Western
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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, January 17, 2025, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of December 6, 2024	Approval
	2.1 Business Arising from the Minutes	
3.0	Report of the President	Information
	3.1 Report of the Board Chair	Information
4.0	Report of the Provost	Information
5.0	Report of the Vice-President (Research)	Information
6.0	**Report of the Operations / Agenda Committee (D. Kotsopoulos)**	

6.1 *ad hoc* Working Group to Review ACA and Policy:

6.1(a)	Report of *ad hoc* Working Group to the Operations/Agenda Committee	Information
6.1(b)	Approval of Recommendation 1 from the Report of the *ad hoc* Working Group to the Operations/Agenda Committee	Approval
6.1(c)	Approval of Recommendation 2 from the Report of the *ad hoc* Working Group to the Operations/Agenda Committee	Approval
6.1(d)	Approval of Recommendation 3 from the Report of the *ad hoc* Working Group to the Operations/Agenda Committee	Approval

7.0   Report of the Nominating Committee (D. Kotsopoulos)

    7.1   Membership – Senate Review Board Academic (SRBA)   Action

    7.2   Membership – Selection/ Review Committee for the Vice-Provost and   Action
            Associate Vice-President (Indigenous Initiatives)

8.0   Report of the Senate Committee on Academic Policy (K. Yeung) – Refer to
Consent Agenda

**9.0   Report of the Senate Committee on Academic Curriculum and Awards
(S. Roland)** – Refer to Consent Agenda

10.0   Report of the Senate Committee on University Planning (D. Laird) – Refer
to Consent Agenda

11.0   Report of the University Research Board (P. Pexman) – No Report

12.0   Report of the Academic Colleague (S. Roland)   Information

13.0   The Unanimous Consent Agenda

    13.1   Items from the Operations / Agenda Committee

        13.1(a)   Senate Membership – Vacancies Filled by Appointment   Information

    13.2   Items from the Senate Nominating Committee

        13.2(a)   Temporary Replacement for the Committee Member: Information
                Senate Committee on Academic Policy (Policy)

    13.3   Items from the Senate Committee on Academic Policy

        13.3(a)   Revisions to the Policy on "Registration and Progression   Approval
                in Three-Year, Four-Year and Honours Programs"

        13.3(b)   Revisions to the Policy on "Scholar's Electives Program   Approval
                and Western Scholars"

        13.3(c)   Revisions to the Policy on "Course Numbering Policy,   Approval
                Essay Courses, and Hours of Instruction"

        13.3(d)   Revisions to the "Policy on Academic Consideration –   Information
                Undergraduate Students in First Entry Programs"

| 13.3(e) | Faculty of Information and Media Studies: Revisions to the Policy on "Progression Requirements – Information and Media Studies" | Information |
| 13.3(f) | Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies | Information |

13.4 Items from the Senate Committee on Academic Curriculum and Awards

13.4(a)	Faculty of Science, Department of Computer Science: Exemption Request Regarding the Withdrawn Minor in Computer Hardware Design	Approval
13.4(b)	Faculty of Social Science, Department of Political Science: Withdrawal of the Major in Political Science (Brescia), Major in Power in History and Politics (Brescia), and Minor in Political Science (Brescia)	Approval
13.4(c)	King's University College: Revisions to the Admission Requirements of the Bachelor of Social Work (Honours) – Honours Specialization in Social Work	Approval
13.4(d)	School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) in English	Approval
13.4(e)	SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Honours Business Administration (HBA) and Economics	Information
13.4(f)	New Donor-Funded Scholarships, Awards and Prizes	Information

13.5 Items from the Senate Committee on University Planning

13.5(a)	Chair in Mining Law and Finance: Name Change	Approval
13.5(b)	Dancap Private Equity Professorship in Change and Innovation	Approval
13.5(c)	Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of Senate in 2024 (or prior) by the Senate Committee on University Planning	Information
13.5(d)	Western Office of the Ombudsperson Annual Report	Information

14.0 Items removed from Consent Agenda

15.0   Discussion and Question Period

16.0   New Business

17.0   Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Stephanie Hayne Beatty will offer a land acknowledgement or other observance.

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of December 6, 2024

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on December 6,
                                  2024, be approved as circulated.

ATTACHMENT(S):

Minutes of the December 6, 2024 Meeting

Western
UNIVERSITY · CANADA

MINUTES OF THE MEETING OF SENATE
Unofficial Until Approved

December 6, 2024

The meeting was held at 1:33 via Zoom.

SENATORS:

A. Agyapong	M. Green-Barteet	M. Modeski
S. Bahadoor	C. Hall	I. Namukasa
M. Bassnett	A. Hearn	A. Nocilla
S. H. Beatty	L. Henderson	K. Olson
J. Beecroft	K. Henricus	V. Parsa
B. Begg	J. Herrera	P. Pexman
N. Borradaile	A. Hodgson	G. Philip
A. Botterell	L. M. Ibarra	S. Powell
A. Bryson	J. Ijam	A. Puvirajah
S. Buhrow	J. Jin	D. Robinson
J. Byrd Clark	M. Joanisse	B. Rubin
B. Cheadle	I. Johnsrude	M. Sanita Lima
A. Christie	E. Kamimura	S. Schmid
M. Cleveland	M. Kim	L. Shaw
K. Coley	H. Kirk	A. Shepard
A. Cooke	D. Kotsopoulos	K. Siddiqui
E. Da Costa	D. Laird	A. Simon
S. D'Arcy	J. Lamarche	Z. Sinel
L. Davis	L. Lingard	D. Smith
M. Davison	G. Little	F. Strzelczyk
M. El-Sakka	A. Liu	S. Whitehead
D. Ferri	A. Lukawski	J. Yoo
J. Garland	T. Mantler	N. Zabian
J. Gemson	O. Matthews	A. Zecevic
L. Graham	M. McGrath	
R. Graham	M. Mills	

Observers: C. Bressette, C. Chung, J. Doerksen, E. Kalaydjian,
N. Keyghobadi, S. Lewis, E. Marshall, V. Sarkany, J. Scott, J. Weststar,

LAND ACKNOWLEDGEMENT

A. Nocilla offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of November 8, 2024

It was moved by J. Garland, seconded by M. Cleveland,

> That the minutes of the meeting of November 8, 2024, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

A. Shepard, President and Vice-Chancellor, referred members to the written report provided with the agenda and highlighted several items including the start of the exam period, and offered his best wishes to all students for the successful completion of their exams.

The President provided remarks on the University's operations during inclement winter weather, and the recent closures due to severe weather conditions. He expressed gratitude to all service teams for their efforts in ensuring the safe operation of the campus.

The President concluded his report with an update on the advocacy efforts in the ongoing discussion with the Federal Government, regarding further changes to international student caps and the inclusion of graduate students within the cap.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic), informed Senators that J. Hutter has been appointed as Acting Deputy Provost, effective January 1, 2025. The new Deputy Provost position was created in response to the expanding scope and complexity of the Provost portfolio over the past 15 years. The Provost also commented on several leadership updates, including appointment of Shaun Boe as the Dean of the Faculty of Health Sciences, effective April 1, 2025.

F. Strzelczyk continued her report with updates on the budget and planning process, noting that budget townhalls were held both in person and virtually and acknowledged broad representation and good attendance. Budget planning meetings for both Faculties and non-academic units are underway.

The Provost concluded her report providing gratitude to the entire campus community for their efforts and commitment in advancing the academic mission of the University for another successful year.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

P. Pexman, Vice-President (Research) provided her report and outlined key areas of focus, accomplishments, and ongoing projects under her portfolio. She began with insights from the recent meeting of the Ontario Council on University Research, commenting on the ongoing discussions related to the implementation of the federal budget.

P. Pexman also provided updates on Tri-Agency initiatives, including the implementation of the requirement that all agency-funded research be published in compliance with the Open Access Policy on Publications, and the transition to a narrative CV style for Tri-Agency funding programs.

P. Pexman continued her report with an update on the research security portfolio and advised that the revised list of named research organizations connected to sensitive technology research areas that may pose a risk to Canada's national security will be available in early 2025.

P. Pexman concluded her report with information on the recent training session focused on Indigenous research hosted by Western Research.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee, D. Kotsopoulos presented the report of the Committee.

ITEM 6.1 – Membership – Nominating Committee

Mahmoud El-Sakka, Melanie Mills and Vijay Parsa were nominated from the floor of Senate to serve on the Senate Nominating Committee. An election was held following the Senate meeting and Melanie Mills was elected to serve on the Senate Nominating Committee for a term ending June 30, 2025.

REPORT OF THE SENATE NOMINATING COMMITTEE

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

ITEM 7.1 – Membership – Senate Committee on Academic Policy

Chris Kapulkin was nominated by the Nominating Committee and Andrew Johnson was nominated from the floor of Senate to serve on the Senate Committee on Academic Policy as a faculty member. An election was held following the Senate meeting and Andrew Johnson was elected to serve on the Senate Committee on Academic Policy for a term ending June 30, 2026.

Jessica Etou was nominated by the Nominating Committee and Jenna Ijam and Aliya Jokhu were nominated from the floor of Senate to serve on the Senate Committee on Academic Policy as an undergraduate student. An election was held following the Senate meeting and Jenna Ijam was elected to serve on the Senate Committee on Academic Policy for a term ending June

30, 2025.

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

Blaine Chronik, Mike Domaratzki, Alison Hearn, Jose Herrera, Heather Kirk and Lynn Shaw
were acclaimed to serve on the Senate Review Board Academic (SRBA) as faculty members for
terms ending June 30, 2026.

Jasmine Nitsotolis, Jadyn Smith and Jenna Ijam were acclaimed to serve on SRBA as
undergraduate students for terms ending June 30, 2025.

Jana Bataineh and Eduard Sviridenko were acclaimed to serve on SRBA as graduate students
for terms ending June 30, 2025.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, M. Cleveland presented the report of
the Committee.

ITEM 8.1 – Revisions to the Policy on "Adding and Dropping Courses"

S. Lewis, Vice-Provost (Academic Programs), introduced the proposed revisions to the Policy
on "Adding and Dropping Courses" and outlined the rationale for the changes.

S. Lewis addressed a question of clarification and stated that, should the extended withdrawal
deadline have any impact on other policies, the required changes will be brought forward for
approval subsequently.

It was moved by J. Garland, seconded by M. Cleveland,

> That on the recommendation of the Senate Committee on Academic Policy, Senate
> approve that effective September 1, 2025, the policy on "Adding and Dropping Courses"
> be revised as shown in Item 8.1.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

ITEM 10.1 – Budget Planning Guidelines for Faculties

As a follow up to the previous meeting, the guidelines to support Faculties in the development of
their budgets was provided for information.

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board, P. Pexman presented a summary of the work
conducted by the URB at their November meeting, including the presentation on the activities of
the Western Bone and Joint Institute and an update on the innovation and strategic partnerships

portfolio. Additionally, P. Pexman advised Senate that after careful consideration it was decided that WORLDiscoveries will become the Western Technology Transfer Office, which reflects their work more directly.

ITEM 11.1 – Tri-Agency Scholarships and Fellowships Update

K. Siddiqui, Vice-Provost (Graduate and Postdoctoral Studies), and N. Borradaile, Associate Vice-Provost (Graduate and Postdoctoral Studies), provided a presentation on the evaluation of Western's key performance indicators for Tri-Agency scholarships and fellowships, including number of applications, success rates and quotas (Appendix A).

N. Borradaile explained that quotas are determined based on grant success over a rolling 3-year period, and the current lower quotas reflect a performance in the previous 3 years. Additionally, she noted that the Vanier Canada Graduate Scholarships and Banting Postdoctoral Fellowships are planned to be replaced by a new, streamlined program.

The Chair expressed gratitude to the School of Graduate and Postdoctoral Studies team for all their dedicated work. In response to a question regarding the outlook for the awards going forward, N. Borradaile noted that both programs could be integrated into a new program for both domestic and international students.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

-   ITEM 13.1(a) – Schedule of Senate and Senate Committee Meetings (2025-26).
-   ITEM 13.1(b) – Senate Election Schedule for 2025.

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 13.2(a) – Revisions to the "Academic Calendar" Policy

It was moved by J. Garland, seconded by M. Cleveland,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective December 6, 2024, the "Academic Calendar" policy be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Policy on Unanimous Consent:

-   ITEM 13.2(b) – Revisions to the Policy on the "Structure of the Academic Year".

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

ITEM 13.3(a) – School of Graduate and Postdoctoral Studies: Withdrawal of the Graduate Diploma (GDip) in Mining Law, Finance, and Sustainability

It was moved by J. Garland, seconded by M. Cleveland,

> That on the recommendation of ACA, Senate approve that effective September 1, 2024, admission to the Graduate Diploma (GDip) in Mining Law, Finance, and Sustainability be discontinued and that the GDip be withdrawn.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(b) – 2023-2024 Annual Report of the Office of Academic Quality and Enhancement.
- ITEM 13.3(c)(i) – Summer Undergraduate Sessional Dates (2026).
- ITEM 13.3(c)(ii) – Faculty-Specific Sessional Dates: Revised Sessional Dates – Ivey Business School, HBA Program (2024-2025).
- ITEM 13.3(c)(iii) – Faculty-Specific Sessional Dates (2025-2026).
- ITEM 13.3(d) – New Donor-Funded Scholarships, Awards and Prizes.

ITEMS REMOVED FROM THE CONSENT AGENDA

ITEM 13.2(c) – Annual Report on Scholastic Offences (2023-2024)

A Senator requested that this item be removed from the Consent Agenda to seek further clarification concerning the surge in number of scholastic offences during the reported period and feasible measures to address the issue.

S. Lewis addressed the factors that might be causing the high number of these offences and outlined strategies for enhancing academic integrity. Additionally, she commented on the ongoing work on the revision to the policies, which is near completion.

ITEM 13.4(a) – Western Libraries Annual Report

G. Little, Vice-Provost and Chief Librarian, presented the Western Libraries Annual Report (Appendix B), describing Western's collection and the current landscape and the opportunities for Western Libraries in the areas of research data management. Additionally, he commented on information services, open infrastructure, and the archives/special collections. He concluded his report by providing a summary of the space revitalization that has been completed and next steps for the D.B. Weldon Library. G. Little responded to comments and questions of clarification regarding his report.

DISCUSSION AND QUESTION PERIOD

A Senator raised concerns with respect to the current practice of taking questions on reports after the committees agenda items and on the intended purpose of the Discussion and Question Period.

A. Bryson, University Secretary, indicated that the Discussion and Question Period would be referred to the Operations/Agenda Committee for their consideration. She advised that it is the Chair's prerogative to determine when the questions will be addressed and explained that the current process ensures the items requiring approval on the Senate Agenda are addressed first.

The President responded to a question regarding the business outlined in his report, particularly related to the Blue-Ribbon Panel report.

In response to a question regarding the impact from the inclusion of graduate students within the international student cap, the President noted that with the graduate students the impact tends to be more intellectual than financial, as the University does not generate significant revenue from graduate students.

In response to a question of clarification, the Provost commented on the practice of holding budget planning town halls, emphasizing their significance as a key platform for open dialogue.

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

Exams Printing:

In response to a question regarding plans to outline a budgeting model that ensures consistent funding for printing exams, M. Modeski, University Registrar, advised that the concerns raised could be addressed during the current budget planning discussions with the units.

Administrative Budget Concerns:

A Senator raised concerns regarding the creation of a new Deputy Provost position at a time of budget constraint and when financial resources are being limited. F. Strzelczyk emphasized that the largest portion of operating funds is allocated to the Faculties, rather than to the Administration and reassured Senate that existing resources will be sufficient to support this role. Moreover, this is an interim position, which will provide an opportunity to evaluate the impact that this role may have. A Senator commented on the creation of the Deputy Provost position and spoke in support of J. Hutter's appointment.

Additionally, the Provost addressed a question of clarification regarding the Undergraduate Curriculum Planning Framework, that was discussed at the November Senate meeting. The President commented on the current measures being implemented to ensure the efficient use of financial resources.

It was moved by J. Garland, seconded by M. Cleveland,

> That the discussion and question period of the Senate meeting be extended by 30 minutes.

CARRIED

University's commitment to Indigenous Education:

F. Strzelczyk addressed a question regarding Western's ongoing efforts to fulfill its commitment to prioritize Indigenous Education, particularly considering the resource shortages in the Indigenous Education Program within the Faculty of Education. The Provost outlined the funding approach for Indigenous scholars and discussed the ongoing efforts to address the vacancies caused by the departure of full-time faculty members. F. Strzelczyk reassured Senate that this question will be brought up for discussion with the Dean of the Faculty as part of budget conversations.

The Chair stated that a question regarding Western's approach to health and safety on campus will be deferred until the next meeting of Senate in January 2025.

Search for the Dean of the Faculty of Law:

In response to the concerns raised with respect to the decision to conduct an entirely closed search for the new Dean of the Faculty of Law, F. Strzelczyk outlined the established practices for filling senior leadership positions and advised that both Senate and the relevant Faculty appointed their trusted representatives to the Search Committee to act on their behalf. Additionally, the Provost noted that the approach of conducting an open recruitment process is no longer best practice, given the public nature of an open search.

Closure of the French Immersion Programme in Trois-Pistoles:

S. Lewis addressed a question regarding the consultation process that preceded the closure of the French Immersion Programme in Trois-Pistoles and noted that the decision was made to facilitate a connection for re-establishing of the Program by another university.

Bill 166:

An Official Observer raised concerns related to the need to include the costs of textbooks and other course materials on the course outlines in alignment with directives in the new Bill 166 'Strengthening Accountability and Students Supports Act', which has faced criticism for administrative burden, financial impacts, and overreach into university autonomy. The Chair commented on the potential implications of Bill 166 on academic freedom and institutional autonomy. Additionally, he noted that some of the Bill's provisions are not viable to achieve and universities have provided this feedback to the Government.

A student Senator informed Senate that the University Student Council (USC) recently passed a motion to advocate for the incorporation of human rights considerations into the University's investment policies and asked when Western will respond to this motion. The President advised

that Western has not yet received this information from the USC and that an official response will be considered once received.

ADJOURNMENT

The meeting adjourned at 4:30 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

Tri-agency scholarships quotas and submissions

Vanier CGS-D*:
- In previous years, Western typically submitted around 30% of its total quota
- Change in process for current year to enable Western to meet its submission quota

2025-2026 Quotas: CIHR 6, NSERC 7, SSHRC 5

2025-2026 Submissions: CIHR 6, NSERC 4, SSHRC 5; **83% of total quota**

*Vanier will likely be discontinued moving forward

CGS-D:
- Adjudicated internally to meet agency quotas, then adjudicated externally by agency committees

2024-2025 Quotas: CIHR 36, NSERC 82, SSHRC 54

2024-2025 Success Rates at External Competition: CIHR 25%, NSERC 42%, SSHRC 41%

2025-2026 Quotas: CIHR 30, NSERC 79, SSHRC 51

CGS-M:
- Adjudicated internally based on agency quotas provided directly to Western

2024-2025 Quotas: CIHR 29, NSERC 29, SSHRC 41

2024-2025 Success Rates at Internal Competition: CIHR 22%, NSERC 19%, SSHRC 23%

2025-2026 Quotas: CIHR 25, NSERC 26, SSHRC 41

Tri-agency fellowships submissions

Banting Postdoctoral Fellowship*:

2024-2025 Submitted: CIHR 3, NSERC 1, SSHRC 1
2024-2025 Successes: NSERC 1, SSHRC 1
2025-2026 Submitted: CIHR 2, NSERC 1, SSHRC 4
***Banting will likely be discontinued moving forward*

Postdoctoral Fellowship:

2024-2025 Submitted: CIHR 21; unknown for NSERC and SHHRC because applicants submit directly to the agencies
2024-2025 Successes: CIHR 5, NSERC 4, SSHRC 5
2025-2026 Submitted: CIHR 21; unknown for NSERC and SSHRC

Western Libraries Impact Report 2023–24

Western

Western Libraries

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2023–24 Highlights

- Western Libraries' Undergraduate Research Awards (WLURAs)

- Halina and James Russell Robinson Bequest

- Commitment to Experiential Learning

- Sharing Western's Collection

- Impactful Spaces

Western

Presentation Title Here

2

Other Elements

- Stewarding Collections

- Research Data & GIS

- Open Infrastructure

- Archives & Special Collections

- Spaces

Western 🛡️   Presentation Title Here

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Western's Collection

- Just under 6 million items (all formats)

- Eighth largest academic collection in Canada, top 50 in North America

- Collections budget of approx. $16 million

- Sixth largest collections budget in Canada, top 50 in North America

Western 🛡️   Presentation Title Here

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Print book circulation at Western

2023-24: 51,429	2012-13: 248,871
2022-23: 49,899	2011-12: 263,921
2021-22: 40,767	2010-11: 324,062
2020-21: 22,305	2009-10: 358,636
2019-20: 79,917	2008-09: 381,275
2018-19: Not collected	2007-08: 412,645
2017-18: 193,506	2006-07: 451,900
2016-17: 144,067	2005-06: 474,136
2015-16: 171,316	2004-05: 561,299
2014-15: 185,330	2003-04: 549,051
2013-14: 211,695	90% decrease between 2003-04 & 2023-24

Western

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But.....

- 4,322,608 e-journal views

- 2,180,382 database searches

- 1,119,150 catalogue searches

- 632,999 e-book views

- 65,330 multimedia streams

Western

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Other Elements, con't

- Research Data & GIS

- Open Infrastructure

- Archives & Special Collections

- Spaces

Western

Presentation Title Here

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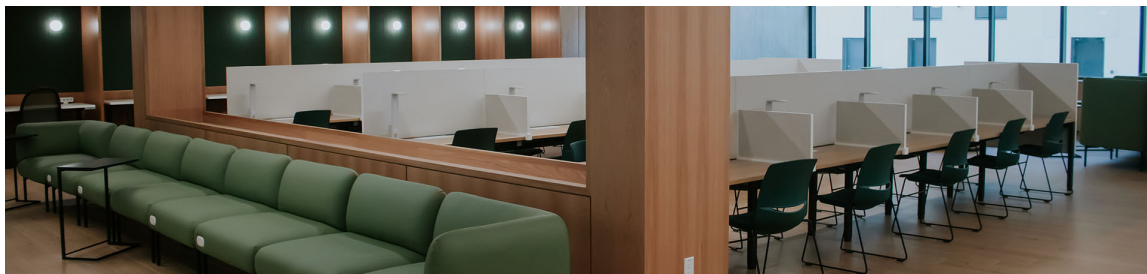
ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: January 10, 2025

Re: Monthly report for January 2025

Dear Senators,

Happy New Year! I hope you all enjoyed a wonderful holiday break.

Following are some noteworthy developments since my last written report to Senate of November 29, 2024.

EDIDA plan launched: Western's new equity, diversity, inclusion, decolonization, and accessibility strategic plan, *Advancing Inclusive Excellence*, was launched on December 4, 2024. The plan includes a companion guide and planning tool for faculty and staff.

Western ranked fourth in Canada, top 30 globally for sustainability: Western remains among the top universities in the world in the QS (Quacquarelli Symonds) World University Rankings released on December 9, 2024. Western's global score of 94.2 out of 100 underlines the university's ongoing commitment to sustainability. This year's ranking is the largest ever, featuring nearly 1,800 universities, including 32 institutions in Canada.

Climate and sustainability strategy: The President's Advisory Committee on the Environment and Sustainability (PACES) is leading the development of a new climate and sustainability strategy. A launch event is planned for January 20, 2025, and focus groups with the Western community will take place throughout winter and spring 2025. Details at sustainability.uwo.ca.

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

- Named to the Order of Canada:
  - **Tricia Smith** (LLD'23), Officer
  - **Sandy Buchman** (BA'77), Member
  - **R. Douglas Elliott** (BA'79), Member
  - **Lorin MacDonald** (JD'09), Member

- o **V. Kumar Murty** (DSc'23), Member
- o **Colin R. Clarke** (Music student 1998-2002), Member

- Named to the Order of Ontario:
  - o **Hon. Todd L. Archibald** (BA'74, Huron)
  - o **Brian Gover** (BA'78, LLB'81)
  - o **Catherine Karakatsanis** (BESc'83, MESc'91, LLD'23)
  - o **Juliana Sprott** (BA'97)

- Named to the Mayor's New Year's Honour List:
  - o **Claire Crooks** (Education)
  - o **Clark Bryan** (BMus'90, MMus'92)
  - o **Maureen Spencer Golovchenko** (BA'77, King's)

- **Julian Birkinshaw** (Ivey) named recipient of the 2025 *Academy of Management (AOM)* International Management Division Hyundai Motor Eminent Scholar Award.

- **Abdallah Shami** (Engineering) and **Rajiv Varma** (Engineering) elected as Fellows of the *IEEE (Institute of Electrical and Electronics Engineers)*.

- **T.K. Sham** (Science) awarded the 2025 *Chemical Institute of Canada* Medal, the organization's top award, recognizing outstanding contributions to chemistry or chemical engineering in Canada.

- **Johanna Blacquiere** (Science) awarded the 2025 Strem Award for Pure or Applied Inorganic Chemistry from the *Chemical Institute of Canada.*

- **James Grier** (Music) named President-Elect of the Academy of Arts and Humanities for the *Royal Society of Canada* (November 2025-November 2028).

- **Matt Bogoroch (**HBA'18, MSc'19), **Kiara Botha** (HBA'20, MSc'21), **Nadia Ladak** (HBA'20), **Harit Sohal** (HBA'20) and student **Shirley Zhong** (Ivey/Engineering) named to the *Forbes Magazine* 30 Under 30 North America list.

- **Mitch Frazer** (LLB'99) received a King Charles III Coronation Medal.

Leadership updates:

Shaun Boe has been selected as the next Dean of the Faculty of Health Sciences, effective April 1, 2025.

Stephanie Hayne Beatty has agreed to serve as Acting Vice-Provost (Students) for the period of July 1, 2025 through to June 30, 2026 while John Doerksen is on a one-year study leave.

Review/Selection Committees are underway for the Deans of Law and Information & Media Studies, and for the Vice-Provost (Academic Planning, Policy & Faculty).

ITEM 3.1 – Report of the Board Chair

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

With a view to enhancing the relationship between Western's Board of Governors and Senate, and with the recommendation of the Board and the Operations/Agenda Committee, the Chair of the Board presents a report to Senate in respect of matters that have been forwarded to the Board from Senate and other non-confidential matters (i.e., items on the open session agenda) under the Board's consideration in the past months.

It is the intent that the Chair, or their designate, will provide such a report twice each year.

Sarah Shortreed, Chair of the Board of Governors, will provide a report to Senate.

Matters sent to the Board from Senate since the previous report on June 7, 2024:

The Board received the following reports, for approval, on the recommendation of Senate:

- School of Graduate and Postdoctoral Studies: Introduction of a Master of Climate Risk Assessment and Opportunity (MCR)
- New MAPP policy: Policy 7.17 – Establishment, Governance and Review of Core Research Facilities
- Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan

The Board received the following reports, for information, from Senate:

- Report of the Academic Colleague
- Academic Administrative Appointments
- Annual Report of the Vice-President (Research)
- Annual Report of the McIntosh Gallery
- Honorary Degree Recipients – Autumn 2024

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

ATTACHMENTS:

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

ITEM 6.1(a) – Report of the *ad hoc* Working Group to the Operations/Agenda Committee

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 22, 2022, Senate approved that effective July 1, 2022, on a three-year pilot basis, the mandate of the Senate Committee on Academic Policy and Awards (SCAPA) be divided between two committees: the Senate Committee on Academic Curriculum and Awards (ACA) and the Senate Committee on Academic Policy (Policy).

The 2024-2025 academic year is the third year in the pilot.

At its meeting on September 5, 2024, the Operations/Agenda Committee (OAC) formed an *ad hoc* Working Group to review the three-year pilot of ACA and Policy and make a recommendation for a permanent structure.

The *ad hoc* Working Group met to review the pilot of ACA and Policy in the Fall of 2024 over a series of three meetings: October 15, 2024, November 13, 2024, and December 16, 2024.

Attached is the Report of the *ad hoc* Working Group to the Operations/Agenda Committee. The report details the *ad hoc* Working Group's review of the pilot of ACA and Policy and its recommendations to OAC.

ATTACHMENT(S):

Report of the *ad hoc* Working Group to the Operations/Agenda Committee

**Report of the *ad hoc* Working Group to the Operations/Agenda Committee
December 16, 2024**

Mandate of the *ad hoc* Working Group

At its meeting on April 22, 2022, Senate approved that effective July 1, 2022, on a three-year pilot basis, the mandate of the Senate Committee on Academic Policy and Awards (SCAPA) be divided between two committees: the Senate Committee on Academic Curriculum and Awards (ACA) and the Senate Committee on Academic Policy (Policy).

For full information on the recommendation for the pilot of ACA and Policy, see the April 22, 2022 Senate agenda available at:
https://uwo.ca/univsec/pdf/senate/minutes/2022/a22apr22.pdf.

The 2024-2025 academic year is the third year in the pilot.

At its meeting on September 5, 2024, the Operations/Agenda Committee (OAC) formed an *ad hoc* Working Group to review the three-year pilot of ACA and Policy and make a recommendation for a permanent structure.

The composition of the *ad hoc* Working Group includes:

Role	Name
Chair of OAC, who serves as Chair	Donna Kotsopoulos
Chair of ACA	Sophie Roland
Chair of Policy	Ken Yeung
Vice-Provost (Academic Programs)	Susan Lewis
Vice-Provost (Graduate & Postdoctoral Studies)	Kamran Siddiqui
University Registrar	Marisa Modeski
University Secretary (non-voting)	Amy Bryson

The *ad hoc* Working Group met to review the pilot of ACA and Policy in the Fall of 2024 over a series of three meetings: October 15, 2024, November 13, 2024, and December 16, 2024.

This report details the *ad hoc* Working Group's review of the pilot of ACA and Policy and its recommendations to OAC.

Recommendations

This report presents three recommendations:

Recommendation 1:

That the Operations/Agenda Committee (OAC) approve and recommend to Senate, that effective July 1, 2025, the Senate Committee on Academic Curriculum and Awards (ACA) and the Senate Committee on Academic Policy (Policy) be established as standing committees of Senate on a permanent basis.

