Library Association (ALA) and has been accredited since 1969. In 2022-2023 full-time enrolment in the MLIS was at 96 students with 161 enrolled part-time. For the same academic year, there were 19 full-time PhD students with 9 enrolled part-time.

To inform the self-study, the MLIS and PhD LIS graduate programs undertook student surveys and focus groups. The MLIS limited duties instructors were equally surveyed with follow-up interviews. In addition, a retreat with faculty and students was facilitated by Western's Centre for Teaching and Learning in March 2024.

The external reviewers shared a positive assessment of the Graduate Library and Information Science Program offerings. They offer three overarching recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Canada's longest-standing MLIS co-op program, offering paid work experience across diverse sectors including libraries, government, museums, and corporations.
- Collaborations to support rural libraries' IT needs and accessibility planning projects with the London Public Library.
- Excellent facilities and resources, including the award-winning FIMS & Nursing Building, a faculty-supported FIMS Graduate Library with specialized collections, dedicated computing labs and makerspace, and extensive support from Western Libraries.
- Robust research culture exposes students to specialized research labs and the WAFAR program, which brings together interdisciplinary and international teams of scholars to address major issues.
- Strong EDIDA focus, with learning outcomes grounded in social justice and elective courses that deepen understanding of topics like accessibility, antiracism, aging, Indigenous knowledge, digital equity, and critical librarianship.
- Student surveys consistently highlight the program's flexibility, featuring three annual admission points, multiple delivery formats, full-time completion in as few as three terms, part-time options, and the ability to switch between full-time and part-time status.

- Newly approved MLIS online delivery option responds to strong demand for online courses and improves accessibility for students facing barriers like disability or location.
- Professional development opportunities prepare students for the changing employment landscape and further study through a workshop series organized by the MLIS Student Council.

### **Areas of Improvement Identified and Discussed by the Program**

- Decline in faculty capacity due to unfilled retirements is limiting program development across multiple dimensions: 1) fewer LIS-focused faculty available for required courses; 2) faculty being shared across programs; 3) gaps in key areas like metadata and classification; and 4) restricted potential for online program growth due to limited expertise.
- Limited Duties instructors feel undervalued due to lack of transparency in course assignments, exclusion from program planning committees, and insufficient compensation for committee work and research.
- PhD students report facing critical financial challenges that impair academic progress.
  - o Limited funding for conferences constrains professional development opportunities for PhD students.
- Expectations regarding time to completion do not accurately reflect student experiences. Surveyed students feel program requirements don't align with expected timelines, with financial challenges being a key factor in delayed completion.
- Professional development can be inconsistent and is largely dependent on individual supervisors. There is little formal support for job search skills like CV preparation and a need for more workshops on publishing in LIS and FIMS.
- Outside of Co-op, there are limited experiential learning opportunities, particularly for international students.
- Concerns exist regarding preserving the distinct LIS disciplinary identity within the interdisciplinary FIMS faculty.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality & Enhancement

- Dean, Faculty of Information and Media Studies
- Associate Dean, Graduate and Postdoctoral Studies
- Graduate Chairs
- Acting Associate Chief Librarian
- Director, FIMS Graduate Library
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program/Deanal response form the basis of this Final Assessment Report (FAR) of the FIMS Graduate Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

### **Summative Assessment – External Reviewers’ Report**

External reviewers shared that *“The LIS graduate programs are long standing, respected and effective programs. The MLIS program demonstrates notable flexibility with multiple entry points, various completion timelines, and a forthcoming online delivery mode which expands accessibility. The program succeeds well in balancing theoretical and practical knowledge in its curriculum, offers practical co-op opportunities for its students, and provides a broad range of faculty expertise.”*

### **Strengths of the Program**

- Excellent facilities, including modern classrooms, and a dedicated graduate library.
- MLIS maintains ALA accreditation with curriculum regularly updated to reflect current priorities, including Indigenous perspectives, AI, data ethics, and community-based experiential learning.
- Highly qualified faculty members bring extensive research experience across diverse areas, including libraries, information ethics, health information, policy, globalization, and intellectual property.
  - o Strong commitment to teaching, student growth, and fostering an intellectual climate of inquiry and social justice.
- Specialized research labs offer students opportunities to engage in impactful, funded research, with student publications reflecting current LIS issues like diversity, decolonization, and tech ethics.



- Incorporation of EDIDA into program-level learning outcomes, complemented by five decolonization and Indigenization content modules linked to each core course.
  - o Faculty conduct diversity citation audits on course syllabi to monitor representation in readings and course materials.
- New online program format will include students in remote communities and those experiencing other impediments to in-person learning. This online delivery format may attract international students, aligning with the program's goals.
  - o Part-time option, spanning 8 terms to 4 years, accommodates working professionals.
- Students value the interdisciplinary and flexible nature of the program.
- Revised Comprehensive Exam format improved student experience and accelerated progress toward the proposal stage.

### **Prospective Improvements for the Program to Consider**

- Staffing challenges impact both teaching quality and research capacity. There is a priority need to hire and retain Indigenous faculty. (*Associated with Recommendation #1*)
- MLIS program's heavy reliance on part-time faculty, while offering structural flexibility, places significant teaching load on full-time faculty which limits their ability to offer research-driven elective courses. (*Associated with Recommendation #1*)
- Students report a need for clearer communication during admissions regarding registration options, costs, and study demands, particularly for the intensive one-year MLIS option that suits only certain student profiles. (*Associated with Recommendations #2*)
  - o Students also feel underinformed about key aspects of their programs, funding, and available graduate services, indicating a need for improved internal communication strategies.
- Incoming Ph.D. students would benefit from information about funding structures and how external and internal funding operate. (*Associated with Recommendations #2*).
- Structural issues create barriers to student success and satisfaction. A notable gap exists between Ph.D. expected timelines and actual time-to-completion. (*Associated with Recommendation #2*)
- MLIS 12-month timeline proves unrealistic for many students due to heavy workload. Students extending to 16 or 20 months pay higher costs for the same number of courses, causing confusion and dissatisfaction. (*Associated with Recommendation #2*)
- Some students face challenges in selecting courses aligned with their career goals and would benefit from additional support such as faculty advisors, group advising sessions, and curated course clusters. (*Associated with Recommendation #2*)

- Limited local co-op opportunities force some MLIS students to relocate for placements; the online program may help by allowing students to find placements in their regions. (*Associated with Recommendation #3*)
  - Alternatives like practicums or professional experience courses that allow students to gain hands-on experience may respond to the co-op program's limited accessibility.

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

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

Reviewers' Recommendation	Program/Faculty Response
<p><b>Recommendation #1: Faculty Complement</b></p> <p>1.1 Increase efforts to include Limited Duty faculty in program governance.</p> <p>1.2 Prioritize the recruitment and retention of Indigenous faculty.</p> <p>1.3 Program growth should be contingent on an increase in the number of full-time LIS faculty.</p>	<p><b>Program:</b></p> <p>1.1 The LIS program includes Limited Duties (LD) faculty in its governance through representation on the MLIS Program Committee (MLISPC) and regular Zoom meetings with core course instructors. To further strengthen their involvement, the program will: 1) Maintain a mailing list for timely communication; 2) Include LD faculty in events held for full-time faculty members, as applicable; 3) Improve LD faculty profiles on the website; and 4) Explore mentorship and integration opportunities for LD faculty to further foster community connection within FIMS.</p> <p>1.2 The Dean's Office is responsible for recruitment and retention of faculty members. The program notes that this investment aligns with the EDIADI focus within the program.</p> <p>1.3 The program agrees that MLIS program growth should depend on increasing LIS faculty and acknowledges that program quality would suffer without adequate faculty resources.</p> <p><b>Faculty:</b> The Dean's Office:</p> <p>1.1 supports efforts to involve Limited Duty Faculty in governance, along with the initiatives highlighted in the program's response.</p> <p>1.2 continues efforts to recruit Indigenous faculty. In 2021, FIMS hired two Indigenous faculty members—one gained probationary status in 2024, while the other left for another institution. A recent Tier II CRC applicant was recruited but not shortlisted by the university search committee. The Faculty will take every recruitment opportunity to appoint and support Indigenous faculty colleagues, and agree that recruiting Indigenous LIS scholars with expertise in Indigenous Studies is important to sustain curricular developments.</p> <p>1.3 agrees that MLIS growth depends on increase in full-time LIS faculty. Current faculty recruitment includes a probationary appointment to the MLIS program to begin July 1, 2025. Enrolments in the online MLIS will be monitored and positions will be requested accordingly.</p>

