Western Graduate & PostdoctoralStudies

Graduate Education Council
Wednesday, March 16, 2022
12:00 – 1:30pm
Zoom https://westernuniversity.zoom.us/j/95038326988 (passcode: GRAD)

Members:
Aisha Haque – CTL Δ
Andrew Botterell – Law
Andrew Hawkes – SGPS/Social Science
Arthur Brown – Schulich
Arzie Chant – Science
Ayman El Ansary – Engineering
Bobby Glushko – Western Libraries
Busra Copuroglu – Arts
Celina Marie Valvano – Science
Charlotte Nau – FIMS
Colleen O'Connor – Brescia
Diane Farah – Engineering
Dianne Bryant – Health Sciences
Doug Woolford – Science
Elizabeth Hayden – Social Science
Feryaal Ahmed – Ivey
Fiona Evison – SGPS/Music
Genevieve De Viveiros – French Studies
Grant Campbell – Information & Media Studies
Immaculate Namukasa – Education
Jacqui Specht – Education
Jamie Baxter – Social Science
Jisuo Jin – Science
Joanna Blom – Engineering
John Cuciurean – SCAPA Chair
Joseph Gilroy – Science
Kamran Siddiqui – Engineering
Kevin Mooney – Music
Kevin Watson – Music
Kimberly Catalano – Schulich
kirstyn seanor – SOGS
Larry Plummer – Ivey
Laura Murray – Health Sciences
Li Li – Education
Lina Dagnino – Schulich
Linda Miller – SGPS (Chair)
Lisa Latif (for G. Tigert) – Registrar's Office Δ
Lorraine Davies – SGPS
Lynn Purdy – Ivey
Nandi Bhatia – Arts & Humanities
Nica Borradaile – Schulich
Ruth Martin – SGPS
Sam Trosow – Law
Sepideh Noruziaan – Schulich
Shayna McKay – Health Sciences
Stephen McClatchie – Huron
Stephen Tuffs – PAW
Tobias Nagl – Arts
Tom Drysdale – Schulich
Tony Adebero – Health Sciences
vacant – SGPS/Law

Δ *Non-voting   *Regrets*

Administrative Support:
Ann Hoffer - SGPS

Guest(s):
Ron Wagler – SGPS
Chris Circelli – SGPS
Matt Dumouchel – SGPS

AGENDA

1. Welcome and Introductions   [L. Miller]

2. Land Acknowledgement   [G. De Viveiros]

3. Approval of Minutes – November 10, 2021 🗁

4. GEC Policy Committee Items

    4.1. **Thesis Examination Regulations – Remote Exams** 🗁   [L. Davies]

Motion:	GEC to agree in principle that thesis examinations and public lectures may be held either in-person or remotely as described in Agenda Item 4.1 Thesis Examination Regulations – Remote Exams.

    4.2. **Course Numbering Policy** 🗁   [C. Circelli]

Motion:	GEC to approve and recommend to the Senate Committee on Academic Policy and Awards that, effective May 1, 2022, the Course Numbering Policy, Essay Courses and Hours of Instruction be revised as described in Agenda Item 4.2 Course Numbering Policy.

    4.3. **Communication of Funding Expectations** 🗁   [M. Dumouchel]

Motion:	GEC to approve and recommend to the Senate Committee on Academic Policy and Awards that, effective May 1, 2022, Regulation 5.01 be revised to include the requirement for programs to issue funding expectations to eligible graduate students as described in Agenda Item 4.3 Communication of Funding Expectations.

5. Updates

    5.1. **MAPP 7.6 Postdoc Policy Revisions**   [R. Martin]
    - ▪ Ruth to provide update on where this policy is in the approval process

6. Other Business

    6.1. **EDIAD Reflection Exercise**

    6.2. **Efforts Underway to Support Students from Ukraine, Russia, and Belarus**

7. Adjourn

🗁 *Attachment*

Future Meeting(s)

May 11, 2022

Graduate Education Council Meeting

Wednesday, November 10, 2021
12:00 – 1:30pm
Zoom: https://westernuniversity.zoom.us/j/97397606895
(Passcode: GRAD)