Recommendation 2:

That the Operations/Agenda Committee (OAC) approve and recommend to Senate, that effective September 1, 2025, the policy on the "Structure of the Academic Year" be revised to stipulate that the Office of the Registrar recommend the undergraduate sessional dates to the Senate Committee on Academic Policy (Policy) for approval, as shown in Appendix 1, and

That effective September 1, 2025, the terms of reference of the Senate Committee on Academic Policy (Policy) be revised to reflect the approval of undergraduate sessional dates within the committee's mandate, as shown in Appendix 2.

Recommendation 3:

That the Operations/Agenda Committee (OAC) recommend to Senate that the Senate Committee on Academic Policy (Policy) be charged with determining a process to move curriculum requirements from program-specific admission and progression policies to the Academic Calendar.

The *ad hoc* Working Group's review of the pilot of ACA and Policy and its rationale for the recommendations to OAC are presented in detail below.

Review of the Pilot of ACA and Policy

The primary purpose of the pilot of ACA and Policy was to provide more opportunity for policy review than was possible under the structure of the former SCAPA.

The *ad hoc* Working Group reviewed information about the work of ACA and Policy in the first two years of the pilot – the 2022-2023 and 2023-2024 academic years.

ACA and Policy Meeting Statistics

The standard scheduling practice for all Senate committees is 10 meetings per academic year. Meetings are scheduled for 90 minutes. As such, the former SCAPA was scheduled to meet 10 times per academic year for 90-minute meetings. The maximum time allotted for SCAPA meetings each academic year was 10 meetings x 90 minutes = 900 minutes (or 15 hours).

In Year 1 of the pilot, the combined time spent in ACA and Policy meetings was 1060 minutes (or 17.67 hours). In Year 2 of the pilot, the combined time spent in ACA and Policy meetings was 1180 minutes (or 19.67 hours).

In both Years 1 and 2 of the pilot, the combined time spent in ACA and Policy meetings exceeded the maximum meeting time that would be allotted to a single Senate committee. This illustrates that the curriculum and policy work undertaken by ACA and Policy respectively was greater than could be managed by a single Senate committee.

The table below presents (i) the number of meetings held, (ii) the actual time spent in meetings (based on minutes of the meetings), and (iii) the number of agenda items, for each of ACA and Policy in the first two years of the pilot.

	Pilot Year 1: 2022-2023 Academic Year		Pilot Year 2: 2023-2024 Academic Year	
	ACA	**Policy**	**ACA**	**Policy**
Number of Meetings	10	10	10	10
Actual Time Spent in Meetings	388 minutes (6.47 hours)	672 minutes (11.2 hours)	494 minutes (8.23 hours)	686 minutes (11.43 hours)
Number of Agenda Items	114	36	116	70

Policy Review by the Senate Committee on Academic Policy

The *ad hoc* Working Group reviewed information about policy review by the Senate Committee on Academic Policy in the first two years of the pilot in comparison to policy review by SCAPA in the five years preceding the pilot.

The information reviewed indicates that the pilot structure provided the Senate Committee on Academic Policy with the opportunity to review more policies and to fully engage in more substantive policy revisions.

Consistent with the goal of the pilot, more policies were brought forward to the Senate Committee on Academic Policy for review in Years 1 and 2 of the pilot than were brought forward to SCAPA in most years preceding the pilot.

The table below presents the number of policies brought forward to the Senate Committee on Academic Policy in Years 1 and 2 of the pilot and to SCAPA in the five years preceding the pilot.

	SCAPA					Pilot Year 1	Pilot Year 2
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Proposals to introduce new Senate Academic Policies or revise existing Senate Academic Policies	10	15	12	8	18	17	20

In addition to the 20 policy introductions/revisions reviewed by the Senate Committee on Policy in Year 2 of the pilot, the committee additionally received revisions to 11 policies for information in Year 2 of the pilot in relation to the Brescia-Western Integration and as part of the work to convert the School of Graduate and Postdoctoral Studies (SGPS) Regulations ratified by Senate in September 2022 as Senate Academic Policy. The committee also received eight SGPS Regulations for information in Year 2 of the pilot.

In examining the types of policies reviewed, the *ad hoc* Working Group noted that the Senate Committee on Academic Policy conducted an increased amount of substantive policy work in the first two years of the pilot.

In Years 1 and 2 of the pilot, Policy reviewed 24 proposals for either the introduction of a new policy or a significant review and revision of an existing policy. This included policies such as the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs", the "Structure of the Academic Year", and a new consolidated

policy on "Undergraduate Degree Admissions". In comparison, the number of proposals for either the introduction of a new policy or a significant review and revision of an existing policy by SCAPA in the years preceding the pilot was: 2 in 2020-2021, 2 in 2019-2020, 9 in 2018-2019, and 3 in 2017-2018.

Further, the Senate Committee on Academic Policy reviewed several policies over multiple meetings – four policies were considered over multiple meetings in Year 1 of the pilot and nine policies were considered over multiple meetings in Year 2 of the pilot. This suggests that the pilot structure was successful in providing a committee with the time necessary to engage in substantive policy work.

Policy Review Remaining

While the pilot structure has allowed for more policies to be reviewed, there is still a great deal of work to be done on this front.

As of September 2024, Western had 89 academic policies organized into seven overarching categories:

General	14
Scholarships and Awards	4
Admission	15
Registration, Progression, Graduation	26
Examinations	11
Rights and Responsibilities	10
Graduate and Postdoctoral Studies	9

Nearly half of these policies have not been reviewed or revised in at least five years. The magnitude of policy review work supports the utility of the Senate Committee on Academic Policy on a permanent basis.

Additionally, in September 2022, Senate ratified nine SGPS Regulations as Senate Academic Policy. The realignment of these SGPS Regulations as Senate Academic Policy reflects an increased workload for the Policy committee.

Benefits of Pilot Structure

The following benefits of the pilot structure were identified:

Elevates Primary Responsibility of Senate

The University of Western Ontario Act provides that Senate is responsible for the academic policy of the University.

The separation of policy review from curriculum review under the pilot has served to elevate this primary responsibility of Senate through the establishment of a Senate committee with a mandate dedicated solely to academic policy.

Adequate Time for Policy Review

The creation of the Senate Committee on Academic Policy has ensured that adequate time is available for the examination of new policies and of revisions to existing policies.

The data reviewed indicates that the pilot structure is working very well. The focused mandate of the Senate Committee on Academic Policy has allowed for academic policy proposals to be fully reviewed and considered. Policy committee meetings regularly include thorough discussion of proposals. Further, the Policy committee has had the opportunity to consider more substantive policy revisions across multiple meetings.

The combined curriculum and policy demands are too great to allow for one committee to have adequate time to consider both.

Increased Faculty and Student Engagement

The pilot creation of separate Senate committees for academic curriculum and policy matters has driven engagement by allowing more faculty members and students the opportunity to serve on Senate committees and engage in the work of Senate. Further, the pilot has provided faculty members and students who have expertise or interest in either academic curriculum or policy matters to serve on a committee focused in that area.

Based on the review of ACA and Policy described above, Recommendation 1 of the *ad hoc* Working Group to OAC is as follows:

Recommendation 1:

> That the Operations/Agenda Committee (OAC) approve and recommend to Senate, that effective July 1, 2025, the Senate Committee on Academic Curriculum and Awards (ACA) and the Senate Committee on Academic Policy (Policy) be established as standing committees of Senate on a permanent basis.

Recommendations to Address Challenges with Pilot Structure

Two challenges were identified with the pilot structure of ACA and Policy:

    (1) the routing of undergraduate sessional dates; and
    (2) the routing of program-specific policy relating to curriculum.

Recommendations to address these challenges are offered below.

Routing of Undergraduate Sessional Dates

Undergraduate sessional dates are compiled in accordance with Senate Academic Policies such as the policy on the "Structure of the Academic Year" and the policy on "Adding and Dropping Courses".

The Senate Committee on Academic Policy has oversight of these policies that provide guidance for the setting of undergraduate sessional dates.

The approval of undergraduate sessional dates, however, currently rests with ACA.

The policy on the "Structure of the Academic Year" provides ACA with delegated authority to approve undergraduate sessional dates as follows:

> "The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will compile all applicable sessional dates for the academic year and recommend them to the Senate Committee on Academic Curriculum and Awards (ACA) for approval. ACA will provide the approved sessional dates to Senate for information."

In the first two years of the pilot of ACA and Policy, challenges were encountered with one committee having responsibility for the policies that provide guidance for the setting of undergraduate sessional dates and another committee having responsibility for the approval of undergraduate sessional dates.

In both the 2022-2023 and 2023-2024 academic years, ACA tabled the proposed undergraduate sessional dates and requested that Policy explore options that would require a change to the policy on the "Structure of the Academic Year".

Logistically, channeling proposals related to the policy on the "Structure of the Academic Year" and undergraduate sessional dates between ACA and Policy resulted in delays in approving the undergraduate sessional dates in 2022-2023 and 2023-2024.

To resolve the challenges observed with the routing of undergraduate sessional dates during the pilot period, the *ad hoc* Working Group recommends a revision to the policy on the "Structure of the Academic Year" to route the undergraduate sessional dates to the Senate Committee on Academic Policy for approval.

The *ad hoc* Working Group reasoned that routing the undergraduate sessional dates to Policy for approval is more appropriate than routing the dates to ACA for approval given that the mandate of Policy includes oversight of the academic policies that provide guidance for the setting of undergraduate sessional dates.

Channelling the related academic policy and undergraduate sessional date proposals to a single Senate committee will help to alleviate the delays previously encountered in the approval of undergraduate sessional dates.

To provide transparency, the *ad hoc* Working Group additionally recommends that the terms of reference of Policy to revised to include the delegation of authority for the approval of undergraduate sessional dates within the committee's mandate.

Recommendation 2:

That the Operations/Agenda Committee (OAC) approve and recommend to Senate, that effective September 1, 2025, the policy on the "Structure of the Academic Year" be revised to stipulate that the Office of the Registrar recommend the undergraduate sessional dates to the Senate Committee on Academic Policy (Policy) for approval, as shown in Appendix 1, and

That effective September 1, 2025, the terms of reference of the Senate Committee on Academic Policy (Policy) be revised to reflect the approval of undergraduate sessional dates within the committee's mandate, as shown in Appendix 2.

Routing of Program-Specific Policy relating to Curriculum

Senate Academic Policy includes a small number of program-specific admission policies and program-specific progression policies.

The program-specific admission policies include:

- Admission – Business Administration
- Admission – Dentistry
- Admission – Education
- Admission – Law
- Admission – MD Program
- Nursing Applicants

(see: https://www.uwo.ca/univsec/academic_policies/admission.html)

The program-specific progression policies include:

- Medical Sciences First Entry (Years 1 and 2)
- Admission to the Bachelor of Medical Sciences (BMSc) Program (Years 3 and 4)
- Progression and Graduation Requirements – Business
- Program Progression – Dentistry
- Program Progression – Education
- Program Progression – Engineering
- Program Progression – Information and Media Studies
- Program Progression – Law
- Program Progression – Medicine
- Program Progression – Nursing

(see:
https://www.uwo.ca/univsec/academic_policies/registration_progression_graduation.html)

Some of the above program-specific admission and progression policies include curriculum requirements (e.g., admission requirements, module/program requirements) that are normally presented in the Academic Calendar.

For example:

- The policy on "Program Progression – Law" includes a section titled "Academic Program" that presents the program requirements for the JD program. The JD program requirements are not otherwise captured in the Academic Calendar.

- The policy on "Progression Requirements – Nursing" includes the program requirements for the Bachelor of Science in Nursing (BScN) programs. The BScN program requirements are not otherwise captured in the Academic Calendar.

The pilot has surfaced challenges associated with embedding curriculum in academic policy.

In the early days of the pilot, the Senate Committee on Academic Policy provided feedback that the above program-specific admission and progression policies may be more appropriately reviewed by ACA than Policy in some cases as curriculum is within the mandate of ACA.

Following this feedback, the Secretariat used its discretion to route program-specific admission and progression policies to either Policy or ACA, depending on whether the nature of the proposed changes was policy-based or curriculum-based. Proposals to revise program-specific policies that relate to admission or progression policy have been routed to Policy for approval and recommendation to Senate. Proposals to revise

curriculum-related information within the program-specific policies have been routed to ACA for approval and recommendation to Senate. In instances where the proposed curriculum changes have constituted a major modification, the proposal has first been routed to the Subcommittee on Program Review – Undergraduate (SUPR-U) for recommendation to ACA and Senate, per Western's Institutional Quality Assurance Process (IQAP).

The core issue underlying the challenges encountered in routing these program-specific policies is the inclusion of curriculum in academic policy.

The "Policy on Establishing Senate Academic Policies and Procedures" defines Senate Academic Policy as an official Senate directive that:

- provides guiding or governing principles to be followed in carrying out the academic activities of the University;
- establishes key requirements and responsibilities;
- has broad application throughout the University; and
- is approved by Senate.

The inclusion of curriculum in academic policy is not in alignment with this Senate-approved definition of Senate Academic Policy.

The program-specific admission requirements and module/program requirements (i.e., curriculum information) currently included in the above-listed policies would be more appropriately placed in the Academic Calendar which is the official record of academic programs.

The *ad hoc* Working Group recommends that curriculum requirements be removed from the above listed program-specific admission and progression policies and included in the Academic Calendar. This action is necessary to ensure that (1) revisions to curriculum requirements are appropriately routed through SUPR-U and ACA per Western's Institutional Quality Assurance Process (IQAP), and (2) that Senate Academic Policy is in alignment with the "Policy on Establishing Senate Academic Policies and Procedures".

To this end, the *ad hoc* Working Group recommends that the Senate Committee on Academic Policy be charged with determining a process to separate admission and progression policy from curriculum that is more appropriately placed within the Academic Calendar. It is anticipated that this work may require the involvement of the Vice-Provost (Academic Programs), the Office of Academic Quality and Enhancement, the University Registrar, and the relevant Faculty/School Associate Deans (Academic) or equivalent.

Recommendation 3:

That the Operations/Agenda Committee (OAC) recommend to Senate that the Senate Committee on Academic Policy (Policy) be charged with determining a process to move curriculum requirements from program-specific admission and progression policies to the Academic Calendar.

Appendix 1

Structure of the Academic Year

Policy Category: General

Subject: Structure of the Academic Year

Subsections: Hours of Instruction; Guidelines for the Structure of the Academic Year; Remembrance Day Policy; National Day for Truth and Reconciliation Policy; Guidelines for the Structure of Undergraduate Spring/Summer Sessions; Sessional Dates

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: Procedures for the Structure of the Academic Year Policy

Officer(s) Responsible for Procedures: Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies), University Registrar

Related Policies: *

Effective Date: September 1, 2025

Supersedes: September 1, 2022, January 1, 2022

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HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

> 8:00 a.m. to 11:00 p.m. Monday to Thursday
> 8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

> 8:30 a.m. to 10:00 p.m. Monday to Thursday
> 8:30 a.m. to 5:30 p.m. Friday

Notes:
- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean).
- Graduate and second-entry professional programs and Scholar's Electives programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.
- For scheduling of examinations see: https://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

Undergraduate Fall/Winter Teaching Terms

Not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, certain programs in the Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1. Scheduling and Length of the First and Second Terms

    - Each term will be comprised of at least 60 "lecture days."

    - The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the session (excluding weekends).

    - The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days would result in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

    - There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination in December and April.

- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.

- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.

- No examinations are to be scheduled on Good Friday or Easter Sunday.

- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students may request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3.   Scheduling Thanksgiving Weekend, Fall Reading Week and Spring Reading Week

- Thanksgiving Weekend will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on Thanksgiving. No lectures, tutorials, labs or other regularly scheduled course-related academic activities or evaluations may be held during Thanksgiving Weekend. No undergraduate evaluations may be scheduled or have a deadline during Thanksgiving Weekend. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.

- A Fall Reading Week will be scheduled to begin as of 12:00 a.m. on the third Monday after Thanksgiving and end at 11:59 p.m. on the subsequent Sunday.

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at 11:59 p.m. on the subsequent Sunday.

  a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
  b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
  c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g., travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

School of Graduate and Postdoctoral Studies

- The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:
    - Fall term, normally beginning September 1 and ending December 31;
    - Winter term, normally beginning January 1 and ending April 30;
    - Summer term, normally beginning May 1 and ending August 31.

- Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.

GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS

1. The Spring/Summer Session shall be comprised of three periods:

    - Twelve-week period - May to August (Summer Evening and Spring/Summer Distance Studies)
    - Six-week period - May to June (Intersession)
    - Six-week period - July to August (Summer Day)

2.   The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.

3.   Scheduling of classes will be within the following hours:

   a) 8:00 a.m. to 9:40 p.m. for the May/June (Intersession) period;
   b) 8:00 a.m. to 3:40 p.m. for the July/August (Summer Day) period;
   c) 5:30 p.m. to 10:30 p.m. for the May to August (Summer Evening) period; and
   d) no classes will be held on statutory holidays.

   Note: Scheduling of classes in the undergraduate Spring/Summer Sessions may vary from the Hours of Instruction noted above.

4.   A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will normally begin:

   • for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
   • for Intersession, on the Monday following the first day of Summer Evening
   • for Summer Day, on the first Monday in July after Canada Day.

   A second-term half (0.5) course for Summer Evening and Spring/Summer Distance Studies will begin six weeks after the start of the Summer Evening and Spring/Summer Distance Studies Session.

5.   There will be two study days for Summer Evening, Summer Day and Spring/Summer Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.

6.   Examinations for Summer Evening, Intersession and Summer Day will be held over two days and for Spring/Summer Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

SESSIONAL DATES

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will compile all applicable undergraduate sessional dates for the academic year and recommend them to the Senate Committee on Academic Policy Senate Committee on Academic Curriculum and Awards (ACA) for approval. ACA The Senate Committee on Academic Policy will provide the approved sessional dates to Senate for information.

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Last Reviewed: January 17, 2025

Western
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Appendix 2

Senate Committee on Academic Policy (Policy)

Effective Date: <mark>September 1, 2025</mark> ~~November 8, 2024~~

Supersedes: <mark>November 8, 2024;</mark> 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.   <mark>On behalf of the Senate, to approve the undergraduate sessional dates.</mark>

~~4~~ <mark>5</mark>.   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.

~~5~~ <mark>6</mark>.   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.

~~6~~ <mark>7</mark>.   To receive for information and transmittal to Senate, the annual Scholastic Offences Report.

~~7~~ <mark>8</mark>.   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 6.1(b) – Approval of Recommendation 1 from the Report of the *ad hoc* Working Group to the Operations/Agenda Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee (OAC), Senate approve that effective July 1, 2025, the Senate Committee on Academic Curriculum and Awards (ACA) and the Senate Committee on Academic Policy (Policy) be established as standing committees of Senate on a permanent basis.

EXECUTIVE SUMMARY:

The rationale for the recommendation is provided in the Report of the *ad hoc* Working Group to the Operations/Agenda Committee.

ITEM 6.1(c) – Approval of Recommendation 2 from the Report of the *ad hoc* Working Group to the Operations/Agenda Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee (OAC), Senate approve that effective September 1, 2025, the policy on the "Structure of the Academic Year" be revised to stipulate that the Office of the Registrar recommend the undergraduate sessional dates to the Senate Committee on Academic Policy (Policy) for approval, as shown in Item 6.1(c), and

That effective September 1, 2025, the terms of reference of the Senate Committee on Academic Policy (Policy) be revised to reflect the approval of undergraduate sessional dates within the committee's mandate, as shown in Item 6.1(c).

EXECUTIVE SUMMARY:

The rationale for the recommendation is provided in the Report of the *ad hoc* Working Group to the Operations/Agenda Committee.

ATTACHMENT(S):

Revisions to the Policy on the "Structure of the Academic Year"

Revisions to the Terms of Reference of the Senate Committee on Academic Policy

Structure of the Academic Year

Policy Category:	General
Subject:	Structure of the Academic Year
Subsections:	Hours of Instruction; Guidelines for the Structure of the Academic Year; Remembrance Day Policy; National Day for Truth and Reconciliation Policy; Guidelines for the Structure of Undergraduate Spring/Summer Sessions; Sessional Dates
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedures for the Structure of the Academic Year Policy
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies), University Registrar
Related Policies:	*
Effective Date:	September 1, 2025
Supersedes:	September 1, 2022, January 1, 2022

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HOURS OF INSTRUCTION

The hours of instruction at The University of Western Ontario will be:

8:00 a.m. to 11:00 p.m. Monday to Thursday
8:00 a.m. to 6:00 p.m. Friday

As a subcategory of the above, the hours of instruction for first-entry undergraduate programs at The University of Western Ontario will be:

8:30 a.m. to 10:00 p.m. Monday to Thursday
8:30 a.m. to 5:30 p.m. Friday

Notes:
- Exceptions, for sound academic reasons, may be made for make-up classes with the consent of the Dean of the Faculty.
- Classes during the 5:30 p.m. to 7:00 p.m. time period are scheduled only at the request of the department.
- Evening classes begin at 6:30 p.m. or 7:00 p.m. (6:00 p.m. start time is possible only in exceptional cases with the approval of the Dean).
- Graduate and second-entry professional programs and Scholar's Electives programming may have classes that deviate from this schedule from time to time based on the needs of the instructor or students.
- Class lectures, laboratories, tutorials, clinics and seminars always finish 10 minutes before the end times that appear in the Master Timetable, e.g., the timetable may indicate that a class begins at 8:30 a.m. and ends at 9:30 a.m. but, in fact, the class will end at 9:20 a.m. to allow students 10 minutes to get to the next class.
- For scheduling of examinations see:
  https://www.uwo.ca/univsec/pdf/academic_policies/exam/scheduling.pdf

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

Undergraduate Fall/Winter Teaching Terms

Not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, certain programs in the Schulich School of Medicine & Dentistry, and School of Graduate and Postdoctoral Studies.

1. Scheduling and Length of the First and Second Terms

   - Each term will be comprised of at least 60 "lecture days."

   - The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the session (excluding weekends).

   - The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days would result in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

   - There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination in December and April.

- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.

- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.

- No examinations are to be scheduled on Good Friday or Easter Sunday.

- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students may request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

3.   <u>Scheduling Thanksgiving Weekend, Fall Reading Week and Spring Reading Week</u>

- Thanksgiving Weekend will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on Thanksgiving. No lectures, tutorials, labs or other regularly scheduled course-related academic activities or evaluations may be held during Thanksgiving Weekend. No undergraduate evaluations may be scheduled or have a deadline during Thanksgiving Weekend. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.

- A Fall Reading Week will be scheduled to begin as of 12:00 a.m. on the third Monday after Thanksgiving and end at 11:59 p.m. on the subsequent Sunday.

- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at 11:59 p.m. on the subsequent Sunday.

    a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
    b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
    c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g., travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

School of Graduate and Postdoctoral Studies

- The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:
  - Fall term, normally beginning September 1 and ending December 31;
  - Winter term, normally beginning January 1 and ending April 30;
  - Summer term, normally beginning May 1 and ending August 31.

- Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

REMEMBRANCE DAY POLICY

That two minutes of silence be observed on November 11 at 11:00 a.m. throughout the University and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Service, provided the instructor is informed in advance of the intended absence.

NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.

GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS

1. The Spring/Summer Session shall be comprised of three periods:

   - Twelve-week period - May to August (Summer Evening and Spring/Summer Distance Studies)
   - Six-week period - May to June (Intersession)
   - Six-week period - July to August (Summer Day)

2. The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.

3. Scheduling of classes will be within the following hours:

   a) 8:00 a.m. to 9:40 p.m. for the May/June (Intersession) period;
   b) 8:00 a.m. to 3:40 p.m. for the July/August (Summer Day) period;
   c) 5:30 p.m. to 10:30 p.m. for the May to August (Summer Evening) period; and
   d) no classes will be held on statutory holidays.

   Note: Scheduling of classes in the undergraduate Spring/Summer Sessions may vary from the Hours of Instruction noted above.

4. A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will normally begin:

   - for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
   - for Intersession, on the Monday following the first day of Summer Evening
   - for Summer Day, on the first Monday in July after Canada Day.

   A second-term half (0.5) course for Summer Evening and Spring/Summer Distance Studies will begin six weeks after the start of the Summer Evening and Spring/Summer Distance Studies Session.

5. There will be two study days for Summer Evening, Summer Day and Spring/Summer Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.

6. Examinations for Summer Evening, Intersession and Summer Day will be held over two days and for Spring/Summer Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

SESSIONAL DATES

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will compile all applicable undergraduate sessional dates for the academic year and recommend them to the Senate Committee on Academic Policy Senate Committee on Academic Curriculum and Awards (ACA) for approval. ACA The Senate Committee on Academic Policy will provide the approved sessional dates to Senate for information.

Senate Committee on Academic Policy (Policy)

Effective Date: September 1, 2025 ~~November 8, 2024~~

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

Date of Next Review: Spring 2027

_____

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.

~~4~~ 5. 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.

~~5~~ 6. 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.

~~6~~ 7. To receive for information and transmittal to Senate, the annual Scholastic Offences Report.

~~7~~ 8. 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 6.1(d) – Approval of Recommendation 3 from the Report of the *ad hoc* Working Group to the Operations/Agenda Committee

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee (OAC), Senate approve that the Senate Committee on Academic Policy (Policy) be charged with determining a process to move curriculum requirements from program-specific admission and progression policies to the Academic Calendar.

EXECUTIVE SUMMARY:

The rationale for the recommendation is provided in the Report of the *ad hoc* Working Group to the Operations/Agenda Committee.

ITEM 7.1 – Membership – Senate Review Board Academic (SRBA)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

> *Workload:* Individual appeal meetings and hearings are arranged by the University Secretariat as required. The work of SRBA continues through the summer.
>
> *Time Commitment:* Unfortunately, the Secretariat is unable to anticipate what a member's time commitment might look like in any given year. However, members are asked for their availability when building panels for new appeals, providing the option to opt out if the member is busy with other obligations. Appeal meetings are typically one hour long. Oral hearings are typically scheduled for either one half day or one full day.

Composition: A Chair and 37 voting members, elected by Senate: Twenty (20) members of faculty. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). Seventeen (17) students: 10 undergraduates and seven (7) graduates. No more than two students may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies).

Current Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Lina Dagnino (Chair)	Faculty Member	Schulich	June 30, 2025	Chair of SRBA
Undergraduates:				
Grace Achonu-Johnson	UNDG	Social Science	June 30, 2025	SS rep.
Alexandra Agyapong	UNDG	Social Science	June 30, 2025	SS rep.
Sydney Buhrow	UNDG	Science	June 30, 2025	Sci rep.
Ethan Da Costa	UNDG	Social Science	June 30, 2025	SS rep.
Jenna Ijam	UNDG	Schulich	June 30, 2025	Schulich rep.
Eva Kamimura	UNDG	Social Science	June 30, 2025	SS rep.
Ankita Mishra	UNDG	Science	June 30, 2025	Sci rep.
Jasmine Nitsotolis	UNDG	Health Sciences	June 30, 2025	HS rep.
Jadyn Smith	UNDG	Arts and Humanities	June 30, 2025	AH rep.
Vacant	UNDG	May be from: Edu, Eng, FIMS, Huron, King's, Ivey, Law, Music	June 30, 2025	Vacancy

		(applies for both UNDG and GRAD)		
Graduates:				
Jana Bataineh	GRAD	Health Sciences	June 30, 2025	HS rep.
Dana Broberg	GRAD	Schulich	June 30, 2025	Schulich rep.
Abdelmoneim Elnaggar	GRAD	Engineering	June 30, 2025	Eng rep.
Pilar Rodriguez Mata	GRAD	Arts and Humanities	June 30, 2025	AH rep.
Manuel Spiller	GRAD	Social Science	June 30, 2025	SS rep.
Eduard Sviridenko	GRAD	FIMS	June 30, 2025	FIMS rep.
Vacant	GRAD	May be from: Edu, Eng, FIMS, Huron, King's, Ivey, Law, Music (applies for both UNDG and GRAD)		Vacancy
Faculty:				
Miriam Capretz	Faculty Member	Engineering	June 30, 2025	Eng rep.
Torin Chiles	Faculty Member	Music	June 30, 2026	Music rep.
Blaine Chronik	Faculty Member	Science	June 30, 2026	Sci rep.
Isha DeCoito	Faculty Member	Education	June 30, 2025	Edu rep.
Caroline Dick (Vice-Chair)	Faculty Member	Social Science	June 30, 2026	SS rep.
John Di Guglielmo	Faculty Member	Schulich	June 30, 2025	Schulich rep.
Mike Domaratzki	Faculty Member	Science	June 30, 2026	Sci rep.
Randal Graham	Faculty Member	Law	June 30, 2025	Law 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.
Danielle Lacasse (Vice-Chair)	Faculty Member	Law	June 30, 2025	Law rep.
Charys Martin	Faculty Member	Schulich	June 30, 2026	Schulich rep.
Stephen Renaud	Faculty Member	Schulich	June 30, 2025	Schulich rep.
Lynn Shaw	Faculty Member	Health Sciences	June 30, 2026	HS rep.

Rob Stainton	Faculty Member	Arts and Humanities	June 30, 2025	AH rep.
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2026	SS rep.
John Wilson	Faculty Member	Ivey	June 30, 2025	Ivey rep
Vacant	Faculty Member	May be from: Edu, FIMS, Huron, King's, Ivey, Music	June 30, 2025	Vacancy

Membership Summary:

Student Members:
- **Required**: 17 students (10 undergraduates and 7 graduates). 15 filled. Two (2) positions vacant.
- **Representation:** No more than two students per Faculty/School/Affiliated College.
- **Representatives may be from:** Edu (2), Eng (1), FIMS (1), Huron (2), King's (2), Ivey (2), Law (2), Music (2).

Faculty Members:
- **Required:** 20 faculty members. 19 filled. One (1) position vacant.
- **Faculty Representation:** No more than two faculty members per Faculty/School/Affiliated College.
- **Representative may be from:** Edu, FIMS, Huron, King's, Ivey, Music.

