Members are reminded of the requirement that they give notice of conflict of interest prior to consideration of any matter on the Board open and closed session agendas.

<u>BOARD OF GOVERNORS MEETING – OPEN SESSION</u>

Date: Thursday, June 26, 2025
Time: 10:00 a.m. – 12:00 p.m.
Place: Western Interdisciplinary Research Building, Room 3000/Zoom

Members of the community who wish to view the open session remotely may request the Zoom meeting details by contacting secretariat@uwo.ca.

		Action	Time
1.0	Land Acknowledgement		
2.0	Approval of Agendas and Minutes		5
	2.1 Adoption of Agenda – Open Session	Approval	
	2.2 Approval of the Open Session Minutes of the Meeting of May 1, 2025	Approval	
	2.3 Business Arising from the Minutes		
3.0	Report of the President	Information	15
4.0	Committee and Senate Reports		
	4.1 Report of the Fund Raising and Donor Relations Committee		
	4.1(a) Revisions to MAPP 1.44 – Naming Policy and Rescission of MAPP 1.9 – Naming of Campus Buildings, Physical Structures and Space	Approval	10
	4.2 Report of the Property and Finance Committee		
	4.2(a) Report on Western University's Compliance with the Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act	Approval	5
	4.3 Report of the Senior Policy and Operations Committee		
	4.3(a) Affirming Declarations of Indigenous Citizenship or Membership at Western University	Approval	15
	4.3(b) Revisions to the Code of Student Conduct	Approval	10

ITEM 1.0 - Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Terry Rice will offer a land acknowledgement or reflection.

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 the Board's committees.

Members of the Governance and By-Laws committee 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 the Board and committees 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

Western Land Acknowledgement:

We/I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-NISH-in-a-bek), Haudenosaunee (HO-den-no-SHOW-nee), Lūnaapéewak (Len-AHPAY-wuk) and Chonnonton (Chun-ONGK-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

ITEM 2.1 - Adoption of Agenda – Open Session

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That the Agenda for the Open Session be approved as
circulated.

ITEM 2.2 - Approval of the Open Session Minutes of the Meeting of May 1, 2025

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That the open session minutes of the meeting held May 1, 2025, be approved, as circulated.

ATTACHMENT(S):

Open Session Minutes of the Meeting of May 1, 2025

Western
UNIVERSITY·CANADA

<u>MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS</u>

<u>MAY 1, 2025 – OPEN SESSION</u>

The meeting was held at the Western Interdisciplinary Research Building, Room 3000 and on Zoom.

PRESENT:	Sarah Shortreed, Chair
	Amy Bryson, Secretary

	Cameron Bailey	Geoff Pollock
	Michelle Banik	Stephen Poloz
	Arzie Chant	Terry Rice
	Greg Dick	Alan Shepard
	Ed Goehring	David Simmonds
	Lee Greenberg	Jane Toswell
	Kathleena Henricus	Joel Welch
	Lori Higgs	Ken Yeung
	Marlene McGrath (Vice-Chair)	Noah Zabian
	Kelly Meighen	

Regrets: Susan Clarke, Beth MacDougall-Shackleton, George McAuley, Josh Morgan

By Invitation: Karen Bertrand, Althea Blackburn-Evans, Bill Chantler, Ruban Chelladurai, John Doerksen, Paul Eluchok, Lynn Logan, Eric Mallory, Jane O'Brien, Melissa O'Connor, Penny Pexman, Florentine Strzelczyk

Secretariat Resource: Bonnie Brown

Chair S. Shortreed called the meeting to order at 10:00 a.m.

1.0 **<u>Land Acknowledgement</u>**

A. Bryson offered a land acknowledgement.

2.0 **<u>Approval of Agendas and Minutes</u>**

2.1 **<u>Adoption of Agenda – Open Session</u>**

S. Shortreed advised that Items 5.4(h) and 5.4(i) were removed from the consent agenda and noted they would be addressed under Items 4.1(a) and 4.1(b), respectively.

Moved by J. Toswell, seconded by K. Henricus:

> That the agenda for the open session, as amended, be approved.

CARRIED

2.2 Approval of the Open Session Minutes of the Meeting of February 6, 2025

Moved by K. Yeung, seconded by T. Rice:

> That the open session minutes of the meeting of February 6, 2025 be approved, as circulated.

CARRIED

2.3 Business Arising from the Minutes – None.

3.0 Report of the President

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, reported on the recent Engage Western event; and the upcoming convocations ceremonies to be hosted at Canada Life Place.

A. Shepard continued his report by announcing the appointment of Mohamed Khimji as the new Dean, Faculty of Law, effective July 1, 2025; and by congratulating Christy Bressette on her reappointment as Vice-Provost & Associate Vice-President (Indigenous Initiatives).

A. Shepard concluded his report by describing the upcoming launch of a Western satellite from the mission control station; and the work of the Frugal Biomedical Innovations Program at Western that was established to co-design, develop, and deploy innovative medical technologies aimed at improving health care access for those living in remote and low-resource countries.

4.0 COMMITTEE AND SENATE REPORTS

4.1 REPORT OF THE PROPERTY AND FINANCE COMMITTEE

4.1(a) University Operating and Capital Budgets for 2025-2026

On behalf of the Property and Finance Committee, G. Dick presented for approval Western's operating and capital budgets; and program specific fees and other supplemental fees for 2025-26.

4.1(a)(i)   **2025-2026 Operating and Capital Budgets**
4.1(a)(ii)   **2025-26 Program Specific Fees and Other Supplemental Fees**

F. Strzelczyk, Provost & Vice-President (Academic), and L. Logan, Vice-President (Operations & Finance), presented the 2025-26 operating and capital budgets.

F. Strzelczyk provided an overview of the external and internal factors impacting the budget. She noted this is the final year of the three-year budget cycle.

F. Strzelczyk presented data on full-time student enrolment and full-time undergraduate international student enrolment since 1995, and on full-time faculty and staff over the last 15 years. The student to faculty ratios at Western relative to the Ontario U6 peers was illustrated.

The decline in revenues associated with the decline in full-time undergraduate international enrolment since 2020 and the impact it has on Faculty budgets was described.

F. Strzelczyk outlined the strategic budget priorities for 2025-2026 and described how they align with Western's strategic plan and build upon previous investments.

F. Strzelczyk presented the operating revenue forecast and expenditures for 2025-26. Highlighted was the recent addition of one-time funding for science, technology, engineering, and mathematics programs newly announced by the Provincial government resulting in a projected in-year operating surplus of $10.3M. The importance of continuing to focus on revenue generation was described.

L. Logan provided an overview of the capital budget by describing the prudent approach taken with respect to managing and funding capital projects. L. Logan reported that Western's capital investments continue to be aligned with the long-range space plan and academic/research priorities. L. Logan described the various capital projects underway and in the advanced planning stages.

In relation to Item 5.4(h), A. Shepard reported on Senate's advice to the Board that the Board approve the budget. A. Shepard and F. Strzelczyk summarized the questions that were asked and addressed at Senate.

Administration responded to questions of clarification regarding specific budget line items, the rationale for pausing the Platt's Lane housing project, the application of fundraising dollars for operational costs, enrolment projections, and the alignment of faculty budgets with enrolment.

Moved by G. Dick:

> That the Board of Governors approve the 2025-26 University Operating and Capital Budgets (Item 4.1(a)(i)) and the proposed Program Specific Fees and Other Supplemental Fees for 2024-25 (Item 4.1(a)(ii)).

CARRIED

4.1(a)(iii)   **Student Fee Funded Units, Ancillaries, Academic Support Units and Associated Companies: 2025-26 Budgets**

On behalf of the Property and Finance Committee, G. Dick presented the 2025-26 budgets for student fee funded units, ancillaries, academic support units and associated companies.

R. Chelladurai responded to questions of clarification regarding specific line items in the budget.

Moved by G. Dick:

> That the Board of Governors approve the 2025-26 budgets for Student Fee Funded Units, Ancillaries, and Academic Support Units, and Associated Companies as shown in Item 4.1(a)(iii), Table 1,
>
> And,
>
> That the ancillary fees collected by the University will be as detailed in Item 4.1(a)(iii), Table 2 for full-time students and Table 3 for part-time students as supported by the Student Services Committee.

CARRIED

4.1(a)(iv)   **Annual Report and Recommendations of the Student Services Committee**

The annual report of the Student Services Committee regarding full-time student activity fee rates was received for information.

4.1(b)   **Revisions to MAPP 1.1 – Use of University Facilities for Other than Regularly Scheduled Academic Purposes**

G. Dick presented for approval the proposed revisions to MAPP 1.1 - Use of University Facilities for Other than Regularly Scheduled Academic Purposes.

L. Logan described the rationale for reviewing the current policy, detailed the consultation completed, and outlined how the feedback, received through the consultation process, was incorporated into the revised policy.

A. Shepard provided comment on the extensive consultation completed.   In reference to Item 5.4(i), A. Shepard described the advice received from Senate regarding their suggested amendments to the policy.

G. Dick duly moved the recommendation to approve the proposed revisions to MAPP 1.1, as presented.

In relation to the advice of Senate to add a clarifying statement regarding security costs as outlined in 5.4(i), P. Eluchok provided wording to satisfy this request.

N. Zabian described the concerns of some community members regarding the earlier iterations of the policy and noted concerns regarding the policy as it relates to demonstrations.

Moved by M. McGrath, seconded by G. Dick:

> That the following wording be added to Item 7.00 of the policy:
>
> *Members of the University community participating in a Demonstration that complies with the Policy will not be charged security costs unless they request additional security beyond the security the University has agreed to provide. The University shall advise the members of the cost of the additional security in advance and members shall only be responsible for those costs.*

CARRIED

A motion to amend the above amendment by adding the word "reserved" in advance of the word "demonstration" was moved by N. Zabian, seconded by E. Goehring and DEFEATED

In relation to the advice of Senate to add the word "unreasonably" as described in Item 5.4(i), P. Eluchok provide the rationale against adding this word.

The discussion considered the rationale provided by P. Eluchok and further discussion considered the adding of the word "materially" instead of the word "unreasonably".

A motion to amend the policy by adding the word "materially" to

describe the word "disrupts" under the definition of Prohibited Conduct, section (v) and under section 9.00 was moved by K. Henricus, seconded by N. Zabian and DEFEATED.

In relation to the advice of Senate to strike the word "bedding" from the definition of Camping, P. Eluchok provided the rationale against striking this word from the definition.

Moved by G. Dick:

> That, on the recommendation of the Property and Finance Committee, the Board of Governors approve MAPP Policy 1.1 – Use of University Facilities, as provided and amended under section 7.00.

CARRIED

Members in favour of the motion spoke to the value of the policy, the extensive consultation conducted, and the substantive changes that were made to the policy in response to the feedback received during consultation.

Members against the motion spoke to the lack of rationale for the policy.

In relation to the Procedures, there was a suggestion that the timelines for decision-making and appeal processes be added to the procedures. The importance of having similar timelines for submitting an appeal and for making a decision on the appeal was noted.

4.1(c) **Revisions to MAPP 7.8 – Signing Authorities for Research Grants, Contracts, and Agreements and Rescission of MAPP 7.5**

G. Dick presented for approval revisions to MAPP 7.8 and the rescinding of MAPP 7.5.

Moved by G. Dick:

> That, on the recommendation of the Property and Finance Committee, the Board of Governors approve revised policy MAPP 7.8 – Signing Authorities for Research Grants, Contracts, and Agreements and rescind MAPP 7.5 – Research Grants.

CARRIED

4.2 **REPORT OF THE AUDIT COMMITTEE**

4.2(a) **Campus Safety and Emergency Services Annual Report**

L. Higgs presented the Campus Safety and Emergency Services Annual Report that was presented to the Audit Committee by the Director of Campus Safety and Emergency Services.

In her report, L. Higgs highlighted the new Ontario Regulations under the Community Safety and Policing Act and commented on the increase in the number of campus patrols in 2024 resulting from the increase in the number of demonstrations and the encampment on campus.

In response to a question, B. Chantler, Director (Campus Safety and Emergency Services), reported contractors are required to follow Western's policy regarding the collection, use, disclosure, retention, and destruction of video surveillance.

4.2(b) Health, Safety and Employee Well-being Annual Report

L. Higgs presented the Health, Safety and Employee Well-being Annual Report that was presented to the Audit Committee.

In her report, L. Higgs highlighted the WSIB claims experience at Western noting Western's lower average time back to work relative to other educational institutions.

L. Higgs continued her report by commenting on the unique hazards on campus and the activities in place and planned to address risks in this area.

4.3 REPORT OF THE SENIOR POLICY AND OPERATIONS COMMITTEE

4.3(a) Policy Updates Under the Authority of the President

S. Shortreed advised on the rescission of the following policies under the authority of the President: MAPP 1.27- Western Home Page; MAPP 1.40 – Release of Information to the Media; and MAPP 1.18 – Food or Drink Consumption Policy for Western Libraries.

4.3(b) Affirming Declarations of Indigenous Citizenship or Membership at Western University

S. Shortreed advised the new draft MAPP policy to affirm declarations of Indigenous citizenship and membership at Western is presented for information to allow for the 60-day notification to UWOFA. The policy will return to the June 26, 2025 Board meeting for approval.
Board members having questions or suggestions in respect of the policy were invited to submit those to A. Bryson in advance of the June meeting.

5.0 **UNANIMOUS CONSENT AGENDA**

Moved by S. Poloz, seconded by M. Banik:

That the items listed in the consent agenda, except for Items 5.4(h) and 5.4(i), be approved or received for information by the Board of Governors by unanimous consent.

CARRIED

5.1 **ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE**

5.1(a) **New Scholarships, Awards, and Prizes**

The report on the terms of reference approved by the Property and Finance Committee for the new donor-funded scholarships, awards, and prizes was received for information.

5.1(b) **Standard and Poor's (S&P) Credit Rating Report**

The annual Standard and Poor's Credit Rating report for Western University was received for information.