Chair: Lorraine Davies

Members:
Aisha Haque – CTL v
Andrew Botterell – Law
Arthur Brown – Schulich
Arzie Chant – Science
Ayman El Ansary – Engineering
Bobby Glushko – University Librarian*
Busra Copuroglu – Arts
Celina Marie Valvano – Science
Charlotte Nau – FIMS
Colleen O'Connor – Brescia
Diane Farah – Engineering
Dianne Bryant – Health Sciences*
Doug Woolford – Science
Elizabeth Hayden – Social Science
Feryaal Ahmed – Ivey*
Glen Tigert – Associate Registrar* v
Genevieve De Viveiros – French Studies
Grant Campbell – Information & Media Studies
Immaculate Namukasa – Education
Jacqui Specht – Education
Jamie Baxter – Social Science
Jisuo Jin – Science
Joanna Blom – Engineering*
John Cuciurean – SCAPA Chair
Joseph Gilroy – Science
Kamran Siddiqui – Engineering
Kevin Mooney – Music
Kevin Watson – Music
Kimberly Catalano – Schulich
kirstyn seanor – SOGS*
Larry Plummer – Ivey
Laura Murray – Health Sciences
Li Li – Education
Lina Dagnino – Schulich
Linda Miller – SGPS
Lisa Latif - FIMS
Lynn Purdy – Ivey*
Nandi Bhatia – Arts & Humanities
Nica Borradaile – Schulich
Ruth Martin – SGPS
Sam Trosow – Law
Sepideh Noruziaan – Schulich*
Shayna McKay – Health Sciences
Stephen McClatchie – Huron*
Stephen Tuffs – PAW
Tobias Nagl – Arts
Tom Drysdale – Schulich
Tony Adebero – Health Sciences

Regrets
v Non-Voting

Administrative Support:
Connie Kyle - SGPS

Guest(s):
Julie Jonkhans – SGPS
Candace Loosley – SGPS
Mihaela Harmos – SGPS

MINUTES

1. **Welcome and Introductions**   [L. Davies]

2. **Land Acknowledgement**   [R. Martin]

3. **Approval of Minutes from June, 2 2021** 1 - *Approved*

4. **For Information Items**

   4.1. Own Your Future Update   [J. Jonkhans]

      4.1.1. Indigenization and Equity, Diversity and Decolonization (EDI-D) review of Own Your Future

      4.1.2. Own Your Future Enrollment 2017 - 2021

   4.2. Quality Council Year-end Report from Cyclical Reviews and Major Mods for Information Only   [C. Loosley]

      4.2.1. Western's Institutional Quality Assurance Report (IQAP) Report

5. **Discussion Items**

   5.1. MAPP 7.6 Postdoc Policy Revisions 1   [M. Harmos/R. Martin]

   Motion: That the Graduate Education Council (GEC) approve and recommend to the University Research Board (URB), for recommendation to the Board of Governors, revisions to the Manual of Administrative Policies and Procedures (MAPP) POLICY 7.6, Guideline for Postdoctoral Fellows and Postdoctoral Associates, as shown in Item 5.1 – *Some wording added, Passed by e-vote on December 3*

      5.1.1. Postdoc Eligibility Windows

6. **Other Business**

7. **Adjourn**

Attachment

Future Meetings

January 12, 2022	March 16, 2022	May 11, 2022

Thesis Examination Regulations - Remote Exams

ACTION:	☐ INFORMATION	**Motion:**
	☐ UPDATE	GEC to agree in principle that thesis examinations and public lectures may
	☐ DISCUSSION	be held either in-person or remotely as described in Agenda Item 4.1
	☒ APPROVAL	Thesis Examination Regulations – Remote Exams.

BACKGROUND:

The GEC Policy Committee is currently revising Regulation 8 Thesis with the expectation that it will be brought to Graduate Education Council in early fall as a complete package. In the interim, given that COVID restrictions are being lifted, there is a need to provide direction to the graduate community on regulations related to remote and in-person exams. The GEC Policy Committee has approved in principle the following reuglations for remote and in-person examinations. We are now asking Graduate Education Council to review them in light of the above motion.

PROPOSED CHANGE TO CURRENT … REGULATION:

Link to current policy: https://grad.uwo.ca/administration/regulations/8.html

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In-Person and Remote Examinations and Public Lectures

The thesis examination can be held either in-person or remotely. Both In-Person Examinations, and Remote Examinations, must follow the procedures outlined in the Thesis Examination Guide.

At the time when a thesis examination is arranged, the Graduate Chair (or equivalent) determines with the Supervisor and the Candidate whether the exam will be held in-person or remotely.

In-Person Examinations

The Candidate and a Supervisor attend in-person. Normally, all thesis examiners participate in-person. Upon approval of the Candidate and Graduate Chair, one examiner may participate remotely.

Remote Examinations

The Candidate and a Supervisor attend remotely. All thesis examiners participate remotely.

Public Lectures

Public Lectures are required for PhD Examinations and optional for Master's examinations.

The location of the public lecture (in-person or via zoom) will normally match the location of the examination (in-person or via zoom).

In-person public lectures can include a remote component, allowing remote attendance.