<p><b>Recommendation #2: Strengthen student advising and communication</b></p> <p>2.1 Improve communication regarding funding structures, limitations, and caps for PhD students.</p> <p>2.2 Provide PhD applicants with realistic total program costs.</p> <p>2.3 Develop a streamlined communication approach for LIS graduate students.</p> <p>2.4 Clarify communication regarding the implementation plan for the online program and articulate expectations for students in the hybrid option.</p> <p>2.5 Provide increased guidance for MLIS students.</p>	<p><b>Program:</b></p> <p>2.1 An audit will be conducted to clarify doctoral funding information online. Workshops and faculty support for external scholarship applications will continue. The program supports continuing the successful Dean's PhD Completion Bursary. A new Tri-Council program appears to be expanding funding eligibility to international students.</p> <p>2.2 The Graduate Affordability Calculator is now included in SGPS and FIMS welcome letters, with links to TA and scholarship info. Funding breakdowns are available via SGPS' MERCURY platform, which FIMS will help keep updated. The LIS PhD website will be updated with median completion times and funding model data.</p> <p>2.3 Graduate Services Staff send essential, time-sensitive communications. The program is considering a blog-style intranet for easier access to announcements. Orientation will clarify communication channels. Instructors will receive Brightspace best practices to reduce email volume. Weekly office hours will be held by the GSS Manager to support students with administrative matters.</p> <p>2.4 An email sent on April 15, 2025, addressed student questions about the online MLIS pathway and invited further discussion with the Grad Chair. Student questions can equally be addressed at the weekly administrative office hours.</p> <p>2.5 FIMS is working with Computing Services and the MLISPC to tag courses with career paths and display this on the MLIS website/intranet. This topic can also be discussed during weekly administrative office hours. A trial course selection session will be held before each registration period.</p> <p><b>Faculty:</b> The Dean's Office supports:</p> <p>2.1 the program's audit of doctoral funding information. The FIMS PhD Completion Bursary has supported students annually since 2023, with a total of eight bursaries awarded over three years. A review will follow the third year to consider renewal.</p> <p>2.2 the program's efforts to share funding information, including the SGPS Graduate Affordability Calculator, are appreciated. Adding data on LIS PhD median completion times to the website is also seen as a valuable improvement.</p> <p>2.3 the program's efforts to streamline communication are appreciated, especially given the urgency of some messages. The Dean's Office is considering a digest format to consolidate key updates and reduce email overload.</p> <p>2.4 the program has now communicated with students about the online and hybrid MLIS pathways. The Dean's Office supports the initiative to hold weekly office hours for ongoing student support.</p> <p>2.5 tagging courses with career paths on the MLIS website/intranet will help students make informed choices. Weekly office hours will further support students by providing guidance and program information.</p>
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<p><b>Recommendation #3: Curriculum and Assessment</b></p> <p>3.1 Strengthen the MLIS program assessment.</p> <p>3.2 Expand experiential learning opportunities for MLIS students and provide professional development for PhD students.</p> <p>3.3 Explore the potential for a unified FIMS PhD program with disciplinary fields.</p>	<p><b>Program:</b></p> <p>3.1 Co-op students will now create personalized learning outcomes with their employers at the start of their placement, which will be reviewed during the final assessment. The implementation of a capstone project is delayed due to major ongoing initiatives, it will be reconsidered once these are completed.</p> <p>3.2 Nearly 50% of courses align with the Experiential Learning (EL) outcome. The program will audit all experiential learning to ensure it's reflected in syllabi and learning outcomes before deciding on expansion. "Own Your Future" will remain part of first-year programming, alongside FIMS 9800 and the graduate student conference. Professionalization training will continue throughout the PhD program.</p> <p>3.3 Plans for a unified PhD program are currently on hold. The program is focusing on highlighting the strengths of the LIS and Media Studies graduate programs, updating the website, revising program requirements, and developing a required LIS theory course.</p> <p><b>Faculty:</b> The Dean's Office supports:</p> <p>3.1 the proposed strategy to enhance MLIS program assessment and agrees with the timeline for implementing an end-of-program capstone.</p> <p>3.2 the plan to map experiential learning (EL) components across the curriculum to guide future offerings. The program already provides professional development for doctoral students and welcomes additional events to support both academic and non-academic career paths.</p> <p>3.3 the idea of a unified FIMS PhD program has been discussed, but for now, the LIS and Media Studies committees are focused on emphasizing their distinct strengths. The topic may be revisited in the future.</p>
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### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendations specific to hiring are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1: Faculty Complement</b> 1.1 Increase efforts to include Limited Duty faculty in program governance. 1.2 Prioritize the recruitment and retention of Indigenous faculty. 1.3 Program growth should be contingent on an increase in the number of full-time LIS faculty.	1.1 Ensure that there is LD faculty representation on the MLIS Program Committee each term. Further strengthen LD involvement by improving LD faculty profiles on the website and exploring mentorship and integration opportunities to foster stronger community connection within FIMS. 1.2 Prioritize recruitment of Indigenous LIS scholars. 1.3 Monitor enrolments in the online MLIS and prioritize additional positions accordingly.	Dean's Office Graduate Chair	1.1 By December 2025       Follow-up as part of progress report in June 2028

<p><b>Recommendation #2: Strengthen student advising and communication</b></p> <p>2.1 Improve communication regarding funding structures, limitations, and caps for PhD students.</p> <p>2.2 Provide PhD applicants with realistic total program costs.</p> <p>2.3 Develop a streamlined communication approach for LIS graduate students.</p> <p>2.4 Clarify communication regarding the implementation plan for the online program and articulate expectations for students in the hybrid option.</p> <p>2.5 Provide increased guidance for MLIS students.</p>	<p>2.1 a) Conduct an audit of doctoral funding information posted online; b) continue hosting workshops and providing faculty support for external scholarship applications; c) explore new Tri-Council program funding eligibility for international students; d) continue offering the Dean's PhD Completion Bursary.</p> <p>2.2 Continue providing funding information, including the SGPS Graduate Affordability Calculator; Include data on LIS PhD median completion times to the program's website.</p> <p>2.3 Streamline communication ensuring time-sensitive messages are circulated; Consider a newsletter format to consolidate key updates and reduce email overload; Hold weekly office hours with the GSS Manager and applicable staff.</p> <p>2.4 Hold weekly office hours for ongoing student support and addressing questions pertaining to the online and hybrid MLIS pathways.</p> <p>2.5 Tag courses with career paths on the MLIS website/intranet and provide further guidance and program information at the weekly office hours.</p>	<p>Dean's Office Graduate Chair</p>	<p>By December 2025</p> <p>December 2026 for item 2.5</p>
<p><b>Recommendation #3: Curriculum and Assessment</b></p> <p>3.1 Strengthen the MLIS program assessment.</p> <p>3.2 Expand experiential learning opportunities for MLIS students and provide professional development for PhD students.</p> <p>3.3 Explore the potential for a unified FIMS PhD program with disciplinary fields.</p>	<p>3.1 Enhance MLIS program assessment, for instance by revamping the requirements for co-op students to craft individual learning outcomes with their employers at the onset of their co-op; Work towards implementing an end-of-program capstone.</p> <p>3.2 Map experiential learning components across the curriculum to guide future offerings. Explore additional professional development for doctoral students to support both academic and non-academic career paths.</p> <p>3.3 In due course, revisit discussion of a unified FIMS PhD program.</p>	<p>Dean's Office Graduate Chair</p>	<p>By December 2026 for item 3.1</p> <p>By December 2027 for item 3.2</p> <p>Follow-up on item 3.3 as part of progress report in June 2028</p>



**Statistics**  
**Final Assessment Report &  
Implementation Plan**  
**May 2025**

<b>Faculty / Affiliated University College</b>	Faculty of Science	
<b>Degrees Offered</b>	M.Sc., Ph.D.	
<b>Date of Last Review</b>	2016-2017	
<b>Approved Fields</b>	Statistics Actuarial Science Financial Modelling	
<b>External Reviewers</b>	Lisa Lix Max Rady College of Medicine University of Manitoba	Mu Zhu Statistics and Actuarial Science University of Waterloo
<b>Internal Reviewers</b>	Tom Drysdale, Associate Dean, Schulich School of Medicine & Dentistry	Matheus Sanita Lima, Ph.D. Candidate, Biology
<b>Date of Site Visit</b>	January 30 & 31, 2025	
<b>Date Review Report Received</b>	March 25, 2025	
<b>Date Program/Faculty Response Received</b>	Program – April 22, 2025 Dean – April 22, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: June 23, 2025 ACA: September 9, 2025 Senate (for information only): September 19, 2025	
<b>Year of Next Review</b>	Year of next cyclical review: 2032-2033	
<b>Progress Report</b>	June 2028	



## **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the graduate programs in Statistics housed in Western's Faculty of Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program and Decanal Office, Faculty of Science

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the graduate cyclical review process that is made public; all other documents are confidential to the Faculty of Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

## **Executive Summary**

The Department of Statistical and Actuarial Sciences has been offering graduate programs in Statistics (M.Sc. and Ph.D.) since it was founded in 1980. Each degree is offered in three core fields (Statistics, Actuarial Science, Financial Modelling). For the M.Sc., the vast majority of students follow the non-thesis (project-based) path, with thesis-based M.Sc. as an option. In 2022-2023 full-time enrolment in the Masters was at 24 students with 48 students in the Ph.D.