5.1(c) **Investment Committee Membership**

A report advising the Board of Governors on the reappointment of Sarah Takaki to the Investment Committee for a three-year term ending May 2028 was received for information.

5.1(d) **Annual Public Report re: Bill S-211 – Fighting Against Forced Labour and Child Labour in Supply Chains Act**

By unanimous consent, the Board of Governors approved the 2025 public report submission that was prepared in compliance with the requirements of Bill S-211; and granted authority to the President & Vice-Chancellor to attest to the report and approve, on behalf of the Board of Governors.

5.2 **ITEMS FROM THE FUND RAISING AND DONOR RELATIONS COMMITTEE**

5.2(a) **Fund Raising Quarterly Report (Q3)**

The quarterly report on fund raising as at January 31, 2025 was received for information.

5.2(b) **Naming Opportunities**

A report advising the Board of Governors on the naming of various rooms approved by the Naming Subcommittee of the Fund Raising and Donor Relations Committee was received for information.

5.3   ITEM FROM THE SENIOR POLICY AND OPERATIONS COMMITTEE

5.3(a)   University Discipline Appeals Committee (UDAC) Membership

On the recommendation of the Senior Policy and Operations Committee, the Board of Governors acclaimed the following appointments to UDAC:

For the term July 1, 2025 to June 30, 2026:   Chris Sherrin (faculty) to the role of Chair; Dana Broberg (graduate student); Cara Davidson (graduate student); Jack Harris (undergraduate student); Shiven Sharma (undergraduate student); Brooklin Begg (undergraduate student).   For the term July 1, 2025 to June 30, 2028: Amy Horton (faculty).

5.4   ITEMS REFERRED BY SENATE

5.4(a)   Subcommittee on Enrolment Planning and Policy (SUEPP) Report

The annual report on targets and processes for first-year undergraduate enrolment and overall enrolment projections for Western and its Affiliated University Colleges was received for information.

5.4(b)   Academic Administrative Appointments

A report on the academic administrative appointments, as of February 2025 and April 2025, was received for information.

5.4(c)   Report of the Academic Colleague

A report summarizing the February 2025 meeting of the Academic Colleague was received for information.

5.4(d)   Honorary Degree Recipients – Spring 2025

A report listing the Honorary Degree recipients and the Spring 2025 convocation ceremonies at which they will be awarded their degree was received for information.

5.4(e)   Rescission of MAPP Policy 1.19 – Policy on AIDS

By unanimous consent the Board of Governors approved the rescission of MAPP Policy 1.19 – Policy on AIDS.

5.4(f)   **Annual Report on Faculty Recruitment and Retention**

The annual report on faculty recruitment and retention was received for information.

5.4(g)   **Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2024-25**

A report listing the recipients of Western's Excellence in Teaching Awards for 2024-25 was received for information.

5.4(h)   **Advice re: 2025-26 University Operating and Capital Budgets**

Removed from consent.   See Item 6.1

5.4(i)   **Advice re: MAPP 1.1 – Use of University Facilities**

Removed from consent.   See Item 6.2

6.0   **ITEMS REMOVED FROM THE CONSENT AGENDA**

6.1   **Advice re: 2025-26 University Operating and Capital Budgets**

A report advising the Board of Governors on Senate's review of Western's operating and capital budgets for 2025-26 and their advice that the Board approve the budgets was presented under Item 4.1(a).

6.2   **Advice re: MAPP 1.1 – Use of University Facilities**

A report advising the Board of Governors on Senate's review of MAPP 1.1 – Use of University Facilities and their advice in relation to proposed amendments was presented and discussed under item 4.1(b).

7.0   **QUESTIONS FROM MEMBERS FOR THE OPEN SESSION** – None.

8.0   **OTHER BUSINESS**

S. Shortreed shared information on Western's new Free Store initiative. Additional information will be sent out in advance of the June 26, 2025 meeting.

9.0   **ADJOURNMENT TO CLOSED SESSION**

On motion, the meeting adjourned at 12:22 p.m.

_____   _____
S. Shortreed   A. Bryson
Chair   University Secretary

ITEM 2.3 - Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

There is no business arising from the minutes of the previous meeting.

ITEM 3.0 - Report of the President

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

A. Shepard, President & Vice-Chancellor, will provide a verbal update.

ATTACHMENT(S):

Report of the President

REPORT OF THE PRESIDENT

To: Board of Governors

From: Alan Shepard

Date: June 19, 2025

Re: President's Report

Dear Members of the Board,

Following are some noteworthy developments since my last report for the Board meeting of May 1, 2025.

Spring Convocation: From June 9-13, we celebrated more than 6,700 new graduates and six honorary degree recipients, including: **Dr. Cissy Kityo Mutuluuza (DSc), Bruce Ross (LLD), Connie Walker (LLD), The Rt. Hon. Richard Wagner (DCL), The Hon. Eileen Gillese (DCL), and Rosaline Okosun (LLD)**. Thank you to the following academic colleagues who provided remarks for selected ceremonies: **Carol Jones (Science), Julian Birkinshaw (Ivey), and Lindsay Nagamatsu (Health Sciences)**. The first Convocation to be held at Canada Life Place was successful thanks to approximately 500 faculty and staff volunteers and a dedicated team within the Secretariat's Office. This location allowed us to move from 21 to nine ceremonies, an important consideration as our community grows. Thank you to the Board members who participated in our celebrations.

Recent rankings released:
The *2025 Center for World University Rankings* positioned Western as 185 among 21,462 universities (top 0.9%), and sixth in Canada. Western scored high once again for employability.

Western's place in the *2025 Times Higher Education Impact Rankings* climbed to 14th overall, and tied for third in Canada. Ranked third in the world for "Peace, justice, and strong institutions."

Western is 151st in the *QS 2026 World University Rankings* (down from 120) and sixth in Canada. We continue to score above 90% in international faculty, employment outcomes, sustainability, and citations per faculty.

Institutional Core Research Facilities: Western is designating six institutional core research facilities as part of a new strategic investment program. The first cohort includes:
- Wind Engineering, Energy & Environment **(**WindEEE) (Engineering)
- Hearing Health Research Core (Health Sciences)
- Surface Science Western (Science)

- Brain & Mind (Social Science)
- Centre for Functional and Metabolic Mapping (Schulich)
- Imaging Pathogens for Knowledge Translation (ImPaKT) (Schulich)

Western Sustainable Impact Fund backs 34 projects in 2025: now in its second year, the $1-million fund established by the President's Advisory Committee on the Environment and Sustainability supports on-campus projects that are aligned with Western's sustainability goals. A total of 64 projects have been funded through the two-year initiative.

Ivey Business School launches new vision: called Bold Ambition, the vision builds on Ivey's legacy of immersive case-based learning and reimagines experiential business learning through four strategic priorities. As part of the Ivey Impact Podcast, I sat down with Dean Julian Birkinshaw for a 30-min session to discuss the future of higher education.

New pilot licence, flight training school elevate Commercial Aviation Management program: Starting in fall 2025, incoming students in Western's Commercial Aviation Management program – and those beginning flight training in second year – will be able to earn industry-standard Integrated Airline Transport Pilot licences through a new partnership with MFC Training, which is establishing a training centre at London International Airport.

Undergraduate Summer Research Internships: 315 undergraduate students from 11 faculties are participating in summer research internships to engage in hands-on research and explore opportunities to learn new research methods alongside faculty mentors.

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

- **Hanif Ladak** (Engineering) and **Sumit Agrawal** (Schulich) were part of an international group winning the *Journal of Anatomy* Best Paper Prize, a first for Canadian researchers.

- **Pamela McKenzie** (FIMS) awarded the 2025 Research in Information Science Award from the *Association for Information Science & Technology*.

- **Erika Simpson** (Social Science) received the 2025 *Canadian Peace Research Association* Commemorative Life Service Award.

- **Kristin Hoffmann** (Libraries) honoured by the *Canadian Association of Professional Academic Librarians* in recognition of her contributions to the association.

- **Ying Zheng** (Engineering) awarded the international 2025 Energy Systems Award by the *American Institute of Aeronautics and Astronautics*.

- **Peter Jaffe** (Education) to receive Honorary Doctor of Laws from *Law Society of Ontario*.

- **Ting-Yim Lee** (Schulich) selected to receive the *Canadian Organization of Medical Physicists* Gold Medal.

- Postdoctoral scholar **Jenna Schulz** received the Emerging Leader Award from the Orthopaedic Division of the *Canadian Physiotherapy Association*.

- Congratulations to the following recipients of 2024-25 Western teaching awards:

  Edward G. Pleva Award for Excellence in Teaching: **Sandra Smeltzer** (FIMS), **Aara Suksi** (Arts & Humanities), **Anita Woods** (Schulich)

  Marilyn Robinson Award for Excellence in Teaching: **Claire Houston** (Law), **Ashley McKeown** (Health Sciences)

  Angela Armitt Award for Excellence in Teaching for Part-Time Faculty: **Jacob Evoy** (Arts & Humanities)

  Western Award for Innovations in Technology-Enhanced Teaching: **Kyle Maclean** (Ivey)

  Vice-Provost (Academic Programs) Award for Excellence in Collaborative Teaching: **Mark Ramsay** and **Tracy Wong** (Music)

- *Western Alumni Magazine* was the top winner at the National Magazine Awards: B2B, earning Best Magazine, Best Feature Article, Best Art Direction of a Single or Opening Spread, and Best Issue. It also earned a silver for Best Illustration and Best Cover.

- *The Western Gazette* was nominated for nine national student journalism awards through the John H. McDonald Awards, winning for Digital Storytelling and Feature Writing.

- Student **Trinity Chung** (Arts & Humanities, Social Science) selected to receive the David Choi Canada Award of Excellence from the *Korean Canadian Scholarship Foundation*.

- The following Western community members received King Charles III Coronation Medals in recent weeks: **Cameron Bailey**, **Karen Dalton**, **Perry Dellelce**, **Mary DePaoli**, **Eva Havaris**, **Lorin MacDonald, Peter McNally, John Mombourquette, Thor Richardson**, **Shane Smith, Chris Tambakis, Bill Wall.**

- Mustangs women's track and field team received three top awards at the Ontario University Athletics (OUA) 2024-2025 celebration including **Team of the Year**, **Coach of the Year – Vickie Croley**, **Athlete of the Year – Favour Okpali**.

- Six Western Mustangs drafted to the Canadian Football League: **Erik Andersen** (Saskatchewan), **Alex Berwick** (BC), **Jackson Findlay** (BC), **Riley MacLeod** (Montreal), **Max von Muehldorfer** (Calgary), **Keanu Yazbeck** (Montreal).

- [Fifteen Western alumni](#) elected to Canada's 45th Parliament; **Tim Hodgson** (MBA'88) appointed Minister of Energy and Natural Resources.

- **Brett Moodie** (JD'09) and **Fraser McCracken** (LLB'10) appointed to the Ontario Court of Justice.

- Chief **Kelly LaRocca** (BA'06) of Mississaugas of Scugog Island First Nation selected to receive an honorary degree from York University.

- **Mitch Frazer**, **LLB'99**, received *The Canadian Council for the Advancement of Education*'s Friend of Education Award, for outstanding philanthropic and volunteer contributions.

- **Rafaella Rosenberg** (HBA'16) nominated for a Tony Award in the best play category. Her co-produced Broadway production, *Oh, Mary!* received four other Tony nominations and was shortlisted for the Pulitzer Prize.

- **Julia LoRusso** (BMus'22, MMus'24) won the Adult Classical Voice category of the *Music International Grand Prix*.

- **John Bayliss** (HBA'99) appointed CEO of Mastermind Toys.

Leadership updates:

Margaret McGlynn reappointed for a six-year term as Vice-Provost (Academic Planning, Policy & Faculty), effective July 1, 2025.

Susan Knabe appointed Acting Dean, Faculty of Information & Media Studies, for a one-year term, effective July 1, 2025.

Matthew Teeter appointed to a five-year term as Director, Bone and Joint Institute, effective May 1, 2025.

Sarah Dawson appointed Associate Vice-President (Alumni Relations), effective June 1, 2025.

Bobbie O'Connor appointed Associate Vice-President (Development), effective August 25, 2025.

Christy Bressette reappointed for a second five-year term as Vice-Provost & Associate Vice-President (Indigenous Initiatives).

ITEM 4.1(a) – Revisions to MAPP 1.44 – Naming Policy and Rescission of MAPP 1.9 – Naming of Campus Buildings, Physical Structures and Space

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Fund Raising and Donor Relations Committee, the Board of Governors approve revised MAPP 1.44 – Naming Policy, as presented in Item 4.1(a).

And,

That, on the recommendation of the Fund Raising and Donor Relations Committee, the Board of Governors rescind MAPP 1.9 - Naming of Campus Buildings, Physical Structures and Space.

EXECUTIVE SUMMARY:

A review of MAPP 1.44 - Naming Policy was completed by Western Advancement. A summary of the key revisions and the consultation process completed is provided in the attached Briefing Note.

It is proposed that MAPP 1.9 be rescinded as this policy has been consolidated into the revised MAPP 1.44 policy.

The new associated procedures for the revised MAPP 1.44 are provided for information.

ATTACHMENT(S):

FRDRC Briefing Note – Naming Policies Review
MAPP 1.9 – Naming of Campus Buildings, Physical Structures and Space
MAPP 1.44 – Namings (revised with tracked changes)
MAPP 1.44 – Namings (revised clean copy)
Procedure for Naming Approval Recognizing Gifts and Grants
Procedure for Approval of Honorific Namings
Procedure for Revocation of a Name

UNIVERSITY ADVANCEMENT

FRDRC Briefing Note
Naming Policies Review

Introduction

Western Advancement is the Responsible Office for both the general Naming and the Naming of Campus Buildings, Physical Structures and Space policies, as delegated by the Board of Governors. As the Responsible Office, it is our responsibility to ensure the policies are up-to-date and in compliance with contemporary legal requirements and best practices.