Required: **Two (2)** students:

One (1) undergraduate student, term ending June 30, 2025:

Nominees: _____TBD_____ (Student, UNDG) Term to June 30, 2025

One (1) graduate student, term ending June 30, 2025:

Nominees: _____TBD_____ (Student, GRAD) Term to June 30, 2025

Required: **One (1)** faculty member, term ending June 30, 2025:

Nominees: _____TBD_____ (Faculty) Term to June 30, 2025

ITEM 7.2 – Membership – Selection/ Review Committee for the Vice-Provost and Associate Vice-President (Indigenous Initiatives)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Composition:

- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 3 faculty members elected by Senate, one of whom shall be a Dean
- 1 member of the Indigenous faculty or staff university community to be appointed by the Provost & Vice-President (Academic)
- 1 undergraduate student elected by Senate
- 1 graduate student elected by Senate
- Community Co-Chair of the Indigenous Postsecondary Education Council (IPEC) or designate

Required: **One (1)** undergraduate student:

Nominees: _____ Ella Conrod _____ (UNDR)

Required: **One (1)** graduate student:

Nominees: _____ Abeni Flynn _____ (GRAD)

Required: **Three (3)** faculty members, one of whom shall be a Dean:

Nominees: _____ Michael Kim (Music) _____ (Dean)

_____ Renée Bédard (AH) _____ (Faculty)

_____ Ruth Martin (HS) _____ (Faculty)

ITEM 12.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

This report provides an overview of the discussions and outcomes from the Academic Colleagues meeting held on November 19-20, 2024. The meeting centered on refining strategies for promoting the value of universities and preparing for the Council of Ontario Universities (COU) Members meeting.

Key Discussions and Outcomes:

1. Promoting the Value of Universities

>The meeting began with a session focused on developing a narrative around the value of universities. The Colleagues identified several core principles for the development of this narrative:

>>**Narrative Framework**: This narrative should be emotionally compelling, enduring, and tied to the core values and identities of individuals and communities.

>>**Importance of a Unified Message**: The narrative will be crucial for simplifying complex issues and making the role of universities more relatable to diverse audiences.

>>**Shifting Public Perceptions**: Strategies for reshaping perceptions included emphasizing common ground, reinforcing positive identities, and addressing perceived threats to public trust in higher education.

2. Audience-Specific Value Propositions

>Colleagues refined their messaging for different audiences—students, parents, businesses, and the general public. Key points included:

>>**Economic Impact**: Highlighting the contribution of universities to productivity, GDP, and skills development, especially in countering populist narratives that diminish their role in society.

>>**Student Choice**: Emphasizing the importance of maintaining diverse educational options, particularly as financial constraints are reducing choices available to students.

Business Innovation: Stressing the benefits universities bring to businesses, particularly in fostering innovation and producing highly skilled graduates.

3. Institutional Updates

The meeting also included a session for sharing institutional updates. Key points of discussion included new academic plans, fiscal pressures due to budget constraints, and ongoing efforts to enhance funding for graduate students and expand facilities.

The Academic Colleagues meeting was a productive step toward strengthening the case for the value of universities in Ontario. Through collaborative discussions, Colleagues developed a unified narrative to advocate for the essential role universities play in economic development, innovation, and community well-being. The insights and strategies developed will serve as the foundation for the upcoming COU Members meeting and future advocacy efforts.

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 <u>not</u> 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) – Senate Membership – Vacancies Filled by Appointment

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The Senate seats listed below were filled by appointment for the terms indicated at the recommendation of the units concerned in accordance with the Senate Election Procedures.

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES	
Erin Miller *(To replace Laura Graham who will be on leave)*	January 25 – June 30, 2025

ITEM 13.2(a) – Temporary Replacement for the Committee Member: Senate Committee on Academic Policy (Policy)

ACTION: ☐ ACTION ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

Laura Graham was granted a Leave of Absence from her role as a member of the Senate Committee on Academic Policy (Policy) effective January 25, 2025, until July 28, 2025.

The Nominating Committee met on January 8, 2025, and elected Michele Barbeau to serve on Policy for a term from January 25, 2025, until July 28, 2025.

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ITEM 13.3(a) – Revisions to the Policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs" be revised as shown in Item 13.3(a).

EXECUTIVE SUMMARY:

Current policy restricts Western graduates and graduates of other accredited universities from pursuing a second degree unless it is at the same level or a higher level than their first degree. The proposed update to the policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs" will provide flexibility for students to complete a second degree at any level, regardless of the level of their first degree with permission from the Dean (or designate) of the Faculty in which the second degree is to be pursued. If a student is seeking to upgrade a degree in the same discipline, the proposed updated would permit the Dean of the Faculty granting the degree to rescind the first degree.

For Western graduates, the current version of the policy includes the following requirement: "At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average." However, it does not specify how many of these 5.0 senior courses must be modular courses. The proposed revision clarifies the lifelong learning intention of a second degree for Western graduates, which is to pursue a second module that is substantially different from the first one (differing by at least 5.0 courses). This clarification is important to prevent situations where the first-degree module significantly overlaps with the proposed second-degree module, and where students might fulfill degree requirements with mostly non-modular courses.

For graduates of other accredited universities, the current version of the policy includes a similar requirement: "At least 10.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average." However, in this case, there is no concern about the second-degree module being different from the first degree, since Faculties can require students to complete all courses required by the second-degree module, even if there is overlap with the first degree.

Editorial revisions are also included.

ATTACHMENT(S):

Revisions to the Policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"

Registration and Progression in Three-Year, Four-Year and Honours Programs

Policy Category: Registration, Progression, Graduation

Subject: Registration and Progression in Three Year, Four-Year and Honours Programs

Subsections: [Structure of the Degree](#)
      [Breadth Requirements for Bachelor Degrees](#)
      [Faculty of Registration](#)
      [The Degree Structure](#)
      [The Honours Bachelor Degree](#)
      [The Bachelor Degree (Four-Year)](#)
      [The Bachelor Degree (Three-Year)](#)
      [Admission, Progression and Graduation Chart](#)
      [Additional Modules](#)
      [Post-Degree Modules](#)
      [Second Degree](#)
[Student Responsibility for Course Selection](#)
[Registration/Course Selection](#)
[Intramural Transfers to BA, BSc and BHSc](#)
[Progression Requirements](#)
[Elective Course Credit for all Music Courses](#)
[Guaranteed Admission of Music Education Graduates to Faculty of Education](#)
[Brescia Students Integrating with Western University Main Campus](#)
[Honours Program in French –Besançon](#)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedures: *

Related Policies: *

Effective Date: <mark>September 1, 2025</mark> ~~September 1, 2024~~

Supersedes: <mark>September 1, 2024;</mark> September 1, 2022

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STRUCTURE OF THE DEGREE

Breadth Requirements for Bachelor Degrees

Students are required to meet the breadth requirements for bachelor degrees in order to widen their knowledge and understanding across a broader range of disciplines.

Exposure to different disciplines enables students to develop insight and experience in areas distinct from their main fields of study.

First-Year Program
Students registering in general first-year programs must choose courses that fulfill the basic requirement of 5.0 courses numbered 1000-1999. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. Additionally, students are subject to the Breadth Requirements outlined below. Students are encouraged to take an essay course in first year.

Except with Special Permission, a student must not register for a full program of senior courses (numbered 2000 to 4999) until the 5.0 courses of first year have been completed satisfactorily.

Students are responsible for choosing courses that fulfill the prerequisites for senior courses (numbered 2000 - 4999). Specific prerequisites are included in the individual course descriptions listed in the UNDERGRADUATE COURSE INFORMATION. If in doubt, students should seek appropriate counselling and consult directly with the department(s) concerned. Prospective first-year students should seek help in choosing courses during the Summer Academic Orientation.

Part-time students who have completed 1.0 first-year course are eligible to register in senior courses (numbered 2000 - 4999) for which they have completed the prerequisite(s). Part-time students who have a substantial background and interest in a particular subject area are eligible, on written recommendation of the Dean of their Faculty, to register in a senior course pertinent to that subject prior to the completion of a first-year course. All part-time students must complete successfully the 5.0 first-year courses within their first 10.0 courses attempted.

Breadth Requirements for First Year
First-year students must include 1.0 course from **each of two of the three categories** (A, B, and C) shown below.

Breadth Requirements for Graduation

At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

CATEGORY A

Social Science

Anthropology, Economics, [Gender, Sexuality, and Women's Studies], Geography, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

Interdisciplinary and Multidisciplinary

American Studies, Analytics and Decision Sciences, Animal Ethics and Sustainability Leadership, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media and Communication Studies, Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Islamic Studies, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, School for Advanced Studies in Arts and Humanities, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

Languages

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

CATEGORY C

Engineering

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

Medical Science

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

Science

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

Various

Communication Sciences and Disorders, Financial Modelling

Faculty of Registration

First-year students normally will be enrolled in a first-year program in their Faculty of Registration, e.g., Arts and Humanities, Health Sciences, Information and Media Studies, Engineering, Music, Science, Social Science and Affiliated University Colleges.

In subsequent years, normal entrance requirements apply for placement in modules and programs. The essential module(s) for the degree will determine the Faculty of Registration. However, for students enrolled in Year 2 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Faculty of Science. For students enrolled in Years 3 and 4 in Basic Medical Sciences modules leading to a

BMSc degree, registration is in the Schulich School of Medicine & Dentistry. Students registered in Double Majors or Double Minors that include modules offered by two different faculties in Arts and Humanities, Science or Social Science must choose one of the two faculties as their Faculty of Registration. Students registered in Double Majors or Double Minors that include modules offered by one of certain faculties such as Health Sciences or Information and Media Studies must register in that Faculty.

The Degree Structure

<u>The Modules</u>

There are four possible modules of study which may be entered after First Year:
- Honours Specialization (9.0 or more specified courses)
- Specialization (9.0 or more specified courses)
- Major (6.0 -7.0 specified courses)
- Minor (4.0 -5.0 specified courses)

The modular degree structure affords the opportunity to combine various subjects from different departments and faculties. The chart below shows how modules can be combined in the three different types of degrees offered. The modules taken must fit within these degree structures. Departments, schools, faculties and affiliated university colleges may offer some or all of the above modules. See faculty and department listings for details. Combinations other than those listed below have not been approved; consequently, they may not be taken. Enrolment in some modules may be limited.

Approved Module Combinations for Degrees

DEGREE TYPE	Honours Specialization Module	Specialization Module	Major Module	Major Module	Minor Module	Minor Module
Honours Bachelor	E					
Honours Bachelor	E		A			
Honours Bachelor	E				A	
Honours Bachelor			E	E		
Bachelor Four-Year		E				
Bachelor Four-Year		E	A			
Bachelor Four-Year		E			A	
Bachelor Four-Year			E	A		
Bachelor Four-Year			E			
Bachelor Four-Year			E		A	
Bachelor Four-Year			E		A	A
Bachelor Three-Year			E			
Bachelor Three-Year			E		A	
Bachelor Three-Year					E	E

E (Essential Modules)   A (Additional Modules)

The Honours Bachelor Degree - (A minimum of 20.0 Courses)

15.0 courses after first year, including at least an Honours Specialization or a Double Major, as follows:

- **Honours Specialization** module (9.0 or more)
  This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)

This combination requires **two** Major modules.

The Bachelor Degree (Four-Year) - (A minimum of 20.0 Courses)

15.0 courses after first year including at least a Specialization module or a Major module, as follows:

- **Specialization** module (9.0 or more)
  This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)
- **Major** module (6.0 -7.0) plus **Minor(s)** modules(s) or **option(s).**
- **Major** module (6.0 -7.0) plus **options**

The Bachelor Degree (Three-Year) - (15.0 Courses)

10.0 courses after first year including at least a Major module or a Double Minor, as follows:
- **Major** module (6.0 - 7.0) plus **option(s)**
- **Major** module (6.0 - 7.0) plus a **Minor** module (4.0-5.0)
- **Minor** module (4.0 - 5.0) plus a **Minor** module (4.0 - 5.0) plus **option(s)** (2.0 - 0)

This combination requires **two** Minor modules.

Notes on the Modules:

Module Combinations and Overlap
Modules in the same discipline normally may not be combined: e.g., an Honours Specialization module in Sociology may not be combined with a Major module or a Minor module in Sociology. However, if a department offers modules with different titles, e.g., Sociology and Criminology, the possibility for combination is at the discretion of the department and faculty concerned.

Modules require specific courses, some of which may be common to other modules. Students who wish to combine modules containing the same courses must consult

the department(s) and faculty concerned to see if such overlap is permitted.

NOTE: Some degrees limit the number of courses which may be taken in one subject.

Cross Disciplinary

A Cross-Disciplinary Major module consists of 6.0 senior courses (numbered 2000 - 4999) approved by the student's Dean's Office. Only available in the Bachelor of Arts Degree (Three-Year). Not offered in the Bachelor of Science Degree.

Undeclared Status

Second-year students who are taking prerequisite course(s) for a specific module may be registered temporarily in an Undeclared Status within a Bachelor Degree (Four Year) only. This status is available only in the Faculties of Arts and Humanities, Science, Social Science and the Affiliated University Colleges. Students progressing into third year must meet the requirements to enter a module. Transfer and Readmitted students who are admitted to an Undeclared Status must consult their Faculty regarding eligibility for specific modules. It is not possible to graduate with an Undeclared Three-Year or Four Year Bachelor Degree.

The Honours Bachelor Degree

The Honours Bachelor Degree must include at least an Honours Specialization module or double Major modules. Registration in an Honours degree usually begins in the second year, but admission may be gained in the third or fourth year provided the student has fulfilled the Year 1 principal course requirements and has achieved a minimum cumulative modular average of 70% with no mark less than 60% in the courses of the module and a passing grade in each option. Enrolment in some modules is limited and meeting the minimum requirements does not guarantee that students will be offered enrolment. Students intending to proceed to a four-year Honours degree should consider the degree requirements when selecting courses in first, second and third years. Four-year Honours degree programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to an Honours program are required to complete a minimum of 10.0 courses offered by ~~The University of~~ Western University ~~Ontario~~ or one of the Affiliated University Colleges.

Honours Specialization Module

Admission Requirements

Completion of first-year requirements, including at least 3.0 principal courses specified by the department. These principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited. Modules may have higher admission requirements.

Progression Requirements

For progression in an Honours Specialization module, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option.

Higher progression standards may be required in some modules. Refer to individual department listings.

In exceptional circumstances, a student who earns a minimum cumulative modular average of 68%, with a minimum mark of 60% in each course of the module and a passing grade in each option, may be permitted to progress by special permission of the Dean on the recommendation of the department concerned.

Students who fail to meet the progression requirements in an Honours Specialization may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or a Major module.

Graduation Requirements

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

Double Major Modules

Admission Requirements

Completion of first-year requirements with at least 3.0 principal courses, including the courses specified for each of two Major modules. If fewer than 3.0 courses are specified, the best additional first-year course(s) will be included in the total of 3.0. In some combinations, more than 3.0 specific courses will be required as principal courses. The principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited.

Progression Requirements

For progression in an Honours Double Major, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option. The modular average for each Major will be calculated separately.

Higher progression standards may be required in some modules. Refer to individual department listings.

Students who fail to meet the progression requirements of an Honours Double Major may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or Major module(s).

Graduation Requirements
Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

The Bachelor Degree (Four-Year)

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. Registration in the Bachelor Degree (Four-Year) usually begins in the second year, but admission may be gained in the third or fourth year. Students intending to proceed to a Bachelor Degree (Four-Year) should consider the degree requirements when selecting courses in first, second and third years. Bachelor Degree (Four-Year) programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Four-Year) are required to complete a minimum of 10.0 courses offered by ~~The University of~~ Western University ~~Ontario~~ or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Specialization Module

Admission Requirements
Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each of these course(s). Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements
For progression in a Specialization module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section ~~of this Calendar~~.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements
Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete degree requirements, refer to the "Graduation Regulations" section.

Major Module

Admission Requirements
Completion of first-year requirements, including the principal course(s), specified by the department(s) with a minimum mark of 60% in each. Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section ~~of this calendar~~.

Higher progression standards may be required in some modules.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

The Bachelor Degree (Three-Year)

The Bachelor Degree (Three-Year) must include at least one Major module or at least two Minor modules. Registration in the Bachelor Degree (Three-Year) usually begins in the second year, but admission may be gained in the third year. Students intending to proceed to a Bachelor Degree (Three-Year) should consider the degree requirements when selecting courses in first and second years. Bachelor Degree (Three-Year) programs are composed of not fewer than 15.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Three-Year) are required to complete a minimum of 5.0 senior courses (numbered 2000 - 4999) offered by ~~The University of~~ Western University ~~Ontario~~ or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Major Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

Double Minor Modules

Admission Requirements
Completion of first-year requirements, including the principal course(s), of each of **two** Minor modules with a minimum mark of 60% in each principal course. Enrolment in some modules may be limited.

Progression Requirements
For progression in double Minor modules, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section ~~of this Calendar~~.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements
Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete degree requirements refer to the "Graduation Regulations" section.

Admission, Progression and Graduation Chart

The Honours Bachelor Degree

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Honours Specialization	**First-Year requirements** • Successful completion of all first-year requirements • 70% average on the principal courses for entry to the module • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Minimum cumulative modular average of 70% • Minimum mark of 60% in each course of the module • Passing grade in each option **NOTE**: Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 70% in the Honours Specialization module • Minimum mark of 60% in each course of this module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • **For complete graduation requirements refer to 'Graduation Requirements for the Honours Bachelor Degree'**
Double Major	**First-Year requirements** • Successful completion of all first-year requirements • 70% average on the principal courses for entry to each module • Minimum mark of 60% in each principal	• Minimum cumulative average of 70% in each module • Minimum mark of 60% in each course of each module • Passing grade in each option **NOTE:** Higher	On the 20.0 courses counted for graduation: • At least 1.0 course numbered 3000 – 4999 completed satisfactorily in each Major module • Minimum cumulative modular

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	course for entry to each module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	progression standards may be required in limited enrolment modules. **NOTE:** No exceptions will be permitted.	average of 70% in each Major module • Minimum mark of 60% in each course of each module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses **• For complete graduation requirements refer to "Graduation Requirements for the Honours Bachelor Degree"** **NOTE:** No exceptions will be permitted.

The Bachelor Degree (Four-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Specialization	**First-Year requirements** • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Specialization module. • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed **• For complete graduation**

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	and the progression requirements for the module.		**requirements refer to "Graduation Requirements for the Bachelor Degree (Four-Year)"**
Major	**First-Year Requirements** • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • **For complete graduation requirements refer to "Graduation Requirements for the Bachelor Degree (Four-Year)"**

The Bachelor Degree (Three-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Major	**First-Year requirements** • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 15.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 15.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • **For complete graduation requirements refer to "Graduation Requirements for Bachelor Degree (Three- Year)"**
Double Minor	**First-Year requirements** • Successful completion of all first-year requirements • 60% average on the principal courses for entry to each module • Minimum mark of 60% in each principal course for entry to each module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 15.0 courses counted for graduation: • Minimum cumulative modular average of 60% in each Minor module • Minimum overall average of 60% in the 15.0 courses • **For complete graduation requirements refer to "Graduation Requirements for Bachelor Degree (Three- Year)"**

	module in a senior year must meet the above requirements and the progression requirements for the module.		

Additional Modules

Major and/or Minor modules may be taken in addition to the essential modules for the degree in accordance with the degree structure outlined previously. Combinations other than those listed in the "Degree Structure" section have not been approved; consequently, they may not be taken. Students graduating with an additional Major or Minor module within their degree must successfully complete the additional module with a minimum average of 60%.

Post-Degree Modules (without completing a Second Degree)

After graduation with an undergraduate degree, students may complete additional Major and/or Minor modules(s) without completing a second degree. Students must consult the Dean's Office of the Faculty in which the module is offered to request permission to register in a Post-Degree module. Permission may be denied if there is significant overlap with courses completed within the first degree. A Post-Degree module must be in a different subject area, not included in the undergraduate degree.

Students must complete the total number of courses required for this additional module with an average on these courses of at least 60%. Courses successfully completed during the first degree that are considered "extra" courses by the Faculty offering the first degree may be considered for use towards the Post-Degree module, at the discretion of the Faculty offering the Post-Degree module. All courses required for the Post-Degree module must be completed through the course offerings of ~~The University of~~ Western University ~~Ontario~~. Completion of Post-Degree modules will be recognized only by a notation on the student's transcript.

Second Degree (Excluding Professional Degrees)

After graduation with an undergraduate degree from Western University or another accredited university, students may wish to pursue a second undergraduate degree. In all cases, such students must seek permission from the Dean (or designate) of the Faculty in which the second degree is to be pursued.

Graduates of ~~The University of~~ Western University ~~Ontario~~:
- Students must apply to the appropriate Faculty for permission to pursue a second degree ~~at the same level or higher than the first degree~~. The modular

==requirements of the second degree must be different, by at least 5.0 senior courses, from those of the first degree.==

- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of ~~The University of~~ Western ==University~~ Ontario~~==.
- Western courses determined as "extra" to the first degree may be used towards the second degree only with permission of the Faculty concerned.
- The Faculty will consider the requirements for breadth, essay courses and residency in specifying the courses required to complete the second degree.
- At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60% with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements if not already satisfied within the first degree:
  - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed.
  - Essay: at least 1.0 senior designated essay course must be completed.

Graduates of other accredited universities:
- Students must apply to the Faculty offering the second degree for admission as Special Students.
- ~~The second degree must be at the same level or higher than the first degree.~~
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of ~~The University of~~ Western ==University~~ Ontario~~==.
- The Faculty will consider the requirements for breadth and residency in specifying the courses required to complete the second degree.
- At least 10.0 senior courses are required to fulfill modular and degree==.== requirements. The courses specified by the Faculty will be used in calculating the graduating average.

- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60%, with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements for graduation:
  - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed if not already satisfied within the first degree.
  - Essay: at least 1.0 senior designated essay course must be completed through The University of Western Ontario.

~~The chart below indicates the possibilities for upgrading to an Honours Bachelor Degree:~~

~~First degree~~	~~Second degree~~
~~Three-year degree containing:~~	~~Honours degree~~
~~Major~~ ~~Minor + Minor~~ ~~Major + Minor~~	~~Honours Specialization in either the same subject or a different subject than either the Major or Minor module completed in the previous degree~~
	~~Double Majors in a different subject than the Major module completed in the previous degree~~
	~~Double Majors in either the same subject(s) or different subject(s) as the Minor module(s) completed in the previous degree~~
~~Four-year degree (non-Honours) containing:~~	~~Honours Degree~~
~~Specialization~~ ~~Specialization + Major~~ ~~Specialization + Minor~~	~~Honours Specialization in either the same subject or a different subject than the Specialization or Major or Minor module completed in the previous degree~~
	~~Double Majors in different subjects than the Specialization or Major or Minor module completed in the previous degree~~
	~~Double Majors, one of which is in the same subject as the Minor module completed in the previous degree~~
~~Major~~ ~~Major + Major~~ ~~Major + Minor~~ ~~Major + Minor + Minor~~	~~Honours Specialization in either the same subject or a different subject than a Major or Minor module completed in the previous degree~~
	~~Double Majors in different subjects than the Major or Minor module(s) completed in the previous degree~~
	~~Double Majors in the same subject(s) as the Minor module(s) completed in the previous degree~~
~~Honours degree containing:~~	~~Honours degree~~
~~Honours Specialization~~ ~~Honours Specialization + Major~~	~~Honours Specialization in a different subject than the Honours Specialization or Major or Minor module completed in the previous degree~~

~~Honours Specialization + Minor~~	~~Honours Specialization in the same subject as either the Major or Minor module completed in the previous degree~~
	~~Double Majors in different subjects than the Honours Specialization or Major or Minor module(s) completed in the previous degree~~
	~~Double Majors, one of which is in the same subject as the Minor module completed in the previous degree~~
~~Major + Major~~	~~Honours Specialization in either the same subject or a different subject than a Major module completed in the previous degree~~
	~~Double Majors in different subjects than the Major module(s) completed in the previous degree~~

~~The chart below indicates the possibilities for upgrading to a Four-Year Bachelor Degree:~~

~~First degree~~	~~Second degree~~
~~Three-year degree containing:~~	~~Four-year (non-Honours) degree~~
~~Major~~ ~~Minor + Minor~~ ~~Major + Minor~~	~~Specialization in either the same subject or a different subject than the Major or Minor module completed in the previous degree~~
	~~Major(s) in the same subject(s) as the Minor module(s) completed in the previous degree.~~
	~~Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree~~
~~Four-year degree (non-Honours) containing:~~	~~Four-year (non-Honours) degree~~
~~Specialization~~ ~~Specialization + Major~~ ~~Specialization + Minor~~	~~Specialization in a different subject than the Specialization or Major or Minor module completed in the previous degree~~
	~~Specialization in the same subject as the Major or Minor module completed in the previous degree~~
	~~Major in the same subject as the Minor module completed in the previous degree~~
	~~Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree~~
~~Major~~ ~~Major + Major~~ ~~Major + Minor~~ ~~Major + Minor + Minor~~	~~Specialization in either the same subject or a different subject than the Major or Minor module completed in the previous degree~~
	~~Major(s) in the same subject(s) as the Minor module(s) completed in the previous degree.~~
	~~Major(s) in a different subject(s) than the Major or Minor module completed in the previous degree~~

Notes:
Students applying to upgrade their previous degree conferred under the "old"
University of Western Ontario regulations should consult their Faculty regarding

permissible upgrades.

Students whose previous degree is a professional degree (BA Honours Business Administration, BESc, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW(Hons), DDS, LLB, MD, MDiv, MTS) should consult the "Sequential Degree" section for information.

Second Degree (When One Degree is a Professional Degree)

Professional Degrees:
BA Honours Business Administration, BESc, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

1. Sequential Degree

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honours Bachelor Degree**
  Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honours Bachelor Degree. Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of ~~The University of~~ Western University ~~Ontario~~.

- **Students who have completed a Three or Four-Year or Honours Bachelor Degree and are seeking a professional degree**
  Students who have received a Three or Four-Year or Honours Bachelor Degree from this or another accredited university may be granted advanced standing toward a professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of ~~The University of~~ Western University ~~Ontario~~.

- **Students who have already completed a professional degree and are seeking a second professional degree**
  Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of ~~The University of~~ Western University ~~Ontario~~.

2. **Concurrent Degrees - One Professional and One Bachelor Degree Taken at the Same Time**

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honours Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honours Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

a) The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.

b) The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honours Specialization, Specialization or Major.

c) These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is permitted to offer Concurrent Degree Programs where graduating students receive two Bachelor of Engineering Science (BESc) degrees:

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Biomedical Engineering

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Artificial Intelligence Systems Engineering

NOTE: In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic counselling from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.

3. **Combined / Joint Degrees**

- **Students who wish to complete Combined or Joint Degrees**
  Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

  Bachelor of Engineering Science and Bachelor of Laws (BESc/JD) Doctor of Medicine and Doctor of Philosophy (MD/PhD)

REGISTRATION IN UNIVERSITY COURSES

Permission to register in any university course will be granted only upon prior fulfilment of the requirements for university admission.

STUDENT RESPONSIBILITY FOR COURSE SELECTION

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

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been completed successfully, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from their Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites. The final date for registration is the last day of the second week of first-term classes. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by that date.

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

REGISTRATION/COURSE SELECTION

Full-time and part-time studies are available at Western and its Affiliated University Colleges. Students may also take advantage of diverse course offerings during the Spring/Summer Sessions (Summer Evening, Intersession, Summer Day, Distance Studies), and the Fall/Winter Sessions by Distance Studies.

Each undergraduate student will be classified as regular or special, full-time or part-time. A student's registration status is determined as follows:

Regular Student
A student who registers in the course requirements for a program and is proceeding toward a degree in that program.

Special Student
(i)   A student who has received a degree from this (or another) university and who registers to take further courses but who is not a candidate for a degree.
(ii)   Students who have an undergraduate degree from ~~The University of~~ Western University ~~Ontario~~ and who intend to ~~either (a) upgrade from a non-Honours to an Honours degree or (b)~~ complete the requirements for a second ~~Honours~~ degree ~~in another discipline,~~ must apply to the ~~appropriate~~ department~~(s) for assessment~~. ~~Students will be considered for a specific Honours Degree program provided that all requirements for entry into an Honours program have been met. Meeting minimum requirements does not guarantee admission to an Honours Degree program: approval~~ Approval is at the discretion of the appropriate department and Dean's office (see Second Degree policy). Department(s) will take into account courses from the first degree and prescribe the courses to be completed to fulfill all of the Honours requirements. No fewer than 5.0 prescribed Honours courses may be required and some programs may require more than 5.0 courses. These prescribed courses must be taken at ~~The University of~~ Western University ~~Ontario~~. Graduation requirements will differ according to the program. Students should check with the appropriate Dean's Office to ensure specific graduation requirements are being met. In instances where a student wishes to pursue a second degree in the same discipline (upgrade), the Dean of the Faculty granting the degree may rescind the first degree.

Full-Time Student
A student who registers in any session for 3.5 credits or more. (Also see the Course Load and Student Financial Services sections of the academic calendar.)

Part-Time Student
A student who registers for 3.0 or fewer credits in any session.

To register for courses, a student must:

1.   Be admitted to Western or be a continuing student in good standing. Students who have registered at Western, have subsequently transferred to another educational institution, and who wish to resume studies at Western, **are not considered continuing students.** Such students are considered transfer students and will be required to submit an application for admission by the applicable deadline.

2.   Select courses and ensure such courses are recorded by the Registrar's Office by the appropriate deadline.

3.   Pay or make arrangements to pay fees.

Failure to register during the designated time will result in a late registration fee.

First-Year and Transfer Students will be mailed registration information during the summer.

Continuing Undergraduate Students will complete an "Intent to Register" form in February. "Intent to Register" forms will be available on-line to students continuing in the same degree/program. The on-line form and further instructions will be available at http://www.registrar.uwo.ca

Students transferring between Western and its Affiliated University Colleges must indicate their intent on the February "Intent to Register" form.

Students in the **School of Graduate and Postdoctoral Studies** register for each of three terms.

Special Students wishing to register in 4000-level courses must obtain departmental permission for each course.