The self-study was led by the Graduate Chair and supported by the members of the Graduate Affairs Committee (GAC). With revised program learning outcomes, all faculty members were involved in a curriculum mapping exercise. Reflections were also informed by surveys administered to current students and recent graduates of both the M.Sc. and Ph.D.

The external reviewers shared a positive assessment of the Graduate Program in Statistics. They offer eight recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Good success in preparing students for diverse career paths, with graduates securing positions across academia, government, and industry. Ph.D. graduates have obtained academic positions at universities worldwide, while M.Sc. graduates work as data scientists, statisticians, and risk analysts across various sectors.
- Flexible Academic Pathways - program structure allows students to transition between professional careers and academic research paths based on their evolving interests.
- ELO Internship Success - Financial Modelling program has experienced significant growth following the introduction of the ELO internship option, which allows international students to participate in full-time internships while providing valuable industry experience and professional connections.
  - This initiative has been so successful that the department is now implementing this option for Actuarial Science students.
- Dedicated lab facilities support intensive simulation studies in statistical methodology development.
- As one of the few programs providing funding for Financial Modeling M.Sc. students, increased total funding was maintained over the past five years through stable NSERC Discovery Grants and additional sources including CANSSI, MITACS, private companies, and the Ontario Ministry of Natural Resources.

- Students consistently publish in high-quality journals across all three program fields, with publications spanning theoretical work, applied research, and interdisciplinary collaborations.
- Opportunity to work as statistical consultants with Western Data Science Solutions (WDSS) – the Department of Statistical and Actuarial Sciences statistical consulting service.
- Participation in three collaborative specializations: 1) Hazards, Risks, and Resilience; 2) Environment and Sustainability; and 3) Scientific Computing.

### **Areas of Improvement Identified and Discussed by the Program**

- Current funding limitations restrict TA positions, which constrains opportunities for graduate student funding support.
- Most external funding opportunities, including NSERC and OGS, are available only to domestic students. Given the program's high proportion of international students, this creates substantial funding disparities that could negatively impact international student experience and retention.
- Reduction in international student enrollment resulted in the suspension of the 3+1+1 international partnership program, highlighting the need for a more robust and resilient internationalization strategy that can adapt to national and global challenges.
- Continued curriculum enhancements to integrate more diverse perspectives that reflect a global context – 1) adapting entrance requirements to accommodate a wider range of academic backgrounds; 2) enhancing accessibility in course delivery and material design; 3) incorporating community-based learning projects that address local needs while supporting decolonization and practical learning outcomes.
- Examining curriculum gaps resulting from restricted course offerings in specialized areas and the absence of formal industry advisory input to ensure curriculum remains relevant to evolving professional needs.
- Develop specific support structures to identify and assist struggling students before they reach failure, moving beyond the current case-by-case approach for students who fail to meet progression requirements.
- Explore opportunities for possible program expansion:
  - Adding ELO internship options to the Actuarial Science field.
  - Developing new courses on Data Science, Machine Learning, and AI applications across all subject areas.
- Current classroom and office space constraints limit program growth potential and may impact the quality of student experience.

## **Review Process**

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Director, Academic Quality & Enhancement
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Dean, Faculty of Science
- Associate Dean – Graduate and Post-Doctoral Studies, Faculty of Science
- Department Chair
- Graduate Chair
- Graduate Affairs Committee Members
- Acting Associate Chief Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program/Deanal response form the basis of this Final Assessment Report (FAR) of the Statistics Graduate Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

## **Summative Assessment – External Reviewers’ Report**

External reviewers shared that *“innovative aspects of the Graduate Program in the Department of Statistical and Actuarial Sciences include the emphasis on attracting top international talent, both at present and in the past with the 3+1+1 exchange program, the range of opportunities available to students who complete co-op programs/ internships during their graduate studies, and the collegial, young, and energetic faculty. The dedication of the program staff is a key strength of the program.”*

## **Strengths of the Program**

- Strong complement of dedicated faculty – many of whom participate in outreach activities that benefit students, such as organizing and attending academic-industry networking events.
- Maintains a robust research environment with faculty members consistently producing high-quality peer-reviewed research across various career stages.
- Graduate students make substantial contributions assisting with undergraduate instruction, advancing innovative theoretical and applied research, and participating in Western Data Science Solutions – the Department's statistical consulting unit.
- Non-thesis MSc students benefit from the annual "MSc Day," which develops their scholarly communication skills before graduation.
- Pragmatic curriculum management despite resource constraints. For example, the "generalized linear models" course was redesigned to offer tailored versions for different program fields, accommodating students' varied backgrounds and preparation levels.
- Students and faculty have excellent access to computational resources, including GPUs and parallel computing environments that support intensive research work.
- Proactive international student recruitment includes early admission offers to help students navigate permit applications.
- Faculty research outputs, in terms of number and quality of peer-reviewed publications is high, which is important for providing students with exposure to a variety of research topics and areas in which to pursue excellent, high-quality research projects.
  - Good number of publications co-authored by students and program graduates, evidence that their research programs are achieving their goals.

### **Prospective Improvements for the Program to Consider**

- Communication gaps between faculty and students impede academic progress – consider the development of a handbook or policy manual providing clear information, guidelines, and policies for all academic programs. (*Associated with Recommendation #2*)
  - Clearer communication of alternative pathways, particularly regarding individual reading courses that could help students meet degree requirements.
- Limited availability of funding support for graduate students. (*Associated with Recommendation #3*)
  - Limited NSERC funding amounts restrict faculty capacity to support graduate students, forcing heavy reliance on teaching assistantships. The Department could clarify actual funding levels in official documents to better reflect true support levels.
- Address concerns about courses cross-listed among graduate and undergraduate students that may lack sufficient academic depth to adequately

challenge graduate students and support their advanced learning outcomes.  
(*Associated with Recommendation #5*)

- Periodic difficulty for students to find enough courses to take in order to satisfy the standard/default degree requirements.
- Absence of an on-site Graduate Program Coordinator creates barriers to fostering strong graduate student community. This administrative gap impacts both student experience and faculty efficiency in managing program requirements. (*Associated with Recommendation #7*)
- Current recruitment efforts lack specific targeting of underrepresented groups, particularly Indigenous students. The Department could strengthen collaboration with internal departments and the Office of Indigenous Initiatives to develop recruitment strategies that actively engage diverse student populations.
- Overlap of three program areas combined with close involvement in the Master of Data Analytics (MDA) Program creates heavy faculty workload. Faculty currently carry heavier supervisory loads as they support students across three distinct program areas.
- Work permit restrictions significantly limit international students' internship participation. Revising curriculum to make internships required academic components may enable international students to obtain special work permits.

While not all areas of improvement noted by the external reviewers were explicitly expanded on as stand-alone recommendations, several are embedded in the recommendations offered, as outlined in the section below. The points above remain suggestions for consideration by the Program.