In the context of philanthropy, naming or dedicating gifts has been a well-established strategy for both encouraging donations and increasing engagement. Many charitable organizations use naming opportunities to incentivize larger donations, so the importance of having updated, accurate, and easily understandable policies cannot be overstated. Out-of-date policies expose an organization to risk and result in inconsistencies and inaccuracies that cause confusion.

As noted at the Fund Raising and Donor Relations Committee (FRDRC) meeting on April 23, 2025, the Western Advancement team reviewed MAPP 1.44 Naming and MAPP 1.9 Naming of Campus Buildings, Physical Structures and Space. Both these policies were last reviewed in January 2008. The result of that review is an updated MAPP 1.44 Naming policy attached to this Briefing Note for your consideration.

Inputs

An independent contractor was hired to assess our current policies and provide an industry comparison against key peers, including McGill University, McMaster University, Queens University, University of Alberta, University of Calgary, and University of Toronto.

Western Advancement also engaged the following groups in consultations on a draft of the updated policy:
- Campaign Co-Chairs
- Campus Council, including leadership of employee groups across campus
- Financial Services
- Legal Services
- Office of Equity, Diversity and Inclusion
- Office of Indigenous Initiatives
- President's Group
- Provost's Leadership Group, including faculty Deans
- Senate Committee on Academic Curriculum and Awards (ACA), and the ACA Sub-committee to Review Scholarships (SRS)
- Senate Committee on University Planning (SCUP)
- Society of Graduate Studies (SOGS)
- University Student's Council (USC)

- University Secretariat
- Western Research
- Western University Alumni Association
- Working Group of the Fund Raising and Donor Relations Committee of the Board (FRDRC)

Western Advancement reviewed each section of the Western naming policies alongside industry comparators and incorporated feedback from the consultations listed above to finalize the updated policy. The updated policy also aligns with the recently updated gift acceptance policies.

Key changes

Changes to make the Naming Policy current with contemporary policies were extensive, so the key changes are summarized below.

- Added principles of naming, including that naming recognition is in accordance with the university's mission and priorities.
- Added clarity around the authority to create the university asset to be named as independent from the approval of the naming itself.
- Added delegated authority for approval of namings.
- Added direction on the duration of a naming, changes to a naming, or revocation of a naming.
- Created clearer procedures related to the approval of namings.
- Created clearer procedures on the due diligence process.
- Moved references to name recognition minimum values into an associated management document.
- Recommend dissolve MAPP 1.9 Naming of Campus Buildings, Physical Structures and Space policy.
  - Components of the policy related to matters of naming were added to MAPP 1.44 Naming Policy.
  - Any matters related to the procedures associated to the approval of a naming were included in a procedure associated to the Naming Policy.

For consistency and donor equity, naming values and funding requirements were also established for university assets common across Western including, but not limited to student support, academic positions, academic and research entities, and physical spaces. Naming values were developed in consultation with internal stakeholders and benchmarking with peer institutions.

Western
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POLICY 1.9 – Naming of Campus Buildings, Physical Structures and Space

Policy Category: General

Effective Date: January 24, 2008

Supersedes: March 27, 1997

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POLICY

1.00   The following policy shall govern the naming of campus buildings and roads including any room, area, part of a building or space on campus. The use of geographical names for residences and roads may be perpetuated, bearing in mind that existing campus roads are named for counties in southwestern Ontario; however, names of persons or entities may be used to designate any buildings or space.

2.00   The Fund Raising & Donor Relations Committee (FRDRC) may give prior approval on behalf of the Board of Governors to naming opportunities within a building or other spaces connected with major University fund raising campaigns for discussion with potential donors.

PROCEDURE

3.00   Proposals or recommendations with respect to the naming of a campus building, building component or space shall be forwarded to the Vice-President (University Advancement) for onward transmission to the Fund Raising & Donor Relations Committee and supporting data should be included.

4.00   The Fund Raising & Donor Relations Committee of the Board has overall responsibility for the approval of suitable names as may be recommended and for making recommendations to the Board where warranted. For naming proposals for building components, the Committee's authority is delegated to a subcommittee comprised of the Chair of the Fund Raising & Donor Relations Committee, the Chair of the Property & Finance Committee and the President. Such approvals will be reported on a regular basis for information to the Board through the FRDRC. At its discretion, the subcommittee may determine that a particular proposal should be forwarded to the full FRDRC for approval.

5.00   Proposals to name buildings will be considered by the full Fund Raising & Donor Relations Committee for recommendation to the Board.

6.00   Where the Fund Raising & Donor Relations Committee has given prior approval to naming opportunities connected with major University fund raising campaigns, the appointed fund raisers may discuss such opportunities with potential donors and the President may authorize advance public announcements of proposed namings, subject in all cases to final approval by the Board of Governors according to the policy and procedure stated above.

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POLICY 1.44 – ~~Naming Policy~~ Namings

Policy Category:	General
Subject:	**Naming Policy**
Subsections:	**Purpose, Definitions, Principles, Gift and Grant Namings, Honorific Namings, Administrative Namings, Due Diligence, Approval, Duration of Naming, Changes to Approved Namings, Revocation, Records, Public Announcements and Physical Signage**
Approving Authority:	**Board of Governors**
Responsible Officer:	**Vice-President (University Advancement)**
Responsible Office:	**University Advancement**
Related Procedures:	**Naming Approval Recognizing Gifts and Grants Approval of Honorific Naming Revocation of a Name**
Related University Policies:	**1.12 Advertising and Commercial Activity 1.50 Signage and Election Posters 2.1 Gift Acceptance** 2.2 Fund Raising & Canvassing **2.10 Student Scholarships, Awards and Prizes 2.15 Approval of Capital Projects 2.22 Funding of Academic Chairs, Professorships and Designated Faculty Fellowships 7.9 Establishment, Governance and Review of Research Institutes, Centres and Groups**
Effective Date: [TBD]	~~January 24, 2008~~
Supersedes:	**January 24, 2008** ~~(NEW)~~

I. PURPOSE
~~A.   INTRODUCTION~~

This Policy sets out the considerations and processes for Naming University Assets.

This Policy applies to the Naming of University Assets for a commemorative or administrative purpose or as a result of a Gift or Grant. This Policy does not apply to the placing of plaques or other memorials where such recognition does not involve the Naming of a University Asset.

The authority to approve a Naming under this Policy and its Procedures is limited only to the Naming of the University Asset. Other University policies and procedures address the

authority to approve the creation or acquisition of a University Asset, or the acceptance of a Gift or Grant.

~~The University of Western Ontario welcomes the opportunity to recognize significant philanthropic gifts or to honor individuals or organizations for distinguished service to the University or society in general.~~

~~This policy provides direction for ensuring the appropriate naming of the following:~~

- ~~Endowed Funds~~
- ~~Student Awards~~
- ~~Buildings and Building Components~~
- ~~Academic Positions~~
- ~~Collaborative Research Entities~~
- ~~Academic Entities including Faculties, Schools, Departments and Programs~~
- ~~Other initiatives as deemed appropriate.~~

II. DEFINITIONS

Agreement: **A written agreement between a Donor and the University regarding a Gift or Grant which includes the terms of a proposed Name of a University Asset.**

Board: **The Board of Governors of the University.**

Donor: **An Entity making a Gift or Grant.**

FRDRC: **Fundraising and Donor Relations Committee established by the Board.**

Gift: **As defined in MAPP 2.1 Gift Acceptance.**

Grant: **As defined in MAPP 2.1 Gift Acceptance.**

Name: **A word or set of words representing the official name of a University Asset.**

Naming: **The process of designating the official name of a University Asset, whether before, during, or after the establishment, creation or acquisition of the University Asset.**

Entity: **Means an individual, corporation, partnership, joint venture, trust, or other legal entity.**

Policy: **This Naming Policy as may be amended from time to time.**

Procedures: **The procedures to this Policy as may be amended from time to time.**

University: **The University of Western Ontario operating as Western University.**

University Asset(s): **All tangible and intangible assets of the University, whether existing or proposed, including but not limited to:**

- **Tangible assets:**
  - **buildings and parts thereof (wings, lecture and seminar rooms, laboratories, reading rooms, atria, foyers, etc.);**
  - **equipment;**
  - **facilities or physical structures (including residences);**

- o roadways and pathways; and
- o open spaces, green spaces or gardens, fields, and other natural features.

- Intangible assets:
  - o academic units (faculties, departments, schools, institutes, centres, libraries, etc.);
  - o research centres, research institutes, and research programs or initiatives;
  - o academic programs within one or more academic units;
  - o endowed or limited-term chairs;
  - o awards, including scholarships and bursaries, to support or recognize students;
  - o fellowships, professorships, awards for teaching excellence and other academic position support;
  - o administrative posts (deanships, chairs, directorships, etc.);
  - o events, both academic (lectures, symposia, conferences, etc.) and non-academic (athletic and other extracurricular events, etc.);
  - o endowments; and
  - o student services and other services.

III. POLICY~~B.   GENERAL~~

1.   PRINCIPLES~~1. Naming Principles~~

~~Descriptions and considerations for each type of naming opportunity are included and form part of this policy or are referenced in other policies as noted.~~

1.1. The following general principles apply to all **Namings and the Names that result from Namings:**~~namings:~~

1.1.1 University Assets available for Naming are limited and therefore Names must be used and approved wisely.

~~(a)~~   **1.1.2.**~~Namings~~ **Names** may be approved in the name of a ~~donor~~**Donor**, **or in the name of** a third party at the request of the **D**~~d~~onor.~~, or to honor an individual or organization for distinguished service to the University or society in general.~~

~~(b)~~   **1.1.3.**~~Namings may be approved to recognize a current expendable gift, endowed gifts and gifts-in-kind. Funding may extend over an agreed length of time, and such namings may be in perpetuity or time limited. Namings~~ **Names** proposed **as part of an estate or** ~~in recognition of planned gifts (~~**trust** ~~bequest~~s~~)~~ will be ~~submitted~~ **put forward** ~~for approval when the gift is realized.~~**prior to acceptance of the bequest.**

1.1.4. A Naming typically recognizes individual(s) but could recognize corporations, partnerships, joint ventures, trusts, legal entities, or geographical areas (i.e., counties in Southwestern Ontario).

1.1.5. On rare occasions, an honorific Name may be approved to honour an Entity for distinguished service to the University or society in general.

1.1.6. A Naming shall be independent of all appointment, admission, and curriculum decisions.

1.1.7. This Policy permits Naming for an Entity that manufactures or distributes commercial
goods or services. A Name that includes the name of an Entity that manufactures or distributes commercial goods or services is not an endorsement of that Entity or their goods or services.

1.1.8. This Policy permits Naming for an individual who has at one time held public office, or
the Naming of an individual who assumes a public office after a Name has been approved, unless the circumstances outlined in Section 8 or 9 arise. Names are not an endorsement of a partisan political or ideological position.

1.1.9. The University values and will protect its integrity, autonomy, and academic freedom. It
will not approve a Name that would compromise these fundamental values.

1.1.10. The University will not approve a Name that will compromise its reputation, its commitment to its academic mission or its essential values, as articulated in its strategic documents. These include values respecting Indigeneity, equity, diversity, inclusion, accessibility, and anti-racism.

1.1.11. The Naming of an academic or research unit shall not impede the University from
altering its academic and research priorities.

1.2. A Name may be reviewed, changed, or revoked by the University to ensure adherence to these principles.

~~(c)   Namings should enhance the profile and image of the University. No naming will be approved or (once approved) continued that will call into serious question the public respect of the University.~~

~~The Secretariat will maintain an inventory of all approved namings.~~

2. ~~Additional Naming Considerations~~ **GIFT AND GRANT NAMINGS**

2.1 Namings related to Gifts or Grants shall comply with University funding minimums established by the University from time to time, which minimums shall not take into account external or internal matching funds.

2.2. Names are normally in recognition of Gifts or Grants that cover a significant portion of the cost to create, build, acquire, maintain, and/or renovate a tangible or intangible University Asset.

2.3. Namings of physical space within a building should be related to Gifts or Grants designated to the capital costs associated to that building.

2.4. Members of faculty, staff, retirees, alumni or students making a Gift or Grant are eligible to be recognized through a Naming.

~~(a)   Gifts received that qualify for matching gift programs may be considered for a naming opportunity equal to the value of the gift plus the matching funds leveraged up to a maximum 4:1 match. Recognition in donor listings will occur at the level of the donor's actual giving.~~

(b) ~~Namings will be independent of all appointment, admission and curriculum decisions.~~

(c) ~~No naming will be approved that implies the University's endorsement of a partisan political or ideological position, or a commercial product. This does not preclude naming for an individual who has at one time held public office or with the name of an individual or company that manufactures or distributes commercial properties, which has made a philanthropic contribution.~~

(d) ~~No corporate logos will be used for recognition purposes on buildings or signs, or in association with any print or electronic materials, unless proposed by the Vice-President (University Advancement) and subject to the approval process for namings.~~

(e) ~~Except in those cases where approval of a naming requires consideration by the full Board (i.e., naming of a building, naming of an academic entity), unless stated otherwise in this policy or in other referenced policies, and where a proposed naming is in conformity with the relevant Board and Senate policies, the authority to approve a naming is delegated to a Subcommittee comprised of the Chair of the Fund Raising & Donor Relations Committee (FRDRC), the Chair of the Property & Finance Committee (P&F), the President, and the Provost & Vice-President (Academic). Such approvals will be reported on a regular basis for information to the Board through the FRDRC or through P&F as appropriate, dependent on the type of naming involved. At its discretion, the Subcommittee may determine that a particular proposal should be forwarded to the full FRDRC or P&F Committee for approval.~~

3. ~~Honorific Namings~~**HONORIFIC NAMINGS**

(a) ~~Proposed honorific namings (for non-financial contributions) must be reviewed by the Vice-President (University Advancement) or designate to ensure that opportunities for significant philanthropic contribution are not eliminated through the honorific naming before submission for approval.~~

3.1. Provisions in this Policy that apply to Naming in recognition of a Gift or Grant also generally apply to an honorific Naming.