INTRAMURAL TRANSFERS TO BA, BSc AND BHSc PROGRAMS

Students registered at Western in an undergraduate degree program leading to a degree other than the Bachelor of Arts, Bachelor of Science or Bachelor of Health Sciences who wish to transfer into a Three or Four-Year BA, BSc or BHSc program, must submit a request for transfer to the dean of the faculty in which registration is sought. Advanced standing for courses toward a BA, BSc or BHSc degree will be granted in keeping with the program requirements of these degrees at the discretion

of the Dean.

Approval of the transfer request must include an Intent to Register form completed by the dean of the faculty concerned indicating the courses for which advanced standing is granted, the number and level of courses required to complete graduation requirements and progression requirements.

PROGRESSION REQUIREMENTS

Progression Requirements are designed to assist a student in improving their grades over time so that they may attain the required average for graduation or for entrance to and continuation in Honours or other specialized programs. Progression requirements establish the minimum requirements for a student to continue at the University but the expectation is that a student will aspire to excellence and seek to achieve results well above the minimum requirements for their program.

The **Adjudication Process** involves the assessment of a student's eligibility to progress at the University and/or enter or remain in a program. As part of the adjudication process, progression requirements will be checked twice a year during two adjudication periods: the May adjudication period based on marks obtained during the Fall/Winter term (for the September - December and January - April sessions) and the July-August adjudication period based on marks obtained during the Summer term (Intersession, Summer Evening and Summer Day sessions). Student records for those registered for the term are evaluated/adjudicated to ascertain if a student meets the progression requirements: (a) to remain in good standing at the University, (b) of their current program, and/or (c) for entrance to another proposed program in which ~~she/he~~ they have indicated an *Intent to Register*.

Average Calculation for progression requirements includes both a term (sessional) and a cumulative average for all applicable courses. Average calculations INCLUDE failed grades. All grades below 50% are considered failures. Grades below 40% will be included in average calculations as 40%, grades from 40% to 49% will be included as the actual grade reported.

A **Course Attempt** is a course registration that is not dropped by the *Last day to drop* deadline date in the Undergraduate Sessional Dates in the Academic Calendar (the latest, including all revisions, will be found on the Office of the Registrar's Web site). The *Last day to drop* will vary according to type of course: full course, first-term half course, full-year half course, and second-term half course. A course that is dropped by the last date for adding a course will be removed from a student's record. A course that is dropped after the last date for adding a course but before the final day for dropping a course will be recorded as WDN (withdrawn) and is not considered a course attempt. A course that is dropped after the final day for dropping a course will be recorded as F (failure) and will receive a mark of 40% for

Average Calculation purposes.

A **Course Repeat** is any course previously attempted and recorded at Western University ~~UWO~~. A course attempt having a passing grade may be repeated only once. A course attempt having a failing grade may be repeated only twice. Further course repeats may be authorized only by the Dean of the Faculty in which the student is registered. Grades (including failures) for all course attempts will appear on the transcript and will be included in the accumulation of course attempts and maximum failures allowed. All but the most recent course attempt will appear on the transcript as *Repeated, No Credit* and will be excluded from cumulative average calculations used for progression requirements.

Progression decisions will result in an Academic Standing Status of:

In Good Standing - a student who satisfies the minimum progression requirements for continuation of study will be eligible to continue at Western University ~~UWO~~.

On Probation - a student who does not satisfy the minimum progression requirements for continuation of study at Western University ~~UWO~~ but who will be allowed to continue at the University under *Conditions of Probation*:

A student must seek the advice of the Academic Counsellor(s) in their Home Faculty.

A student will be permitted to take a maximum number of 2.0 courses during the Summer sessions and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean as part of the academic probation.

Academic probation will begin immediately upon official notification from the Office of the Registrar, and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:
1) A letter mailed to the student's home address;
2) An email sent to the student's official Western email account;
3) A notice posted to the Student Centre where student grades are posted.

A student on academic probation must achieve an average of at least 60% with no failures, on all courses taken during the probation period.

If the conditions of probation have been met as of the first adjudication period at which a minimum of 3.0 courses have been attempted and the cumulative average remains below 60%, the probation period will be extended automatically until the first adjudication period at which a minimum of 3.0 additional courses have been attempted.

A student who fails a course during a period of probation or probation extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since their last adjudication.

A student will be allowed only one period of probation in the time taken to complete a degree and only one probation extension. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the University for a minimum of twelve months.

Required to Withdraw - A student who does not satisfy the minimum *Progression Requirements* for continuation of study at Western University ~~UWO~~ and is not eligible for probation, or who has exceeded the maximum number of failed courses allowed, 6.0 courses, will be *Required to Withdraw* from the University for a minimum of twelve months. A student who has been *Required to Withdraw* from the University and whose academic standing has been jeopardized by serious medical or personal difficulties, if they have sought academic accommodation in a timely manner, may apply for a Dean's Waiver of Progression Requirements. A student granted a Dean's Waiver of Progression Requirements must meet the specific conditions imposed in the Dean's Waiver. For a student who has been required to withdraw, readmission will be at the discretion of the appropriate Admissions Office. See READMISSION FOLLOWING UNSATISFACTORY PERFORMANCE section.

Should an appeal be made to Senate on the ruling of a Dean, such an appeal shall be considered on behalf of Senate by the Senate Review Board Academic (SRBA). See STUDENT ACADEMIC APPEALS section.

A student's failure to read a notification is not grounds to appeal academic probation or Required to Withdraw.

Two levels of progression requirements are used to assess a student's *Academic Standing Status*:

Level 1 progression requirement:
A minimum cumulative average of 55% must be obtained at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. If a student has completed more than 3.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student reaches Level 2*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 50-54% will continue On

Probation. Students with a cumulative average less than 50% will be Required to Withdraw.

Level 2 progression requirement:
A minimum cumulative average of 60% must be obtained at the first adjudication period at which the student has completed a minimum of 8.0 course attempts completed through Western University or through one of its Affiliated University Colleges. If a student has completed more than 8.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student graduates*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 55-59% will continue On Probation. Students with a cumulative average less than 55% will be Required to Withdraw.

Academic Standing Status	Progression Requirement	Required Cumulative Averages*
In Good Standing	Level 1	> or = 55%
On Probation	Level 1	50 - 54%
Required to Withdraw	Level 1	< 50%
In Good Standing	Level 2	> or = 60%
On Probation	Level 2	55 - 59%
Required to Withdraw	Level 2	< 55%

Maximum number of failures allowed is 6.0 courses.

* **NOTE**: averages required for graduation may differ. Averages required on an overall program and Area of Concentration will not be less than 60%, and will be higher for some three-year and four-year programs and all Honours programs.

Students registered in a Fall/Winter Session, who have applied to register for courses in subsequent Intersession or Summer Evening Session but whose ineligibility for further registration has not yet been determined by the first day of classes, will be permitted to complete any such course(s). Although credit will be retained for courses completed successfully, such credit will not alter ineligibility for further registration. Any such student, required to withdraw for failure to achieve the minimum progression requirements, will not become eligible for further registration before the Summer Day Session in the subsequent year.

Progression Following Readmission
Progression following readmission will be according to Level 1 or Level 2 progression requirements or according to discretionary requirements established by the appropriate Admissions Office.

Students who fail to maintain satisfactory academic standing in any year subsequent to readmission usually will not be readmissible to the University for a second time.

Progression Following Admission with Transfer Credit (Advanced Standing)
To qualify for a bachelor degree, a transfer student must obtain credit in a minimum of 5.0 senior courses in a 15.0 course degree program, or 10.0 courses in a four-year or an Honours program. These courses must be taken through Western or an Affiliated University College. Students admitted with transfer credit (advanced standing) to a specific program of study must meet the progression and graduation requirements for that program. Progression following admission with transfer credit (advanced standing) will be normally according to Level 1 or Level 2 progression requirements, or according to discretionary requirements established by the appropriate Admissions Office.

Progression Requirements for Special Students
A Special Student is one who has been awarded a first degree equivalent to at least a three-year degree at Western.

Applicants admitted under regulations governing Special Students will be subject to Level 2 progression requirements (i.e., a minimum cumulative average of 60%) at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. Special Students will then be subject to Level 2 progression requirements for all subsequent adjudication periods. Students who fail to meet this standard will be Required to Withdraw. Readmission shall be at the discretion of the appropriate Admissions Office.

Course Residency Requirements
1. Students fulfilling all the requirements for graduation in any bachelor degree program at Western must complete at least 10.0 courses (including 5.0 senior courses) at Western or one of its Affiliated University Colleges;
or
Transfer students admitted with transfer credit must complete a minimum of 5.0 senior courses in the 15.0-course degree programs or 10.0 courses in the four-year and Honours programs.
2. Not more than 5.0 courses may be taken at another university on a Letter of Permission to fulfill graduation requirements for any baccalaureate program at Western.

ELECTIVE COURSE CREDIT FOR ALL MUSIC COURSES

At its meeting of May 20, 2005, Senate approved that all Music half (0.5) and full (1.0) credit courses will be accepted as elective options in all undergraduate degree programs that participate in New Academic Choices, subject to graduation requirements.

GUARANTEED ADMISSION OF MUSIC EDUCATION GRADUATES TO THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF EDUCATION

Effective September 1, 2010, a student who graduates with a Bachelor of Music with Honours in Music Education degree and meets the criteria outlined below is assured acceptance into the Bachelor of Education program of the Faculty of Education at The University of Western Ontario.

For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Requirements for the Primary/Junior, Primary/Junior French as a Second Language, Junior/Intermediate, and Intermediate/Senior programs can be found on the Faculty of Education Web site.[http://www.edu.uwo.ca/programs/preservice-education/index.html]

Guaranteed Admission to the Faculty of Education
Guaranteed admission to the Faculty of Education is offered for students in Vocal Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70% average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at The University of Western University Ontario, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.

BRESCIA STUDENTS INTEGRATING WITH WESTERN UNIVERSITY MAIN CAMPUS

For students registered at Brescia University College through April 30, 2024, Interdisciplinary Studies 1200A/B is a required course that counts among the 5.0 1000-level courses that constitute completion of first year. This requirement can be waived by the Dean of the Faculty of Registration if it has not already been met by 2023/24 fall/winter term.

HONOURS PROGRAM IN FRENCH - BESANÇON

Students who successfully complete a university sponsored year abroad study program at The University of Besancon are granted credit for these studies toward a Western University ~~UWO~~ Honours degree in French only. If for reasons beyond their control, students are unable to complete the Honours program at Western University ~~UWO~~, they may petition the Dean of the Faculty of Arts and Humanities for this regulation to be waived.

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Last Reviewed: January 17, 2025

ITEM 13.3(b) – Revisions to the Policy on "Scholar's Electives Program and Western Scholars"

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 17, 2025, the policy on "Scholar's Electives Program and Western Scholars" be revised as shown in Item 13.3(b).

EXECUTIVE SUMMARY:

Admission to the Scholar's Electives program is limited to students from Faculties that contribute resources to the program to support the research experiences and in-class coursework required of the Scholar's Electives program.

At the present time, there are five Faculties that are committed to resourcing the Scholar's Electives program: Arts and Humanities, Health Sciences, Science, Schulich School of Medicine & Dentistry, and Social Science.

With the merger of Brescia University College and Western, the current language inadvertently excludes students in the Brescia School of Food and Nutritional Sciences (now in the Faculty of Health Sciences) from participating in Scholar's Electives (owing to the fact that the Brescia School of Food and Nutritional Sciences students do not receive a Bachelor of Arts (BA), Bachelor of Science (BSc), or a Bachelor of Health Sciences (BHSc), as is the case with Kinesiology and Health Studies students). The Faculty of Health Sciences is willing to permit students in the Brescia School of Food and Nutritional Sciences to take part in the Scholar's Electives program and would like to see the language amended to include these students, so that they will know that they are permitted to apply.

Editorial amendments are also included.

ATTACHMENT(S):

Revisions to the Policy on "Scholar's Electives Program and Western Scholars"

Scholar's Electives Program and Western Scholars

Policy Category:	Admission
Subject:	Scholar's Electives Program and Western Scholars
Subsections:	Scholar's Electives Program; Western Scholars
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	January 17, 2025 ~~May 1, 2024~~
Supersedes:	May 1, 2024; August 2017

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SCHOLAR'S ELECTIVES PROGRAM

The Scholar's Electives program allows students who have demonstrated outstanding academic potential to apply to Western for admission to both a primary, discipline-based program/module of study and the Scholar's Electives program. The Scholar's Electives program is designed to provide an intellectually stimulating learning environment for students who truly wish to undertake an interdisciplinary and/or laboratory research experience. Its goal is to foster a community of scholars who have diverse disciplinary and research interests, but a general intellectual curiosity about most disciplines. The program is intended primarily for students who are interested in completing a four-year Honours degree before moving on to their chosen careers.

Those selected will comprise a small group (no larger than ~~50~~ 75 students per year at the constituent university) who will, in addition to their Honours degree courses, enrol in a Scholar's Electives program comprised of 3.0 courses. The

interdisciplinary courses in the Scholar's Electives program will be taught by faculty members from more than one Faculty and expose students to significant ideas from different disciplines.

The small enrollment in the program will enable the students to connect with one another and ensure greater individual contact with faculty members. Development and staffing of the Scholar's Electives courses will be the responsibility of the participating faculties.

Huron University College also offers a Scholar's Electives program leading to a Bachelor of Arts (BA) degree under the same conditions. King's University College offers its own King's Scholar program. Admission to the program shall be granted by the Academic Dean (King's University College) or Dean of Arts and Social Science (Huron University College) and, where appropriate, in consultation with the Dean(s) of the constituent university faculties involved in the proposed course of study.

Students who complete the first two years of the Scholar's Electives program ~~Program~~ successfully before registering in one of the Honours Business Administration (HBA) combined programs in the ~~Richard~~ Ivey ~~School of~~ Business School may continue in the Scholar's Electives program ~~Program~~ and receive this designation at graduation.

While the primary benefit of enrolling in Scholar's Electives is the flexibility to achieve personal and unique academic goals, there are a number of ancillary benefits associated with the program. Scholar's Electives students will have the benefit of being paired with a Faculty mentor in Years 2 and 3. The mentor will hold regular meetings with the student to monitor the student's progress and provide advice if necessary. Students will also have the opportunity to network and build a community with other high-achieving students through planned activities and events ~~facilitated by both the Faculties and Student Success Centre~~. The current listing of minimum admission requirements to undergraduate programs from foreign countries is maintained by the Office of the Registrar. For admission requirements of international applicants, please refer to the International High School Requirements on the Western website ~~Students admission policy in the Admission section in the Academic Calendar~~.

Admission Requirements
Students apply for admission to the Scholar's Electives program prior to registration in first year ~~of a BA, BHSc, BMSc or BSc degree program~~ of an undergraduate program in one of the following Faculties: Arts and Humanities, Health Sciences (excluding Nursing), Science, Schulich School of Medicine & Dentistry (BMSc), and Social Science (excluding Management and Organizational Studies). Scholar's Electives is a limited enrolment program, open to full-time students who qualify for membership as Western Scholars by having at least a 90% admission average. Selection will be determined by a Selection Committee on the basis of grades and personal accomplishments, such as demonstrated achievement beyond the

classroom and community contributions, as detailed on a supplementary admissions form.

Program Requirements

The Scholar's Electives program is a 21-course program that includes an honours degree, with either an Honours Specialization or Honours double Major modules, as well as the Scholar's Electives courses. The Honours Specialization or the Major modules may be standard modules offered by Departments, or theme areas* designed by the student with the support of Faculty mentors and approved by the Dean's Office. The lecture/seminar courses in the Scholar's Electives program are interdisciplinary courses developed and taught by a team of experienced faculty members. Mentoring for the Supervised Individual Research courses in Years 2 and 3 of the Scholar's Electives program will be by individual faculty members who are experienced researchers.

Scholar's Electives Program

3.0 courses:

> 0.5 course: Scholars Electives 1100F/G (normally taken in Year 1), or the former Scholars Electives 1020Y.
> 2.0 courses from: Scholars Electives 2200E, Scholars Electives 3302E, Scholars Electives 3305E.
> 0.5 course: Scholars Electives 4400Y.

Students must be registered in a minimum of 5.0 courses during each Fall/Winter session. Scholar's Electives 1100F/G or the former Scholars Electives 1020Y will be taken in addition to the minimum course load of 5.0 courses in Year 1. With permission of the Department and Dean's Office, students with an appropriate background may be permitted to include senior courses in Year 1. In Years 2 and 3 ~~second and third year~~, the Scholar's Elective courses will be taken within the minimum course load of 5.0 courses. Scholar's Electives 4400Y will be taken in addition to the minimum course load of 5.0 courses in Year 4. After first year, students are required to take all of their courses at the 2000-level and above. (One exception may be permitted with Dean's approval.). Graduation regulations such as breadth and essay requirements, apply to Scholar's Electives students.

*Themed Modules

These modules allow study in areas that are not covered within the existing Honours Specialization or Major modules. Each themed module will be overseen by an appropriate mentor or Associate Dean. Examples of these themes include:
- peace studies (economics, politics, philosophy, anthropology, history, women's studies, etc.)
- multiculturalism (politics, geography, comparative literature, history, languages, etc.)
- scientific methodology (biology, chemistry, physics, history, philosophy, etc.)

Progression and Graduation Requirements
To maintain their registration in the Scholar's Electives program, students enrol in a full course load (i.e., minimum of 5.0 courses) during the Fall/Winter session and must achieve a sessional average of at least 80% in all courses taken during the Fall/Winter session with no mark less than 65%. Students must achieve a mark of at least 80% in their two Scholar's Electives research courses. If additional courses are taken during the summer session, students must achieve an average of at least 70% during the summer session, with no mark less than 65%.

Graduation requirements: Completion of an Honours Bachelor degree, including the Scholar's Electives program, with a minimum cumulative average of 80% with no grade less than 65%.

The diploma awarded to students will record both the status of Scholar's Electives and the module(s) studied, as recommended by the Dean.

WESTERN SCHOLARS

Nature and Purpose
The purpose of the Western Scholars designation is to recognize students' outstanding academic achievement and to provide opportunities for program enrichment.

High-achieving students entering first year are eligible to become members of the honour society referred to as Western Scholars. Western Scholars are invited to participate in extracurricular activities through which they are exposed to a variety of cultural, social, and academic events, and are offered opportunities to participate in volunteer activities in the community.

Western Scholars are encouraged to pursue Honours Bachelor degrees. Although there is no requirement that Western Scholars take honours-level options, they are encouraged to select challenging courses that meet their academic needs.

The Western Scholars designation is noted on the student's internal academic record, official transcript, and degree diploma.

Eligibility Requirements
Students entering full-time study with averages of at least 90% or equivalent are invited to be recognized as Western Scholars prior to the beginning of their first year as part of the registration process. Students with equivalent levels of achievement who are entering with an International Baccalaureate or who have been admitted as international students or transfer students are also eligible.

Students who were not eligible at the time of admission to first year or eligible students who did not accept membership in their first year may apply for the Western Scholars designation at the end of first year if their sessional average in first year exceeds 80% on a full course load (i.e., at least 5.0 courses in the Fall/Winter session), with no mark below 65%. In subsequent years, students may apply for the Western Scholars designation if they have met all of the progression requirements each session from their first year onward.

To retain the Western Scholars designation, students must achieve a sessional average of at least 80%, with no mark less than 65%, on a full course load (i.e., at least 5.0 courses) during each Fall/Winter session and a sessional average of at least 70%, with no mark less than 65%, on any additional courses taken during the summer session.

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Last Reviewed: January 17, 2025

ITEM 13.3(c) – Revisions to the Policy on "Course Numbering Policy, Essay Courses, and Hours of Instruction"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on "Course Numbering Policy, Essay Courses and Hours of Instruction" be revised as shown in Item 13.3(c).

EXECUTIVE SUMMARY:

The primary purpose of the proposed update to the policy on "Course Numbering Policy, Essay Courses and Hours of Instruction" is to place limitations on the offering of Special Topics courses. The proposed revision would require the Faculty, School or Affiliated University College, if they wish to offer a Special Topics course more than two times, to propose the course to the Subcommittee for Undergraduate Academic Courses (SOC) for approval as a regular course offering.

An additional proposed revision would expand the guidelines for the minimum written assignments for written work in courses designated as essay courses to include written work in examinations. This proposed change reflects the practice of instructors selecting in-class essay assessments to demonstrate student competence in essay writing.

Editorial amendments are also included.

ATTACHMENT(S):

Revisions to the Policy on 'Course Numbering Policy, Essay Courses, and Hours of Instruction"

Course Numbering Policy, Essay Courses, and Hours of Instruction

Policy Category:	Registration and Progression
Subject:	Course Numbering, Essay Courses, and Hours of Instruction
Subsections:	Course Numbering Policy for Undergraduate Courses; Blended Courses; Essay Courses (Undergraduate Degrees); Hours of Instruction for Undergraduate Courses; Hours of Instruction – 1000-1999 Courses; First Year Courses/Classes; Graduate Course Offerings
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025 ~~April 22, 2022~~
Supersedes:	April 22, 2022; September 2019

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COURSE NUMBERING POLICY FOR UNDERGRADUATE COURSES

Course Numbering

1. Course Numbers: Courses are labelled with a ten-character field where the first four characters are numeric and the last six characters may be used for an alphabetic suffix.

   Course Titles: If the title exceeds 30 characters the course must be given an alternate "short title" of 30 characters or less for use by the Office of the Registrar~~'s Office~~.

Course Descriptions: May not exceed 50 words.

2.   Each course will be identified by the department/program offering it. If the course is to be cross-listed and offered by more than one department/ program, this should be stated clearly in the original proposal for the course.

3.   Courses will be numbered according to the following format:

0001 - 0999*	Pre-University level introductory courses
1000 - 1999	Year 1 courses
2000 - 4999	Senior-level undergraduate courses
5000 - 5999	Professional Degree courses in Dentistry, Education, Law, and Medicine
6000 - 6999	Courses offered by Western Continuing Studies
7000 - 8999	*Not yet designated*
9000 - 9999	Graduate Studies courses

* These courses are equivalent to pre-university introductory courses and may be counted for credit in the student's record, unless these courses were taken in a preliminary year. They <u>may not</u> be counted toward essay or breadth requirements, or used to meet modular admission requirements unless it is explicitly stated in the Senate-approved ~~outline of the~~ module/program.

Undergraduate Course Suffixes

1.   All suffixes are in upper case and indicate the following with regard to course weight and session. The suffixes I and O will not be used to avoid confusion with numbers.

2.   Suffixes will be added according to the following format:

No suffix	1.0 course not designated as an essay course
A	0.5 course offered in first term
B	0.5 course offered in second term
A/B	0.5 course offered in first and/or second term
C	January courses in the Faculty of Law (4.0 credit weight)
D	February/March/April (FMA) courses in the Faculty of Law
E	1.0 essay course
F	0.5 essay course offered in first term
G	0.5 essay course offered in second term
F/G	0.5 essay course offered in first and/or second term
H	1.0 accelerated course (8 weeks) in the Arthur Labatt Family School of Nursing

J	1.0 accelerated course (6 weeks) in the ==Arthur Labatt Family== School of Nursing
K	0.75 course (integrated curriculum of HBA1 program) at the ~~Richard~~ Ivey ~~School of~~ Business ==School==
L	Unassigned
M	Unassigned
N	Unassigned
P	Unassigned
Q	0.25 course offered in the first half of first term
R	0.25 course offered in the second half of first term
S	0.25 course offered in the first half of second term
T	0.25 course offered in the second half of second term
U	0.25 course offered in other than a regular session
V	0.375 course offered by the Faculty of Education
W	1.0 accelerated course offered in first term
X	1.0 accelerated course offered in second term
Y	0.5 course offered in other than a regular session
Z	0.5 essay course offered in other than a regular session

Undergraduate Course Offerings

1. Course Designations

    In most cases:

    a) A full course (1.0 course) will have no suffix or will have an E suffix. A full course has a minimum of 48 contact hours.
    b) A half course (0.5 course) will have an A, B, F, G, Y or Z suffix. Two 0.5 courses are the equivalent of one 1.0 course, whether or not they have been taken in the same subject. A half course has a minimum of 24 contact hours.
    c) A quarter course (0.25 course) will have a Q, R, S, T or U suffix to indicate the term. A quarter course has a minimum of 12 contact hours.

    Other designations have also been approved, as follows:

    d) C and D courses are offered by the Faculty of Law
    e) H and J courses are offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program
    f) K courses are offered by the ~~Richard~~ Ivey ~~School of~~ Business ==School==
    g) V courses are offered by the Faculty of Education
    h) W and X courses are accelerated full courses (often language courses) which are offered in one term only. They may not be designated as essay courses and normally will not be scheduled during high demand hours, i.e., Monday to Friday from 10:30 a.m. to 3:30 p.m.

2.   Course Inactivation

   a)   If a course is not offered for a period of five years, following consultation with the relevant Faculty, School or Affiliated University College, the Office of the Registrar will inform the Subcommittee on Undergraduate Academic Courses (SOC) ~~DAP (the Deans: Academic Programs virtual committee)~~ that the course will be withdrawn from course offerings and removed from the Academic Calendar ~~calendar~~ and master timetable.

   b)   If a Special Topics course has been offered two times with the same topic ~~for a period of three years~~, the Faculty, School or Affiliated University College, should they wish to offer the course again, must propose ~~introduce~~ the course to SOC for its approval as a regular course offering and include the former course as an antirequisite for the years it was offered as a Special Topics offering, e.g., "Economics 4490F/G, if taken in 2023-24 or 2024-25." ~~"Geography 1106A/B, if taken in 2001-02, 2002-03, 2003-04."~~

BLENDED COURSES

Blended courses have both face-to-face and online instruction, as well as on-campus exams. These course offerings are clearly identified by designated section numbers in the undergraduate Academic Calendar ~~academic calendar~~ and lecture timetable. In the identified blended courses, at least 30% of student learning integral to the course occurs in the online interactive learning environment. For example, in a half (0.5) course at the undergraduate level, at least eight ~~8~~ of the required 24 contact hours will occur online.

ESSAY COURSES (Undergraduate Degrees)

Students are encouraged to take an essay course in first year.

Only Western courses designated as essay courses may be used to fulfil this requirement.

Departments must identify essay courses, and the courses will be designated as such in the Academic Calendar. However, courses which are not identified as essay courses may require a significant component of course work in the form of essay writing.

The guidelines for the minimum written assignments refer to the cumulative amount of written work in a course ~~but excludes written work in examinations~~.

An essay course must normally involve total written assignments (i.e., essays or other appropriate prose composition~~, excluding examinations~~) as follows:

Full course (1000 to 1999):	at least 3000 words
Half course (1000 to 1999):	at least 1500 words
Full course (2000 and above):	at least 5000 words
Half course (2000 and above):	at least 2500 words

and must be so structured that the student is required to demonstrate competence in essay writing to pass the course.

The structure of the essay course must be such that in order to pass the course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

The term "essay" is to be understood broadly to include many of the reports, reviews, summaries, critiques, and some laboratory reports that are currently assigned, as well as essays in the strictest sense. The essential point is that the assignments involve assembling information and argument and presenting it in connected prose.

Depending on the course, the language of the essay may be English, French, or any of the foreign languages, but artificial and/or machine languages do not meet this requirement.

Course-wide uniformity of designation is a practical necessity. Where a multi-sectioned course is identified as an essay course, all sections of that course must include the appropriate essay component.

The alternative of separate courses with different course numbers, differing only in the essay course component (or lack of it), remains. This is consistent with existing regulations but requires "new course" approval through the Dean's Office by means of SOC ~~the Deans: Academic Programs (DAP) committee~~.

HOURS OF INSTRUCTION FOR UNDERGRADUATE COURSES

The following course prescriptions are established:

- A full (1.0) course at the undergraduate level shall require a minimum of ~~forty-eight (~~48~~)~~ contact hours.
- A half (0.5) course at the undergraduate level shall require a minimum of ~~twenty-four (~~24~~)~~ contact hours.
- A course with a weight of 0.375, offered by the Faculty of Education, shall require a minimum of ~~twenty (~~20~~)~~ contact hours.
- A quarter (0.25) course at the undergraduate level shall require a minimum of ~~twelve (~~12~~)~~ contact hours.

HOURS OF INSTRUCTION - 1000-1999 COURSES

The hours of instruction for courses at the 1000-1999 level in the Faculties of Arts and Humanities and Social Science shall not exceed three class hours per week, or a combination of class and laboratory hours not to exceed four hours per week in total.

FIRST YEAR COURSES/CLASSES

1. In each department, lecturing in first year courses should, in general, be done by members of faculty.

2. Departments will single out the teachers best qualified for first year teaching for assignment to first year classes.

3. Departments will make every effort to ensure that first year classes taught by more than one person have cohesion and continuity.

4. A common curriculum will be established in each course (1000-1999) with multiple sections.

5. Each department periodically will reappraise its first year course offerings to ensure that they adequately accommodate changes in Secondary School curricula, changes in the discipline, and the diverse levels of preparation attained by incoming students.

GRADUATE COURSE OFFERINGS

1. Graduate courses do not use course suffixes to identify course features.

2. Cross-listed graduate courses

   a. A course should normally only be cross-listed if expectations for completing the course are different (e.g., additional assignments, increased required reading etc.), or are assessed differently (e.g., assignment expectations are greater for one group than another) for two, or more, groups of students based on: degree level (e.g., doctoral vs. masters); academic career level (undergraduate vs. graduate); or, program (e.g., computer science vs. electrical computer engineering).

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Last Reviewed: January 17, 2025

ITEM 13.3(d) – Revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs"

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Editorial revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs" are presented to Senate for information. The revisions clarify the process with respect to appeals and direct students to the appropriate policy for undergraduate student academic appeals.

ATTACHMENT(S):

Revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs"

Western
UNIVERSITY · CANADA

Policy on Academic Consideration – Undergraduate Students in First Entry Programs	

Policy Category: Rights and Responsibilities

Subject: Academic Consideration – Undergraduate Students in First Entry Programs

Subsections: Purpose; Statement of Principles; Policy

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: Student Medical Certificate

Officer(s) Responsible for Procedures: Vice-Provost (Academic Programs)

Related Policies: Accommodation for Religious Holidays;
Academic Accommodation for Students with Disabilities;
Attendance Regulations for Examinations;
Examination Conflicts;
Structure of the Academic Year

Effective Date: January 17, 2025 September 1, 2024

Supersedes: September 1, 2024; September 1, 2022

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PURPOSE

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

This policy applies only to students who have been admitted to first entry programs at Western University and its Affiliated University Colleges. Students who are in second entry programs, including Education, Law, Medicine & Dentistry, and the Ivey Business School, or graduate programs, are not subject to this policy and

should consult their Faculty of Registration for information about academic consideration and how it is handled in their Faculty.