Course Number Policy

		Motion:
ACTION:	☐ INFORMATION ☐ UPDATE ☐ DISCUSSION ☒ APPROVAL	GEC to approve and recommend to the Senate Committee on Academic Policy and Awards that, effective May 1, 2022, the Course Numbering Policy, Essay Courses and Hours of Instruction be described in Agenda Item 4.2 Course Numbering Policy.

BACKGROUND:
Following discussions held by GEC Policy on November 17, a motion was proposed/carried at GEC Policy Committee on December 1, 2021 that GEC Policy approve and recommend to GEC that the Course Numbering Policy, Essay Courses and Hours of Instruction be revised as shown below.

PROPOSED CHANGE TO CURRENT POLICY:
Academic Handbook, Registration, Course Numbering (last revised 2019 09) -
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering.pdf

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COURSE NUMBERING POLICY FOR GRADUATE AND 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 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 crosslisted 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 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.

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 School of Nursing
J	1.0 accelerated course (6 weeks) in the School of Nursing
K	0.75 course (integrated curriculum of HBA1 program) at the Richard Ivey School of Business
L	0.5 Unassigned ~~graduate course offered in summer term (May - August)~~
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

GRADUATE COURSE SUFFIXES

Graduate courses do not use suffixes to identify course features. Instead, the weight, start and end dates of the course will be communicated. ~~where appropriate.~~

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

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 College, the Office of the Registrar will inform DAP (the Deans: Academic Programs virtual committee) that the course will be withdrawn from course offerings and removed from the calendar and master timetable.

b) If a Special Topics course has been offered with the same topic for a period of three years, the Faculty, School or College must introduce the course 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., "Geography 1106A/B, if taken in 2001-02, 2002-03, 2003-04."

GRADUATE COURSE OFFERINGS

1. Crosslisted Courses
   a) A course should only be crosslisted 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).

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 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 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 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 (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 multisectioned 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 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

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Communication of Funding Expectations

<table>
<tr>
<td rowspan="4">ACTION:</td>
<td>☐ INFORMATION</td>
<td rowspan="4">Motion:

GEC to approve and recommend to the Senate Committee on Academic Policy and Awards that, effective May 1, 2022, Regulation 5.01 be revised to include the requirement for programs to issue funding expectations to eligible graduate students as described in Agenda Item 4.3 Communication of Funding Expectations.</td>
</tr>
<tr><td>☐ UPDATE</td></tr>
<tr><td>☐ DISCUSSION</td></tr>
<tr><td>☒ APPROVAL</td></tr>
</table>

Report of the Graduate Funding Sub-Committee of the Provost's Task Force on University Budget Models (January 25, 2016): (PDF)

> From page 15...
>
> Recommendation:
>
> 1. Clearly document the individual annual funding plan for each student
> 2. Ensure that these are well-communicated to the students to whom they pertain.
>
> In particular:
>
> Programs should maintain a detailed description of the annual funding plan for each individual student... Such approaches will simplify tracking of funding and will provide a tool for checking the individual students' support against the cohort-specific support commitment.
>
> The annual student support letter should be visible…in order to be available as an ongoing reference for the student and for those responsible for addressing student enquiries. A major source of stress for graduate students is financial pressure. Students are required to make legally binding arrangements for school (e.g., sign a lease agreement) and need to know how much money they will receive, when they will receive it and in what form . The more programs can do to ameliorate this stress, the greater the well-being of our graduate student population.
>
> Progress to date:
>
> • Mercury Graduate Funding Portal released Fall 2017

PROPOSED CHANGE TO CURRENT FUNDING SUPPORT REGULATION:

Further to discussions held at GEC Policy on January 26, 2022, a motion was proposed/carried at GEC Policy Committee on February 23, 2022 that GEC Policy approve and recommend to GEC that the following statement be included in the Financial Support section of the Regulations.

> 5. Financial Support
>
> At Western, supporting our student researchers is a top priority. By offering financial packages to help offset the expenses associated with full-time graduate study, we help our full-time students in

PhD programs and in many research-based Master's programs to devote more time to their studies and research. Based on recommendations by the admitting graduate program, students in research-based programs are offered competitive financial support packages.

5.01- Funding for Students in Research-Based Programs

The School of Graduate and Postdoctoral Studies distinguishes between research-based programs and professionally-oriented programs to determine eligibility for student support.

Eligible students in the Doctor of Musical Arts in Performance program (DMA), all PhD programs and some research-based Master's programs will be offered a financial support package which may include funds from the Faculty or graduate program, such as internal or external scholarship support, or part-time employment.

The financial support package can come from a variety of sources and can differ from student to student. The sources include: supervisor research grant support (e.g. Graduate Fellowship); external scholarships and fellowships from the federal Tri-Agency (CIHR, NSERC, SSHRC) and from the Province of Ontario (OGS/QEII-GSST); Graduate Teaching Assistantships (GTA); internal support (e.g. WGRS, awards from donations and endowments); and employment other than GTA. The support package can change, for example when a student receives an external scholarship, or in response to a student's change in residency; such as, becoming a permanent resident under the Immigration Act of Canada.