3.2. The University shall seek, where possible, written support for a Naming from the intended honouree or, if deceased, members of the intended honouree's family.

(b) **3.3.** ~~In some~~**Only in exceptional** circumstances ~~namings may be approved~~**will University Assets be named** ~~that~~ **to** honor outstanding service ~~by current, retiring or retired~~**of** members of faculty**,** ~~or~~ staff, **retirees, alumni or students, and this would typically occur after an individual is no longer in full-time employment at the University.**~~subject to the review outlined in paragraph 3(a).~~

4. **ADMINITRATIVE NAMING**

4.1.In the absence of a Naming based on Gift, Grant or honorific Naming, the Vice-President (Operations & Finance) may assign a Name to an unnamed University Asset for operational purposes, after appropriate consultation. The Vice-President (Operations & Finance) shall inform the Board of such Naming at the next meeting of the Board.

5. **DUE DILIGENCE**

5.1.The University shall conduct appropriate due diligence to reasonably assure the Board or its delegate(s) that any Entity to be recognized through a Naming is of sound reputation

==and that the proposed Name complies with this Policy.==

~~4.~~6. ~~Changes to Approved Namings and/or Use of Endowed Funds~~==APPROVAL==

(a) ~~If through the passage of time the University or the needs of society could be better served by altering any naming or changing the use of any named endowed fund, the University will consult with the donor, heir or designated successor. If no such contact is possible, the University will make the change, adhering as closely as possible to the donor's original intent.~~

(b) ~~Where a facility or facility component has been named, the University will continue to use the name so long as the facility or component remains in use and serves its original function. When the use of a facility or component changes substantially as a result of academic restructuring, renovation or demolition or other reasons, the University may retain the use of the name, name another comparable room or facility, or retire the use of the name.~~

(c) ~~A donor may request a change in a naming if, for example, a corporate donor has changed its name, or an individual donor has changed his or her name. The University may request that the donor bear any associated expenses with the change, such as a change to signage.~~

(d) ~~Changes to namings must be submitted through the same approval process as for the original naming.~~

==6.1. **The authority to name, change, or revoke a Name rests with the Board or its delegate(s).**==

==6.1.1. **The Vice-President (University Advancement) has delegated authority to approve a Naming, change a Name, or to revoke a Name in recognition of Gifts or Grants of less than $1 million.**==

==6.1.2. **FRDRC has delegated authority to approve a Naming, change a Name, or to revoke a Name in recognition of Gifts or Grants of $1 million or more but less than $10 million.**==

==6.1.3. **The Board has the authority to approve a Naming, change a Name, or revoke a Name in recognition of Gifts or Grants of $10 million or more.**==

==6.1.4. **The Board has the authority to approve all honorific Namings, changes to honorific Namings, or to revoke an honorific Naming.**==

==6.1.5. **The Vice-President (Operations & Finance) has delegated authority to approve an administrative Naming, change an administrative Naming or revoke an administrative Naming.**==

==7. **DURATION OF NAMING**==

==7.1. **Names may be approved for a limited term or in-perpetuity.**==

==7.1.1. **A Name of a tangible University Asset recognizing an Entity or administrative Namings**==

shall remain in place for the useful life of the University Asset. If the tangible University

Asset changes, the Name is subject to provisions of Section 8 of this Policy.

7.1.2. A Name in recognition of a legal entity that is not an individual – such as a corporation, partnership, trust or other entity – shall be for a limited period of time

unless supported by an endowment.

7.1.3. Where Names are approved for a limited period of time, the University is obligated to

honour the Naming for the period of time stipulated in the Agreement, subject to Section 8 or Section 9 of this Policy.

7.1.4. Where (i) a University Asset is named and (ii) the University Asset so named is directly

supported by an endowment, the University will maintain the Name.

8. **CHANGES TO APPROVED NAMINGS**

8.1. Any proposal to change a Name on a University Asset shall adhere to the same principles and requirements outlined in this Policy. In this case, the University will endeavor to consult with all parties concerned (e.g. Donor, Donor representative) where reasonably possible.

8.2. The Board or its delegate(s) have the right (in consultation with the Donor(s) where possible) to change the Name of a University Asset due to a change of circumstances, such as change of name or marital status associated to the Name, significant renovations or modifications of a tangible University Asset, or a change of circumstances that affects an intangible University Asset.

8.3. When, for whatever reason, a named building or space is to be substantially renovated or replaced, or the purpose of the space is substantially altered, the University shall have discretion to retain, transfer, or discontinue the use of the Name.

~~5~~9. ~~Removal of Donor Names~~REVOCATION

9.1. A Name may be revoked where continuation of the Name would, in the opinion of the Board or its delegate(s), be contrary to the principles articulated in this Policy.

9.2. In addition to the right of revocation set forth in Section 8.1 above, the Board or its delegate(s) may revoke a Name in recognition of a Gift or Grant if there is a shortfall in the promised payment(s) outlined in the Agreement, following reasonable notice to the Donor and an opportunity to address the shortfall. If the Board or its delegate(s) revoke a name, they may offer alternate recognition commensurate with the actual giving level.

9.3. Consistent with the Income Tax Act, if a Name in recognition of a Gift is revoked, the University shall not return any portion of the Gift already received except where legally permitted.

9.4. Any proposed revocation of a Name shall require written confirmation of due diligence on the background and impact of the subject of the Naming to the Board or its delegate(s).

9.5. The revocation process shall generally parallel the approval process outlined in Section 6 of this Policy.

9.6. Any Name revoked by the Vice-President (University Advancement), the FRDRC, or the Vice-President (Operations & Finance) shall be reported to the Board at the next meeting of the Board.

10. RECORDS

10.1. The University Secretariat will maintain the records pertaining to the approval of all Namings and an inventory of all approved Names.

10.2. University Advancement will maintain an inventory of University Assets available for Naming.

10.3. University Advancement will maintain all records of Gifts and Grants associated with Namings.

11. PUBLIC ANNOUNCEMENTS AND PHYSICAL SIGNAGE

11.1. A minimum of 20% of a Gift or Grant should typically be received before the approved Name is announced and/or signage is installed.

11.2. All physical signage or displays which recognize a Naming shall be consistent with MAPP 1.50 Signage and Election Posters and be reviewed by Western Communications before proceeding.

11.3. No corporate logos or wordmarks will be used to recognize Gifts or Grants, unless proposed by the Vice-President (University Advancement) and subject to the approval process for Namings.

In accordance with Administrative **Policy 2.1**, ~~Gift Acceptance, Section 8.00:~~

~~Notwithstanding any other provisions in this Policy or other policies, a donor name for a supported project (including, for example, academic positions, student awards and campus buildings), will not be approved, or if approved will be revoked, if the name may undermine the public respect for the University. Ultimate authority to revoke an approved name rests with the Board of Governors on the recommendation of the President.~~

~~**C.   TYPES OF NAMING OPPORTUNITIES**~~

~~**1.   Endowed Funds**~~

~~(a)   A minimum gift of $25,000 is required to name an endowed fund.~~

~~(b)   Namings of endowed funds and any exceptions to the minimum level of the fund, are approved by the Vice-President (University Advancement) or his/her designate.~~

POLICY 1.44 – Namings ~~Policy~~

2. ~~Student Awards~~

(a) ~~Undergraduate and graduate scholarships, awards, bursaries, student fellowships and prizes are named, in accordance with Administrative~~ **Policy 2.10**~~, Scholarships, Awards, Bursaries and Prizes — Definitions and Approval Process. For the purposes of this policy, the term "student award" is used to refer to any of the above.~~

(b) ~~A minimum gift of $25,000 for endowment is required to name any student award in perpetuity.~~

(c) ~~A minimum expendable gift of $1,500 for each of five years, for a total gift of $7,500, is required to name a student award for the five-year term of the award. Alternatively, a student award may be named if the total value of the gift meets the $7,500 minimum over a term of less than five years (for example, an award of $2,500 annually for each of three years).~~

(d) ~~Exceptions to the above minima, including named prizes, may be made at the discretion of the Vice-President (University Advancement) or designate. Donors wishing to contribute below the minimum will be encouraged to direct their gifts to a general endowed fund in support of student awards.~~

(e) ~~Naming and criteria of awards must conform to the Ontario Human Rights Commission Policy on Scholarships and Awards, which generally prohibits awards based on criteria such as race, ancestry or religion, and to policies approved from time to time by Senate, as contained in the Handbook of Academic and Scholarship Policy.~~

3. ~~Buildings and Building Components~~

(a) ~~A building, or any room, area or part of a building may be named, in accordance with the principles and procedures outlined in Administrative~~ **Policy 1.9**~~, Naming of Campus Buildings, Roads, Etc.~~

(b) ~~Namings will be considered at an appropriate value, obtained by review of best practices and recent namings at the University and similar academic institutions across North America or elsewhere as relevant. It is the responsibility of Vice-President (University Advancement) or designate to determine the appropriate gift level for naming, beginning at a minimum of $25,000.~~

(c) ~~Namings associated with a particular building will not preclude further naming within the building.~~

4. ~~Academic Positions~~

~~Academic Chairs, Professorships and Designated Faculty Fellowships are named in accordance with Administrative~~ **Policy 2.22** **General guidelines for required level of support for these positions and the processes for approval are outlined in Appendix 1 and 2 of Policy 2.22**

5. ~~Collaborative Research Entities~~

(a) ~~Approved Research Groups, Research Units, Centres and Institutes established in accordance with Administrative~~ **Policy 7.9**~~, Guidelines for Collaborative Research, may be named.~~

POLICY 1.44 – Namings ~~Policy~~

(b) ~~Namings will be considered at the appropriate values, determined through review of best practices and recent namings at the University and similar academic institutions across North America or elsewhere as appropriate. It is the responsibility of Vice-President (University Advancement) or designate to determine the appropriate gift level for naming, and to consult with the Vice-President (Research) on the amount and naming.~~

(c) ~~Recommendations to name a collaborative research entity are submitted jointly by the Vice-President (University Advancement) and the Vice-President (Research) to the Subcommittee described in paragraph B.2.(e), above. At the Subcommittee's discretion, it may refer the proposal to the full FRDRC for approval.~~

(d) ~~It is recognized that the term "Centre" has broad meaning, and use of the term as part of a naming for a building, building component or other similar facility at the University is not strictly limited to a formally approved collaborate research entity.~~

~~6. Academic Entities~~

(a) ~~Programs, Departments, Schools and Faculties and other academic entities may be named. Naming of an academic entity is a sensitive matter and must be given due consideration by the President and Vice-Presidents, relevant Dean(s), Senate and the Board of Governors and their relevant committees, as well as other academic and administrative departments of the University as appropriate.~~

(b) ~~Namings will be considered at the appropriate values, determined through review of best practices and recent namings at the University and similar academic institutions across North America or elsewhere as appropriate. It is the responsibility of Vice-President (University Advancement) or designate to determine the appropriate gift level for naming.~~

(c) ~~Namings associated with a particular academic entity will not preclude further naming within the entity.~~

(d) ~~Namings of academic entities must be approved by the Board of Governors on the recommendation of Senate. The Board will not consider such a naming absent a recommendation from Senate. Proposals will be considered through the following successive bodies:~~

   • ~~Relevant Faculty Executive and Faculty Council~~
   • ~~Senate Committee on University Planning~~
   • ~~Senate~~
   • ~~Property & Finance Committee (if warranted by the financial details of the gift)~~
   • ~~Fund Raising & Donor Relations Committee~~
   • ~~Board of Governors~~

~~7. Other Naming Opportunities~~

(a) ~~Other naming opportunities are available at the University in recognition of a distinguished person or donor, including but not limited to: lectures and lecture series, collections of books or art, research objects, decorative items or other ornamental structures, programs of service or recreation and the like.~~

(b) ~~Such namings normally require a gift to cover the full cost of the project, the cost of any plaques or other recognition, and a maintenance fund if required.~~

(c) ~~Approval for these and other miscellaneous opportunities is the responsibility of the Vice-President (University Advancement) or designate, in consultation with relevant senior administrators.~~

POLICY 1.44 – Namings

Policy Category:	General
Subject:	Naming Policy
Subsections:	Purpose, Definitions, Principles, Gift and Grant Namings, Honorific Namings, Administrative Namings, Due Diligence, Approval, Duration of Naming, Changes to Approved Namings, Revocation, Records, Public Announcements and Physical Signage
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Effective Date:	[TBD]
Supersedes:	January 24, 2008

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This Policy sets out the considerations and processes for Naming University Assets.

This Policy applies to the Naming of University Assets for a commemorative or administrative purpose or as a result of a Gift or Grant. This Policy does not apply to the placing of plaques or other memorials where such recognition does not involve the Naming of a University Asset.

The authority to approve a Naming under this Policy and its Procedures is limited only to the Naming of the University Asset. Other University policies and procedures address the authority to approve the creation or acquisition of a University Asset, or the acceptance of a Gift or Grant.

II. DEFINITIONS

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Donor: An Entity making a Gift or Grant.

FRDRC: Fundraising and Donor Relations Committee established by the Board.

Gift: As defined in MAPP 2.1 Gift Acceptance.

Grant: As defined in MAPP 2.1 Gift Acceptance.

Name: A word or set of words representing the official name of a University Asset.

Naming: The process of designating the official name of a University Asset, whether before, during, or after the establishment, creation or acquisition of the University Asset.

Entity: Means an individual, corporation, partnership, joint venture, trust, or other legal entity.

Policy: This Naming Policy as may be amended from time to time.

Procedures: The procedures to this Policy as may be amended from time to time.

University: The University of Western Ontario operating as Western University.