Students whose absence is directly related to a permanent or temporary disability should seek reasonable accommodations through Accessible Education (see policy on Academic Accommodation for Students with Disabilities).

STATEMENT OF PRINCIPLES

This policy on academic considerations reflects the following principles and aims:

1. A consistent and fair approach and experience for all students seeking academic consideration.

2. There is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities.

3. A desire to empower students to take responsibility for their decisions about absences and missed work due to extenuating circumstances.

4. Students must demonstrate mastery of the learning outcomes within their coursework (i.e., essential course requirements cannot be excused).

5. A desire to provide a mechanism for facilitating student well-being and academic fairness while acknowledging the integrity of relationships and interactions that students have with individuals and services on campus. These may include faculty members, academic advisors, Accessible Education, Learning Development and Success, Health and Wellness Services and community healthcare professionals.

6. Students, faculty, staff, and administrators are expected approach requests for academic consideration as being made and assessed in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense or a violation of the applicable Code of Student Conduct.

7. Academic considerations must not place undue hardship on the course instructor.

8. Instructors are encouraged to provide flexible assessments and to include this information to students in the course outline.

Policy for Academic Consideration – Undergraduate Students in First Entry Programs

POLICY

1. Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration.

2. Requests for academic consideration must include the following components:

   a) Self-attestation signed by the student
   b) Indication of the course(s) and assessment(s) affected by the request
   c) Supporting documentation as relevant

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

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

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

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

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

3. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.

4. Once the request and supporting documents have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the instructor in consultation with the academic advisor, in a manner consistent with the course outline.

   Academic consideration may include extension of deadlines, waiver of

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

5. An instructor may deny academic consideration for any assessment that is not required in the calculation of the final grade (e.g., "8 of 10 quizzes"). This assessment flexibility must be indicated on the course outline.

6. An instructor may deny academic consideration relating to the timeframe submission of work where there is already flexibility in the submission timeframe (e.g., 72-hour submission window). This assessment flexibility must be indicated on the course outline.

Appeals

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

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Last Reviewed: January 17, 2025

ITEM 13.3(e) – Faculty of Information and Media Studies: Revisions to the Policy on "Progression Requirements – Information and Media Studies"

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on September 15, 2023, on the recommendation of the Senate Committee on University Planning (SCUP), Senate approved that the name of the undergraduate program in the Faculty of Information and Media Studies be changed from "Media, Information, and Technoculture" to "Media and Communication Studies".

The policy on "Progression Requirements – Information and Media Studies" is being updated to reflect the new undergraduate program name.

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – Information and Media Studies"

Progression Requirements – Information and Media Studies

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – Information and Media Studies

Subsections: Admission Priority for First-Year Faculty of Information and Media Studies Students; Transfer Students; Part-Time Students

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedures: *

Related Policies: *

Effective Date: January 17, 2025 September 2021

Supersedes: September 2021 *

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ADMISSION PRIORITY FOR FIRST-YEAR FACULTY OF INFORMATION AND MEDIA STUDIES STUDENTS

Students registered in the Faculty of Information and Media Studies (FIMS) and enrolled in Media and Communications Studies who complete 5.0 first-year courses with an average of at least 65% in five principal courses and a minimum grade of 65% in the required Media and Communication Studies MIT first-year courses will be guaranteed admission to second year of the Major in Media, Information and Technoculture MIT.

The Faculty then ranks all remaining first-year students who apply to second year and fulfill the minimum admission requirements, and makes offers of admission until the program is filled to capacity.

ITEM 13.3(f) – Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Policy on Establishing Senate Academic Policies and Procedures has an associated "Procedure for Establishing New Senate Academic Policies or Amending Existing Policies".

The "Procedure for Establishing New Senate Academic Policies or Amending Existing Policies" has been revised to include an updated format for Senate Academic Policies (Appendix A) and a new format for Procedures (added as Appendix B).

The updated format for Senate Academic Policies (Appendix A) includes the addition of a "Last Reviewed Date" for the policy.

Appendix B has been added to support the development of Procedures. The revision will require that Procedures be presented in a format that includes:

- a reference to the Governing Policy
- hyperlinks to subsections within the Procedure
- the Officers(s) Responsible for the Procedure
- information about approval and review (i.e., Effective Date, Supersedes, and Last Reviewed)

The revised Procedure is presented to Senate for information.

ATTACHMENT(S):

Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies

Procedure for Establishing New Senate Academic Policies or Amending Existing Policies

Governing Policy:	[Policy on Establishing Senate Academic Policies and Procedures](#)
Subsections:	[Preamble](#); [Procedure](#)
Officer(s) Responsible for Procedures:	University Secretary
Effective Date:	January 17, 2025
Supersedes:	March 18, 2022

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PREAMBLE

Before proceeding to develop a new Senate Academic Policy (Policy), proposers should consider first whether a Policy is needed. Policies share characteristics that may include, but are not limited to, the following:

- They are intended to change infrequently, and set the course for the foreseeable future;
- They reflect the University's mission, vision, values and principles;
- They are written with a lens of equity, diversity, inclusivity and decolonization;
- They apply broadly across the academic institution and are specific only when it is of necessity; and
- They support Western's academic mission to drive our research enterprise, offer innovative academic programs, secure new partnerships, and engage and teach our students.

Proposers may wish to consult first with the University Secretary to determine whether the academic issue or concern is one appropriately addressed by a Policy, or whether there is already a Policy or Procedure in place that addresses the issue or could be amended in such a way as to address the issue.

PROCEDURE

1. All Policies must ~~include the information~~ <mark>be presented in the format</mark> shown in

Procedure for Establishing New Senate Academic Policies

Appendix A.

2. Proposals for new Policies or for amendments to existing Policies may be initiated by:

    - Senate;
    - a Senate Committee, Subcommittee or Board;
    - a Faculty, School or Affiliated University College through the Dean (or equivalent);
    - Senior Administrative Leaders of the University, including the President, Vice-Presidents and Vice-Provosts (or equivalent)
    - Associate Vice-Provosts (Graduate and Postdoctoral Studies)
    - University Registrar; and/or
    - University Secretary.

3. Proposals for new Policies or amendments to existing Policies will be reviewed by the Responsible Committee before being recommended to the Senate for approval.

4. Procedures associated with approved Policies are under the jurisdiction of the Officer(s) Responsible for Procedure. All Procedures must be presented in the format shown in Appendix B. Procedures may provide additional clarification or guidance relating to a new or revised Policy and present supporting details that may change on a more frequent basis, e.g., deadlines.

    The Procedures must align with the Senate Academic Policy:

    - At no point may a Procedure be in place in the absence of an associated Policy.

    - If at any point there is misalignment of a Policy and its associated Procedure, the Policy will take precedence and the Procedure will be revised to align with the Policy.

    Where possible, Procedures associated with Policies will be included for information with proposals for new Policies or amendments to existing Policies.

    In cases where Procedures linked to approved Policies are amended independently of an amendment to the Policy, the Officer Responsible for the Procedure must inform the University Secretary at the time the amendments are made so that the Procedure can be posted on the University Secretariat website.

5. Once a new Policy or revisions to a Policy are approved, the University Secretary will:

    (a)   Advise the Office of the Registrar and/or the School of Graduate and Postdoctoral Studies that the new/revised Policy has been approved and

confirm if there are any new/revised associated Procedures.

(b)   Post the new or revised Policy to the University Secretariat website with links to any associated Procedures.

6.   Proposals to revoke Policies will be reviewed by the Responsible Committee for recommendation to the Senate, as appropriate.

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Last Reviewed: January 17, 2025

APPENDIX A

[Policy Title]

Policy Category:

Subject:

Subsections:

Approving Authority:

Responsible Committee:

Related Procedures:

**Officer(s) Responsible
for Procedures:**

Related Policies:

Effective Date:

Supersedes:
_____

(Policy Text)

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Last Reviewed:

Appendix B

[Procedure Title]

Governing Policy:

Subsections:

**Officer(s) Responsible
for Procedures:**

Effective Date:

Supersedes:

_____

(Procedure Text)

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Last Reviewed:

**ITEM 13.4(a) – Faculty of Science, Department of Computer Science:
Exemption Request Regarding the Withdrawn Minor in Computer Hardware
Design**

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve
that an exemption be granted to permit one student to
graduate with the withdrawn Minor in Computer Hardware
Design at the Spring 2025 Convocation.

EXECUTIVE SUMMARY:
At its meeting on September 16, 2022, on the recommendation of the Senate
Committee on Academic Curriculum and Awards (ACA), Senate approved that
effective September 1, 2022, admission to the Minor in Computer Hardware Design
be discontinued and that the module be withdrawn.

The motion to withdraw the Minor did not include a sunset clause because initial
checks in early summer 2022 showed no active student enrollments in the module.
However, a student was subsequently adjudicated into the Minor through standard
academic progression in late summer 2022; the adjudication remained undiscovered
until late fall 2022.

Upon recognizing this oversight, the Department of Computer Science confirmed in
December 2022 that the student would be permitted to complete the Minor, reflecting
this agreement in the student's academic record. Further confirmation from
Academic Advising and the Office of the Registrar in September 2023 reaffirmed that
the student was eligible to graduate with the Minor, allowing continued enrollment in
the required Electrical and Computer Engineering (ECE) courses.

The institution has effectively committed to supporting the student's completion of
this Minor on multiple occasions. Given the unique nature of this minor and its
specialized ECE course requirements, no other minor offers an equivalent pathway.
Approving this exemption aligns with the university's commitment and reflects its
responsibility in addressing the procedural oversight that affected the student's
enrolment.

The impact of approving this exemption will be limited to the individual student
affected. This student has indicated plans to apply to graduate at Spring
Convocation in June 2025, contingent on successful completion of all currently
enrolled courses. With course substitutions approved by the Department of Electrical
and Computer Engineering, this exemption will allow the student to complete the
requirements of the Minor in Computer Hardware Design and graduate as planned,
avoiding additional disruption or delay due to administrative oversight.

The requirements the Minor in Computer Hardware Design may be viewed in the
archived 2021 Academic Calendar here:
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21120&SelectedCalendar=
Archives&ArchiveID=189

ITEM 13.4(b) – Faculty of Social Science, Department of Political Science: Withdrawal of the Major in Political Science (Brescia), Major in Power in History and Politics (Brescia), and Minor in Political Science (Brescia)

ACTION: ☒ APPROVAL   ☐   INFORMATION   ☐   DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Major in Political Science (Brescia), the Major in Power in History and Politics (Brescia), and the Minor in Political Science (Brescia), offered by the Department of Political Science in the Faculty of Social Science, be discontinued, and

That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2029, and

That the modules be withdrawn effective September 1, 2029.

EXECUTIVE SUMMARY:

As part of the Brescia-Western integration, the Department of Political Science in the Faculty of Social Science is closing Brescia modules that duplicate modules already offered on Main Campus.

Enrolments in the modules as of 2023-2024 were as follows:

Module	2023-2024 Enrolment
Major in Political Science (Brescia)	20
Major in Power in History and Politics (Brescia)	2
Minor in Political Science (Brescia)	2

Students currently enrolled in the modules will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

ITEM 13.4(c) – King's University College: Revision to the Admission Requirements of the Bachelor of Social Work (Honours) – Honours Specialization in Social Work

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission requirements of the Bachelor of Social Work (Honours) – Honours Specialization in Social Work, offered by King's University College, be revised as shown in Item 13.4(c).

EXECUTIVE SUMMARY:

The School of Social Work at King's University College is proposing to add the Casper test to its admissions application process to assess "soft skills" that are a requirement of social work students and social work professionals.

Being socially intelligent and professional, in and out of higher education programs and the workplace, requires various skills and behaviours, which people use every time they find themselves in a new situation. Casper provides insights about many of these skills that inform professionalism and social intelligence. Casper specifically assesses 10 different competencies: collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self-awareness.

The School of Social Work has consulted and reviewed literature which suggests the testing format is sensitive to Equity, Diversity, Inclusion, and Decolonization (EDID) issues.

The use of Casper in the admissions process will provide one additional tool to ensure the quality of students' professional readiness for a program like social work.

The School of Social Work uses a holistic approach for assessing admission to its program, with equal consideration given to academics (qualifications and grades) and professional/practice experience (CV, personal statement, responses to short answer questions). In addition to this, two professional reference letters are reviewed to ensure consistency with reported experience and results from a Casper test will be considered to ensure congruency with social work ethics, values and professionalism. Each admission cycle, Casper scores will be reviewed and a threshold score for consideration will be determined.

The use of Casper in the admissions process will have a positive impact on students as Casper provides one additional tool to ensure the quality of their professional readiness for a program like social work. This will improve classroom dynamics because the assessment will help ensure students in the classroom are at the right level in terms of professionalism and social intelligence. It is anticipated that School of Social Work will have fewer students in difficulty because the students it admits will be ready to meet the essential requirements of a social work education that Casper is designed to assess.

The School of Social Work's Admissions Committee will continue to review the School's admissions statistics to understand any changes after implementing Casper. Among other things, this ongoing review will continue to focus on understanding how potential students from equity-denied communities are impacted by the admissions process and if the addition of Casper is a barrier or facilitator to applying and admission for any particular group. The School will consider not only its acceptance numbers but also application numbers from within priority groups, including Black students, students of colour and French-speaking students. The School will also continue to assess the potential that adding Casper has increased its capacity to ensure a strong and supportive learning environment for incoming students.

ATTACHMENT(S):

Revised Calendar Copy – Bachelor of Social Work (Honours) – Honours Specialization in Social Work

REVISED CALENDAR COPY

https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21246&SelectedCalendar=Live&ArchiveID=

BACHELOR OF SOCIAL WORK (HONOURS) – HONOURS SPECIALIZATION IN SOCIAL WORK

The essential module in the BACHELOR OF SOCIAL WORK (HONOURS) degree is the Honours Specialization in Social Work.

Admission Requirements

Only students who have been formally accepted into the Social Work program may enrol in Social Work courses at the 3000-level and beyond. Prior to admission to the Honours Specialization in Social Work students should register for their alternate degree choice(s).

Students accepted into the professional program (Year 3) must register at King's University College.

Admission to the Social Work program (Year 3) is by formal application by March 1 of the calendar year in which admission is sought. Enrolment in the Social Work program is limited.

The admission of each candidate is determined by the Director on the recommendation of the School's Admissions Committee. In the admissions process, candidates are chosen according to academic and non-academic requirements.

Academic requirements for admission may be completed by July 1 of the year in which admission to the professional program is sought. To be eligible for admission, applicants must complete not less than 10.0 courses or equivalent of university study with an overall average of 70%. These courses must include:

2.0 courses with a minimum grade of 70% in each:

> 1.5 courses: Social Work 1025A/B, Social Work 1026A/B, Social Work 2216A/B.
> 0.5 course from: Writing 1020F/G, Writing 1022F/G, Writing 2101F/G.

0.5 course with a minimum grade of 60%: Social Work 2206A/B.

7.5 additional courses:

> 0.5 course from Category B. (Arts and Humanities)
> 1.0 course from Category C. (Science)
> 6.0 additional courses.

Applicants must have a minimum average of 70% in the last 10.0 courses taken prior to admission to the program, with no failures.

In addition, all students must meet first-year requirements as outlined in Senate Academic Policy the Western Academic Calendar.

All applicants are required to complete the Casper test. There is a cost associated with this test that will be borne by the applicant.

Candidates will receive official notification of the acceptance or rejection of their application after official final year grades have been received by the School (generally the end of June of each academic year).

ITEM 13.4(d) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) in English

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Arts (MA) in English be revised as shown in Item 13.4(d).

EXECUTIVE SUMMARY:

The current Master of Arts (MA) in English is a three-term program with a course-based, a project-based, and a thesis-based curriculum option available to students.

The Department of English and Writing Studies proposes to remove the thesis-based curriculum option given that it is an option that few students choose. Only five MA theses have been written in the past 10 years and there are no students currently enrolled in the thesis-based curriculum option.

Not offering a thesis-based curriculum option aligns with most of the other MA programs offered in the Faculty of Arts and Humanities.

Current program	Proposed Change(s)
Course work: This involves the completion of 4.0 (four full-year or equivalent) courses. **Course work and Independent Research Project (IRP)**: This involves the completion of 3.0 (three full-year or equivalent) courses and the submission of a 50-page Independent Research Project, researched and developed in close consultation with a faculty supervisor. **Course work and Thesis**: This involves the completion of 2.0 (two full-year or equivalent) courses and the submission and oral defence of a 100-page thesis, researched and developed in close consultation with a faculty supervisory committee (supervisor and second reader).	**Course work**: This involves the completion of 4.0 (four full-year or equivalent) courses. **Course work and Independent Research Project (IRP)**: This involves the completion of 3.0 (three full-year or equivalent) courses and the submission of a 50-page Independent Research Project, researched and developed in close consultation with a faculty supervisor.

The MA Program-level Learning Outcomes (PLOs) include a solid grounding in current scholarship in a range of fields of literary and cultural studies; how to use archives of scholarship and primary texts' basic competence in developing and carrying out an original critical or research project; autonomous learning; written and oral communication skills. All of these outcomes are supported and assessed in coursework requiring research outputs and, for those who choose it, in the Independent Research Project option in the program. Thus, removing the thesis option does not change the PLOs.

ITEM 13.4(e) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Honours Business Administration (HBA) and Economics

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on January 7, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Honours Business Administration (HBA) and Economics.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Ivey Business School	Honours Business Administration (HBA)	April 9-10, 2024	Good Quality
Social Science	Economics	March 21-22, 2024	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Honours Business Administration (HBA)

Final Assessment Report – Economics

Western
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Honours Business Administration (HBA) Program
Final Assessment Report & Implementation Plan
November 2024

Faculty / Affiliated University College	Ivey Business School	
Degrees Offered	B.A.	
Date of Last Review	2015-2016	
External Reviewers	Dr. Kathryn Brohman, Smith School of Business Queen's University	Dr. Ari Pandes, Haskayne School of Business University of Calgary
Internal Reviewer	Dr. Ken Yeung, Associate Dean, Academic Faculty of Science	Sarah Tribe Student in Integrated Science with Chemistry
Date of Site Visit	April 9 & 10, 2024	
Date Review Report Received	May 17, 2024	
Date Program/Faculty Response Received	Program: June 18, 2024 Faculty: June 18, 2024	
Evaluation	Good Quality	
Approval Dates	SUPR-U: December 4, 2024 ACA: January 7, 2025 Senate (for information): January 17, 2025	
Year of Next Review	2031-2032	
Progress Report	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 Honours Business Administration (HBA) Program delivered by the Ivey Business School.

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, Ivey Business School.

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, Ivey Business School, and SUPR-U.

Executive Summary

The Honours Business Administration (HBA) Program is Ivey Business School's largest and longest running academic program, with 1,753 students enrolled in the 2023-2024 academic year. The HBA Program is a second entry program; operating a 2+2 model where students complete a minimum of 10.0 university credits in the first two years at university prior to entry to the HBA Program. The duration of the HBA candidacy is either two years for students pursuing a Bachelor of Arts (HBA); three years for students pursuing a combined degree in HBA and another program at Western or one of its affiliated university colleges; or four years for students pursuing a combined degree in HBA and Law.

The self-study included engagement with students via year-end surveys, a student townhall and listening sessions and targeted evaluations of newly implemented learning modules. Staff and Faculty member engagement took place via a dedicated team retreat in December 2022 and was equally facilitated by Ivey's own internal Curriculum and Program Review process.

The external reviewers shared a positive assessment of the Ivey HBA Program. They offer ten recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Students engage with approximately 300 cases across their core and elective courses. Cases are particularly well suited to the presentation of complex problems and are illustrative of situations from the world beyond the classroom.
- Recent hire of a Director of Culture and Inclusion and the development of an EDI Learning Module, which is mandatory for all incoming students.
- A very robust applicant pipeline that supports future growth as space and other resources allow.
  - Continued program growth allows offering of new course options which enables students to design a program suited to their needs and interests.
- New onboarding week comprised of a Values Studio session, Academic and Program Onboarding, and an introduction to Career Management Essentials.
- Strong portfolio of co-curricular and experiential learning activities including business case competitions and experiential learning courses (study trips and client field projects) offered by Ivey and affinity group/clubs.
- Commitment to leadership development via events such as the Ivey HBA Leadership Day—a first-hand look at the development of good leadership from some of Canada's most respected practitioners; and the Leader Character & Candour Conference with leaders who deliver compelling messages about the importance character and candour.
- A Sustainability certificate that empowers Ivey HBA students to build and lead more sustainable organizations.

- *The Path: Your Journey through Indigenous Canada (The Path)* created by Indigenous Scholars, storytellers, and Elders as a means of introducing students to the importance of the relationship Indigenous peoples have with the land.

Areas of Improvement Identified and Discussed by the Program

- Continue significant recruiting efforts to increase out of province applications, Indigenous applicants, and Black applicants.
- Build up of, and governance for, affinity groups to support marginalized students/ groups (Ivey Pride, BSIC, International Students).
    - Continue efforts to enhance equity and inclusion within the curriculum.
- Explore ways of incorporating Artificial Intelligence and Generative AI into the curriculum.
- Finding opportunities for shorter and more focused international opportunities.
    - Increase the support of, and access for, students pursuing exchanges to leverage our available capacity with partner schools.

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)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Dean, Ivey Business School
- Associate Dean (Faculty Development)
- Associate Dean (Programs)
- HBA Program Director
- Executive Director, Recruiting and Admissions
- Associate Director, HBA Recruitment
- Executive Director Program Operations
- Director, Admissions and Financial Aid
- London Program Operations Director
- Director, Student Experience
- Director of EDI
- Head Librarian, C.B. "Bud" Johnson Business Library
- Program Partners in the Faculties of Law, Engineering and Music
- Administrative and Program 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 Honours Business Administration 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 *"Overall, the HBA program has a lot of strong attributes. It is evident that teaching is highly valued, and faculty and support staff are clearly engaged with the student classroom experience. Ivey has a long history of teaching excellence, and in particular case-based teaching and learning, and there continues to be great pride in this tradition and the School."*

Strengths of the Program

- Strong and creative attributes in HBA content and delivery including sustainability, international business, learning through action (LTA), and entrepreneurship with Ivey faculty being recognized as Canada's top Business and Management scientists by Research.com.
- The Faculty building and gathering spaces – including the new Western Morrissette Institute for Entrepreneurship.
- Great network of partner schools for international student exchange programs.
- Recent hiring of research-intensive faculty resulted in significant growth in combined-degree opportunities, and ensures that the curriculum remains current, especially in relation to the case method.
- Sustainability is one of Ivey's key critical research areas of interest, attracting international scholars to Ivey studying topics such as responsible leadership, regenerative agriculture, and carbon reduction.
    - Times Higher Education Impact Ranking recognizes Ivey's research in the field of sustainability as one of the greatest contributors to sustainability research and teaching.
- Sustainability Certificate and an Entrepreneurship Certificate. These are relevant and forward-looking certificates given the importance of both these subject areas in the current business environment
- Ivey's Learning Through Action (LTA) course integrates learning from different managerial perspectives and applies that learning to leadership essentials.

Prospective Improvements for the Program to Consider

- More effectively demonstrate how the HBA program is delivering on Western's Degree Outcomes. (*Associated with Recommendation #1*)
- More structured approach to aligning program learning outcomes (PLOs) to specific courses would help to address potential redundancy and overlap in the curriculum across the different subject areas.
    - Clarify how PLOs are defined for combined degree offerings (*Associated with Recommendation #3*)
    - Clarify how elective HBA2 courses align to PLOs.
- Explore certification option with one of the three accrediting bodies to ensure that the program remains robust and meets learner and employer needs. (*Associated with Recommendation #2*)
    - Association to Advance Collegiate Schools of Business (AACSB),
    - Accreditation Council for Business Schools and Programs (ACBSP)
    - International Accreditation for Business Education (IACBE).
- Adopt an integrated learning experience for combined programs and move away from the present two parallel streams of learning. (*Associated with Recommendation #3*)
- Heavy dependence on limited term positions that bring industry experience but lack the theoretical knowledge necessary for Ivey to stay current with changing management theories and practices. (*Associated with Recommendation #4*)
- Evaluate admission requirements and process in response to the significant changes in high school trends, business environment, and the lack of students from diverse socioeconomic backgrounds. (*Associated with Recommendation #7, 8 & 9*)
- Students raised concerns about 1) lack of diversity at Ivey and effectiveness of the LTA courses; 2) case method being more conducive to extroverted students; 3) career services focused on traditional job opportunities rather than future-oriented careers; 4) high risk aversion in choice of subject area in the first 2 years due to challenging entry requirement; 5) recruitment cycle coinciding with the beginning of the 3rd year is a stressor; and 6) need for greater administrative transparency in decision making processes. (*Associated with Recommendation #6, 9 & 10*)
- Concerns about how the HBA program is able to develop the deeper business tools and skills required by changing business practices that are more data-driven and quantitative.
- More international students would add valuable diversity, especially as business continues to become more globalized.

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
Recommendation #1 Complete a comprehensive mapping of HBA Program Learning Outcomes to Western Degree Outcomes (WDOs). - map core (HBA1) and elective (HBA2) courses to HBA PLOs - provide more clarity on PLOs for combined degree offerings	**Program:** The HBA Program will embark on a comprehensive mapping of the Program's Learning Outcomes to Western Degree Outcomes commencing July 2024. A taskforce that includes faculty and staff has been established to support this work. When the taskforce meets in July, it will establish an engagement plan with the HBA Association's student elected representative for academic affairs. A Faculty Forum will be scheduled following the taskforce meetings to enable faculty engagement with this mapping exercise. **Faculty:** The Dean's Office supports the program's mapping of the HBA Program Learning Outcomes to Western's Degree Outcomes which will be undertaken through a taskforce led by the outgoing HBA Faculty Director. This mapping process will begin in July.
Recommendation #2 Pursue accreditation from one of the three major business school accreditors: Association to Advance Collegiate Schools of Business (AACSB), Accreditation Council for Business Schools and Programs (ACBSP), or International Accreditation for Business Education (IACBE).	**Program:** The Program is exploring AACSB accreditation and preparing required background documents and data in preparation for this process. It is a significant investment, and a decision will be made within the next academic year after Ivey's new Dean is in place. **Faculty:** The Dean's Office will support the program through the submission process for AACSB accreditation. Ultimately, this decision will be that of the incoming Dean.

Recommendation #3 Enhance collaboration with non-Ivey faculties to design learning pathways for combined degree programs that adhere to the WDOs.	**Program:** The Program will continue to work with main campus colleagues to further enrich combined degree opportunities to support enriched, diverse and pluralistic classrooms. **Faculty:** Dean's Office will equally continue to work with main campus colleagues to find avenues to further support dual degree opportunities that will further enrich and diversify the learning experience.
Recommendation #4 Explore creative solutions to reduce dependency on limited term positions in a way that research-oriented faculty have more influence on Ivey's content and curriculum.	**Program:** • The present teaching complement is 80% PhD holders. Of the limited duties (LT) faculty, 76% are PhD holders; these are faculty members who are capable of influencing curriculum content. • Innovation in curriculum is encouraged through the internal Curriculum and Planning Review Committee (CPRC). The Program is currently engaging in a new process whereby each Area Group (discipline area) is reporting out to the CPRC on how they intend to stay current and innovate curriculum within their area of expertise. **Faculty:** The Dean's Office is confident that instructors have the requisite background and training to influence the curriculum content.
Recommendation #5 Re-visit the 2+2 program structure.	**Program:** The 2+2 continues to offer a unique approach to Business education. HBA program is not marketed as one that develops specialists but individuals capable of managing complex working environments. 90+% of graduates are hired approximately 3-months post-graduation. For students seeking more specialized skill sets, these are offered through either combined (dual) degrees or through specialized Masters programs. The Program recognizes the unwillingness of some potential applicants to "risk" not gaining admission and has decided to recruit students that will take risks and have the drive and resilience to meet the standards for admission. A limitation of a direct pathway to business school from high school is that it can adversely impact equitable representation of marginalized students, as supported by data in the higher education and inequality literature. An advantage of the 2+2 is that it presents the opportunity to engage with students from programs in the university that have historically higher representation of marginalized students; thus, allowing Ivey to have a more diverse pipeline of students who consider business school. **Faculty:** The Dean's Office will continue to reflect on the reviewer's comments regarding the 2+2 approach. At this point in time, the belief is that the 2+2 still offers an important and unique approach to Business education. This approach develops well-rounded individuals that have several unique capabilities to offer to prospective employers; placement rates support this contention. Furthermore, the 2+2 attracts students that will take a risk on themselves and have the drive and resilience to meet the standards for admission while also allowing for the potential to attract a more diverse student population.