OSAP is excluded in the calculation of the financial package.

The components of a student's funding package must normally be communicated to them via a Funding Plan (i.e., an annual funding support document) in advance of the first term of study, but no later than the third week of their first term of study. This Funding Plan must be updated each year hereafter. The Funding Plan outlines the projected sources, amounts and payment schedule of the student's annual funding.

The Funding Plan document must be available as an on-going and annual reference for the student and for those responsible for addressing student enquiries. Additionally, the annual Funding Plans provides a tool for checking a student's support against the cohort-specific support commitment.

It is expected that programs will use the Mercury funding portal to catalog program/faculty funding models and to communicate funding expectations, amounts and sources to students registered in funding-eligible programs. The Mercury system maintains this detailed funding information over a student's period of study and records any updates and changes throughout this time.

The student may decline all or part of a funding package. Where the student declines all or part of the package, the program must submit a written statement to SGPS, signed by the student and Graduate Chair (or equivalent), waiving the graduate program's responsibility to provide the declined funding during the student's program.

Supplemental Information

What a Graduate Student Sees in Mercury

Your Details ∧

Student ID
Student Name

Program

Your Acknowledgement ∧

☑ Acknowledged on *August 19, 2021 at 6:47:12 PM EDT*

ⓘ General Information

The Graduate Program in English has designed the following financial package for you. The following information and regulations should be noted:

- This annual financial package comes from a variety of sources, and will differ from student to student.
- Should you decline any component of your financial package (e.g., should you decline a Graduate Teaching Assistantship), your financial package will be adjusted accordingly. Any component that you decline will not be compensated with alternative funding.
- If you hold or are awarded an external scholarship (e.g., OGS, QEIIGSST, OTS, SSHRC, NSERC, CIHR), your funding may be adjusted and the Graduate Chair will inform you of the program's policies.
- If your residency status changes at some point during your program of study, your funding package may be adjusted.
- To be eligible for the full financial package, you must:
  - be a full-time student.
  - be within the funding period as stipulated in SGPS Calendar (grad.uwo.ca). Doctoral students must apply for Tri-Council (NSERC, SSHRC, CIHR) and Ontario government awards (OGS/QEII) for which they are eligible.
  - continue to meet program conditions for progression.

Funding Plan ∧

Your financial support package will include the following funding components:

2021 Fall		2022 Winter		2022 Summer		
Source	Amount	Source	Amount	Source	Amount	Total
Western Graduate Research Scholarship	$2,000.00	SSHRC Doctoral Fellowship	$6,666.67	Western Graduate Research Scholarship	$0.00	
SSHRC Doctoral Fellowship	$6,666.67	Graduate Teaching Assistantship	$6,806.80	SSHRC Doctoral Fellowship	$6,666.67	
Graduate Teaching Assistantship	$6,806.80	Western Graduate Research Scholarship	$0.00			
Total	$15,473.47	Total	$13,473.47	Total	$6,666.67	$35,613.61

ⓘ Please note

Scholarship funds are directed towards any fees owing for the term and any residual funds are then released to you the end of the second week of each new term.

ⓘ Additional Funding Source Details

Western Graduate Research Scholarship
- **Paid through:** Student Center
- **Payment schedule:** At the start of each term
- **Additional Details:** http://grad.uwo.ca/current_students/student_finances/wgrs.html

SSHRC Doctoral Fellowship
- **Paid through:** Student Center
- **Payment schedule:** At the start of each term
- **Additional Details:** http://grad.uwo.ca/current_students/student_finances/sshrc.html

Graduate Teaching Assistantship
- **Paid through:** HR Payroll system
- **Payment schedule:** Monthly or weekly
- **Additional Details:** http://grad.uwo.ca/current_students/student_finances/teaching_assistantships.html

ⓘ Receiving Payments

Receiving Payments from the Student Center

Graduate students with a credit balance in their tuition accounts will receive a payment from the Student Center.

Graduate student payments are issued every Tuesday evening from the Student Center (beginning the second Tuesday in each term). When a graduate student is in a credit balance a payment will be issued by Electronic Fund Transfer (EFT). These payments are only available via Electronic Fund Transfer.

To receive your funds via Electronic Fund Transfer (EFT), your direct deposit banking information must be setup on My Human Resources.

For detailed instructions please visit: Graduate Student Access to My Human Resources.

Receiving Payments from the HR Payroll system

Human Resources provides a summary document on accessing My Human Resources at https://grad.uwo.ca/finances/western_funding/graduatefellowship/index.html