University Asset(s): All tangible and intangible assets of the University, whether existing or proposed, including but not limited to:

- Tangible assets:
  - buildings and parts thereof (wings, lecture and seminar rooms, laboratories, reading rooms, atria, foyers, etc.);
  - equipment;
  - facilities or physical structures (including residences);
  - roadways and pathways; and
  - open spaces, green spaces or gardens, fields, and other natural features.

- Intangible assets:
  - academic units (faculties, departments, schools, institutes, centres, libraries, etc.);
  - research centres, research institutes, and research programs or initiatives;
  - academic programs within one or more academic units;
  - endowed or limited-term chairs;
  - awards, including scholarships and bursaries, to support or recognize students;
  - fellowships, professorships, awards for teaching excellence and other academic position support;
  - administrative posts (deanships, chairs, directorships, etc.);
  - events, both academic (lectures, symposia, conferences, etc.) and non-academic (athletic and other extracurricular events, etc.);
  - endowments; and
  - student services and other services.

III. POLICY

1. PRINCIPLES

1.1 The following general principles apply to all Namings and the Names that result from Namings:

1.1.1 University Assets available for Naming are limited and therefore Names must be used and approved wisely.

1.1.2 Names may be approved in the name of a Donor, or in the name of a third party at the request of the Donor.

1.1.3 Names proposed as part of an estate or trust bequest will be put forward for approval prior to acceptance of the bequest.

1.1.4 A Naming typically recognizes individual(s) but could recognize corporations, partnerships, joint ventures, trusts, legal entities, or geographical areas (i.e., counties in Southwestern Ontario).

1.1.5   On rare occasions, an honorific Name may be approved to honour an Entity for distinguished service to the University or society in general.

1.1.6   A Naming shall be independent of all appointment, admission, and curriculum decisions.

1.1.7   This Policy permits Naming for an Entity that manufactures or distributes commercial goods or services. A Name that includes the name of an Entity that manufactures or distributes commercial goods or services is not an endorsement of that Entity or their goods or services.

1.1.8   This Policy permits Naming for an individual who has at one time held public office, or the Naming of an individual who assumes a public office after a Name has been approved, unless the circumstances outlined in Section 8 or 9 arise. Names are not an endorsement of a partisan political or ideological position.

1.1.9   The University values and will protect its integrity, autonomy, and academic freedom. It will not approve a Name that would compromise these fundamental values.

1.1.10 The University will not approve a Name that will compromise its reputation, its commitment to its academic mission or its essential values, as articulated in its strategic documents. These include values respecting Indigeneity, equity, diversity, inclusion, accessibility, and anti-racism.

1.1.11 The Naming of an academic or research unit shall not impede the University from altering its academic and research priorities.

1.2 A Name may be reviewed, changed, or revoked by the University to ensure adherence to these principles.

2. GIFT AND GRANT NAMINGS

2.1 Namings related to Gifts or Grants shall comply with University funding minimums established by the University from time to time, which minimums shall not take into account external or internal matching funds.

2.2 Names are normally in recognition of Gifts or Grants that cover a significant portion of the cost to create, build, acquire, maintain, and/or renovate a tangible or intangible University Asset.

2.3 Namings of physical space within a building should be related to Gifts or Grants designated to the capital costs associated to that building.

2.4 Members of faculty, staff, retirees, alumni or students making a Gift or Grant are eligible to be recognized through a Naming.

3. HONORIFIC NAMINGS

3.1 Provisions in this Policy that apply to Naming in recognition of a Gift or Grant also generally apply to an honorific Naming.

3.2 The University shall seek, where possible, written support for a Naming from the intended honouree or, if deceased, members of the intended honouree's family.

3.3 Only in exceptional circumstances will University Assets be named to honour outstanding service of members of faculty, staff, retirees, alumni or students, and this would typically occur after an individual is no longer in full-time employment at the University.

4. ADMINISTRATIVE NAMING

4.1 In the absence of a Naming based on Gift, Grant or honorific Naming, the Vice-President (Operations & Finance) may assign a Name to an unnamed University Asset for operational purposes, after appropriate consultation. The Vice-President (Operations & Finance) shall inform the Board of such Naming at the next meeting of the Board.

5. DUE DILIGENCE

5.1 The University shall conduct appropriate due diligence to reasonably assure the Board or its delegate(s) that any Entity to be recognized through a Naming is of sound reputation and that the proposed Name complies with this Policy.

6. APPROVAL

6.1 The authority to name, change, or revoke a Name rests with the Board or its delegate(s).

6.1.1 The Vice-President (University Advancement) has delegated authority to approve a Naming, change a Name, or to revoke a Name in recognition of Gifts or Grants of less than $1 million.

6.1.2 FRDRC has delegated authority to approve a Naming, change a Name, or to revoke a Name in recognition of Gifts or Grants of $1 million or more but less than $10 million.

6.1.3 The Board has the authority to approve a Naming, change a Name, or revoke a Name in recognition of Gifts or Grants of $10 million or more.

6.1.4   The Board has the authority to approve all honorific Namings, changes to honorific Namings, or to revoke an honorific Naming.

6.1.5   The Vice-President (Operations & Finance) has delegated authority to approve an administrative Naming, change an administrative Naming or revoke an administrative Naming.

7. DURATION OF NAMING

7.1 Names may be approved for a limited term or in-perpetuity.

7.1.1   A Name of a tangible University Asset recognizing an Entity or administrative Namings shall remain in place for the useful life of the University Asset. If the tangible University Asset changes, the Name is subject to provisions of Section 8 of this Policy.

7.1.2   A Name in recognition of a legal entity that is not an individual – such as a corporation, partnership, trust or other entity – shall be for a limited period of time unless supported by an endowment.

7.1.3   Where Names are approved for a limited period of time, the University is obligated to honour the Naming for the period of time stipulated in the Agreement, subject to Section 8 or Section 9 of this Policy.

7.1.4   Where (i) a University Asset is named and (ii) the University Asset so named is directly supported by an endowment, the University will maintain the Name.

8. CHANGES TO APPROVED NAMINGS

8.1 Any proposal to change a Name on a University Asset shall adhere to the same principles and requirements outlined in this Policy. In this case, the University will endeavor to consult with all parties concerned (e.g. Donor, Donor representative) where reasonably possible.

8.2 The Board or its delegate(s) have the right (in consultation with the Donor(s) where possible) to change the Name of a University Asset due to a change of circumstances, such as change of name or marital status associated to the Name, significant renovations or modifications of a tangible University Asset, or a change of circumstances that affects an intangible University Asset.

8.3 When, for whatever reason, a named building or space is to be substantially renovated or replaced, or the purpose of the space is substantially altered, the University shall have discretion to retain, transfer, or discontinue the use of the Name.

9. REVOCATION

9.1 A Name may be revoked where continuation of the Name would, in the opinion of the Board or its delegate(s), be contrary to the principles articulated in this Policy.

9.2 In addition to the right of revocation set forth in Section 8.1 above, the Board or its delegate(s) may revoke a Name in recognition of a Gift or Grant if there is a shortfall in the promised payment(s) outlined in the Agreement, following reasonable notice to the Donor and an opportunity to address the shortfall. If the Board or its delegate(s) revoke a name, they may offer alternate recognition commensurate with the actual giving level.

9.3 Consistent with the Income Tax Act, if a Name in recognition of a Gift is revoked, the University shall not return any portion of the Gift already received except where legally permitted.

9.4 Any proposed revocation of a Name shall require written confirmation of due diligence on the background and impact of the subject of the Naming to the Board or its delegate(s).

9.5 The revocation process shall generally parallel the approval process outlined in Section 6 of this Policy.

9.6 Any Name revoked by the Vice-President (University Advancement), the FRDRC, or the Vice-President (Operations & Finance) shall be reported to the Board at the next meeting of the Board.

10. RECORDS

10.1 The University Secretariat will maintain the records pertaining to the approval of all Namings and an inventory of all approved Names.

10.2 University Advancement will maintain an inventory of University Assets available for Naming.

10.3 University Advancement will maintain all records of Gifts and Grants associated with Namings.

11. PUBLIC ANNOUNCEMENTS AND PHYSICAL SIGNAGE

11.1 A minimum of 20% of a Gift or Grant should typically be received before the approved Name is announced and/or signage is installed.

11.2 All physical signage or displays which recognize a Naming shall be consistent with MAPP 1.50 Signage and Election Posters and be reviewed by Western Communications before proceeding.

11.3 No corporate logos or wordmarks will be used to recognize Gifts or Grants, unless proposed by the Vice-President (University Advancement) and subject to the approval process for Namings.

PROCEDURE FOR NAMING APPROVAL RECOGNIZING GIFTS AND GRANTS

Governing Policy: Policy 1.44 - Namings

Subsections: Overview, Definitions, Scope, Procedure

**Officer(s) Responsible
for Procedures**:   Vice-President (University Advancement)

Effective Date: (TBD)

Supersedes: (NEW)
_____

OVERVIEW

The purpose of this Procedure is to provide clear instruction on how to obtain approval for Namings recognizing Gifts and Grants that comply with this policy.

DEFINITIONS

The defined terms in this Procedure have the same meaning as in the MAPP Policy 1.44 - Naming Policy (Policy).

SCOPE

This Procedure applies to the authority to approve a Name recognizing Gifts or Grants to which the Policy applies. This includes:

- Namings recognizing Gifts or Grants of less than $1 million.
- Namings recognizing Gifts or Grants of $1 million or more but less than $10 million.
- Namings recognizing Gifts or Grants of $10 million or more.

PROCEDURE

1. All Approvals

1.1 Naming recommendations recognizing Gifts or Grants may originate from any member of the University community.

1.2 It is the responsibility of individuals discussing Gifts and Grants with

potential donors to advise them that their Gift or Grant does not automatically include Naming recognition. Naming recognition is not approved by way of signature on an Agreement.

1.3 No person or unit within the University may give a Name to a University Asset unless the Naming has been approved in accordance with the Policy and this Procedure.

1.4 Individuals contemplating or recommending a Naming opportunity to recognize financial support shall consult first with a Director of Development and then with Donor Experience in Western Advancement for information and advice.

1.5 If a Naming proposal is to proceed, a written description of the proposed Naming is submitted to Donor Experience in Western Advancement.

1.6 For any Naming, the individual discussing the Gift or Grant with potential donors is responsible for obtaining support for the Naming from the Donor when possible, or if deceased, members of the Donor's family. This can be in the form of a draft Agreement.

1.7 If a Naming has a limited term, the University can give the Donor the first opportunity to make an additional Gift or Grant to renew the Naming for another limited term.

1.8 Changes to Namings must proceed through the same process as a new Naming.

1.9 A University Asset will only be available for re-Naming after the removal or expiry of a Naming, if the Board or its delegates support the University Asset be Named again.

1.10 Donor Experience in Western Advancement will provide a process for follow-up on past Namings to ensure the University Asset is still being utilized.

2. Due Diligence

2.1 Western Advancement will conduct due diligence to reasonably assure the Board or its delegate(s) that any Entity to be recognized through a Naming is of sound reputation and that the proposed Name complies with the Policy. This occurs before the Vice-President (University Advancement) reviews and endorses the Naming.

2.2 Due diligence is formally documented through a reputational risk assessment upon request and for Namings of academic positions or in recognition of a Gift or Grant of $1 million or more.

2.3 The risk assessment will be reviewed and approved by the following:

- o   Executive Director, Donor Experience
- o   Faculty Dean, for faculty designations
- o   Vice-President (University Advancement)
- o   Provost and Vice-President (Academic), for academic positions
- o   Vice-President (Research), for research designations

2.4 Donor Experience in Western Advancement will maintain the records of the final risk assessment.

3.   Approval of Namings in Recognition of Gifts and Grants of Less Than $1 million

3.1 The Vice-President (University Advancement) reviews and approves the Naming of all University Assets in recognition of Gifts and Grants of less than $1 million, as delegated by the Board. This review and approval can only occur once the University Asset itself has been approved through appropriate governing structures.

3.2 A written description of the proposed Naming for Tangible and Intangible Assets is forwarded to the Vice-President (University Advancement) by Donor Experience in Western Advancement. This can be in the form of a draft Agreement.

3.3 The Vice-President (University Advancement) will review the proposed Naming and can seek additional input, information, or advice about the Naming if required, including but not limited to a risk assessment.

3.4 The authority to approve the Naming rests with the Vice-President (University Advancement) who will provide written approval of the Naming by way of signature on the Agreement. This will act as the official record of approval for the Naming.

3.5 A list of Namings approved by the Vice-President (University Advancement) will be submitted to the Fund Raising and Donor Relations Committee (FRDRC) at their next scheduled meeting for information.

3.6 A list of Namings approved by the Vice-President (University Advancement) will be submitted to the Board, through the FRDRC at their next scheduled meeting, for information and will act as the official record of the Naming.

4.   Approval of Namings in Recognition of Gifts and Grants of $1 million or more but less than $10 million

4.1 The FRDRC reviews and approves the Naming of all University Assets

in recognition of Gifts and Grants of $1 million or more but less than $10 million, as delegated by the Board. This review and approval can only occur once the University Asset itself has been approved through appropriate governing structures.

4.2 A written description of the proposed Naming for Tangible and Intangible Assets is forwarded to the Vice-President (University Advancement) by Donor Experience in Western Advancement. This can be in the form of a draft Agreement.

4.3 The Vice-President (University Advancement) will review and bring forward recommendations to the President for endorsement for Namings recognizing Gifts and Grants greater than $1 million, prior to an Agreement being approved or signed.

4.4 The Vice-President (University Advancement) endorses the Naming by way of signature on the Gift or Grant Agreement. This signature does not act as the official record of approval for this level of recognition as the Naming will be conditional on the approval of FRDRC.

4.5 The FRDRC will review the Naming recommendation. The Authority to approve the Naming rests with the FRDRC and the decision recorded in the minutes of the meeting. This will act as the official record of decision on the Naming.

4.6 A list of Namings approved by FRDRC will be submitted to the Board, through the FRDRC, at their next scheduled meeting for information and as the official record of the Naming.