Recommendation #6 Director of Culture and Inclusion should engage with students to better understand EDID related challenges and further Embed principles of EDID in the broader HBA curriculum and through the practice of teaching.	**Program:** The Director of Culture and Inclusion plays an active role in: 1) the recruitment and admissions process; the increase in representation seen at Ivey over the last 3 years is, in part, related to this intentionally collaborative work; 2) evaluating the Advanced Entry Opportunity admissions leadership scorecard, making recommendations that the program has adopted; and 3) exploring additional opportunities to further embed EDID in the program by enhancing the Learning Through Action modules (and their assessment) and week one's Program Onboarding in the Fall term. **Faculty:** Recruitment and Admissions has actively involved Ivey's Director of Culture & Inclusion in the HBA admissions process, establishment of admission criteria, and in the evaluation and modification of the HBA Advanced Entry Opportunity (AEO) admissions leadership scorecard. The Director continues to be engaged in assessing and contributing to modifications of the current curriculum based on feedback from the current and prior year cohorts.
Recommendation #7 Explore opportunities for the Admissions and Alumni relations teams to enhance collaboration to better address current limitations with regard to AEO status, grade inflation, and financial accessibility.	**Program:** The Program has started to see positive outcomes from efforts to expand AEOs - i.e., fewer GTA based students, more diversity across a number of demographic variables: ethnicity, gender, sexuality, disability and Indigenous identity. The Program recognizes that continuing efforts are necessary to increase the financial accessibility of the program, such as, 1) informing applicants of the 4-year cost of a degree not just the two years at Ivey; 2) the continued work with Ivey Advancement to solicit donor funding for scholarships. **Faculty:** The Dean's Office believes that the 2+2 model effectively deals with the issue of grade inflation from high school given that students must maintain an 80% average over their first two years of university. Furthermore, any students that do not receive an AEO offer can still apply to Ivey after year 2. The Office also recognizes the need for continued growth in diversity in classrooms and have responded by actively recruiting to those areas. The need for more scholarships is acknowledged and the Dean's Office, along with the program, is actively work with Ivey's Advancement team.
Recommendation #8 Conduct a critical evaluation of admission requirements as there have been significant changes in high school trends, business environment.	**Program:** The program made four key improvements to the HBA Advanced Entry Opportunity admissions process for high school applicants. - expanded the criteria for assessing leadership experiences to include part-time employment and home responsibilities, making the process more inclusive for those applicants without access to traditional volunteer and extracurricular activities. - application now allows candidates to explain any challenges they have faced that have affected their academic or leadership experiences. - webinars are offered to guide candidates in presenting a strong application, providing support to those who may lack assistance from family or high school staff. - introduced a video interview component to our application, adding a personalized touch and ensuring greater consistency and structure in evaluating leadership experiences.

	Additionally, the program collaborates with Western Undergraduate Admissions to collect data on university academic performance from specific high schools to develop an adjustment factor to normalize grades from institutions with grade inflation. Should there be any adjustments to the program-level learning outcomes (WDOs), the admissions process will be aligned accordingly. **Faculty:** Several key improvements have been made to the HBA AEO Admissions process as noted in the Program's response; equally, additional changes are noted in the response to Recommendation #6. The Dean's Office, along with the program, is in the process of collecting and analyzing data on university academic performance relative to specific high school performance.
Recommendation #9 Audit current recruitment efforts and strategies to reduce admission barriers.	**Program:** Over the past two years, the program included identity information in the application process to gather data on various demographics, including racial, gender, and sexual identity. Data has shown that there is increasing diversity in applicants – perhaps due to enhanced recruitment efforts. The Program is collaborating with the Advancement team on an upcoming campaign to emphasize scholarship funding to improve financial access to the HBA program. **Faculty:** The Dean's Office supports the program's response and adds that recruiting efforts and strategies are continuously audited/assessed. Recruitment efforts to enhance the diversity of student body have positively impacted HBA AEO application pool. Continuous efforts will be made to increase diversity.
Recommendation #10 Examine and address the disparity experienced by female students due to heavy reliance on class contribution, particularly in finance and operations courses.	**Program:** The HBA Program has engaged the Wood Centre for Innovation in Teaching to deepen understanding of the barriers to contribution for students; not only women identifying students, but all students for whom contributing to class discussion is challenging. Also, "Dialogues for the 21st century classroom" is a new learning series for onboarding new faculty members, to enhance class participation. **Faculty:** The HBA Program, as explained in the response above, is making significant attempts to deepen understanding of the barriers to contribution for students and has engaged with the Associate Dean, Faculty Development and Director of Culture & Inclusion on expanded needs for the onboarding of new instructors in the HBA Program.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Leader, and the Dean of the Faculty is 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. A recommendation not included in the implementation table below is Recommendation #4 given that the Program and Faculty indicate no actions moving forward.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Complete a comprehensive mapping of HBA Program Learning Outcomes to Western Degree Outcomes (WDOs). - map core (HBA1) and elective (HBA2) courses to HBA PLOs - provide more clarity on PLOs for combined degree offerings	• Commence a comprehensive mapping of the Program's Learning Outcomes to Western Degree Outcomes, across HBA courses and for combined degree programs. • Establish an engagement plan with the HBA association's student elected representative. • Host a Faculty Forum following the taskforce meetings to enable faculty engagement with this mapping exercise.	• HBA Faculty Director	By September 2025
Recommendation #2 Pursue accreditation from one of the three major business school accreditors: AACSB, ACBSP or IACBE.	• Explore the option of seeking AACSB accreditation first; prepare required background documents and data as part of the submission process.	• HBA Faculty Director • Dean	By May 2025
Recommendation #3 Enhance collaboration with non-Ivey faculties to design learning pathways for combined degree programs that adhere to the WDOs.	• Engage in dedicated discussions with main campus colleagues to further enrich dual degree opportunities and support enriched, diverse learning experiences. • Confirm learning outcomes for combined degree offerings.	• HBA Faculty Director	By September 2025
Recommendation #5 Re-visit the 2+2 program structure.	• Continued reflection on the reviewer's comments about program structure and the feedback emerging from the program review process. To be revisited as part of the upcoming progress report.	• Dean's Office	Revisit as part of the progress report for June 2027

Recommendation #6 Engage with the students to better understand EDID related challenges and further embed principles of EDID in the broader HBA curriculum and through the practice of teaching.	• Continue collaborative work on the recruitment and admissions processes to attract diverse applicants. • Evaluate Advanced Entry Opportunity admissions leadership scorecard. • Assess and modify the Learning Through Action modules based on feedback from the current and prior year cohorts. • Exploring additional opportunities to further embed EDID in the HBA curriculum (e.g., greater diversity in cases and examples, in guest speakers, through mentorship).	• HBA Faculty Director • Director of Culture and Inclusion	By September 2025
Recommendations #7 & #8 Explore opportunities for the Admissions and Alumni relations teams to enhance collaboration to better address current limitations with regard to AEO status, grade inflation, and financial accessibility. Conduct a critical evaluation of admission requirements as there have been significant changes in high school trends, business environment.	• Begin informing applicants of the 4-year cost of a degree, not just the two years at Ivey. • Work with Ivey Advancement to solicit donor funding for scholarships. • Evaluate the improvements to the HBA Advanced Entry Opportunity admissions process. • Collect and analyze data on university academic performance relative to specific high school performance. ○ Determine if further adjustments to the admission process are needed.	• HBA Faculty Director • Dean's Office	By September 2025
Recommendation #9 Audit current recruitment efforts and strategies to reduce admission barriers.	• Collaborate with Ivey Advancement on an upcoming campaign to emphasize scholarship funding to improve financial access to the HBA program. • Continue efforts to increase diversity in the AEO applicant pool.	• HBA Faculty Director • Dean's Office	Revisit as part of the progress report for June 2027

Recommendation #10 Examine and address the disparity experienced by female students due to heavy reliance on class contribution, particularly in finance and operations courses.	• Engage with the Wood Centre for Innovation in Teaching to deepen understanding of the barriers to contribution for students. • Continue including "*Dialogues for the 21st century classroom*", a new learning series, for onboarding new faculty members, to enhance class participation. o Evaluate the impact of the learning series as part of the onboarding process.	• HBA Faculty Director	By September 2025

![Western University Canada logo]

Economics
Final Assessment Report & Implementation Plan
November 2024

Faculty / Affiliated University College	Faculty of Social Science
Degrees Offered	B.A.
Date of Last Review	2015-2016
Modules Reviewed	Honours Specialization in Economics Honours Specialization in Global Economics Honours Specialization in Politics, Philosophy and Economics Specialization in Economics Major in Economics Major in Financial Economics Minor in Economics
External Reviewers	Dr. Dwayne Benjamin, Department of Economics University of Toronto	Dr. Brian Krauth, Economics Department Simon Fraser University
Internal Reviewer	Dr. Geoff Wild, Associate Chair, Undergrad Faculty of Science	
Date of Site Visit	March 21 & 22, 2024
Date Review Report Received	April 19, 2024
Date Program/Faculty Response Received	Program: July 8, 2024 Faculty: July 8, 2024
Evaluation	Good Quality
Approval Dates	SUPR-U: December 4, 2024 ACA: January 7, 2025 Senate (for information): January 17, 2025
Year of Next Review	2031-2032
Progress Report	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 Economics 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

Since its formation in 1966, Western Economics has offered undergraduate and graduate programs in Economics. Currently, the Department offers seven undergraduate program modules and an undergraduate dual-degree program in business and economics. Enrolment in economics modules in 2022-2023 was at 395 with over 4000 registrants across economics courses.

The self-study was informed by four surveys: survey of third and higher-year students registered in Economics modules; survey of students enrolled in the Honours thesis courses; alumni survey; and a survey of department faculty and staff. Surveys were complemented by a meeting with students and a series of meetings conducted with instructors to discuss the current state of the program and how it can be improved. With the support of the Centre for Teaching and Learning, the program's learning outcomes were updated, and a curriculum mapping exercise was undertaken.

The external reviewers shared a positive assessment of the Economics Program. They offer five recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- RePEc: Research Papers in Economics rank the Department #5 in Canada and #59 in the world, which attests to faculty expertise as well as high-quality research and publications.
- Opportunities to combine the study of economics with international and interdisciplinary content through two self-contained honours modules.
- Flexibility to combine the study of economics with any other program on campus through the double Major option.
- Pathway for students with a business economics focus to complete an Ivey/Economics dual-degree.
- Economics Drop-In Centre, which provides one-on-one help and tutoring for students taking economics courses as well as volunteer opportunities for senior students as tutors.
- The Department features peer teaching reviews where contract faculty, probationary faculty, faculty up for promotion, and new hires can benefit from collegial feedback.
- Departmental support of the *Western Economics Society* and *Western Undergraduate Economic Review* (WUER) which is a local annual publication that showcases the finest work of our undergraduate students.
- Honours stream courses provide a small class experience, strong faculty involvement, and exposure to current research.
  - Honours thesis courses provide an unusual opportunity to engage in independent economic research on a topic of choice.
- Rigorous curriculum with: 1) an evenly distributed workload to ensure mastery of essential skills in a variety of economic settings; 2) courses designed to develop strong empirical research skills, including data collection, interpretation of

economic statistics, and the use of statistical software; and 3) a Focus on critical thinking, understanding the role of assumptions in economic methods, and comparing different theories.

- Feedback from alumni indicates that the program's supportive learning environment prepared alumni to succeed in academic and non-academic careers, the drop-in centre and guest lectures from industry-professionals were particularly notable supports.
    - Graduating students indicated that the program aided their development in critical thinking, problem solving, study and research skills, mathematical proficiency, time management, and the ability to work and learn independently.
- A 2+2 Articulation Agreement with Fanshawe College has been in place since 2016 in which students first complete a two-year diploma in Fanshawe's Business Finance program and then apply to Western to enter an Economics major module.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Enrolment in Economics modules is significantly impacted by the presence and expansion of the MOS and the HBA programs.
- Declining availability of TA resources is becoming more of an issue for the program over time.
- Considerations and concerns regarding the curriculum and program structure:
    - Gaps exists in basic math knowledge and skills among students; math prerequisites may not fully prepare students for the intermediate and advanced economics courses.
    - Program structure is rigid, making it difficult for students to switch between different modules or easily combine economics with other fields of study; there is a need for more flexibility to accommodate diverse student interests and career goals.
    - Need for more elective courses, especially in applied areas such as research, data analysis, programming, and writing.
    - Reliance on multiple-choice exams in non-honours courses is a concern; there is a need for more varied and comprehensive assessment techniques.
    - For the Honours Specialization in Economics: 1) statistical concepts are restricted to only a few courses, many of which are optional essay courses; 2) *Empirical Research Skills* could be practiced in more courses; 3) *Oral Communication* and *Written Communication* are mainly in essay courses with smaller enrolments; 4) electives in the general stream do not have intermediate courses as prerequisites, and there is no capstone course.

- Continued consideration of targeted initiatives is needed to improve gender diversity.
- Strengthen alumni relations at the department level with the aim of clarifying career pathways for students.
- General student feedback identified the need to focus on data analysis, programming and experimental learning; presenting and communication skills; clarifying career pathways, adding more courses that are relevant to the real world. Students also expressed an interest for more consistent and meaningful interactions between students and faculty.

Review Process

As part of the external review, the review committee, comprising two external reviewers and an internal faculty 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)
- Associate 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, Economics
- Undergraduate Program Director
- Economics Program Review Coordinator
- 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 Economics 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 Economics Department is a strong research-oriented department with a good international reputation. Its undergraduate programs are high quality and reflect the rigour and expertise of the Department's faculty. At the same time, student needs and the field are constantly changing, and the Department is*

currently facing unfavorable enrollment trends. Updating its programs to better reflect these changes will serve students and the Department."

Strengths of the Program

- The Department combines wide-ranging expertise in all major fields of economics with a distinctive "brand" that emphasizes a close connection between theory and structural empirical analysis.
- Strong international reputation for research excellence, typically ranking in the top five of Canadian Economics departments.
- Department proudly aligns its research strengths with its course offerings and student engagement.
- Principles and second year instructors are highly dedicated, and young faculty are bringing in novel ideas.
- The program produces excellent students for Ivey and MOS.
- Well-developed curriculum that: 1) employs varied modes of delivery, such as in-classroom and problem-based learning; 2) is analytically rigorous, particularly in data analysis skills, which are highly valued by employers; and 3) ensures honours students benefit from excellent research opportunities and data applications.
- The program makes commendable efforts to create a greater sense of community among Economics undergraduates, fostering connections between students and faculty.
- Department leadership demonstrates both a clear commitment to the broad principles of EDI and an informed perspective on where it stands relative to those goals.
  - o Students attest to the program's commitment to EDI and commends efforts to incorporate EDI-related issues into the curriculum.

Prospective Improvements for the Program to Consider

- Consider refining curriculum to ensure: 1) that all students have access to applied, data-oriented courses and research opportunities (*Associated with Recommendation #2*); 2) improved introduction to the discipline before students enroll into streams; and 3) revitalized foundational courses to better capture and sustain student interest early in their studies. (*Associated with Recommendation #1*)
  - o Re-evaluate the design and purpose of the Principles courses – including the textbook currently in use. (*Associated with Recommendation #1*)
  - o Students noted limited exposure to practical, hands-on data analysis, particularly in the initial econometrics courses; better coordination regarding the software tools used would be helpful. (*Associated with Recommendation #2*)

- o Honours students benefit from excellent research opportunities and data applications within their courses, their access to applied courses and broader electives remains limited.
- Rigid distinctions between Honours and non-Honours tracks restricts course selection and limits students' ability to access advanced courses and research opportunities. (*Associated with Recommendation #3*)
  - o Consider rethinking what goes into an Honours Specialization. Many students want to engage fully with the discipline and are keen to complete an Honours Specialization, but are not aiming toward graduate studies.
- More experiential learning opportunities seem limited to exposure to research and graduate studies – build connections between alumni, employers, and current students to broaden students' exposure. (*Associated with Recommendation #4*)
- Re-evaluate how the department supports and guides students towards diverse economic careers; the present focus on preparing students for PhD studies does not align with the aspirations of the majority of students. (*Associated with Recommendation #4*)
- Build a stronger alumni network to obtain better feedback and response rates from graduates. (*Associated with Recommendation #4*)
- Reduce reliance on part-time and limited-term instructors by considering Teaching Stream faculty that can offer teaching and pedagogical leadership and provide continuity in developing and investment in specific courses (like Principles, Applied Econometrics, etc.). (*Associated with Recommendation #5*)
- Lack of TA support impacts the instructional needs of the undergraduate program; upper-year undergraduates could serve as an excellent alternative for TA roles. (*Associated with Recommendation #5*)
- Standardize the format of admissions requirement descriptions across different modules to enhance clarity and reduce the need for extensive advising.
- Explore ways to attract students and stabilize enrollments, in response to enrollment decline, particularly in the Honours 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' Recommendations	Program/Faculty Response
Recommendation #1 Rethink and redesign the *Principles* courses.	**Program:** The Undergraduate Program Director and the Principles Coordinator will work with the Principles instructors to revamp the Principles courses and carefully consider: • Topics to be covered - focusing on more engaging and relevant modern topics, with examples on how economic decisions impact the students' lives, and with preview of some content covered in the upper year Economics courses. • Textbook – by evaluating competing textbooks in terms of content, instructor resources, and student resources • Lectures/tutorials format – in particular the possibility of 3 hours of lectures. • Diversifying assessments. **Faculty:** The Dean's Office supports the Department's agreement to review its first-year courses, and looks forward to learning the outcomes from those deliberations.
Recommendation #2 Increase the role of hands-on data analysis in all programs.	**Program:** The Department Chair will work with the instructors of the relevant courses to: • Increase the data analysis components in relevant courses. • Make sure appropriate tools are taught in the Intermediate Econometrics courses. • Coordinate on data analysis software. In the longer term: • When resources allow, offer at least one data science oriented elective class. • Develop a data-oriented module if there is sufficient interest. **Faculty:** Western and the Faculty of Social Science have both hardware and software to support the Department's decision to increase the level and amount of data analysis. They are advised to consult with SSTS as needed and appropriate.

Recommendation #3 Reduce barriers between programs.	**Program:** The Undergraduate Program Director, the Department Chair, and the Department Committee on Academic Policy are currently taking the following actions: • Promote honours level courses to all qualified students. • Remove some existing restrictions on who can take honours level elective courses. Additional actions: • Reconsider existing rules on who can take honours thesis courses, general level courses, and rules for transferring between modules. • Review math requirements for different modules and collaborate with the Math department to develop tailored packages of courses. **Faculty:** The Dean's Office welcomes all efforts to reduce barriers among programs.
Recommendation #4 Enhance support for career and professional development.	**Program:** The Department Chair will coordinate the work of the Undergraduate Program Coordinator, the Administrative Assistant, together with MFE Career Services Officer and the Undergraduate Program Director in an effort to: • Build an alumni database by conducting annual exit surveys of graduating students and gathering information on recently graduated students. • Begin using the alumni database for the benefits of current students. • Organize the annual Career Night in cooperation with the student Western Economic Society (WES). In the longer term, if resources allow: • Use the alumni database to map out educational and career paths of our former students and employ it for advising students. • Explore and implement additional options for career and professional support. **Faculty:** The Faculty's Internship Program can also be promoted within the Department as another source for career and professional development. Funding from the Student Donation can be applied to support undergraduate student focused career events; the Dean's Office supports these undertakings.

Recommendation #5 Engage the full Department in the undergraduate teaching mission at all levels.	**Program:** The Department Chair, The Undergraduate Program Director, and Faculty Advisor to the WES will coordinate the following actions: - Have a department-wide discussion of the proposed plan to address the review recommendations (which will consist of the proposed actions presented in the above responses). - Seek feedback from students on the proposed plan. - Implement more out of class activities for students with increased faculty engagement. Ideas include: meet and greet event in September, a meeting with interested Principles of Economics students after the first semester, Career Night with alumni guests and Student Research Poster Fair. **Faculty:** All full-time faculty, at all ranks, should and must be effectively engaged in the undergraduate teaching mission. The Dean's Office looks forward to learning the outcomes from this review.

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.

Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Rethink and redesign the *Principles* courses.	Evaluate Principles courses and decide on: • topics to be covered; • textbook; • lectures/tutorials format; • assessments	• Program Director • Principles Coordinator	By September 2025
Recommendation #2 Increase the role of hands-on data analysis in all programs.	Review relevant courses with the aim to: • Increase the data analysis components. • Ensure appropriate tools are taught in the Intermediate Econometrics courses. • Coordinate on data analysis software. • Offer at least one data science oriented elective class. • Develop a data-oriented module if there is sufficient interest.	• Department Chair	By September 2025 By September 2026
Recommendation #3 Reduce barriers between programs.	• Promote honours level courses to all qualified students. • Remove some restrictions regarding the honours level elective courses. • Reconsider existing rules on who can take honours thesis courses, general level courses, and rules for transferring between modules. • Review math requirements for different modules and collaborate with the Math department to develop tailored packages of courses. • Specifically, consider rethinking the requirements of the Honours Specializations in light of student goals and aspired trajectories.	• Undergrad Prog. Director • Department Chair • The Department Committee on Academic Policy	By September 2025

Recommendation #4 Enhance support for career and professional development.	• Build an alumni database by conducting annual exit surveys of graduating students and gathering information on recently graduated students. • Organize the annual Career Night in cooperation with the student Western Economic Society (WES). As resources allow: • Use the alumni database to map out educational and career paths of our former students and employ it for advising students. • Explore and implement additional options for career and professional support.	• Department Chair • Undergraduate Program Director	By September 2025 By September 2026
Recommendation #5 Engage the full Department in the undergraduate teaching mission at all levels.	• Initiate a department-wide discussion of the proposed plan to address the review recommendations. • Seek feedback from students on the proposed plan. • Implement more out of class activities for students with increased faculty engagement.	• Department Chair • Undergrad Prog. Director • Faculty Advisor to WES	By September 2025

ITEM 13.4(f) – 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 scholarships, awards and prizes shown in Item 13.4(f), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Donor-Funded Scholarships, Awards and Prizes

New Donor-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Bartleman Award
Awarded to full-time undergraduate students in any year of any program at Western who are First Nations, based on academic achievement. Preference will be given to candidates in the Faculty of Social Science. The Office of the Registrar will select the recipients.

Value: 1 at $1,000, awarded annually
Effective: 2025-2026 academic year

This award was established by Alain Bartleman in memory of his father, The Honourable James K. Bartleman.

Marilyn (Freer) Koch Bursary
Awarded to full-time undergraduate students in any faculty based on financial need. Preference will be given to candidates from the Regional Municipality of Waterloo, Ontario (Cambridge, Kitchener or Waterloo). 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 $4,000 awarded annually
Effective: 2025-2026 academic year

This bursary was established by a generous donation from Marilyn (Freer) Koch (BA 1962).

Athletics

Gascoyne/Rocca Football Award
Awarded annually to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the football team. As per OUA and U SPORTS regulations, an entering student athlete must have a minimum admission average of 80% and a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. Evaluation is based on academic performance/potential (20%) and the written recommendations from the Head Coach assessing athletic performance/potential and team/campus leadership (weighted as 60% and 20%, respectively). The Western Athletic Financial Awards Committee will select the recipients.

Value: 4 at $5,000, awarded annually
Effective Date: 2025-2026 to 2026-2027 academic years inclusive

This award was established by Mitch Gascoyne, BESC '05, and Adrian Rocca, HBA '04.

Faculty of Education

<u>Santosh Kumari Bhardwaj Award in Early Education</u>
Awarded to full-time undergraduate students in the Early Years Educator (Primary/ Junior) program, Faculty of Education who show excellent teaching skills in their practicum and studies. The Faculty of Education will select the recipients.

Value: 1 at $1,000, awarded annually
Effective Date: 2025-2026 academic year

The late Santosh Kumari Bhardwaj, a successful teacher, created and operated three Early Childhood Education Centres in London, Ontario. This award was established by her family in her honour to recognize her enthusiasm, courage and commitment to early education.

<u>Sylvia M. McPhee Memorial Scholarship in Education</u>
Awarded to full-time undergraduate students graduating with a Bachelor of Education degree, Primary/Junior program with academic achievement. The Faculty of Education will select the recipients.

Value: 1 at $2,000, awarded annually
Effective Date: 2025-2026 academic year

This scholarship was established by Sylvia M. McPhee (BA '64). Sylvia M. McPhee championed excellence in teaching and teacher education throughout her career and beyond. She was a classroom teacher, principal and consultant with the London Board of Education (TVDSB). In Centennial Year (1967) she was appointed by Order-in-Council to the Ministry of Education in Toronto. Sylvia organized reunions for her London Normal School Class of 1950-51 showing continual commitment in bringing people together to celebrate and share teaching and learning.

Faculty of Engineering

<u>George E. Castle Award in Engineering</u>
Awarded to full-time undergraduate students in the Faculty of Engineering based on financial need and academic achievement. Preference will be given to candidates who are Indigenous (First Nations, Inuit or Métis). 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 $1,000 awarded annually
Effective Date: 2025-2026 academic year

This award was established to support Indigenous students through a generous gift from Professor G.S. Peter Castle and his wife Judy in memory of Peter's father, George E. (G.E.) Castle. G.E. Castle risked a great deal by giving up his established

career in Belfast, Northern Ireland, to immigrate with his family to London, Canada to provide opportunities for his children, Peter and Susan to be educated at Western University and establish successful careers.

Faculty of Health Sciences

<u>Nalkur Family Award for Equity, Diversity and Inclusion</u>
Awarded to full-time undergraduate students in the Faculty of Health Sciences who self-identify as belonging to an equity-deserving group, based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at $4,000, awarded annually
Effective Date: 2025-2026 to 2029-2030 academic year

This award was established with a generous donation from Priya Nalkur (BA 2000).

Faculty of Law

<u>EquiGenesis Tax Award</u>
Awarded to full-time undergraduate students in the Faculty of Law who achieve the highest standing in the course Income Taxation. The Faculty of Law will select the recipients. This award was established by Ken Gordon (LLB '88).

Value: 1 at $5,000, awarded annually
Effective: 2024-2025 to 2028-2029 academic years inclusive

Don Wright Faculty of Music

<u>Ilona Janoschek Award in Music</u>
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates in Music Performance Studies. The Don Wright Faculty of Music will select the recipients.

Value: 1 at $1,600, awarded annually
Effective: 2025-2026 academic year

Faculty of Science

<u>James W. Franklin Graduate Scholarship</u>
Awarded to full-time graduate students in the Department of Earth Sciences, Faculty of Science based on academic achievement. Preference will be given to candidates in Geology or Geophysics who are conducting research in mineral deposits. A committee in the Department of Earth Sciences will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $10,000 awarded annually
Effective Date: May 2025

This scholarship was established by Dean McDonald (PhD 1990) and Carol Ellis in recognition of James (Jim) W. Franklin (PhD 1970). Jim was a distinguished geologist known for his ground-breaking research, receiving numerous national and international awards. He was Canada's preeminent expert on the origin of Precambrian ore deposits and served as Chief Scientist of the GSC (Geological Survey of Canada). Beyond his professional achievements, Jim was known for his great intellect, humour, eternal optimism, great stories and above all, his generosity and good nature. His legacy will live on through the countless lives he touched and the enduring impact of his work.

Norair Mazmanian Scholarship in Biology
Awarded to full-time undergraduate students in the Department of Biology, Faculty of Science based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at $2,000 awarded annually
Effective: 2025-2026 to 2029-2030 academic years inclusive

This award was established by Norair Mazmanian (BSc '98) for students to reflect their explorative nature in science, because he believes that curiosity and a willingness to explore the unknown are the foundations of scientific discovery. This award also encourages students to embrace their innate curiosity, take risks in their learning, and push the boundaries of their understanding. By recognizing and rewarding these qualities, the donor hopes to inspire the next generation of scientists to continue questioning, investigating, and innovating, fostering a lifelong passion for discovery.

Robert van Huystee Scholarship in Biology
Awarded to full-time graduate students in the Department of Biology, Faculty of Science based on academic achievement. Preference will be given to candidates with a research focus in Physiology and Biochemistry. A committee in the Department of Biology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,200, annually
Effective Date: May 2025

Faculty of Social Science

Cathy Holtzmann Graduate Scholarship
Awarded to full-time graduate students in the Department of Sociology, Faculty of Social Science based on academic achievement, including research potential. A committee in the Department of Sociology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 2 at $8,000
Effective: May 2025

This scholarship was made possible by a donation from the Estate of Cathy Dianne Holtzmann (BA 1996).

Schulich School of Medicine & Dentistry

Dr. Gail Darling Convocation Award in Surgery
Awarded to full-time undergraduate students graduating from the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry who demonstrate excellence in Surgery. The Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at $1,000, awarded annually
Effective Date: 2024-2025 academic year

This award was established by Dr. Gail Darling, MD '81. She is world-renowned for her surgery techniques, expertise in thoracic surgery, research, training and leadership. Dr. Darling is committed to the education of medical students and residents, and has been recognized with numerous teaching awards. She has always been an advocate for improved patient outcomes and better health policies. Through her work, she continues to mentor residents and surgeons in thoracic surgery in both Canada, and in the United States. She is grateful for the excellent education received at Western and in her general surgery residency.

Dr. Richard and Mrs. Jan Lubell Community Paediatrics Award
Awarded to full-time undergraduate students and residents in the Schulich School of Medicine & Dentistry based on academic achievement. Preferences include medical students and residents completing an elective opportunity in the Department of Paediatrics. The Department of Paediatrics in the Schulich School of Medicine & Dentistry will select the recipients.

Value: Number and value to be determined based on funding available
Effective: 2025-2026 academic year

This award, generously established by Dr. Richard and Mrs. Jan Lubell, aims to enhance training opportunities for paediatrics residents and medical students. The goal is to inspire future paediatricians to explore the enriching experience of practicing in rural communities, potentially choosing to build their careers there. Richard Lubell spent his career as a community paediatrician and Jan Lubell played a key role in the development of community children's services during her time as Executive Director of Merrymount Family Support & Crisis Centre and Investing in Children.

ITEM 13.5(a) – Chair in Mining Law and Finance: Name Change

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the SCUP, Senate approve that effective January 17, 2025, the Cassels Chair in Mining Law and Finance, established in 2012 at the Faculty of Law, be renamed as the Chair in Mining Law and Finance.

EXECUTIVE SUMMARY:

Name Change
The name change is at the request of the donor and is supported by the Dean of the Faculty of Law.

Donor and Funding
An endowment to support the Chair was established through contributions totaling $1,500,000 from Cassels Brock and Blackwell LLP and Yamana Gold.

Matching funds of $1,500,000 through the Matching Chair Program provided an initial endowment of $3,000,000 in support of the Chair.

ITEM 13.5(b) – Dancap Private Equity Professorship in Change and Innovation

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of SCUP, Senate approve that effective February 7, 2025, the Dancap Private Equity Professorship in Change and Innovation in DAN Department of Management and Organizational Studies in the Faculty of Social Science be established as shown in item 13.5(b).

EXECUTIVE SUMMARY:

Approval Process
MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. University Advancement is utilizing the open process in respect of this Teaching Scholar.

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

Donor and Funding
As a result of strong investment returns, the endowment that supports the Dancap Private Equity Fellowship in Change and Innovation has grown to more than $1,500,000 (the minimum to establish an endowed Professorship). When an endowment reaches the minimum level to support a new academic position, we look to update the position to reflect the change in funding available and create a more prestigious position. The Department is now seeking to change the Fellowship, and this change is supported by the Dean of the Faculty of Social Science.