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

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

Reviewers' Recommendation	Program/Faculty Response
<b>Recommendation #1:</b> Encourage and support students to form a Graduate Student Association and provide resources to support formation of an association.	<p><b>Program:</b> The department can allocate a small amount, e.g., \$1000 a year to help the graduate students form and maintain a student association by enabling them to organize social and academic activities, such as mini-conferences. The graduate program coordinator will help with organizing activities.</p> <p><b>Faculty:</b> The Faculty of Science applauds the program's intention to support a graduate student association. The Associate Dean can help by introducing students to executives of grad student associations in other programs in Science (e.g. Biology, Earth Sciences, and a new student association in Math).</p>
<b>Recommendation #2:</b> Develop a graduate student handbook.	<p><b>Program:</b> The program will develop a graduate student handbook to be available online before new students arrive in September 2025. The handbook will be a starting reference for students searching for information about academics, careers, campus life etc.</p> <p><b>Faculty:</b> The Associate Dean (Graduate) will be available to consult with the program about graduate program policies to reference in the new student handbook.</p>
<b>Recommendation #3:</b> Undertake a review of the minimum level of funding support provided by supervisors	<p><b>Program:</b> The Graduate Affairs Committee (GAC) will review and clearly communicate minimum funding policies for graduate students, making them accessible via an internal website. The MSc programs are competitive due to features like the Experiential Learning Option (ELO), now included in both the Financial Modelling and Actuarial Science MSc programs. The Statistical Science MSc program is also in high demand. Current funding levels for all three MSc programs are considered competitive. The department plans to review PhD funding levels in 2025, noting that actual funding may vary based on scholarships or supervisor contributions.</p> <p><b>Faculty:</b> The Associate Dean (Graduate) will collect and annually update data on both minimum and average graduate student stipends. While PhD stipends were raised in 2023 to \$19,000 plus tuition and other fees—above the university minimum—they may still fall short of being competitive, especially given the rising cost of living in London. MSc stipends, though smaller, are considered competitive, particularly in Financial Modelling. However, fully funding these MSc programs would require downsizing and could reduce the number of graduate courses offered.</p>

<p><b>Recommendation #4:</b> Provide needs-tested travel awards to support conference/workshop travel.</p>	<p><b>Program:</b> The program is committed to supporting PhD students' participation in academic conferences, offering up to \$500 per student for travel, though primary funding is expected from supervisors. Students are encouraged to apply for external travel awards from organizations like the Statistical Society of Canada and the Society of Actuaries. The department also plans to explore additional support from the Faculty of Science.</p> <p><b>Faculty:</b> Although the Faculty of Science cannot allocate budget to travel awards in a specific program, the Dean's Office will support the program in their effort to create awards, and will work with them to assess the allocation of their WGRS budget, explore the use of funds in their application fee account, or consult with the development team in Science about approaching alumni to donate funding for new awards. Supervisors will be further encouraged to seek additional research funding beyond Discovery Grants as a means to further support their students' research needs.</p>
<p><b>Recommendation #5:</b> Undertake a curriculum review; as part of this review, (i) critically assess the integration of EDI principles in the curriculum, and (ii) consider the appropriateness of cross-listed courses that currently serve both undergraduate and graduate students vis-a-vis the PLOs of the graduate program.</p>	<p><b>Program:</b> The program recognizes the need to undertake a curriculum review for all graduate programs. The review will ensure that the curriculum is revised and reflects the current development of the subject areas and identify areas for the integration of EDI principles and appropriate use of cross-listed graduate/undergraduate courses.</p> <p><b>Faculty:</b> The Dean's office supports the program's plans to undertake a curriculum review and encourage consultation with the Center for Teaching and Learning regarding updating the Learning Outcomes.</p>
<p><b>Recommendation #6:</b> Re-evaluate participation in collaborative specializations.</p>	<p><b>Program:</b> The Scientific Computing collaborative specialization is currently inactive, with no enrolled students. Revitalizing it will require collaboration among the departments of mathematics, statistical and actuarial sciences, and computer science. The program is considering proposing a new collaborative specialization in AI, Machine Learning, or Data Science to attract more graduate students and will discuss this with the Faculty of Science. In contrast, the Hazards, Risk, and Resilience specialization is active, supported by a faculty expert who supervises students in this area.</p> <p><b>Faculty:</b> The Faculty of Science is reviewing all collaborative programs in Science this spring to determine what resources are required and the roles of various departments. The program is encouraged to explore the benefits of the various collaborative programs for their students so that they can be promoted. Should this department decide to offer a new collaborative specialization, the Dean's office will support their efforts.</p>



<p><b>Recommendation #7:</b> Re-evaluate the office locations of Graduate Program staff</p>	<p><b>Program:</b> The program will discuss the office location of the Graduate program staff with the Faculty of Science. It would be good if the current graduate program coordinator could stay in UWC office at least 3 days a week.</p> <p><b>Faculty:</b> The School of Mathematical and Statistical Sciences uses a shared administrative service model, meaning the graduate administrator for Statistics splits time between buildings. While this may reduce direct access for students, it enhances overall administrative efficiency. This arrangement is expected to be reviewed in the upcoming departmental evaluation this fall.</p>
<p><b>Recommendation #8:</b> Re-evaluate the viability of the 3+1+1 exchange program</p>	<p><b>Program:</b> The 3+1+1 program enabled the recruiting of many highly qualified graduate students. The department chair and grad chair will discuss with the Faculty of Science and SGPS the possibility of reinstating the program; explore whether Western can allocate some unused PAL quota to the 3+1+1 program.</p> <p><b>Faculty:</b> The 3+1+1 program was paused due to uncertainty around undergraduate PALs availability—a university-level decision. With two years of PALs data now available, the department plans to consult the Registrar about restarting the program. However, challenges remain, including increased training capacity at Chinese universities and the need to rebuild post-COVID partnerships. The department is encouraged to explore alternative strategies for international student recruitment beyond the 3+1+1 model.</p>

### Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1:</b> Encourage and support students to form a Graduate Student Association and provide resources to support formation of an association.	<ul style="list-style-type: none"> <li>Discuss the formation of a Graduate Student Association and identify student volunteers to provide ideas for the structure of the organization and what activities it plans to organize.</li> <li>Introduce students to executives of grad student associations in other programs within the Faculty of Science.</li> </ul>	Graduate Chair <i>with the Grad Affairs Committee</i> Associate Dean	By September 2025
<b>Recommendation #2:</b> Develop a graduate student handbook.	Develop and release a first edition of the handbook on the program's website. Handbook to continuously be updated as the programs evolve.	Graduate Chair <i>with the Grad Affairs Committee</i> Associate Dean	By September 2025
<b>Recommendation #3:</b> Undertake a review of the minimum level of funding support provided by supervisors	<ul style="list-style-type: none"> <li>Assess information pertaining to minimum and average stipends paid to graduate students. <ul style="list-style-type: none"> <li>Should the minimum required funding not be representative of stipends in the program, this information will be updated in the tables and tracked on a yearly basis.</li> </ul> </li> <li>Explore the option of increasing stipends for PhD students to be competitive with institutions like Waterloo and Toronto.</li> </ul>	Graduate Chair Associate Dean	By December 2025
<b>Recommendation #4:</b> Provide needs-tested travel awards to support conference/workshop travel.	<ul style="list-style-type: none"> <li>Support the program in the creation of awards.</li> <li>Assess the allocation of the WGRS budget and explore the use of funds in their application fee account, or consult with the development team in Science about approaching alumni to donate funding for new awards.</li> </ul>	Associate Dean Graduate Chair	By April 2026

	<ul style="list-style-type: none"> <li>Continue to encourage supervisors to seek additional research funding beyond Discovery Grants as a means to further support their students' research needs.</li> </ul>		
<b>Recommendation #5:</b> Undertake a curriculum review	<ul style="list-style-type: none"> <li>Conduct curriculum review and renewal to reflect the current state of knowledge in the subject areas, appropriate use of cross-listed (graduate/undergraduate) courses vis-a-vis the PLOs of the graduate program, and integration of EDI principles within the curriculum. <ul style="list-style-type: none"> <li>As relevant, connect with the Centre for Teaching and Learning for guidance and support.</li> </ul> </li> </ul>	Graduate Chair Associate Dean	By August 2026
<b>Recommendation #6:</b> Re-evaluate participation collaborative specializations.	<ul style="list-style-type: none"> <li>Explore revitalizing Scientific Computing by collaborating with the departments of mathematics, statistical and actuarial sciences, and computer science.</li> <li>Evaluate the option of proposing a new collaborative specialization in AI, Machine Learning, or Data Science to attract more graduate students.</li> </ul>	Graduate Chair Associate Dean	By April 2026
<b>Recommendation #7:</b> Re-evaluate the office locations of Graduate Program staff	<ul style="list-style-type: none"> <li>Review the shared administrative service model utilized by the School of Mathematical and Statistical Sciences - graduate administrator for Statistics splits time between buildings - at the upcoming departmental evaluation.</li> </ul>	Graduate Chair Associate Dean	By April 2026
<b>Recommendation #8:</b> Re-evaluate the viability of the 3+1+1 exchange program	<ul style="list-style-type: none"> <li>Discuss with the Registrar the possibility/feasibility of re-starting the 3+1+1 programs.</li> <li>Develop a robust and resilient internationalization strategy that can adapt to global challenges.</li> </ul>	Graduate Chair Associate Dean	By December 2025