5. **Approval of Namings in Recognition of Gifts and Grants of $10 million or more.**

5.1 The Board reviews and approves the Naming of all University Assets in recognition of Gifts and Grants of $10 million or more.

5.2 A written description of the proposed Naming for Tangible and Intangible Assets is forwarded to the VP (University Advancement) by Donor Experience in Western Advancement. This can be in the form of a draft Agreement.

5.3 The Vice-President (University Advancement) will review and bring forward recommendations to the President for endorsement for Namings recognizing Gifts and Grants greater than $10 million, prior to an Agreement being approved or signed.

5.4 The Vice-President (University Advancement) will endorse the Naming by way of signature on the Agreement. This signature does not act as the official record of approval for this level of recognition as the Naming

will be conditional on approval by the Board of Governors.

5.5 The FRDRC will review the proposed Naming. The FRDRC recommends the Naming to the Board. Naming recommendations are included in the next scheduled Board meeting.

5.6 The Board will review the Naming recommendation from FRDRC. The Authority to approve the Naming rests with the Board and the decision recorded in the minutes of the meeting. This will act as the official record of decision and record of the Naming.

6. Public Announcements and Physical Signage

6.1 All physical signage, including named space signage, must be reviewed and approved by Donor Experience in Western Advancement before it is erected.

6.2 University Advancement will track pledge commitments and payments to ensure public announcements and physical signage are not erected until the minimum pledge threshold is met (20%).

**Manual of Administrative
Policies and Procedures**

PROCEDURE FOR APPROVAL OF HONORIFIC NAMING

Governing Policy: Policy 1.44 - Namings

Subsections: Overview, Definitions, Scope, Procedure

**Officer(s) Responsible
for Procedures:** Vice-President (University Advancement)

Effective Date: (TBD)

Supersedes: (NEW)

_____

OVERVIEW

The purpose of this Procedure is to provide clear instruction on how to obtain approval for honorific Namings that comply with this policy.

DEFINITIONS

The defined terms in this Procedure have the same meaning as in the MAPP Policy 1.44 - Naming Policy (Policy).

SCOPE

This Procedure applies to the authority to approve an honorific Name to which the Policy applies.

PROCEDURE

1. **All Approvals**

    1.1 No person or unit within the University may give a Name to a University Asset unless the Naming has been approved in accordance with the Policy and this Procedure.

    1.2 Changes to a Naming must proceed through the same process as a new Naming.

    1.3 A proposed honoree must have rendered outstanding service, have earned a national or international reputation for excellence, or have achieved a unique distinction that warrants recognition.

1.4 Individuals contemplating or recommending a Naming opportunity to recognize outstanding service, excellence, or distinction should consult first with Donor Experience in Western Advancement for information and advice.

1.5 If a Naming proposal is to proceed, a written description of the proposed honorific Naming shall be submitted to Donor Experience in Western Advancement.

1.6 Western Advancement will conduct due diligence through a reputational risk assessment to reasonably assure the Board or its delegate(s) that any Entity to be recognized through a Naming is of sound reputation and that the proposed Name complies with the Policy.

    1.6.1 Due diligence is formally documented through a reputational risk assessment upon request or for Namings of academic positions.

    1.6.2 Review and approval of risk assessment is completed by:

- Executive Director, Donor Experience
- Faculty Dean, for faculty designations
- Vice-President (University Advancement)
- Provost and Vice-President (Academic), for academic positions
- Vice-President (Research), for research designations

    1.6.3 Risk assessment with necessary signatures is stored by Donor Experience in Western Advancement

1.7 A written description of the proposed honorific Naming, along with the outcomes of the due diligence process, will be forwarded to the Vice-President (Operations & Finance) by Donor Experience in Western Advancement.

1.8 The Vice-President (Operations & Finance) will review and bring forward recommendations to the President & Vice-Chancellor to endorse the honorific Naming.

1.9 If endorsed by the President & Vice-Chancellor, Naming proposals will be included in the next scheduled Fund Raising and Donor Relations Committee (FRDRC) meeting.

1.10 The FRDRC will review the proposed honorific Naming and determine whether to recommend the honorific Naming to the Board. The decision will be recorded in the minutes of the committee meeting. Naming recommendations will be included in the next scheduled Board meeting.

1.11 The Board will review the honorific Naming recommendation from the FRDRC. The authority to approve the honorific Naming rests with the

Board and the decision will be recorded in the minutes of the Board meeting. This will act as the official record of decision with respect to the Naming.

PROCEDURE FOR REVOCATION OF A NAME

Governing Policy: Policy 1.44 - Namings

Subsections: Overview, Definitions, Scope, Procedure

**Officer(s) Responsible
for Procedures**:   Vice-President (University Advancement)

Effective Date: (TBD)

Supersedes: (NEW)
_____

OVERVIEW

The purpose of this Procedure is to provide clear instruction on how to revoke a Name.

DEFINITIONS

The defined terms in this Procedure have the same meaning as in the MAPP Policy 1.44 - Naming Policy (Policy).

SCOPE

This Procedure applies to the authority to revoke a Name recognizing Gifts or Grants or an honorific Naming to which the Policy applies. This includes:

- Namings recognizing Gifts or Grants of less than $1 million.
- Namings recognizing Gifts or Grants of $1 million or more but less than $10 million.
- Namings recognizing Gifts or Grants of $10 million or more.
- Namings recognizing honorific Namings

PROCEDURE

1. All Revocations

1.1 The Vice-President (University Advancement) or President may begin the process of revoking a Name at their own discretion or in response to a proposal from any member of the University community.

1.2 A revocation proposal that is not approved may be considered again in five years following the most recent decision, unless otherwise permitted by the President and the Chair of the Board.

1.3 No person or unit within the University may revoke a Name to a University Asset unless the revocation has been approved in accordance with the Policy and this Procedure.

1.4 Individuals proposing the revocation of a Name shall consult first with a Director of Development and Donor Experience in Western Advancement for information and advice.

1.5 If a revocation of a Name is to proceed, a written proposal by the individual(s) is to be submitted to Donor Experience in Western Advancement. The proposal shall:

(i)   Identify the Name in issue;

(ii)   Address why the continuation of the Name would, in the opinion of the individual(s) submitting the proposal, be contrary to the principles articulated in the Policy;

(iii)   Provide any documentation or identify any resources supporting the information in (ii); and

(iv)   Be signed and dated by the individual(s) submitted the proposal.

(collectively, a "Revocation Proposal")

1.6 Following receipt of a Revocation Proposal, Donor Experience in Western Advancement will investigate the issues raised in the proposal and provide advice on the matter (the "Advice").

1.7 Consideration of the Revocation Proposal and the Advice will proceed to the next steps.

2. Revocation of a Name in Recognition of Gifts and Grants of Less Than $1 million

2.1 The Vice-President (University Advancement) will consider the revocation proposal and Advice for all University Assets in recognition of Gifts and Grants of less than $1 million, as delegated by the Board.

3. Revocation of a Name in Recognition of Gifts and Grants of $1 million or more AND Honorific Namings

3.1 The Board will consider a Revocation Proposal and Advice for all University Assets in recognition of Gifts and Grants of $1 million or more.

3.2 The Board will consider the Revocation Proposal and Advice for all honorific Namings.

3.3 The Vice-President (University Advancement) will review and bring forward Revocation Proposals and Advice to the President for review.

3.4 The President will review the Revocation Proposal and Advice and can seek additional input, information or advice about the Naming if required.

3.5 The President may appoint and convene an ad hoc advisory committee to review the issue and make a recommendation to the President.

3.6 The President will act independently of the advisory committee.

3.7 The advisory committee will:

(i)   Review the Revocation Proposal;

(ii)   Review the Advice;

(iii)   Review the original Gift or Grant Agreement and context for original Naming;

(iv)   Consider the principles in the Naming Policy;

(v)   Consult such university constituencies as it determines appropriate; and

(vi)   Take such further steps as the committee determines reasonable to investigate the matter.

3.8 Following its review, the ad hoc advisory committee will provide a final report and recommendation to the President (Report and Recommendation).

3.9 The President will consider the Report and Recommendation of the ad hoc advisory committee and such other relevant information and decide whether to submit a recommendation to the FRDRC for consideration.

3.10 If the President decides not to submit a recommendation to the FRDRC for consideration, the matter will be deemed closed.

3.11 The FRDRC will review and consider a recommendation submitted by the President.   If the FRDRC agrees with the recommendation of the President, the recommendation to revoke the Name will be submitted to the Board. If the FRDRC decides not to agree with the recommendation, the matter will be deemed closed. This official and

final decision will be recorded in the FRDRC minutes.

3.12 The Authority to approve the recommendation to revoke a Name rests with the Board and the outcome will act as the official record of decision on the Revocation Proposal.

ITEM 4.2(a) – Report on Western University's Compliance with the Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the *Report on Costs of Textbooks and Other Learning Materials* in compliance with Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities (MTCU) Act, Subsection 21(6).

EXECUTIVE SUMMARY:

The *Strengthening Accountability and Student Supports Act, 2024* was passed and made amendments to the MTCU Act. The new MTCU Act provisions allow for directives to be issued to publicly assisted colleges and universities that require these institutions to provide students with information about educational costs associated with attending the institution.

Pursuant to subsection 21 (2) of the MTCU Act, a directive was issued on August 16, 2024 and subsequently replaced by a directive of December 20, 2024 (attached).

The objectives of the directive of December 20, 2024 are to:

- Ensure students and their families can find information on educational costs with ease; and
- Improve consistency across the sector in publishing educational costs and leverage best practices.

Educational costs include ancillary fees, the costs of textbooks and other learning materials.

The directive does not include any changes to the current requirements for the publication of ancillary fees. The 2024/25 ancillary fees received Board of Governors approval on April 24, 2024 (items 4.1[a][ii] and 4.1[a][iii], https://www.uwo.ca/univsec/pdf/board/minutes/2024/a24april24bg.pdf).

ATTACHMENT(S):

Report on Costs of Textbooks and Other Learning Materials

Revised Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act

Report on Costs of Textbooks and Other Learning Materials

The method used by Western for communicating the costs of textbooks and other learning materials is the course outline (referred to in the directive as "course syllabus"). The [Senate Policy on Course Outlines](#) requires that Dean's offices forward all of the collected course outlines to the Office of the Registrar, where they will be maintained in electronic form for a minimum of ten years. Multiple communications were sent from the Vice-Provost (Academic Programs) for undergraduate studies and the Vice-Provost Graduate & Postdoctoral Studies for graduate programs to alert the academic community to the directive, requesting that information on cost of educational materials be included on course outlines, and that course outlines be submitted for the audit (communications began in November and continued through May). A workplan was developed by the Office of the Registrar and the Office of the Vice-Provost (Academic Programs) to create a submission portal for the course outlines, create a spreadsheet of all course outlines, and conduct a manual audit of the course outlines to determine whether information on the cost of educational materials is included. The offices partnered with associate deans academic/undergraduate and associate deans graduate to encourage the submission of course outlines for this purpose. The audit for cost of educational materials information was conducted by the Office of the Vice-Provost (Academic Programs) from May 19-22, 2025. A work-study student has been hired through the Office of the Registrar to support this work for the summer terms.

A total of 2,266 courses were offered in the January-April 2025 term. This excludes multiple sections of courses and year-long courses that began in September 2024. Of the 1,464 undergraduate courses offered, 1,162 course outlines were submitted and, of those, 989 included costs of educational materials on the course outlines. Of the 802 graduate courses offered, 261 course outlines were collected and, of those, 189 included information on the cost of educational materials on the course outlines. Of the total 2,266 courses offered, 52% included information on the cost of educational materials on their course outlines as submitted.

Plans on How and When Western Will Reach Full Compliance

Several factors contributed to the results this year. This was a new directive, revised and reissued in December, and many course outlines had been completed. Practices for reviewing course outlines vary widely across campus. And compliance with the existing Senate Policy on Course Outlines regarding submission of course outlines to the Office of the Registrar was typically 30-40% before the introduction of this directive.

To improve the results for next year, we have taken the following steps:

1) UWOFA and the Employer have entered a mutual agreement on the sharing of educational costs related to compliance requirements in Bill 166.
2) Report to Senate in September 2025 on Western's compliance with this directive and efforts to improve for 2025/26.
3) Ongoing communications to alert instructors, programs, and area heads to this requirement as they prepare course outlines for the next academic year.
4) Build support from academic units and deans' offices to assist with the gathering and central submission of course outlines.

Ministry of Colleges and Universities	**Ministère des Collèges et Universités**	
Office of the Minister	Bureau du ministre	
438 University Avenue, 5th floor Toronto ON M7A 0B8	438, avenue University, 5e étage Toronto ON M7A 0B8	Ontario
Tel.: 416 326-1600	Tél. : 416 326-1600	

MEMORANDUM TO: Presidents, Colleges of Applied Arts and Technology
Executive Heads, Publicly Assisted Universities

FROM: The Honourable Nolan Quinn
Minister of Colleges and Universities

DATE: December 20, 2024

SUBJECT: Revised Directive on the Costs of Educational Material
under the *Ministry of Training, Colleges and Universities Act*
(MTCU Act)

Earlier this year, the *Strengthening Accountability and Student Supports Act, 2024* was passed and made amendments to the MTCU Act. The new MTCU Act provisions allow for directives to be issued to publicly assisted colleges and universities that require these institutions to provide students with information about educational costs associated with attending the institution.

This memo is a directive issued pursuant to subsection 21(2) of the MTCU Act, and replaces the previous directive issued on August 16, 2024.

The objectives of this directive are to:
- Ensure students and their families can find information on educational costs with ease; and
- Improve consistency across the sector in publishing educational costs and leverage best practices.

Educational costs include ancillary fees, the costs of textbooks and other learning materials.

Ancillary Fees
Ancillary fees are fees charged to support services and activities distinct from academic programming or general overhead for the institution in addition to tuition fees. For the complete definition of ancillary fees please refer to the guidelines and references noted below.