Effective Date
February 7, 2025

Purpose
The Dancap Private Equity Professorship in Change and Innovation in the Faculty of Social Science will have a proven research record in the general area of understanding organizational change and innovation. This field of study comprises multiple and interdisciplinary perspectives that may include the managing of change and innovation at any level or stage of organizational development, managing consumer attitudes, developing and introducing new consumer products, implementing organizational sustainability and improved environmental practices, or managing change in corporate governance policies, procedures, or structures.

Criteria
Appointments to the position will be conducted according to the University's relevant Policies and Procedures and according to Policy 2.22 – Funding of Academic Chairs,

Professorships and Designated Faculty Fellowships of the University.
(https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf)

Appointments will normally be for a period of up to five years, renewable.

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

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

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

Background
Aubrey Dan is a Canadian businessman, Tony-Award winning producer (Memphis), impresario and philanthropist. In 2002, Dan founded Dancap Private Equity, a private firm that invests its own funds in mid-market Canadian businesses and acts as a co-investment partner for medium to large-sized international businesses. In recognition of his generous gifts to Western, in June 2017 the DAN Department of Management & Organizational Studies was named. Dan is the recipient of an honorary degree from Western and the Order of Canada.

Reputational Risk
As part of its due diligence process in respect of prospective donations, University Advancement reviews public information regarding donors and their related entities from the perspective of reputational risk to the University. Reputational risk is assessed as low, medium or high and is determined as agreed among the Vice-President (University Advancement), the Dean(s) of the Faculty to which the academic position is appointed, and the Provost and/or Vice-President (Research) as appropriate.

Risk Assessment: Low

ITEM 13.5(c) – Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of the Senate in 2024 or prior by the Senate Committee on University Planning

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate delegated to the Senate Committee on University Planning (SCUP) authority to approve designated chairs and professorships on its behalf on those occasions when there is a desire on the part of the donor and the university, to reserve the announcement of the gift and the position's establishment to a particular time.

As part of the terms of the delegated authority, SCUP is to provide an annual summary report on such approvals to Senate. Similarly, the Board of Governors has authorized the Property and Finance Committee to approve designated chairs, professorships and fellowships on its behalf and to report such approvals for information to the Board in their closed sessions throughout the year.

The following Chairs and Fellowships were approved through this confidential process in 2024 or prior and have now been announced publicly. Any approved in 2024 but not announced publicly will be included in the next annual summary.

Name	Year Established	Faculty/School
Andrew Lazarovits Chair in Immunobiology and Transplantation	2022	Schulich School of Medicine & Dentistry
James and Eva Good Chair in English Literature	2024	Department of English and Writing Studies, Faculty of Arts and Humanities
Children's Health Foundation Chair in Paediatrics	2024	Department of Paediatrics, Schulich School of Medicine & Dentistry
Wolfe Research Professorship in Aging	2024	Schulich School of Medicine & Dentistry

ITEM 13.5(d) – Western Office of the Ombudsperson Annual Report 2023/24

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The memorandum of understanding governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community.   For reporting purposes, the year begins August 1 and ends July 31. The annual report will normally be published by January 1 of the following year. The report provides a statistical summary of the caseload and summary account of cases.

The Annual Report of the Office of the Ombudsperson is presented to Senate for information.

ATTACHMENT(S):

Western Office of the Ombudsperson 2023-2024

Office of the Ombudsperson

2023 - 2024

Preparing students to prevent, manage and resolve difficult situations

Student Testimonials

"I appreciate you taking the time to listen to my struggles and help me figure things out. Your kindness has given me the confidence to move forward"

"I want to express my gratitude for the opportunity to meet with you, your guidance has been invaluable to me during this challenging time."

"I really appreciate all your help and all the resources you've provided me with so far. Your support really means a lot to me at this time."

"you really calmed my anxiety and stress and made me feel heard and cared for, and I appreciate that so much."

Table of Contents

The Office of the Ombudsperson is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We respect the longstanding relationship that Indigenous Nations have to this land, as they are the original caretakers.

To the Western Community

To the Western Community:

I am pleased to provide the annual report of the Office of the Ombudsperson for the period August 1, 2023 to July 31, 2024. This is pursuant to the Memorandum of Agreement signed by the constituent university, affiliated university colleges, and student associations.

The past year continued to provide new challenges and changes – both for Western and the Office of the Ombudsperson. In September 2023 it was announced that Brescia University College would officially close its doors as of May 1, 2024. This substantial change to the University community brought feelings of loss, grief, anger, frustration, and worry as students had to make decisions about how they would proceed with their education. The Office received minimal cases related to Brescia's integration into Western, all of which were handled through referrals to the appropriate supports. I believe the lack of Brescia Integration cases was driven by the communication and support approaches taken by both Brescia and Western. Students generally understood their options for continuation at Western or one of the Affiliates and were supported through their decision-making process. Dedicated communications were sent to impacted students and for those who were in difficult transition positions, such as those at the end of their degree, the University ensured knowledgeable support resources were available to guide students through their unique academic journey.

The Office was approached with the opportunity of securing an Intern through the Summer After 1L (SA1L) program offered by the Faculty of Law. Successful candidates are compensated for their time and employed for 10 weeks. We welcomed one SA1L intern from May to July who focused on learning more about the profession of Ombudsperson in a University setting, understanding how the work interacts with the law, and supporting students through the Dean's Waiver process. Feedback from the intern was positive and noted that they were previously unaware of the overlaps between ombuds work and administrative law. They noted that the knowledge they gained helped them understand not only the Dean's Waiver process, but also appeals and the University decision-making structure. The office looks forward to engaging in this program in the future.

In partnership with the University Secretary and the Office of the Ombudsperson Advisory Committee, the Office is undertaking a review. This review is intended to guide the future activities of the Office and is expected to be completed during the next reporting year and result in thoughtful recommendations to improve the operations of the Office.

As of October 1, 2024 the Ombudsperson, Jennifer Meister, officially retired from the University after over a decade of impactful work as the Ombudsperson and her time with Housing and Ancillary Services. I wish Jennifer all the best in her retirement and thank her for the legacy she has left in the Office of the Ombudsperson, Western University, and the greater Ombuds community in Canada. With Jennifer's retirement, a formal search has begun for the next Ombudsperson at Western University.

During my time as Acting Ombudsperson, I have gained a deeper understanding of how the Office of the Ombudsperson supports students and where there still exist areas for improvement within policy and practice. Throughout many of the cases brought forward by students the theme of equality in decisions is prevalent. Equality focuses on equal application and the greater community. This approach can leave students feeling their unique circumstances aren't taken into consideration in arriving at a decision or outcome, thus the decision made feels unfair. Simply put, equality in decision making is not necessarily fair as a one-size-fits-all approach can discount or ignore individual needs. I considered this theme, Equality versus Equity, when preparing the cases and recommendations in this report.

I encourage you to review the case examples and statistical data presented in this report and to reach out should you have questions about the activities of the Office.

Whitney Barrett
Acting Ombudsperson, Western University

Who We Are

We are an independent, impartial and confidential office that students visit when they don't know how to approach an academic or non-academic situation at Western. We offer a safe, non-threatening environment where students can ask for advice. Students visit us regarding conflicts and difficult decisions they need to make; what to do if they have been accused of a scholastic offence or Code of Conduct infraction; and for assistance in determining whether they have grounds for appeal.

Whitney Barrett
Acting Ombudsperson

Stephanie Bolingbroke
Associate Ombudsperson

Advisory Committee

The Office of the Ombudsperson Advisory Committee is a sounding board and advisor to the Office on issues such as outreach, budget, and the annual report. The composition of the Advisory Committee is set out in the Memorandum of Agreement.

Thank you to the 2023/24 Advisory Committee:

- Dr Bonnie Simpson, Senate Representative
- Dr Ken Meadows, President's Representative
- Maria Farooq, University Students' Council
- Aaryan Paul, Huron, Affiliate Students' Council Representative
- Claire Hass, King's, Affiliate Staff/Faculty Representative
- Kevin Moore, Society of Graduate Students
- Jonathan Soriano, Master of Business Administration Association
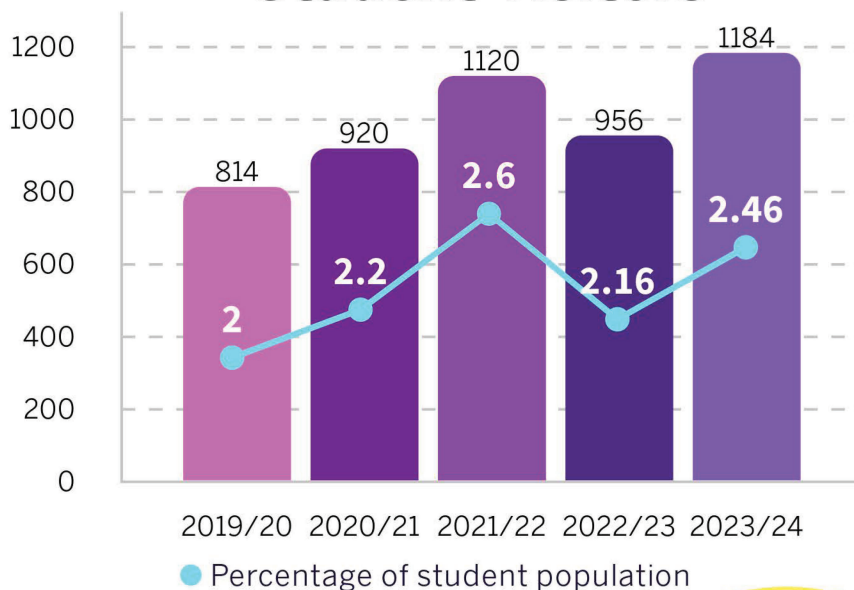
What We Do

We meet with students in person or virtually via Zoom, phone or Teams. We listen to concerns and ask questions. We guide students through the policies and processes that might apply in their situation. We maintain the confidentiality of our visitors by ensuring we do not contact anyone on or off campus unless we are concerned for a student's safety or the safety of someone else. From time-to-time we do ask the student's permission to contact a decision maker or administrator to clarify a situation and ensure fair process has been followed.

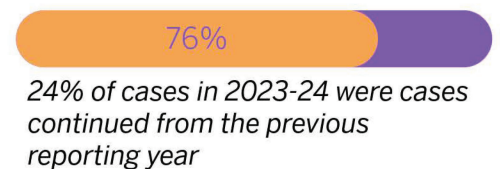In short, we untangle the complexity of a concern and help to identify options.

We practice shuttle diplomacy and on occasion make recommendations to senior administrators on specific policies and processes.
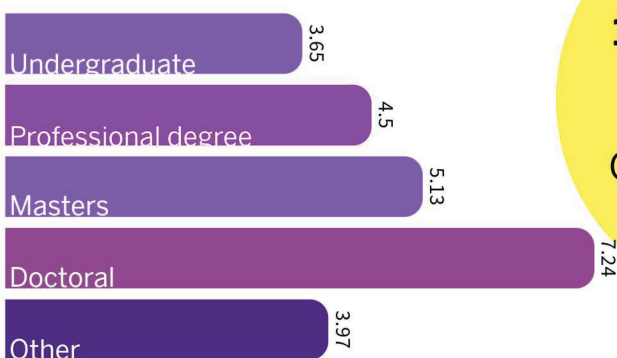
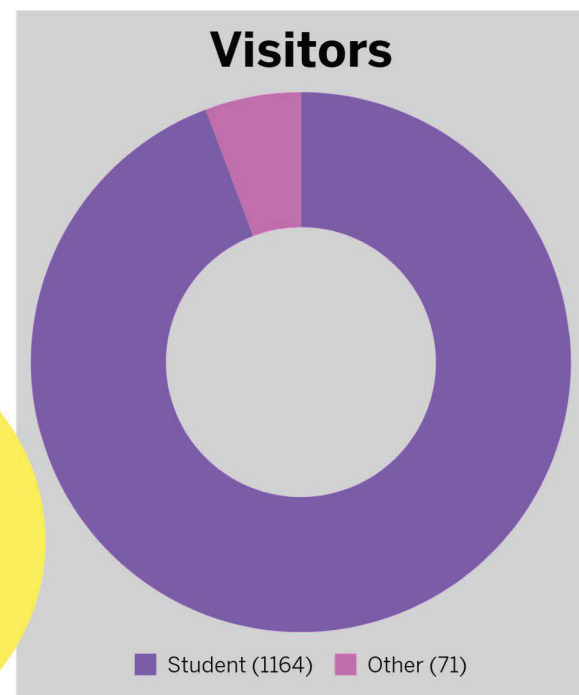## Visitor Snapshot

Student Visitors

- 2019/20: 814 — 2
- 2020/21: 920 — 2.2
- 2021/22: 1120 — 2.6
- 2022/23: 956 — 2.16
- 2023/24: 1184 — 2.46

● Percentage of student population

New Cases

76%

24% of cases in 2023-24 were cases continued from the previous reporting year

Visitors interact with the Office an average of 3.8 times per case

- Undergraduate: 3.65
- Professional degree: 4.5
- Masters: 5.13
- Doctoral: 7.24
- Other: 3.97

1 out of every 41 students contacted the Office in 2023/24

Visitors

■ Student (1164) ■ Other (71)

Connecting across the Community

From time-to-time we also work with senior administrators on policy revisions to ensure fairness of the institution's policies and procedures. In 2023-24 we continued to work with the University Working Group focused on Academic Integrity and provided feedback on both policy and cultural changes to aid in the adaptation and adoption of new policy and practice related to Academic Integrity at Western.

The Office continues to engage in speaking to various groups across campus to grow the understanding of the Office and the work of an Ombudsperson.

Outreach

- Numerous orientation events
- Residence Life Coordinator outreach
- Residence Services Fair
- Appeals policy training for USC Student Appeals Support Centre

Committee Participation

- Ad-hoc policy review
- ACCUO Executive Committee representation

Professional Development

- Association of Canadian College and University Ombudspeople
- California Caucus of University and College Ombuds
- Center for Informal Conflict Resolution (CIDR) Annual Symposium
- Forum of Canadian Ombudsman
- International Ombuds Association
- International Centre for Academic Integrity

Case Studies

Over the past year, I noted a trend in cases that highlighted an application of equality in decision making in place of equity. The cases selected highlight areas where equality appears to be what has driven or reinforced decision making or application of policy.

Indigenous Inclusion in Academic Activities

A growing and concerning trend the Office noted is related to Indigenous knowledge in Academic activities. In the cases that passed through our office, the concerns related to Indigenous inclusion in academic matters were primarily experienced by graduate students but were witnessed in a variety of faculties. Students brought forward concerns that related to decision making, thesis examination, and supervision, and noted that the lack of Indigenous knowledge in these processes impacted the student's ability to be successful in their program.

Evaluation

A doctoral student conducted research focused on Indigenous practices and ways of knowing in relation to their area of study. When they were approaching examination, the student requested an examiner who possessed Indigenous knowledge to participate in the review of their final submission. The student felt it important that those making decisions on the success of their work be knowledgeable and experienced in this area of research. In this student's case, the examiner selected did not have the experience or knowledge necessary to speak to or understand the Indigenous content within the student's work. This delayed the students' program completion as the student was required to re-submit and participate in a re-examination of their final submission.

The student engaged in the appeals process, and after re-evaluation of their submissions successfully completed their degree.

Supervision

A graduate student visited the office and shared they were concerned about the progression of their research due to challenges securing Indigenous researchers to act as advisors on their project. The student stated their research was centered in Indigenous practices and required involvement of advisors with Indigenous knowledge. As the student was nearing completion of their degree, they were increasingly concerned they would also have difficulty identifying and securing examiners with an adequate level of knowledge.

The student was directed to resources within their Faculty, Indigenous Student Services, and to processes that already exist in the School of Graduate and Postdoctoral Studies that support the inclusion of Indigenous knowledge in thesis examinations.

The approach applied in these two example cases was consistent with policy – that examiners and graduate supervisors adhere to the University's requirements to act in the capacity as an examiner or supervisor – was equally applied but neglected to take into account the unique knowledge necessary to understand Indigenous practices and support Indigenous students through research.

In considering the University's commitment to truth and reconciliation, and its partnership with the Indigenous community, policy and particularly the implementation of policies should ensure robust and thoughtful engagement of Indigenous experts in the supervision and evaluation of research that incorporates Indigenous practices or knowledge.

NOTE: As of October 11, 2024 the Graduate Student Thesis policy and procedures were updated to reinforce the importance of indigenous representation in Thesis examinations.

Respondent Support in GBSV Cases

As noted in the Gender Based Sexual Violence (GBSV) policy, respondents are directed to the Office of the Ombudsperson as one form of support when navigating the complaint process and each year we work with respondents at all stages of the procedure. Through my interactions with respondents, I have noted a gap in their support as they navigate the GBSV procedure. The GBSV office provides robust support for survivors however a similar support structure is not provided for respondents, who can have challenges navigating their academic responsibilities and potential interim measures, as well as challenges related to their community within their program or social interactions. Additionally, respondents can face ongoing challenges when there has been no finding of an infraction. In such cases, the interim measures, if any, are lifted however there may be lasting impacts to their reputation and standing in their program, residence, or social circles.

> In one case, a student contacted the office after they were informed of an allegation under the GBSV. Staff in the office discussed the allegation and what steps took place in the investigation. The student shared the investigation had concluded and they were waiting for a final decision to be issued. Upon receiving the decision, the student was pleased the outcome of the investigation was that they had not been found to be in contravention of the policy. While the student was relieved by the decision, they stated the damage to their reputation and social standing in their program was irreparable.

Trauma-informed care for survivors is undeniably imperative on campus to continue supporting student survivors, however specific and similarly trauma-informed supports should be considered for respondents to ensure they receive the guidance and support necessary through interim measures, investigation, and the impact resulting from the decision.

Undue Hardship

Within policies related to academic accommodation and academic consideration, a balance is required between the integrity of education being provided and undue hardship. According to the Ontario Human Rights Commission, "every student with a disability is entitled to accommodation up to the point of undue hardship" and defines undue hardship as when an institution can refuse to provide a student with an accommodation because it would be too difficult or expensive.

A case brought forward by a fourth year undergraduate student revolved around accommodations for the final course required for their degree. The student required a make-up examination due to their accommodations, which was approved, but the student was informed they would write the exam with the next offering of the class. Given that the student was set to graduate and the course was a full year offering, this meant the student would need to wait to complete the outstanding component, and their degree, until the following April. The reason provided by the program was centered on the undue hardship of the course instructor but did not take into account the impact this outcome had on the student.

As a result, the student engaged in the appeals process and their appeal was granted however not until their graduation had already been impacted.

The case above is, unfortunately, not uncommon. Request for, and the application of, accommodations can be impacted by the claim of undue hardship but lack consideration for the hardship of the student. Decision makers are encourage to take greater care in balancing not only the integrity of the education provided in the course and undue hardship on the instructor or program, but the potential hardship of the student as a result of the decision and application of the requested consideration or accommodation.

Ontario Human Rights Commission: Guidelines on Accessible Education
(https://www.ohrc.on.ca/en/annual-report-2011-2012-human-rights-next-generation/guidelines-accessible-education)

Observations and Recommendations

Ombuds staff practice shuttle diplomacy, working with senior administration throughout the year to ensure systemic issues are resolved. For that reason, recommendations are seldom made in the Office of the Ombudsperson annual report.
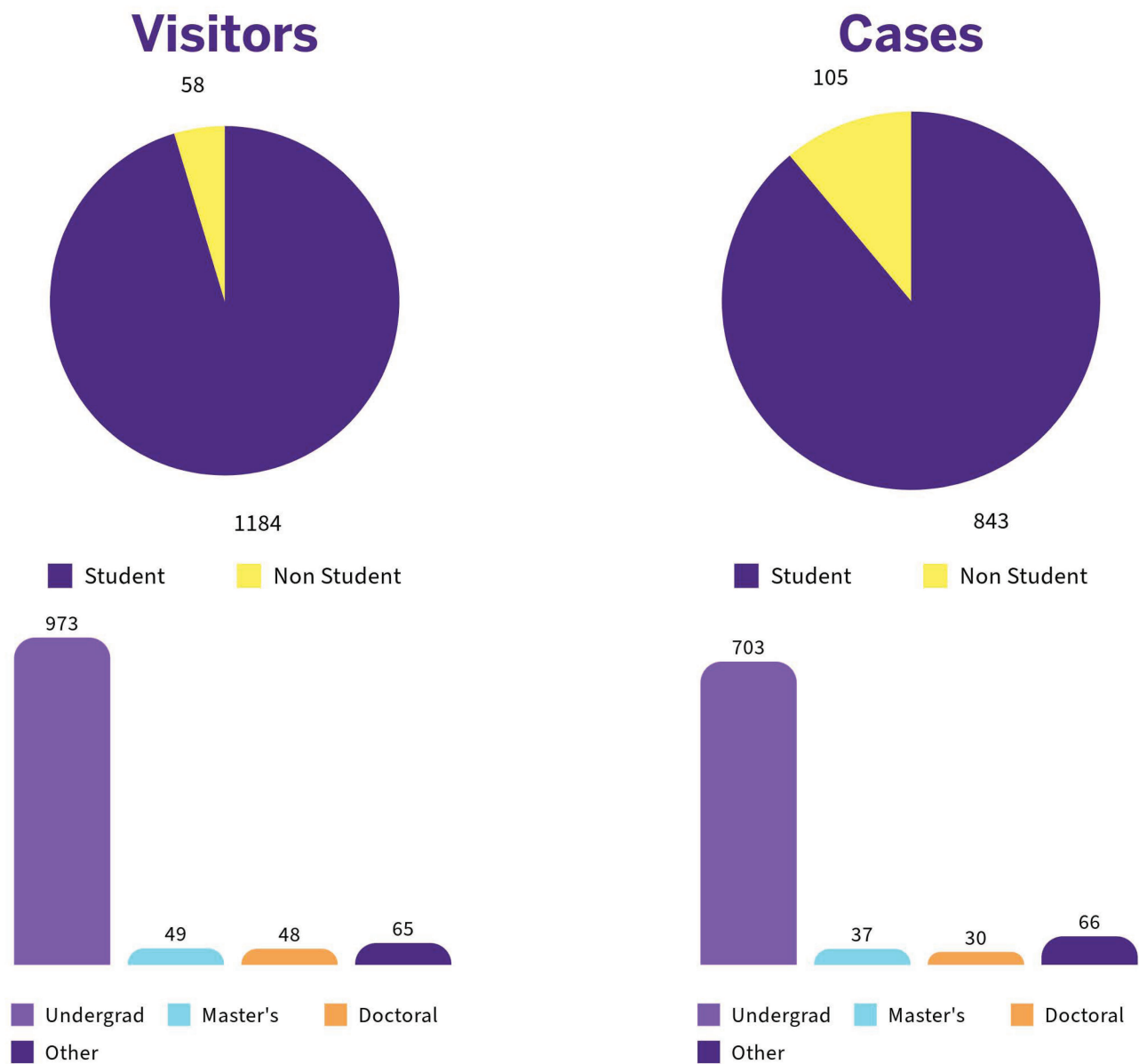
This report does not contain formal recommendations; however, I hope the identification of challenges within specific areas brings to light opportunities for discussion, growth and change, improving the student experience across the University.

2023-2024 Statistical Information

The data for the office is represented in 2 ways - visitors and cases received.

- **Visitors** captures who attend the office regarding a concern and may represent cases from the previous reporting year.
- **Cases** represents only cases opened during the reporting year - August 1 2023 - July 31 2024 and may include visitors who opened multiple cases during the reporting year.
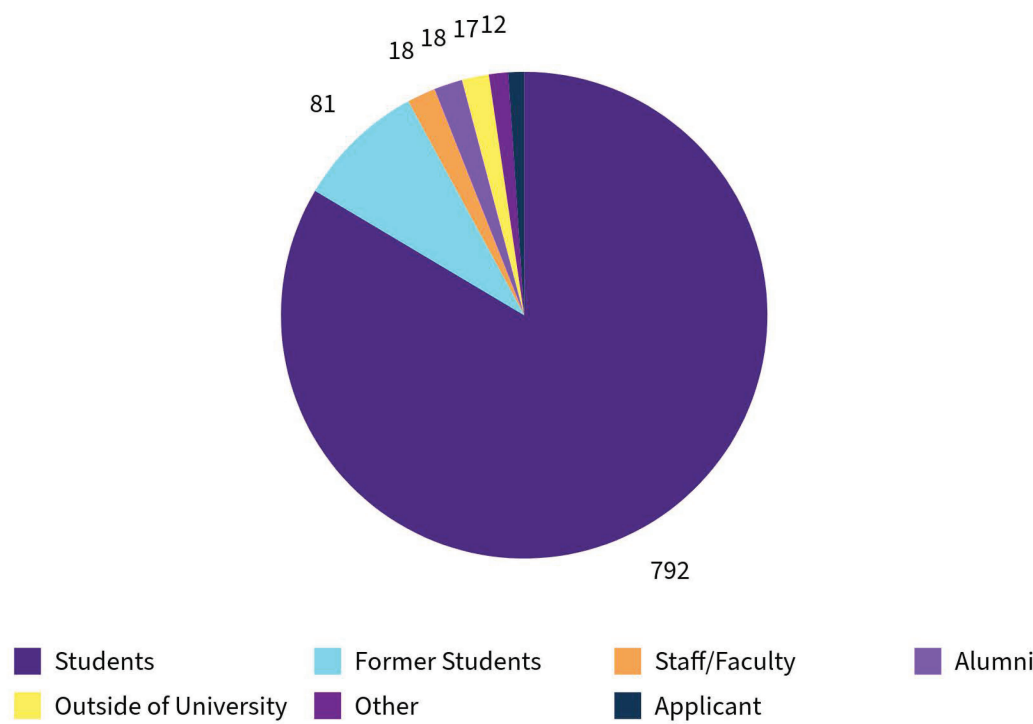
This year, the office interacted with 1,242 visitors and opened 948 new cases.

Visitors

58

1184

- ■ Student   ■ Non Student

973

49   48   65

- ■ Undergrad   ■ Master's   ■ Doctoral
- ■ Other

Cases

105

843

- ■ Student   ■ Non Student

703

37   30   66
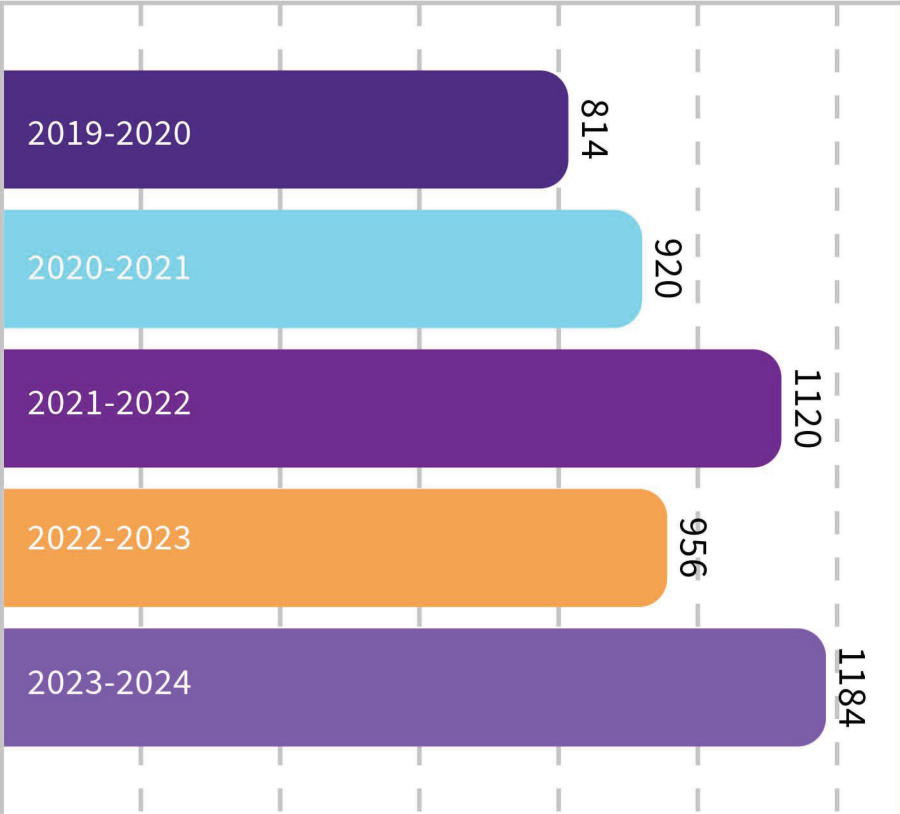
- ■ Undergrad   ■ Master's   ■ Doctoral
- ■ Other

Undergraduate counts include professional degree students.
Master's counts include both professional and research master's degree students
Other counts include continuing education, graduate diploma, and students who did not report a degree level.