**Anthropology**  
**Final Assessment Report & Implementation Plan**  
**May 2025**

<b>Faculty / Affiliated University College</b>	Social Science	
<b>Degrees Offered</b>	MA, PhD	
<b>Date of Last Review</b>	2016-2017	
<b>Approved Fields</b>	Archaeology Biological Anthropology Sociocultural Anthropology Linguistic Anthropology	
<b>External Reviewers</b>	Dr. Petra Rethmann Department of Anthropology McMaster University	Dr. Ariane Burke, Département d'anthropologie University of Montreal
<b>Internal Reviewers</b>	Dr. Elizabeth Webb, Associate Dean Graduate Faculty of Science	Kyle Dunphy, PhD Civil and Environmental Engineering Graduate Student
<b>Date of Site Visit</b>	December 2 & 3, 2024	
<b>Date Review Report Received</b>	February 19, 2025	
<b>Date Program/Faculty Response Received</b>	Program – April 17, 2025 Faculty – April 17, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: June 23, 2025 ACA: September 9, 2025 Senate (for information): September 19, 2025	
<b>Year of Next Review</b>	Year of next cyclical review: 2032-2033	
<b>Progress Report</b>	June 2028	

### **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Anthropology Graduate Program delivered by the Faculty of Social Science.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Social Science.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee on Program Review - Graduate (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the cyclical review process that is made public; all other documents are confidential to the Anthropology Graduate Program, Faculty of Social Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

## **Executive Summary**

Anthropology Graduate Degrees are offered in three approved Fields: (1) Sociocultural & Linguistic Anthropology (MA & PhD), (2) Archaeology and Biological Anthropology (MA & PhD), and (3) Applied Archaeology (MA only). Graduate students are trained to use a wide range of theoretical and methodological approaches, drawing on and contributing to research in the social sciences, humanities, natural sciences, and health sciences, to investigate and understand the many ways of being human. In June 2024 there were 27 MA students and 26 PhD students enrolled in the Anthropology graduate program.

Initiated in the Fall of 2023, the self-study began with an inquiry among faculty (full-time and part-time), staff, and graduate students about the program's Strengths, Weaknesses, Opportunities, and Threats via dedicated surveys. Points raised were then resurfaced in subsequent focus groups. Additionally, as way of a pedagogical exercise, a graduate research design course conducted interviews, focus groups and thematic coding of the findings from their cohort which equally fed into the self-study. Finally, "closed-ended" surveys were administered to recent graduates and current students and all findings were discussed at a dedicated day-long retreat.

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

## **Strengths and Innovative Features Identified by the Program**

- Program maintains a strong reputation with a wide network of colleagues and graduate alumni working globally, serving as a significant recruitment asset.
- Vibrant research culture is sustained through multiple initiatives: the student-edited and managed University of Western Ontario Journal of Anthropology (UWOJA).
- Interdisciplinary research opportunities with on-campus and off-campus partners facilitate community-based research.
  - o Collaborations with Latin American and Caribbean Studies equip students with global perspectives and cultural competency.
- Student feedback highlights the program's collegial environment with supportive faculty and staff, diversity of research and interdisciplinary projects, and fair TA opportunities with reasonable workloads and competitive hourly wages.
- The Graduate Research and Development Sessions (GRaDS) provide weekly professional development, grant writing workshops, and presentation opportunities.
- Access to state-of-the-art research facilities including specialized laboratories, micro-CT scanning, stable isotope analysis, and partnerships with institutions like the Museum of Ontario Archaeology.
- Comprehensive professional development programs that prepare students for grant applications and academic careers.

- Graduates successfully secure employment across varied institutions including post-secondary, private sector, government, and NGOs, with particular strength in roles dealing with Indigenous matters.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- The sustainability of the program's scope and strength may be at risk as retirements go unreplaced by new hires, potentially preventing implementation of future plans like the 1-year MA in Applied Archaeology.
- Financial support for MA students remains limited, making the program less competitive. Additional funding shortfalls affect fieldwork support, especially for research requiring prolonged field stints.
- Students have identified deficiencies in career preparation and practical skill development. Focus group sessions highlighted a need for more professional skill development, interdisciplinary research opportunities, and discussion of career pathways for Anthropology graduates.
- Creation of an Ethnography Centre could address some gaps by serving as a collective space for students across subfields to learn experimental methods primarily used in sociocultural and linguistic anthropology.
- Students shared that the department's smaller size can create inherent constraints that limit the number and diversity of graduate courses offered each year.
- More systematic tracking and support for students at risk of delays, especially for PhD students.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Associate Vice-Provost, School of Graduate & Postdoctoral Studies
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Dean, Faculty of Social Science
- Associate Dean – Graduate Studies, Faculty of Social Science
- Department Chair
- Graduate Chair
- Graduate Committee Members
- Associate University Librarian
- Graduate Program and Department Staff

- Program Faculty Members
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the graduate Anthropology Program and Decanal responses form the basis of this Final Assessment Report (FAR). The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

### **Summative Assessment – External Reviewers’ Report**

External reviewers shared that *“the program has a very good reputation in Canada and beyond with a notable reputation for archaeology and synergies in teaching and research across the four fields. The Anthropology Department is recognized within the University as a strong, steady, and vibrant program with faculty who are committed teachers and productive scholars”*.

### **Strengths of the Program**

- Highly qualified, research-active faculty with strong national and international reputations with global networks.
- Well-regarded within the university as a strong and dynamic department with dedicated faculty and a reputation for being responsive to evolving student interests and academic priorities.
- Strong emphasis on experiential learning through research and community engagement, with students gaining hands-on experience in areas like public archaeology and museum conservation through strong ties to Indigenous communities and the Museum of Archaeology.
- Multiple well- equipped laboratories support bioarchaeology, general analysis, digital media, and advanced archaeological research.
- Development of a new Ethnography Centre will support student research in ethnography and linguistic anthropology, while faculty have secured external funding for labs and specialized equipment.
- Students have a strong track record of attaining scholarships.
- Students and alumni report high satisfaction with the quality of supervision, which results in strong completion rates.



### **Prospective Areas of Improvement for the Program to Consider**

- Enhance the experiential learning components, particularly in sociocultural anthropology. (*Associated with Recommendation #2*)
- Consider how a 1-year MA programme could be added to the existing programmes, serving as a gateway to a 2-year degree. (*Associated with Recommendation #3*)
- Reduced MA funding could negatively impact recruitment and equity. (*Associated with Recommendation #4*)
- Several retirements result in increasing faculty teaching loads, relying on Emeritus Professors and Adjuncts, and incorporating faculty from other programs through interdisciplinary teaching. While these efforts have sustained the program, further retirements could place unsustainable pressure on the department. (*Associated with Recommendation #6*)
  - Teaching and supervisory responsibilities are unevenly distributed with bioanthropology/archaeology faculty carrying a heavier load.
- Broader institutional support for fieldwork is lacking.
- Growing number of students with registered learning accommodations makes designing and delivering assessments more challenging and time-consuming, requiring additional faculty resources and expertise.

While not all areas of improvement noted by the external reviewers were explicitly expanded on as stand-alone recommendations, several are embedded in the recommendations offered, as outlined in the section below. The points above remain suggestions for consideration by the Program.

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

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

Reviewers' Recommendation	Program/Faculty Response
<b>Recommendation 1:</b> Create a student handbook that clearly lays out timelines and milestones for each degree.	<p><b>Program:</b> The department agrees with the suggestion to create a student handbook to improve access to key information. A new Graduate Program Assistant will lead its development, with input from the Graduate and Department Chairs. The handbook will include directories, timelines, funding opportunities, and useful links, and will be designed for easy annual updates.</p> <p><b>Faculty:</b> The program has outlined plans to develop a student handbook over the summer and early fall; the Faculty supports these plans and will be available for consultation if the program needs assistance. The handbook will be a useful resource for cataloging funding opportunities available for conference travel.</p>
<b>Recommendation 2:</b> Explore ways to amplify the experiential learning elements of sociocultural anthropology graduate courses to provide hands-on experiences. This may also increase access to students with financial constraints to undertake fieldwork.	<p><b>Program:</b> The Sociocultural/Linguistic Anthropology Research Design course includes applied research projects with external organizations, offering students hands-on experience. This component will continue as faculty capacity allows. Additionally, the new WE-Collab ethnography lab may provide further applied research opportunities on campus, depending on student and faculty interest.</p> <p><b>Faculty:</b> As noted by the program, their Sociocultural/Linguistic Anthropology Research Design course and new ethnography lab, WE-Collab, will offer outstanding opportunities for graduate student experiential learning. This, alongside plans to leverage the university campus as a venue for applied research projects, are exciting and the Dean's Office supports the program's efforts.</p>
<b>Recommendation 3:</b> Pursue the creation of a 1-yr MA and consider how it might be a "gateway" programme to the 2-yr MA. Continue conversations about the goals of the graduate curriculum and think through the intersections of sub-disciplines.	<p><b>Program:</b> The department supports developing a 1-year MA program alongside the existing 2-year option, with the shorter program featuring a Major Research Paper instead of a thesis. Faculty discussions are ongoing, with further planning at an upcoming retreat. Graduate student feedback has been collected, and the Graduate Chair is consulting with other departments and SGPS to guide implementation.</p> <p><b>Faculty:</b> The program is working on developing a one-year MA option in consultation with the SGPS. The Dean's Office supports this and will be available to work with the graduate program staff in Anthropology to see this initiative through.</p>