The publication of ancillary fees is currently required through the *Tuition and Ancillary Fees Minister's Binding Policy Directive* for colleges and the *Tuition Fee Framework*

Implementation Guidelines for Publicly Assisted Universities or the *Ontario Operating Funds Distribution Manual.*

This directive does not include any changes to the current requirements for the publication of ancillary fees other than annual reporting as noted below.

Costs of Textbooks and Other Learning Materials
Each publicly assisted college and university shall ensure that students are informed of the costs of all textbooks and other learning materials that are mandatory and optional in the course syllabus for each course. At a minimum, the following information must be provided in the syllabus:

- Each textbook or other learning material should be individually costed. In the event that the cost for the current year is not available at the time the syllabus is prepared, the most recent cost should be included with a note indicating that it may change; and
- Whether there are any restrictions that would prevent a student from using a second-hand copy of the textbook or other learning material.

Alternatively, instead of using the syllabus, an institution may communicate the above-noted information to students by another method, such as a website. The institution must ensure that:

- The information is readily available and accessible by the first week of the course; and
- The method for communicating the information is consistent for all courses offered at the institution.

This requirement is effective for all courses beginning in or after January 2025 and will remain in effect until this directive is revoked or replaced.

Annual Reporting to Boards
Subsection 21(6) of the MTCU Act requires annual reporting to governing boards on the implementation of this directive.

Publicly assisted colleges and universities must include the following information in their report to the board in respect of the preceding year:

- Ancillary fees as approved by the board of governors or governing body per current requirements in the *Tuition and Ancillary Fees Minister's Binding Policy Directive* for colleges and the *Tuition Fee Framework Implementation Guidelines for Publicly Assisted Universities,* or the *Ontario Operating Funds Distribution Manual.*
- The method used by the institution for communicating the costs of textbooks and other learning materials (i.e. syllabus or alternative method of communication such as a website).
- The percentage of courses that included the costs of textbooks and other learning materials in their course syllabuses or in the alternative method of communication. If the percentage is less than 100%, the report must include plans on how and when the institution will reach full compliance with the requirements in this directive. It is expected that all institutions reach full compliance by the fall 2025-26 school year.

- A summary of current and planned communications to students on where to find information on educational costs.

Annual reports must also be shared with the Ministry of Colleges and Universities (MCU) within 10 working days of being presented to and approved by a governing board. Institutions can provide the annual report to MCU by emailing it to the attention of the Director for Postsecondary Education Policy Branch at psepolicy@ontario.ca.

Best Practices
In the interest of students, I would like to recommend the following best practices:
- Institutions should make students aware of how to find information on ancillary fees and the cost of textbooks and other learning materials.
- No other educational material costs should be added to a course after the distribution of the information on course-related educational costs in the first week of classes.
- Along with textbook costs, a syllabus or alternative method of communication should include information about textbook features (e.g., personalized online study tools).
- Faculty should be encouraged to use Open Educational Resources (OERs) to help make postsecondary education more affordable for students. OER resources are available through eCampusOntario: https://www.ecampusontario.ca/exploring-the-open-library/

I appreciate the work already done by institutions to help students plan for the costs associated with their education such as the development of educational material cost calculators. We will build on this work by providing even greater consistency and cost transparency for students across the sector through the implementation of this directive.

Sincerely,

The Honourable Nolan Quinn
Minister of Colleges and Universities

c: Cameron Clairmont, Acting President and Chief Executive Officer,
        Colleges Ontario
        Maureen Adamson, Incoming Interim President and Chief Executive Officer and
        Chief Administrative Officer, Colleges Ontario
        Steve Orsini, President and Chief Executive Officer, Council of Ontario
        Universities
        Caitlin Clark, Chief of Staff, Office of the Minister of Colleges and Universities
        Scott Ramsay, Director of Policy and Issues, Office of the Minister of Colleges
        and Universities
        David Wai, Deputy Minister of Colleges and Universities
        Zoë Kroeker, Assistant Deputy Minister
        Strategic Policy and Planning Division, Minister of Colleges and Universities
        Joshua Paul, Assistant Deputy Minister, Financial Sustainability, Performance
        and Oversight Division, Ministry of Colleges and Universities

ITEM 4.3(a) – Affirming Declarations of Indigenous Citizenship or Membership at Western University

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Senior Policy and Operations Committee, the Board of Governors approve MAPP Policy 1.58 - Affirming Declarations of Indigenous Citizenship or Membership at Western University as presented at Item 4.3(a).

EXECUTIVE SUMMARY:

Historically, claims to Indigenous citizenship or membership were submitted on a voluntary and self-declared basis and not affirmed, which has led to harmful instances of Indigenous ethnic fraud where individuals have misrepresented themselves to access Indigenous-designated resources and opportunities. This practice deepens mistrust and harm experienced by Indigenous peoples within educational institutions.

As part of the work to advance reconciliation with Indigenous Communities, Western University is working to implement a culturally relevant and Indigenous-led policy to affirm declarations of Indigenous Citizenship and Membership at Western.

The goal of the Indigenous Affirmation Policy (the "Policy") is to foster an inclusive, safe, and supportive environment for a diversity of Indigenous peoples at Western while safeguarding against Indigenous ethnic fraud.

The Policy applies to prospective or current faculty, instructors, Graduate Teaching Assistants, staff, librarians, archivists, students, post-doctoral scholars, Indigenous Elders and Indigenous Knowledge Keepers. The required affirmation process aims to ensure that only affirmed individuals can access material advantages (e.g. roles, grant funding, campus roles) that are designated for those with Indigenous citizenship or membership or where Indigenous citizenship or membership is given preference or hold themselves out in learning environments as holding Indigenous citizenship or membership.

At its core, the Policy is premised upon a relational approach - led by local Indigenous communities and informed by principles of respect, relevance, reciprocity, responsibility, and relational accountability – to ensure that all declarations are affirmed in a manner that is respectful of the sovereignty of the local Indigenous Nations, including their specific requirements for membership or citizenship.

The local Indigenous community has been very engaged in developing this Policy led by the Vice-Provost & Associate Vice-President (Indigenous Initiatives).

The processes employed to further inform the development of this Policy have been extensive and were premised upon the results of a comprehensive environmental scan, a review of existing Policy within other post-secondary education institutions, and further refined upon direction received through robust consultation with representatives from the following local committees and units at the University:

- • the University's Indigenous Post-Secondary Education Council (IPEC) – providing direct feedback from local Indigenous communities and organizations
- • the Indigenous Faculty Advisory Council (IFAC)
- • Indigenous staff at the University (i.e., Office of Indigenous Initiatives, Indigenous Student Center, Wampum Learning Lodge, and others)
- • Members of the Executive team of the Indigenous Student Association
- • Western's leadership comprised of the Provost's and the President's teams
- • Western's Campus Council
- • Joint Committee of UWOFA and the Office of Faculty Relations
- • USC and SOGS Executive committees

With a goal to remain relevant and effective, this Policy is framed as a living document to be formally reviewed at least every three years with support from the IPEC and Indigenous members of the University community.

ATTACHMENT(S):

Policy 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University (for approval)

Procedure for Policy 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University (for information)

Advice of Senate

POLICY 1.58 - Affirming Declarations of Indigenous Citizenship or Membership at Western University

Policy Category:	General
Subject:	Affirming Declarations of Indigenous Citizenship or Membership at Western University
Approving Authority:	Board of Governors
Responsible Officers:	Provost & Vice-President (Academic) Vice-Provost & Associate Vice-President (Indigenous Initiatives)
Responsible Offices:	Office of the Provost & Vice President (Academic) Office of Indigenous Initiatives
Related Procedures:	Procedure for Policy 1.58 - Affirming Declarations of Indigenous Citizenship or Membership at Western University
Related University Policies:	Employment Equity Policy Undergraduate Degree Admissions Appointment Procedures for Senior Academic and Administrative Officers of the University General Policy on Scholarships, Awards, Prizes
Effective Date:	June 25, 2025
Supersedes:	(New)

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I.   PURPOSE AND SCOPE

1.   The purposes of this Policy are to demonstrate the University's respect for Indigenous communities and for Indigenous members of the University community by safeguarding against Indigenous ethnic fraud and ensuring that declarations of Indigenous citizenship or membership by members or prospective members of the University community are affirmed in accordance with this Policy and related Procedure. It is also to recognize the intangible benefits, including influence, authority and perspective, which are not measurable or physical, but which provide advantages reserved for Indigenous peoples.

2.   A key focus of the Policy and Procedure is to create an affirmation process that is informed and led by the local Indigenous communities and Indigenous faculty members, instructors, staff, librarians and archivists at the University.

3.   This Policy applies to anyone who makes a declaration of Indigenous citizenship or membership that results in a material advantage at Western *e.g.* for admission, scholarships, bursaries, awards, recruiting/hiring, service opportunities, campus roles or any other opportunities or initiatives that are explicitly designated for Indigenous Peoples or where those with Indigenous citizenship or membership are given preference. This Policy also applies to faculty members, instructors, Graduate Teaching Assistants and post-doctoral scholars in non-Indigenous designated roles who hold a position of authority over, teach or supervise students or post-doctoral scholars and who declare Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

4.   The Policy applies to prospective or current faculty, instructors, Graduate Teaching Assistants, staff, librarians, archivists, students, post-doctoral scholars, Indigenous Elders and Indigenous Knowledge Keepers.

5.   This Policy contributes to a safe, inclusive, and diverse culture at the University and builds on the foundations established by *Truth and Reconciliation Commission of Canada: Calls to Action*, *The United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), *Towards Western at 150: Western University Strategic Plan* and Western's *Indigenous Strategic Plan*.

II.   DEFINITIONS

Affirmation means a formal process of verification and acceptance of Indigenous citizenship or membership within a relational accountability framework informed by respect, relevance, reciprocity, responsibility[1], and relationality and refusal whereby claimants to Indigenous citizenship or membership are accountable to those communities who claim them.

A "declaration" of Indigenous citizenship or membership includes any written expression (*e.g.* resume/CV, application, identity documents, signature lines, website content, personal or academic narratives) or verbal expression (*e.g.* during an interview, pronouncements by a faculty member in lectures, public addresses or interviews) of Indigenous citizenship or membership in an Indigenous Nation, Indigenous ancestry or connection to Indigenous communities.

Indigenous is the term used for the purposes of this Policy in place of "Aboriginal" to refer to Peoples of First Nations, Métis, and/or Inuit ancestry, as per the *Canadian*

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[1] Kirkness & Barnhardt, 2001. First Nations and Higher Education: The Four R's – Respect, Relevance, Reciprocity, Responsibility. In Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations. R. Hayoe, and J. Pan. Hong Kong, eds., Comparative Education Research Centre, The University of Hong King.

**POLICY 1.58 – Affirming Declarations of Indigenous Citizenship
or Membership at Western University**

Constitution Act of 1982. The term Indigenous also includes global Indigenous peoples, as defined in the UNDRIP.

Indigenous Affirmation Advisory Committee (IAAC) means the committee described in this Policy and its related Procedure that is comprised of representatives from the local Indigenous communities, Indigenous faculty members, and/or Indigenous staff from the University, that is convened by the Office of Indigenous Initiatives (OII) at the University to affirm declarations of Indigenous citizenship or membership by self-identifying individuals in accordance with this Policy and its related Procedure.

Indigenous ethnic fraud refers to intentional false declarations of Indigenous citizenship or membership, Indigenous ancestry, and/ or intentional false claims to connections with Indigenous communities and lived experiences by non-Indigenous persons.

Indigenous citizenship or membership refers to the current status of being entitled to participate in the government and political life of an Indigenous Nation. Indigenous citizenship and membership codes may vary by community or Nation.[2]

Material advantage refers to any relational, professional, financial or tangible benefit including, but not limited to, any positions, service opportunities, campus roles, resources, scholarships, or grant funding specifically offered or designated for Indigenous Peoples at the University or where those with Indigenous citizenship or membership are given preference.

Relational positionality refers to how individuals situate their claim to Indigenous membership or citizenship in relation to intersecting social locations and complex power dynamics.

III.   POLICY

1.   This Policy applies to all declarations of Indigenous citizenship or membership that result in a material advantage at Western including declarations that are made within admission, selection, scholarship, hiring / recruitment or any other opportunities or initiatives that are explicitly designated for Indigenous Peoples or where those with Indigenous citizenship or membership are given preference. Such declarations must be affirmed by the IAAC in accordance with the ***Procedure for Policy 1.58 Affirmation Declarations of Indigenous Citizenship or Membership***. This Policy and related Procedure also apply to faculty members, instructors, Graduate Teaching Assistants and post-doctoral scholars in non-Indigenous designated roles who hold a position of authority over, teach or supervise students or post-doctoral scholars and who declare

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[2] Adapted from the *Tri-Agency Policy on Indigenous Citizenship and Membership Affirmation* and the associated *Directive* published September 3, 2024.

Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

2.   If this Policy applies, only individuals whose declarations of Indigenous citizenship or membership have been affirmed according to this Policy and Procedure will be eligible to move forward in the selection, admission, hiring, award or other applicable process or will be permitted to hold themselves out in the classroom or other learning environment as having Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

3.   This Policy focuses on affirming claims to Indigenous citizenship or membership based on the principles of citizenship and membership recognized by the local Indigenous communities: the Chippewas of the Thames First Nation, Oneida of the Thames First Nation, and Munsee-Delaware Nation. These principles include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation. Ultimately, it is the Indigenous community who must claim the individual, versus an individual's claim to an Indigenous community. This relational approach respects the relevant and enduring ways of knowing and understanding each other within Indigenous communities, which further contributes to a sense of belonging within community spaces and connections.[3]

4.   As such, this Policy places significant value on the process of *relational positionality* wherein cultural safety is afforded within processes that demonstrate lived experiences or speak to the circumstances of disconnection and\or reconnections. In recognizing that colonial structures have been a significant cause of familial and community disconnection, a broad array of approaches to demonstrating Indigenous citizenship or membership have been identified, as outlined in the associated Procedure.