2023-2024 Statistical Information

Cases Received by Visitor Type

81
18 18 17 12
792

- Students
- Former Students
- Staff/Faculty
- Alumni
- Outside of University
- Other
- Applicant

Annual Student Visitors

Year	Visitors
2019-2020	814
2020-2021	920
2021-2022	1120
2022-2023	956
2023-2024	1184

1,242
Total visitors

93%
Student Visitors

7%
Non-Student Visitors

2023-2024 Statistical Information

15% of students visiting the Office between August 1, 2023 and July 31, 2024 identified as being an international student

26% of cases dealt with by the Office of the Ombudsperson between August 1, 2023 and July 31, 2024 were referred to the Office by academic advisors, staff, faculty members, administrators, parents, and fellow students.
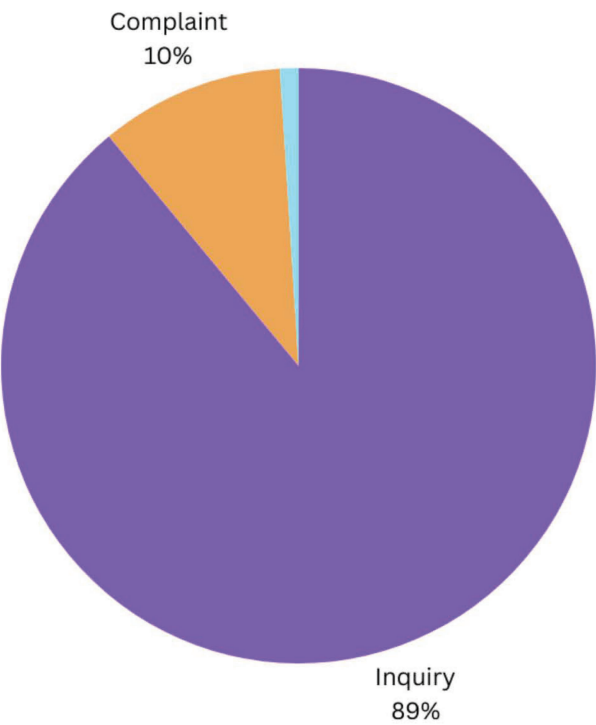
13%

13% of cases opened between August 1, 2023 and July 31, 2024 were by visitors who previously worked with the Office of the Ombudsperson
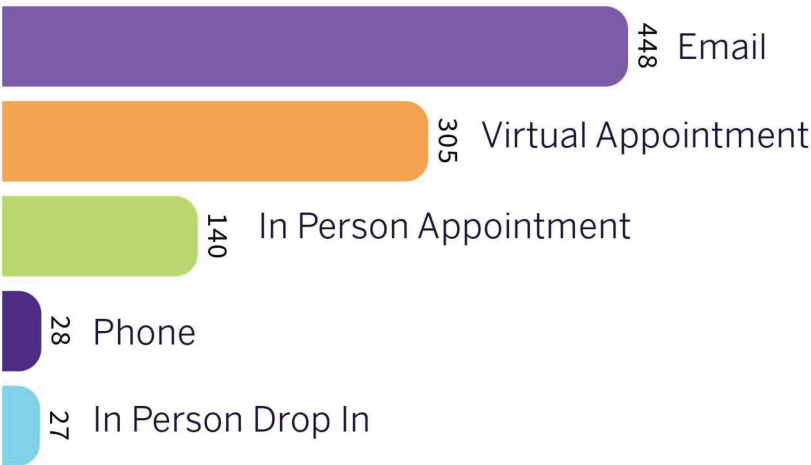
19% of students visiting the Office between August 1, 2023 and July 31, 2024 identified as having a disability, or experiencing mental health concerns or trauma

2023-2024 Statistical Information

Reason visitors approach the office

Complaint 10%

Inquiry 89%

Method of First Contact

- Email: 448
- Virtual Appointment: 305
- In Person Appointment: 140
- Phone: 28
- In Person Drop In: 27

Referral Source

- 569
- 185
- 124
- 31
- 25
- 17
- 17
- 17
- 4
- 3
- 3

- Academic Advising
- Previous Visit
- Did not Ask/Answer
- Other
- Family/Friend
- Accessible Education
- Online Search
- Professor/Instructor/TA
- University Policy/Website
- Student Health Services
- Student Group

Issues received

Legend: ■ Student ■ Non-Student

Categories: Academic Advice, Academic Appeals, Accessibility & Accommodation, Admissions, Conduct, Fees/Financial, Housing, Information requests, Institutional, Interpersonal Conflict, Jurisdiction/Mandate of the Office, Legal, Miscellaneous, Placement/Practicums, Scholastic Offence, Student Association, Western Job Related

Outcomes

- Advice — 66%
- Information — 23%
- Intervention - Clarification — 4%
- Intervention - Inquiry/Investigation — 3%
- Intervention - Shuttle Diplomacy/Mediation — 4%
- Referral

89% of visitors received advice or information that reinforced self-advocacy in visitors
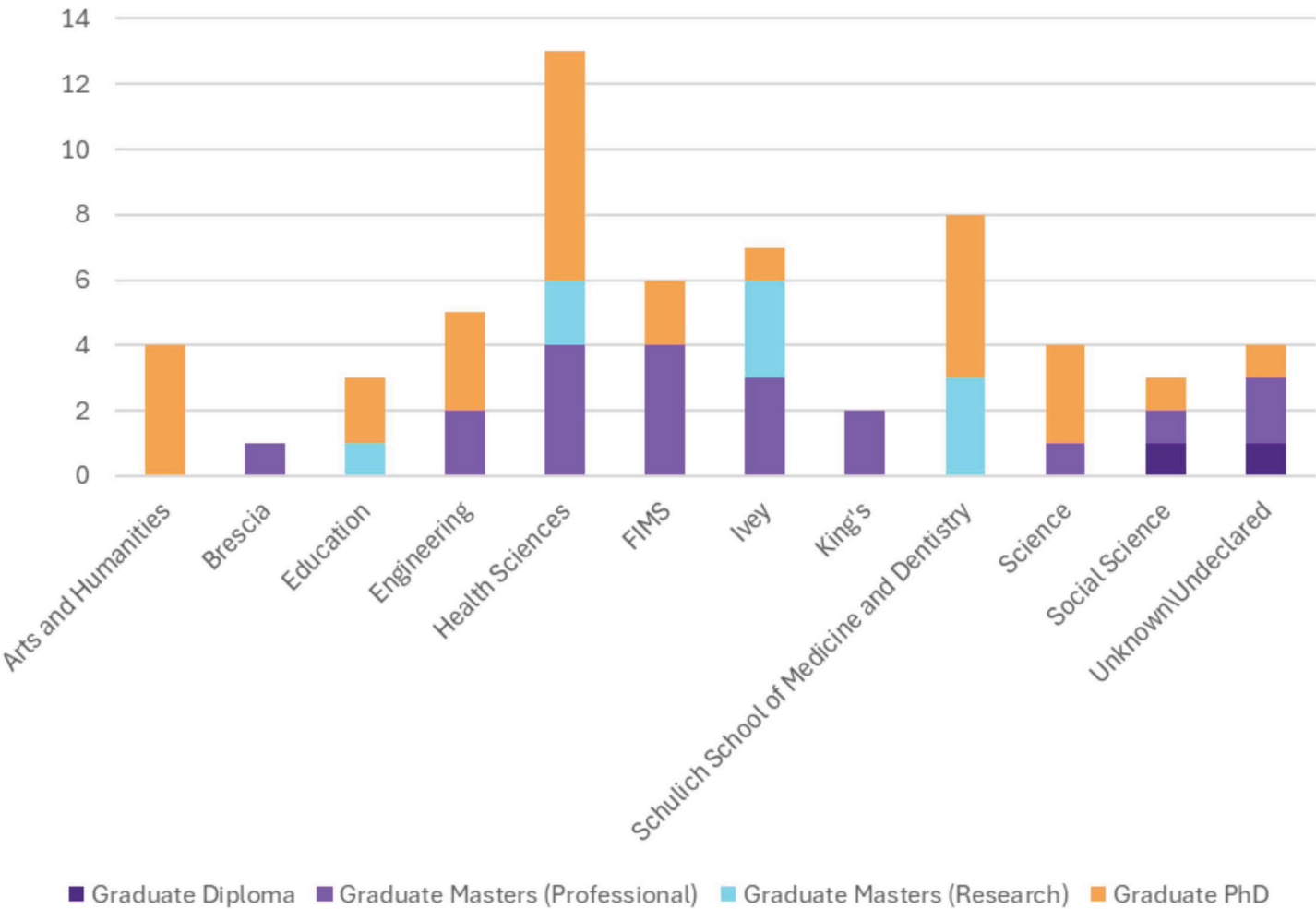
Student Concerns

Concerns raised by students may occur where the student is registered, their home faculty, or arise from an incident outside their home faculty. The Office of the Ombudsperson tracks both where the student is registered and where the concern exists to help identify system challenges where they occur.
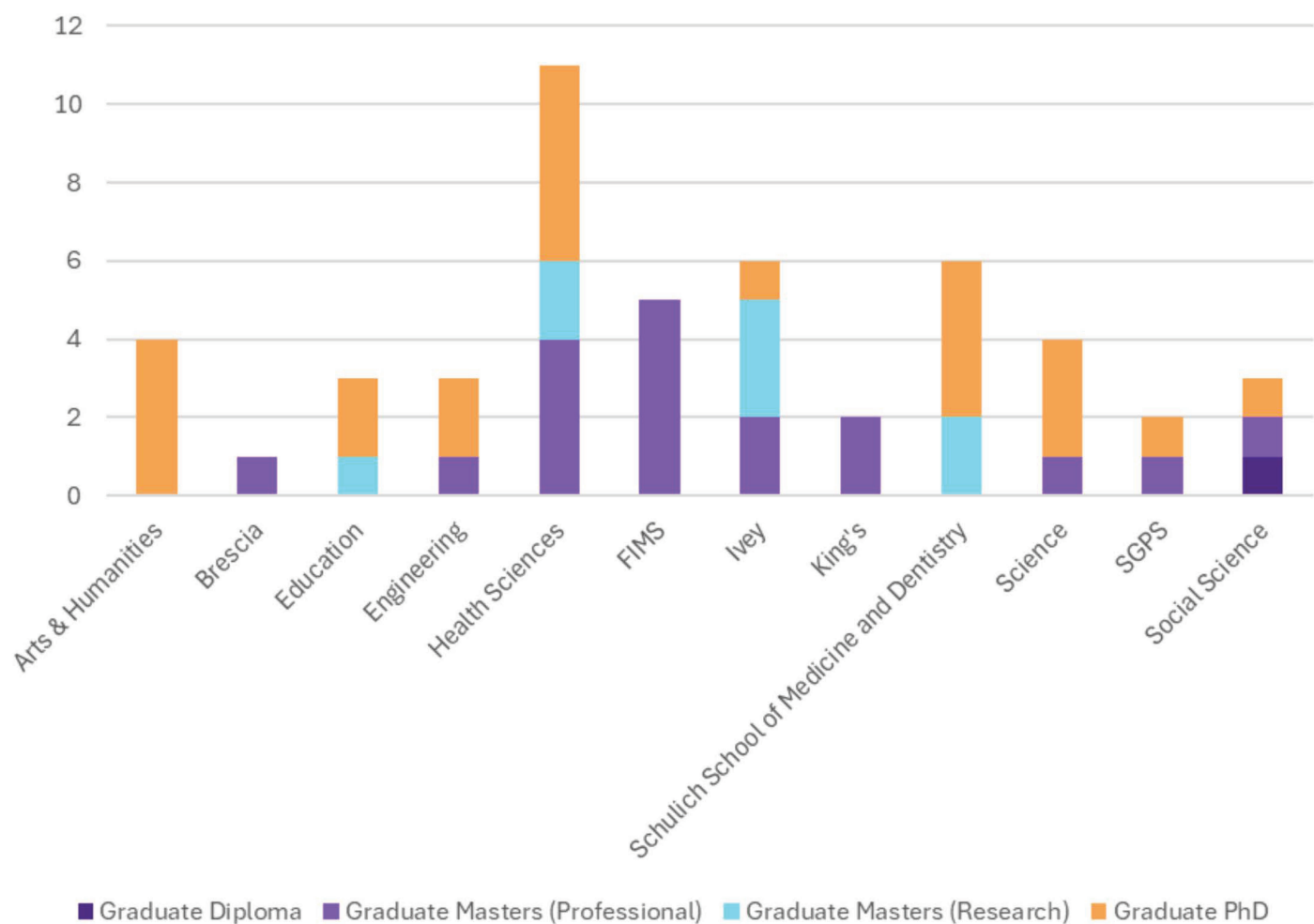

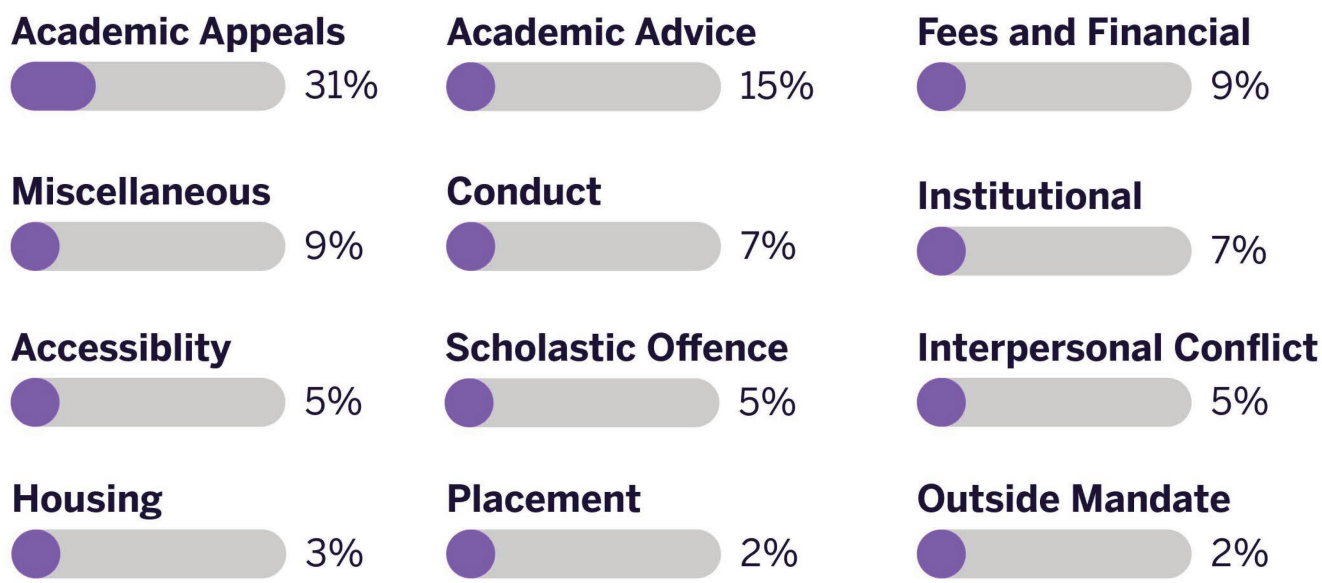## Graduate Student Visitors

Visitors by Home Program

Legend: ■ Graduate Diploma ■ Graduate Masters (Professional) ■ Graduate Masters (Research) ■ Graduate PhD

Student Concerns

Visitors by Faculty of Issue

Legend: ■ Graduate Diploma ■ Graduate Masters (Professional) ■ Graduate Masters (Research) ■ Graduate PhD

Graudate Student Concerns

Academic Appeals
31%

Academic Advice
15%

Fees and Financial
9%

Miscellaneous
9%

Conduct
7%

Institutional
7%

Accessiblity
5%

Scholastic Offence
5%

Interpersonal Conflict
5%

Housing
3%

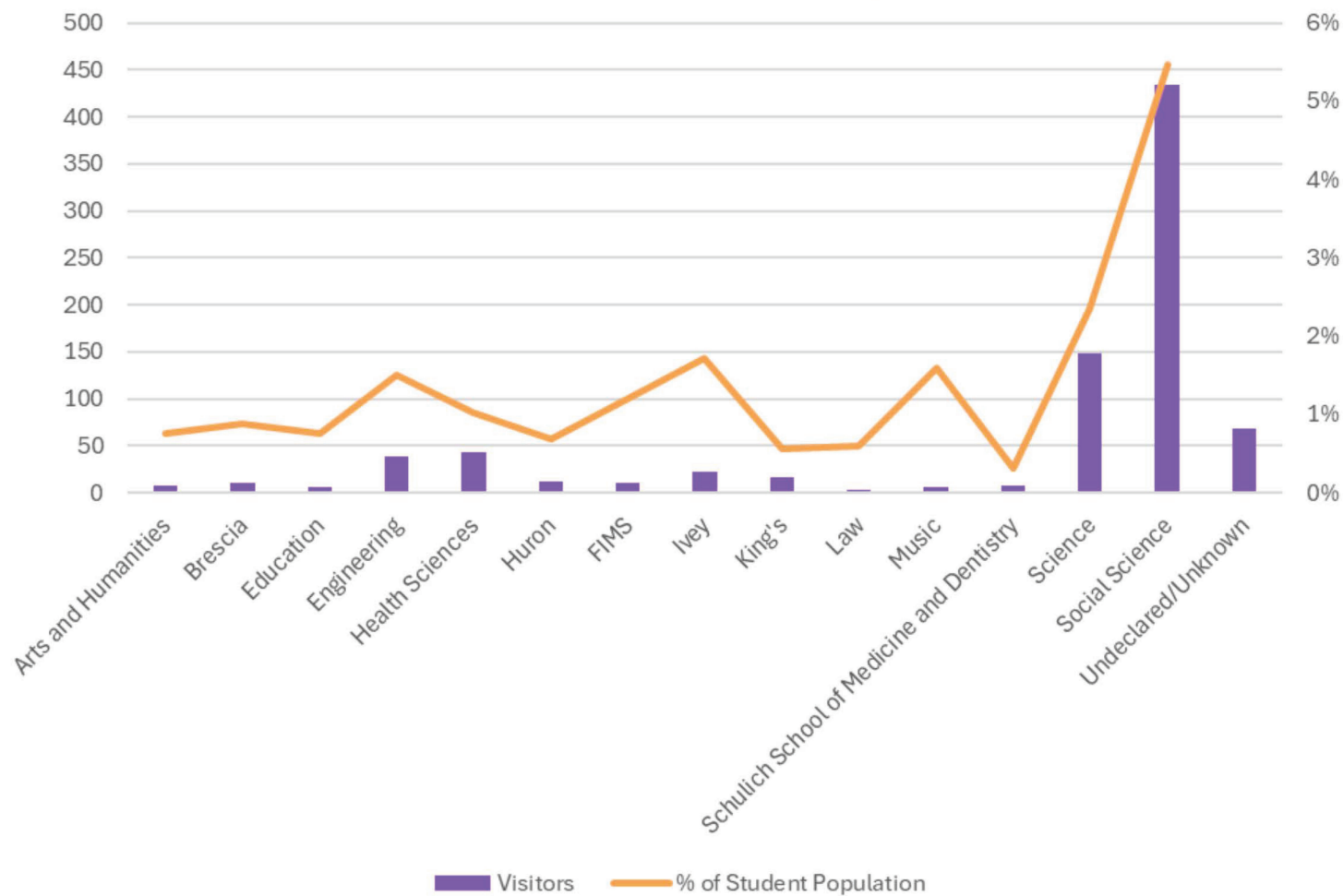**Placement**
2%

Outside Mandate
2%

Note: Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.

Student Concerns

Undergraduate Student Visitors

Visitors by Home Program

Legend: Visitors (purple bars) — % of Student Population (orange line)

X-axis categories: Arts and Humanities, Brescia, Education, Engineering, Health Sciences, Huron, FIMS, Ivey, King's, Law, Music, Schulich School of Medicine and Dentistry, Science, Social Science, Undeclared/Unknown

NOTE: Undergraduate data includes professional degree students.

Student Concerns
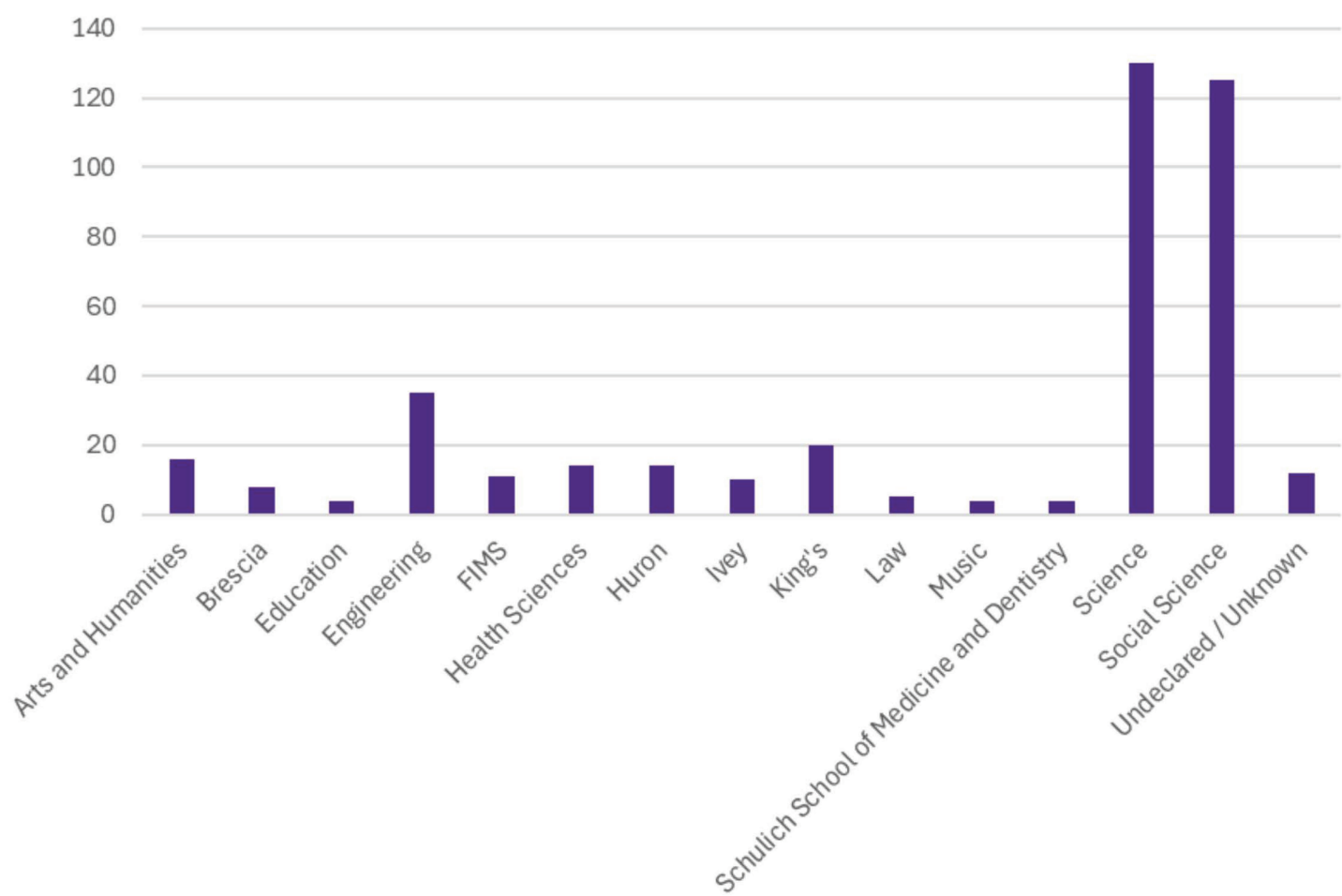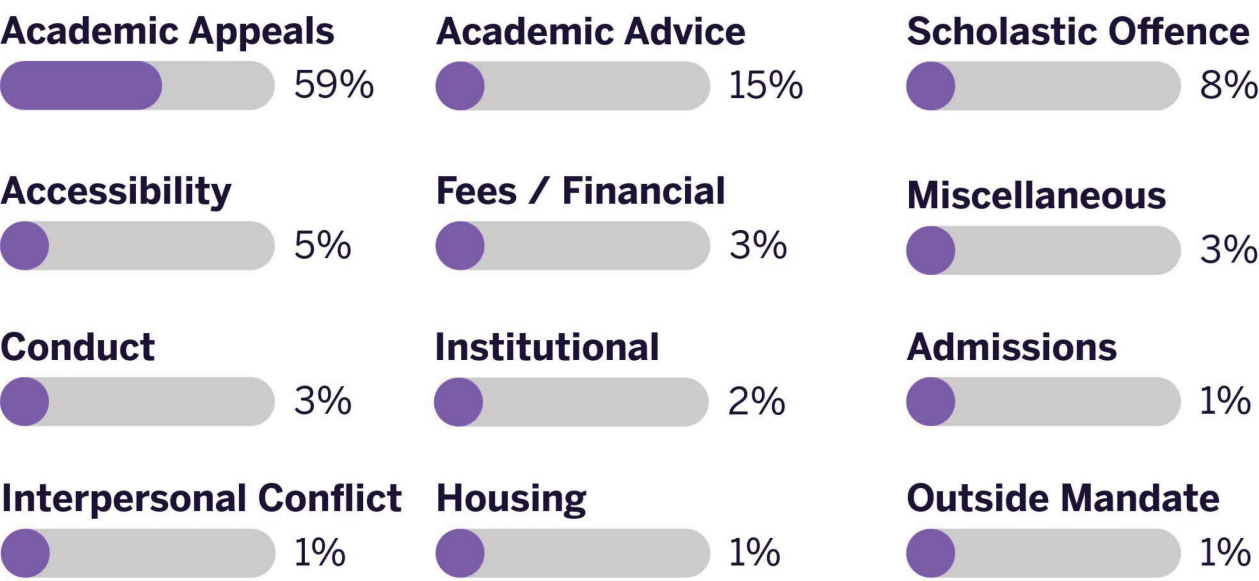
Visitors by Faculty of Issue

Chart: Visitors by Faculty of Issue (y-axis 0 to 140)

Faculty	Visitors (approx.)
Arts and Humanities	16
Brescia	8
Education	4
Engineering	35
FIMS	11
Health Sciences	14
Huron	14
Ivey	10
King's	20
Law	5
Music	4
Schulich School of Medicine and Dentistry	4
Science	130
Social Science	125
Undeclared / Unknown	12

Undergraduate Student Concerns

Academic Appeals 59%

Academic Advice 15%

Scholastic Offence 8%

Accessibility 5%

Fees / Financial 3%

Miscellaneous 3%

Conduct 3%

Institutional 2%

Admissions 1%

Interpersonal Conflict 1%

Housing 1%

Outside Mandate 1%

Note: Total concerns may exceed the number of annual visitors as an individual visitor may have more than one concern.

ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.

ITEM 15.0 – Discussion and Question Period

The following question was asked at the December Senate and the response was deferred to January.

Johanna Weststar, Official Observer:

Following up on the release of the EDIDA Strategic Plan, I would like to ask about how Western is ensuring that we are taking a fulsome and proactive equity-rooted approach to health and safety on campus to meet the commitments outlined in the Strategic Priority of "Safe and Inclusive Spaces, Places, & Experiences". As seen in the Government of Canada's October 2024 publication entitled 'COVID-19 and people with disabilities in Canada', protecting ourselves and each other against COVID and other respiratory illnesses is a fundamental equity issue. Middlesex-London Region is currently in a 'High Risk' period for respiratory illness, and recent data estimate that 1 in 41 Ontarians have COVID right now, that COVID remains a top 10 cause of death and hospitalization, that more than a third of Canadians who have had three or more COVID infections have experienced long COVID, that younger and middle-age patients are more severely affected than older patients when it comes to neurological manifestations of long COVID, and that fewer than 5% of Canadians are vaccinated against COVID per recommendations. We have a positive obligation on campus to reduce and remove the burden of respiratory illness for everyone and create equitable spaces where protection and accommodation are the norm and not the exception. This includes following public health directives such as strong recommendations to mask, promotion and enabling of hybrid options, continued monitoring and reporting of ventilation and air quality, and having policies and practices which actually encourage and enable people to stay home when they are unwell. What steps are actively being taken at Western to meet the recommendations outlined by the Government of Canada with respect to COVID-19 and people with disabilities and uphold our commitment to equity and inclusion with regard to health and safety on campus?

1. Christopher Alcantara, Senator:

   Given the 50% cut to grad funding in social science for next year, does the university also have plans to cut 50% of undergraduate scholarships to address the budgetary concerns?

2. Matheus Sanita Lima and Anne Simon, Senators:

   On January 8th 2025 at 6:56am, a post on X (via the account @WesternU) stated that 'all classes are cancelled or moved online until 12:30pm today due to campus conditions'. Why an official email from Central or an Alert WesternU was never sent on Jan 8th? I/we witnessed first-hand a chain of preventable risky incidents (e.g., students showing up to class very distressed only to be sent home) that would have been prevented, had an official announcement been sent via proper channels of communication (as it was done twice in December).

3. Miranda Green-Barteet, Senator:

    Procedure 1.14—Emergency Service Reduction or Closure, under Communication, point 1.00 states "The information will be communicated via the University's news website, on the University's home page and across core social media channels. Alert Western-U will also be utilized to communicate closure information." During last week's closure, the Alert Western-U notice does not seem to have been sent. Could the policy be clarified? When is Alert Western-U used for weather related closures?

4. Heather Kirk, Senator:

    On Wednesday, January 8, 2025, the region experienced snow squalls that necessitated the cancellation of classes (or a move to online teaching) and a recommendation that staff/faculty only come to campus if it were safe to do so. However, this decision was not communicated in a timely manner nor through professional, easily accessible means of communication. I personally found out at 7:30am via an Instagram Story (a post designed by its nature to disappear after 24 hours). A&H Colleagues only "officially" discovered the decision to close campus via an email from our Acting Dean at 8:07am. Students depended on their instructors posting an announcement to Brightspace to learn of the closure. Western's weather site also showed that campus was operating normally well into the morning.

    According to the University's Weather Update FAQ, "every effort will be made to confirm a daytime closing by 6:00am" and "A University closure will be communicated on Western's homepage, weather website, and social media accounts (Twitter, Facebook and Instagram). Alert WesterU will also be used […]." On Wednesday, despite knowing since the night before that up to 25cm of snow was expected, the university did not make the decision at 6am. Alert WesternU was also not used to update our community.

    What measures are being taken to ensure that future closures will be shared in a more timely and professional way? Social media posts do not suffice for sharing information that concerns the safety of our students, staff, and faculty.

5. Christopher Alcantara, Senator:

    When was the last time the university conducted a performance review of the research ethics board? Are there any plans to conduct such a review in the near future?

6. Matheus Sanita Lima, Alexandra Lukawski, George Philip, and Christopher Alcantara, Senators:

    As the upcoming budget tightening is going to affect graduate students directly, will the Administration hold a budget town hall with the graduate students this Winter term?

Excerpt from Senate's Adopted Policies and Procedures:

4.1   Purpose

The Discussion Question Period has two functions:

4.1.1   To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

4.1.2   To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2   General Regulations

4.2.1   No motions may be put or considered during this period on the agenda.

4.2.2   The length of the Discussion and Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

4.2.3   Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

4.2.4   Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.

4.2.5   At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

4.2.6   In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.

4.2.7   If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3   Process

4.3.1   Questions

(a)   It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.

(b)   The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(c)   Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.

(d)   If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.

(e)   A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2 Issues for Discussion

(a)   It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.

(b)   Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.

(c)   If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.

(d)   If after discussion of an issue is concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.