<p><b>Recommendation 4:</b> Allocate funding to Masters students in the 2nd year when the financial burden of pursuing a graduate degree is higher. Explore the possibility of shared teaching responsibility to provide funding and teaching experience to more graduate students.</p>	<p><b>Program:</b> There is agreement that the new 1-year MA will be unfunded, which may allow more flexibility in distributing funding across both years of the 2-year MA. Graduate teaching opportunities are limited by the collective agreement, but the department aims to maximize teaching roles for senior PhD students to support their development and funding.</p> <p><b>Faculty:</b> The Faculty is currently experiencing significant financial constraints but remains committed to supporting graduate studies in Anthropology. The Dean's Office has been working closely with the Anthropology Department to preserve funding to PhD students and to develop an unfunded, one-year MA option for students who are not interested in pursuing a PhD. Teaching opportunities for PhD students will continue to be supported (i.e., within the constraints of the Collective Agreement).</p>
<p><b>Recommendation 5:</b> All primary members should consider designing research programmes that incorporate student projects, thus providing additional sources of graduate student funding.</p>	<p><b>Program:</b> This recommendation aligns with the Dean's ongoing message: faculty should prioritize including graduate student funding in their grant applications. However, this may require a cultural shift, as some faculty either do not involve graduate students in their research or don't need large grants. Others who do apply for substantial funding often use it entirely for costly fieldwork and lab expenses, leaving little for student support. Despite these challenges, the department acknowledges the importance of diversifying funding sources and will encourage faculty members to include graduate student funding when feasible.</p> <p><b>Faculty:</b> The Faculty of Social Science is working closely with all its graduate programs, including Anthropology, to find ways to more actively encourage faculty members to budget graduate student support as part of their grant applications. For example, the Dean's Office is planning on directly asking faculty members whether student support is a component of their grants' budgets and developing "norms" so faculty members know appropriate amounts for student support to include in their grant applications.</p>
<p><b>Recommendation 6:</b> Prioritize a new position to offset upcoming retirements. This position could, for example, be designated for an indigenous scholar, contributing to the department's efforts to increase diversity and increasing synergies with the Indigenous Studies department.</p>	<p><b>Program:</b> The department appreciates the reviewers' support for new hires but notes that hiring decisions are largely beyond their control. There are ongoing discussions with the Dean about the need for more faculty. A new half-time sociocultural anthropologist will join in Fall 2025 through a joint appointment.</p> <p><b>Faculty:</b> The Department of Anthropology is a valued department within the Faculty and the Dean's Office will engage with the department to discuss faculty renewal as financial circumstances permit. The Dean's Office is aware of the particular need for faculty renewal in the domains of biological anthropology/archaeology and will be mindful of this need as the Faculty seeks support for renewal in future years.</p>

### Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendations specific to hiring and graduate student funding are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation 1:</b> Create a student handbook that clearly lays out timelines and milestones for each degree.	<ul style="list-style-type: none"> <li>Create a student handbook using a format that allows easy annual updating, to improve access to key information (e.g., directories, timelines, funding opportunities, and useful links).</li> </ul>	Graduate Chair	By December 2025
<b>Recommendation 2:</b> Explore ways to amplify the experiential learning elements of sociocultural anthropology graduate courses to provide hands-on experiences. This may also increase access to students with financial constraints to undertake fieldwork.	<ul style="list-style-type: none"> <li>Continue including the applied research project in the Sociocultural/Linguistic Anthropology Research Design course as faculty capacity allows.</li> <li>Explore how the new WE-Collab ethnography lab may provide further applied research opportunities on campus.</li> </ul>	Graduate Chair	Follow-up as part of progress report in June 2028
<b>Recommendation 3:</b> Pursue the creation of a 1-yr MA and consider how it might be a “gateway” programme to the 2-yr MA. Continue conversations about the goals of the graduate curriculum and think through the intersections of sub-disciplines.	<p>Deliberate on a prospective plan for the development of a 1-year (non-thesis) MA program alongside the existing 2-year option.</p> <ul style="list-style-type: none"> <li>Evaluate related feedback from the program’s graduate student society.</li> <li>Consult with other departments and the SGPS to guide prospective development and implementation.</li> </ul>	<p>Graduate Chair</p> <p>Department Chair</p>	By September 2026

<p><b>Recommendation 4:</b> Allocate funding to Masters students in the 2nd year. Explore the possibility of shared teaching responsibility to provide funding and teaching experience to more graduate students.</p>	<ul style="list-style-type: none"> <li>• Continue funding second year Masters students and leave funding open to first- or second-year MA students whenever the finances allow.</li> <li>• Seek to have senior PhD students teach to the maximum extent allowed by the collective agreement in order to provide them with an alternative source of funding and gain valuable teaching experience.</li> </ul>	<p>Department Chair  Dean's Office</p>	<p>Follow-up as part of progress report in June 2028</p>
<p><b>Recommendation 5:</b> All primary members should consider designing research programmes that incorporate student projects, thus providing additional sources of graduate student funding.</p>	<ul style="list-style-type: none"> <li>• Encourage faculty members to budget graduate student support as part of their grant applications</li> <li>• Develop “norms” so faculty members know appropriate amounts for student support to include in their grant applications, when this is an option.</li> </ul>	<p>Graduate Chair  Department Chair  Dean's Office</p>	<p>Follow-up as part of progress report in June 2028</p>
<p><b>Recommendation 6</b> Prioritize a new position to offset upcoming retirements.</p>	<ul style="list-style-type: none"> <li>• Prioritize faculty renewal in the area of biological anthropology/archaeology as part of future budget cycles.</li> </ul>	<p>Department Chair  Dean's Office</p>	<p>Follow-up as part of progress report in June 2028</p>

**ITEM 13.4(i) – Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2024 – June 2025)**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

The terms of reference of the Subcommittee on Undergraduate Academic Courses (SOC) include a requirement for the subcommittee to report to the Senate Committee on Academic Curriculum and Awards (ACA) at least twice annually.

The report scheduled for January 2025 was omitted in error. As a result, a combined report covering both the January 2025 and July 2025 reporting periods is now attached, detailing the work of SOC from July 2024 to June 2025.

The report is presented to Senate for information.

**ATTACHMENT(S):**

[Report of the Subcommittee on Undergraduate Academic Courses \(January 2024 – June 2024\)](#)

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**Report of the Subcommittee on Undergraduate Academic Courses (SOC)  
July 2024 – June 2025**

This report details the work of the Subcommittee on Undergraduate Academic Courses (SOC) between July 2024 and June 2025.

SOC met 5 times between July and December 2024, and 6 times between January and June 2025. The tables below summarize the proposals submitted to SOC during these periods.

**July-December 2024**

	<b>Course Introduction</b>	<b>Course Revision</b>	<b>Course Withdrawal</b>	<b>Module/Program Revision</b>	<b>Total</b>
<b>Jul. 2024</b>	21	204	44	36	305
<b>Sep. 2024</b>	29	74	69	5	177
<b>Oct. 2024</b>	1	30	8	12	51
<b>Nov. 2024</b>	7	32	15	12	66
<b>Dec. 2024</b>	10	67	19	36	132
<b>Total</b>	68	407	155	101	<b>731</b>

**January-July 2025**

	<b>Course Introduction</b>	<b>Course Revision</b>	<b>Course Withdrawal</b>	<b>Module/Program Revision</b>	<b>Total</b>
<b>Jan. 2025</b>	19	173	3	35	230
<b>Feb. 2025</b>	36	94	113	37	280
<b>Mar. 2025</b>	20	114	11	34	179
<b>Apr. 2025</b>	47	108	18	25	198
<b>May 2025</b>	52	42	45	48	187
<b>Jun. 2025</b>	25	41	2	29	97
<b>Total</b>	199	572	192	208	<b>1171</b>

Proposals approved by SOC are posted on the University Secretariat here:  
[https://www.uwo.ca/univsec/senate/committees/soc\\_approvals.html](https://www.uwo.ca/univsec/senate/committees/soc_approvals.html)

At the request of the Senate Committee on Academic Curriculum and Awards (ACA), SOC reviewed its terms of reference in 2024. Following ACA approval, revised terms of reference for SOC went into effect on November 8, 2024.

**ITEM 13.4(j) – New Donor-Funded Scholarships, Awards and Prizes**

**ACTION:**    ☐ APPROVAL        ☒ INFORMATION        ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

On behalf of the Senate, ACA approved the establishment of the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 13.4(j), 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**

***Any Undergraduate Program***

**Bigelow Family and Friends Bursary**

Awarded to full-time undergraduate students who identify as a current or former Youth in Extended Society Care, based on financial need. 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 \$1,000 awarded annually  
Effective Date: 2025-2026 academic year

*The Bigelow Family and Friends Bursary was established to honour Jane Bigelow and support students who have come through Extended Care as they pursue their post-secondary education.*

**Michelle Noel Pickell Scholarship**

Awarded to full-time undergraduate students in any faculty based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at \$6,400 awarded annually  
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

*This award was established by Vernon Pickell in memory of Michelle Noel Pickell.*

***Athletics***

**Arnold Judge Track & Field Award**

Awarded 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 Mustangs Track & Field team and demonstrate financial need. Preference will be given to candidates from London, Ontario. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Western Athletic Financial Awards Committee will select the recipients once the Office of the Registrar has determined financial need.

Value: 1 at \$2,000 awarded annually  
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

*This award was established with a generous donation from Dr. Andrew Judge (PhD 2018, MEd 2011, BA 2008).*

Joudrie Russell Swimming Award

Awarded 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 Swimming Team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: Number and value of awards will vary up to a maximum of \$5,000 annually  
Effective Date: 2025-2026 to 2027-2028 academic years inclusive

*This award was established with a generous donation from Colin Joudrie (MBA 2002) and Patricia Russell.*

Malekzadeh Family Football Award

Awarded 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 Men's Football Team. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 1 at \$2,500 awarded annually  
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

*This bursary was established with a generous donation from Mohammad Joshua (Josh) Malekzadeh-Mahani (MA 2015, BEd 2013, BSc 2009).*

***Faculty of Engineering***

Engineering Class of 1984 Legacy Award

Awarded to a full-time undergraduate student in Year 2 or higher in the Faculty of Engineering based on academic achievement. Preference will be given to candidates with demonstrated extracurricular or community involvement. Online applications are available through the Faculty of Engineering website and must be submitted by September 30. The Faculty of Engineering will select the recipients.

Value: 1 at \$2,000 awarded annually  
Effective Date: 2025-2026 to 2031-2032 academic years inclusive

*This award was generously established by members of the Engineering Class of 1984 to support students towards their path as engineers who will contribute to their profession and their communities.*

Ontario Power Generation – Power to Achieve Award

Awarded to full-time undergraduate students in Year 2 or beyond of Mechanical, Electrical, Software, Mechatronics, Environmental, Integrated or Chemical Engineering in the Faculty of Engineering, based on academic achievement and financial need. Preference will be given to candidates who belong to an equity-deserving group including students who self-identify as women in programs where they are underrepresented, students who self-identify as Black, students who are Indigenous (First Nations, Inuit or Métis); students with a disability; students who self-identify as a racialized person of colour; or students who self-identify as a member of the 2SLGBTQIA+ community. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2025-2026 to 2027-2028 academic years inclusive

*At Ontario Power Generation (OPG), our power is changing the world as we strive to electrify life in one generation. As the province's largest clean power generator, OPG operates one of North America's most diverse generating fleets. OPG is thrilled to work with Western University to support students who are interested in building a brighter, more sustainable tomorrow. Successful award recipients will also be eligible for priority consideration for student placements at OPG, to help support your educational journey.*

Tim Fernihough Combined Degree Award in Engineering

Awarded to students in the Faculty of Engineering who are registered in any combined degree program based on academic achievement. Preference will be given to candidates who are pursuing entrepreneurship programming or activities at Western University, including but not limited to the Engineering Leadership and Innovation Certificate, Entrepreneurship Summer Internship, or other entrepreneurship clubs and initiatives on campus. An award application must be completed online through the Engineering Undergraduate Services Web site (<http://www.eng.uwo.ca/undergraduate>) by September 30. The Faculty of Engineering will select the recipients.

Value: 1 at \$2,000 awarded annually

Effective Date: 2025-2026 to 2029-2030 academic years inclusive

*This award was generously established by Tim Fernihough (BESc/BSc 2009) to support students with the dual drive, perseverance, and entrepreneurial spirit that defined his own path at Western. A proud Engineer, Tim earned his degrees with grit and determination, all while running a business, taking on student leadership roles, and staying deeply engaged in campus life. He created this award to recognize students who are striving to succeed both academically and beyond the classroom. Tim believes strongly in paying it forward to those forging their own way through tenacity, vision and resilience.*

***Faculty of Law***

James Lebo K.C. (Class of 1981) Bursary

Awarded to a full-time undergraduate student in Year 1 Faculty of Law based on financial need. 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 \$1,500 awarded annually

Effective Date: 2025-2026 to 2029-2030 academic years inclusive

*This bursary was established with the generous support of James Lebo K.C. (Class of 1981).*

Law Class of 1976 Bursary

Awarded to full-time undergraduate students in the Faculty of Law based on financial need. 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: 5 at \$5,000 awarded annually

Effective Date: 2025-2026 to 2028-2029 academic years inclusive

*This bursary was established by the Law Class of 1976 in appreciation of their Western Law education, to inspire others to support law students and to mark their golden anniversary - 50 years since graduating.*

Taylor, Brody and Cole Florence Award

Awarded to full-time undergraduate students in Year 1 of the JD program, Faculty of Law based on academic achievement. Preference will be given to candidates with an academic background in disability studies or community involvement that benefits persons living with disabilities. The Faculty of Law will select the recipients.

Value: 2 at \$5,000 awarded annually

Effective Date: 2025-2026 to 2034-2035 academic years inclusive

*This award was established in honour of Taylor, Brody, and Cole Florence, celebrating the power of legal education and advocacy in shaping future leaders.*

Vincent Iarocci, JD '97 Award

Awarded to the graduating student who achieves the second highest average over all three years of the JD program. The Faculty of Law will select the recipients.

Value: 1 at \$2,500 awarded annually

Effective Date: 2025-2026 to 2028-2029 academic years inclusive

*This award was established with a generous gift from Vincent Iarocci (JD 1997) to support Western students.*

***Faculty of Social Science***

KPMG Black Excellence Scholarship in the Bachelor of Management and Organizational Studies

Awarded to full-time undergraduate students based on academic achievement who self-identify as Black and who are in the DAN Management Program, Faculty of Social Science. The Office of the Registrar will select the recipients.

Value: 3 at \$6,000 awarded annually

Effective Date: 2025-2026 to 2028-2029 academic years inclusive

*This award is made possible by a generous donation from KPMG Foundation.*

***Ivey Business School***

Erik Mikkelsen HBA Entrepreneurship Award

Awarded to a full-time undergraduate HBA2 student at the Ivey Business School accepted into the Certificate in Entrepreneurship stream. Preference will be given to a student whose summer employment after HBA1 was in Investment Banking, Management Consulting, Private Equity, or a startup, and has a strong interest in entrepreneurship. A shortlist of potential award recipients will be determined by the Director of the Pierre L. Morrisette Institute for Entrepreneurship based on the Entrepreneurship Certificate Stream application forms. The HBA Scholarship Review Committee will select the award recipient in consultation with the Director of the Pierre L. Morrisette Institute for Entrepreneurship. This award was established through a generous gift from Erik Mikkelsen, HBA '06.

Value: 1 at \$10,000

Effective: 2025-2026 to 2029-2030 academic years inclusive

KPMG Equity, Diversity and Inclusion MSc Award

Awarded to full-time MSc students in the Digital Management and Business Analytics stream at the Ivey Business School with a minimum 70% average who exhibit enthusiasm, demonstrate behaviours, and act intentionally to foster a safe community that embraces equity, diversity, and inclusion. The recipient will be nominated by their peers and selected by the MSc Scholarship Committee, with input from Ivey Faculty and members of the MSc Association. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$5,000 awarded annually

Effective Date: May 2025 to April 2029 inclusive

*This award is made possible by a generous donation from KPMG Foundation.*

Mike Leenders MBA Bursary

This fund will support full-time MBA students at the Ivey Business School who demonstrate financial need, are enrolled in the Supply Chain Management course, and intend to pursue a career in supply chain management. Online financial assistance applications are available through Student Center and must be submitted by September 30. The successful recipient will be selected by the MBA Scholarship Committee. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 2 at \$2,000

Effective Date: May 2025

*This award was established in memory of Mike Leenders, MBA '59.*

Reiza and Jennifer Rayman HBA Entrepreneurship Award

Awarded to a full-time undergraduate HBA2 student at the Ivey Business School accepted into the Certificate in Entrepreneurship stream based on academic achievement. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$2,000

Effective Date: 2025-2026 to 2029-2030 academic years only

*This award was established through a generous gift from Dr. Reiza Rayman and Jennifer Rayman.*

Sohail LaLani Family HBA Award

Awarded to an HBA1 student entering the HBA Program based on academic achievement and financial need, and who self-identifies as a racialized person of colour. Online financial need assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will determine financial need eligibility. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at \$5,000

Effective Date: 2025-2026 to 2029-2030 academic years only

*This award was established through a generous gift from Sohail LaLani, HBA '04.*

**Schulich School of Medicine & Dentistry**

Dr. John Kenneth 'J. K.' McBane and Mrs. Ethel A. (Cordick) McBane Medical Bursary

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. The bursary will continue for up to four years if recipients progress in the MD program and demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients. If a student does not qualify to retain the bursary, a replacement recipient will be selected from the same year.

Value: 1 at \$3,000 awarded annually, continuing for 4 years

Effective Date: 2025-2026 academic year

*This bursary was created through a gift from Mrs. Isabel Lillias McBane in honour of her husband, Dr. R. Donald McBane, and his father Dr. J. K. McBane, who received his Doctor of Medicine Degree (MD) at Western University in 1914. Upon graduation Dr. J. K. McBane served as a Medical Officer in the Canadian Army during WWI. Dr. J. K. McBane made his life practice as a small-town physician in Rainy River, ON, and served as a general physician for the CN Railroad. Dr. J.K. McBane married Ethel A. (Cordick) McBane, a teacher from Perth, ON. Dr. J. K. McBane passed in 1951 and rests in St. Thomas, ON near his farmstead-birthplace. This endowed fund will provide financial assistance to students in the Doctor of Medicine MD program who identify as having financial need. The McBane family hopes this gift will positively impact generations of physicians and their families.*

**ITEM 13.5(a) – Honorary Degree Recipient - Autumn 2025**

**ACTION:** ☐ APPROVAL

☒ INFORMATION

☒ DISCUSSION

**EXECUTIVE SUMMARY:**

There will be no Honorary Degree recipients celebrated at the Autumn 2025 Convocation ceremonies. We look forward to celebrating Honorary Degree recipients at the Spring 2026 Convocation.

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**ITEM 13.6(a) – Academic Administrative Appointments**

**ACTION:**    ☐ APPROVAL                      ☒ INFORMATION                      ☐ DISCUSSION

**EXECUTIVE SUMMARY:**

Faculty Relations advised of the following academic administrative appointments as of September 1, 2025.

<b>Start Date</b>	<b>End Date</b>	<b>Name</b>	<b>Department</b>	<b>Admin. Appointment</b>
6/16/2025	6/15/2026	Zoricic, Christina	Office of the Chief Librarian	Acting Associate Chief Librarian
6/23/2025	6/22/2027	Marson, Alanna	WL-User Experience Student Eng	Library Head
7/1/2025	6/30/2028	Ajiferuke, Isola	Info & Media Studies	Assistant Dean
7/1/2025	6/30/2030	Battram, Danielle	Brescia School Foods and Nutritional Sciences	School Director
7/1/2025	6/30/2030	Baxter, Jamie	Grad & Postdoc Studies(SGPS)	Associate Vice Provost
7/1/2025	6/30/2030	Borradaile, Nica	Schulich - Office of the Dean	Associate Dean (Grad,PostDoc)
7/1/2025	6/30/2027	Carson, Kimberley	Office of the Chief Librarian	Interim Associate Chief Librarian
7/1/2025	6/30/2027	Clark, Kim	Soc Science - Office of Dean	Assistant Dean
7/1/2025	6/30/2030	Flynn, Lauren	Anatomy & Cell Biology	Department Chair
7/1/2025	6/30/2030	Fox, Michael	English & Writing Studies	Department Chair
7/1/2025	6/30/2030	Frederking, Laretta	Grad & Postdoc Studies (SGPS)	Associate Vice Provost
7/1/2025	6/30/2026	Goltsman, Maria	Economics	Acting Department Chair
7/1/2025	6/30/2026	Hayne Beatty, Stephanie	Vice-Provost (Students)	Acting Vice-Provost, Students
7/1/2025	6/30/2030	Holm, Anders	Sociology	Department Chair
7/1/2025	6/30/2027	Jones, Carol	Science - Office of the Dean	Associate Dean (Administration)
7/1/2025	6/30/2030	Khimji, Mohamed	Law - Office of the Dean	Dean
7/1/2025	6/30/2026	Knabe, Susan	Info & Media Studies	Acting Dean
7/1/2025	6/30/2028	Leclerc, Jean	French Studies	Department Chair
7/1/2025	6/30/2031	McGlynn, Margaret	Vice-Provost Acad Plan,Policy	Vice-Provost (Policy, Faculty)
7/1/2025	6/30/2026	McKenzie, Charles	Medical Biophysics	Acting Department Chair
7/1/2025	6/30/2027	Oram, Janis	Health Science - Dean's Office	Associate Dean (Research)
7/1/2025	6/30/2028	Oudshoorn, Abram	Health Science - Dean's Office	Assistant Dean
7/1/2025	6/30/2030	Penuela, Silvia	Schulich - Office of the Dean	Assistant Dean

7/1/2025	6/30/2026	Ren, Jiandong	Statistics & Actuarial Science	Acting Department Chair
7/1/2025	6/30/2030	Robinson, Clare	Civil & Environmental	Department Chair
7/1/2025	6/30/2028	Roulston, Christine	Gender, Sexuality & Women Studies	Acting Department Chair
7/1/2025	6/30/2026	Schabrun, Siobhan	Physical Therapy	Acting School Director
7/1/2025	12/31/2025	Schmid, Susanne	Schulich - Office of the Dean	Vice Dean
7/1/2025	6/30/2027	Seguin, Cheryle Ann	Physiology and Pharmacology	Acting Department Chair
7/1/2025	6/30/2026	Sherrin, Christopher	Law - Office of the Dean	Associate Dean (Acad Programs)
7/1/2025	6/30/2026	Sinel, Zoe	Law - Office of the Dean	Associate Dean (Research, Grad)
7/1/2025	6/30/2030	Wang, Zhan	Schulich - Office of the Dean	Associate Dean (Ugrd Program)
7/1/2025	6/30/2030	Wild, Geoff	Science - Office of the Dean	Associate Dean
7/1/2025	6/30/2030	Wood, Geoffrey	DAN Management	Department Chair
7/1/2025	6/30/2030	Yoo, John	Schulich - Office of the Dean	Dean
7/3/2025	1/2/2026	Mantz, Elizabeth	WL-Archives / Special Collect	Acting Library Head

**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:

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### **ITEM 15.0 – Question Period**

**ACTION:**    ☐ APPROVAL    ☐ INFORMATION    ☒ DISCUSSION

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#### **Questions for Senate to be addressed during the agenda.**

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

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#### **Questions for Senate to be addressed during discussion and question period.**

No questions were submitted.

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Excerpt from Senate's Adopted Policies and Procedures:

#### 4.    Questions for Senate

##### 4.1   Questions regarding matters on the agenda

(a) It is suggested, though not required, that Senators and Official Observers (collectively "members") who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

##### 4.2   Question Period

The Question Period has two functions:

(a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

(b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

##### 4.2.1 Questions and Issues for Discussion

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

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

#### 4.2.2 General Regulations

- (a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least **eight days prior to the next OAC meeting**\* will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.
- (b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.
- (c) No motions may be put forward or considered during the Question Period.
- (d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- (e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- (f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- (g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.
- (h) If after an answer is received or discussion of an issue concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate unit on campus.
- (i) If there are issues or questions that have not been addressed at the end of the 30-minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Question Period of the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.

\* The deadline for submitting questions and issues for discussion for consideration by OAC is 4:00 p.m. on:

Submission Deadline (to OAC)	Senate Meeting Date
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Tuesday, September 2, 2025	Friday, September 19, 2025
Tuesday, September 30, 2025	Friday, October 17, 2025
Tuesday, October 21, 2025	Friday, November 14, 2025
Tuesday, November 18, 2025	Friday, December 5, 2025
Tuesday, December 16, 2025	Friday, January 16, 2026
Tuesday, January 27, 2026	Friday, February 13, 2026
Tuesday, February 24, 2026	Friday, March 13, 2026
Tuesday, March 31, 2026	Friday, April 17, 2026
Tuesday, April 28, 2026	Friday, May 15, 2026
Tuesday, May 19, 2026	Friday, June 5, 2026

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

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