5.   This Policy will apply from its effective date to any new or renewed material advantage and to any new or renewed declaration of Indigenous citizenship or membership, within the meaning of the principles and processes set out in this Policy and associated Procedure, by faculty, instructors, Graduate Teaching Assistants, or post-doctoral scholars who hold a position of authority over, teach or supervise students or post-doctoral scholars.

6.   Due to the evolving social-political nature and interpretation of this work, this Policy will be viewed as a living or dynamic document to be reviewed and

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[3] National Indigenous University Senior Leaders Association (NIUSLA) (2022). Indigenous voices on Indigenous Identity. Available at https://www.fnuniv.ca/wp-content/uploads/Indigenous-Voices-on-Indigenous-Identity_National-Indigenous-Identity-Forum_Report_March-22_June-22-FINAL.pdf; Canada (2024). What We Heard: A report from the Three Federal Research Funding Agencies' Ad Hoc Working Group on Indigenous Citizenship and Membership: https://www.canada.ca/en/research-coordinating-committee/priorities/indigenous-research/2023/report-what-we-heard.html

updated as required and at least every three (3) years[4] with support from the University's Indigenous Postsecondary Education Council (IPEC) and Indigenous members of the University community.

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[4] The University may opt to conduct its initial review of the Policy and Procedure two years following implementation to account for the changing landscape and initial experiences applying the Policy and Procedure.

**POLICY 1.58 – Affirming Declarations of Indigenous Citizenship
or Membership at Western University**

Appendix 1

**Background, Development of this Policy and Procedure, Guiding Principles and
Acknowledgements**

A.   Background and Development of This Policy and Procedure

1.   Indigenous Peoples are consistently underrepresented among faculty, staff, and
        student populations in postsecondary education institutions in Canada. This is a
        result of historical and ongoing colonial oppression which has created access
        barriers and institutional discrimination.

2.   For the most part, the University has predominantly relied on unverified
        Indigenous self-identification processes when hiring and\or selecting Indigenous
        people for designated Indigenous roles, appointments, and initiatives or providing
        preference to Indigenous applicants/candidates for positions, admission,
        scholarships or other material advantages. However, due to growing instances of
        Indigenous ethnic fraud in the sector, additional measures are now required to
        safeguard University decision-making.

3.   Unfortunately, the occurrence of Indigenous ethnic fraud is not new; it is a long-
        standing practice.[5] Indigenous students, staff, and faculty at postsecondary
        education institutions across the country have long been advocating for
        institutional processes to safeguard against Indigenous ethnic fraud. Recently,
        there have been several high-profile instances of non-Indigenous individuals
        falsely claiming Indigenous citizenship and membership to access designated
        positions and initiatives reserved exclusively for Indigenous individuals. This
        practice perpetuates colonial violence against Indigenous people within and
        beyond postsecondary institutions in many ways with negative consequences,
        including:

        •   Taking up space or accessing designated Indigenous roles and resources
            that are exclusively intended for Indigenous people;

        •   Co-opting of Indigenous voices, and inappropriately using those voices to
            support personal advancement;[6] and

        •   Deepening the lack of trust in postsecondary education institutions among
            Indigenous people.

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[5] Wheeler, W. (November 15, 2021). Indigenous Identity Fraud in the Academy. University of
Saskatchewan Faculty Association – Vox. Retrieved from https://usaskfaculty.ca/wp-
content/uploads/2021/11/Indigenous-Identity-Fraud-in-the-Academy.pdf?fbclid=IwAR3ER-
dYSbfj37TZbX07PupouMiRVoaL9VrkxXdcFXwYBHCI6bW6mBwhRNs

[6] Tall Bear, K. (2021). Playing Indian Constitutes a Structural Form of Colonial Theft, and It Must be
Tackled. Unsettle. Retrieved From https://kimtallbear.substack.com/p/playing-indian-constitutes-a-
structural?r=dv6ay

4.   While safeguarding against Indigenous ethnic fraud is critically important, members of the Indigenous community at the University have signalled that the process of affirming Indigenous citizenship or membership must be permitted to continue to evolve in response to active conversations happening at political and community levels outside the university. Since these issues are complex and contentious, it is important to avoid the creation of affirmation processes that are too narrow and result in harm or negative outcomes for Indigenous people, such as:

- Unintentionally fostering an unwelcoming or hostile environment for Indigenous individuals who experience diverse realities and expressions of Indigenous citizenship or membership (e.g. individuals who have been disenfranchised or had their connection to Indigenous community threatened or severed due to the impact of colonial violence);

- Creating a divisive workplace and learning culture for Indigenous people who do not neatly fit into colonial categories/ standards;

- Triggering and or re-triggering trauma among Indigenous People through the creation of policies/ processes that scrutinize, adjudicate, or determine Indigenous citizenship or membership; and

- Excluding Indigenous people based on colonial and racial definitions and ideas about Indigeneity that discount those who have been disconnected/ disenfranchised from their ancestral Indigenous communities due to settler-colonization and systematic attempts to erase Indigenous peoples (e.g., Canada's Residential School system, the implementation of the Indian Act, or the 'Sixties Scoop').

5.   The University, like many post-secondary education institutions in Canada, therefore, views it as important to move beyond the insufficient practice of relying solely on self-identification/self-declaration as a mechanism to determine Indigenous citizenship or membership.

6.   The University commits to supporting local Indigenous communities and Indigenous members of the University community, including supporting work that eliminates instances of Indigenous ethnic fraud, which continue to cause much harm. The University is, therefore, supportive of acting and safeguarding against Indigenous ethnic fraud through the application of an Indigenous-led process to affirm declarations of Indigenous citizenship or membership that go beyond self-identification and incorporate approaches that are inclusive, safe, and supportive of the wide range of diversity experienced by Indigenous peoples.

7.   The processes employed to inform the development of this Policy have been extensive and were premised upon the results of a comprehensive environmental scan, a review of existing policy within other post-secondary education institutions, and further refined upon direction received through robust consultation with representatives from the following local committees and units at the University:

- the IPEC – providing direct feedback from local Indigenous communities and organizations;
- the Indigenous Faculty Advisory Council (IFAC);
- Indigenous staff at the University (*i.e*., Office of Indigenous Initiatives, Indigenous Student Center, Wampum Learning Lodge, and others);
- members of the Executive team of the Indigenous Student Association.
- Western's leaderships comprised of the Provost's and the President's teams
- Western's Campus Council
- Joint Committee of UWOFA and the Office of Faculty Relations
- USC and SOGS Executive
- Senate Committee on University Planning
- Senior Policy and Operations Committee

B.   GUIDING PRINCIPLES

1.   Drawing on input from Indigenous students, staff, faculty, and community partners at the University, several interconnected principles are identified to inform the affirmation process under this Policy and related Procedure:

Indigenous People provide leadership in affirming Indigenous citizenship or membership

(a)   Indigenous ethnic fraud is harmful, and postsecondary education institutions have a responsibility to safeguard against it. However, it is equally harmful for colonial institutions and non-Indigenous people to attempt to determine or scrutinize Indigenous citizenship or membership without the involvement of Indigenous peoples themselves. For the University, this means that Indigenous people must inform and lead the work to affirm Indigenous citizenship or membership under this Policy.

Criteria for affirmation

(b)   While every Indigenous Nation is sovereign and has the right to determine the requirements of its own citizenship or membership, the University – upon direction of its IPEC - will require that all declarations of Indigenous citizenship or membership at this institution must be affirmed in accordance with the ***Procedure for Policy 1.XX Affirmation Declarations of Indigenous Citizenship or Membership***.

(c)   Out of respect and in the spirit of reconciliation and relationship building with local Indigenous communities, the ***Procedure*** is based on the principles of citizenship and membership recognized by the local Indigenous communities: the Chippewas of the Thames First Nation, Oneida of the Thames First Nation, and Munsee-Delaware Nation which include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation.

<u>Fostering a welcoming environment for a diversity of Indigenous identities</u>

(d)   The University is actively working to foster an environment that is inclusive, safe, and supportive of a diversity of Indigenous peoples. This includes acknowledging individuals who claim to have been systematically disconnected from their ancestral Indigenous communities, families, cultures and languages, and lived experiences as a result of colonial policies. As such, opportunities for individuals who have been disenfranchised and are currently reconnecting to their Indigenous communities will be considered through the individual's statement of 'Relational Positionality' as per the ***Procedure***.

<u>Creating culturally safe processes for individuals to declare their Indigenous citizenship or membership and share relational positionality</u>

(e)   The University acknowledges that being asked to identify within a process of relational positionality and share about one's Indigenous citizenship or membership—including lineage and connection to community and culture—may be potentially triggering for some individuals, especially those who have and continue to be negatively impacted by colonial legislation (*i.e.,* the *Indian Act*). For this reason, the creation and maintenance of culturally safe processes for Indigenous claimants to share their relational positionality is vital.

<u>Honouring Indigenous relational processes</u>

(f)   Indigenous relational processes are informed by Indigenous ways of knowing, being, and doing within Indigenous communities instead of sole reliance upon the colonial definitions of Indigenous citizenship and membership (*i.e*., such as current Indian Status cards). A process informed by relational accountability requires the individual to describe and demonstrate their connection and responsibilities to *All Our Relations* (everyone and everything), including ourselves, one another, the community(ies) who 'claim us', the organizations where we work, and, essentially, all of creation.[7]

(g)   Relational accountability is practiced by using the four Rs of community-based partnership research: Respect, Relevance, Reciprocity, and Responsibility[8] and Relationality and Refusal, to inform the process of

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[7] Smith, L.T. (2012). Decolonization Methodologies: Research and Indigenous Peoples. London, UK: Zed Books. (Originally published in 1999); Wilson, S. (2008). Research Is Ceremony: Indigenous Research Methods. Fenwood Publishing: Halifax, NS Canada.

[8] Kirkness & Barnhardt, 2001; Wilson, 2008. Although Community Based Participatory Research is often used in research contexts, it is being applied here because it is widely regarded as an enactment of relational accountability and is relevant to all forms of engagement. Western University is aware of a fifth R, "Relationships", which is being addressed through the overarching relational accountability guiding principle.

affirming all declarations of Indigenous citizenship or membership at the University. Additional details are provided below:

- **Respect** is demonstrated by honouring Indigenous self-determination[9] processes over self-identification, and by ensuring that individuals have safe spaces and opportunities to assert and have their Indigenous citizenship or membership affirmed as outlined in this Policy. While the interpretation of self-determination is unique to each Indigenous Nation, those determinations do not automatically apply to or impact or influence the definitions used by other Indigenous Nations elsewhere. Respect for the local Indigenous Nations is also observed through adherence to the approved modes of affirmation identified in the ***Procedure***.

- **Relevance** is demonstrated by engaging individuals who declare Indigenous citizenship or membership and assert relevant lived experiences through a relational positionality established with Indigenous communities.

- **Reciprocity** is demonstrated through the work of the IAAC to ensure that Indigenous candidates observe all exchanges within the affirmation process in a respectful and "good way" – a way that honours the spirit and intent of Indigenous protocols and traditions.

- **Responsibility** is demonstrated when the University implements safeguards to protect against Indigenous ethnic fraud and the harms it causes to Indigenous communities and peoples. Care is also required to safeguard the personal information submitted by all individuals declaring Indigenous citizenship or membership, such as relational positionality statements and all supporting documentation. Responsibility is demonstrated within work to ensure that all selection processes are undertaken with great care and do not cause harm to anyone involved.

- **Relationality** is demonstrated within the care and commitment of observing and safeguarding the positive relational interactions of all beings in relation to their respectful interdependence with one another.

- **Refusal** is demonstrated when tolerance for harm and disrespect is not allowed. Refusal of unregulated access to Indigenous designated roles and initiatives, *etc.* helps to safeguard equitable access reserved for Indigenous peoples.

C.   ACKNOWLEDGEMENTS

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[9] Self-determination refers to political status and the freedom to pursue economic, social, and cultural development – as per the *United Nations Declaration of the Rights of Indigenous Peoples* - Article 4.

**POLICY 1.58 – Affirming Declarations of Indigenous Citizenship
or Membership at Western University**

1.   The University acknowledges that it is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), and Lūnaapéewak (Len-ahpay- wuk) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. The University respects the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.

2.   The University acknowledges historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and accepts responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service as well as through University Policies such as this one.

3.   The University acknowledges that the development of this Policy by members of the local Indigenous communities and the University community was, and continues to be, a process fraught with significant emotional labour. It is work that must be led by Indigenous Peoples themselves, and this responsibility has placed a significant burden on Indigenous students, scholars, and staff who are currently underrepresented at the University.

4.   Gratitude is extended to all Indigenous Peoples (i.e., local Indigenous community members as well as Indigenous students, staff, and faculty members at the University) and allies who contributed to the development of this Policy especially as the content, context, and subject matter is emotionally difficult and retriggering. The critical insights and diverse perspectives obtained within the development of this Policy are reminders of the importance of dialogue and ongoing engagement, which are vital to inform this important work.

Page 11

PROCEDURE FOR POLICY 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University

Governing Policy:	Affirming Declarations of Indigenous Citizenship or Membership at Western University
Subsections:	Roles and Responsibilities, Affirmation Process, Appeal Process, Intentionally False Declaration, Additional Notes-Affirmation Process for Students, Additional Notes-Recruitment of Indigenous Faculty Members, Data Use & Privacy, Appendix 1: Resources
Responsible Officer:	Provost & Vice-President (Academic) Vice-Provost & Associate Vice-President (Indigenous Initiatives)
Responsible Office:	Office of the Provost & Vice President (Academic) Office of Indigenous Initiatives
Effective Date:	June 26, 2025
Supersedes:	(new)

I.   GENERAL

1.   The Office of the Provost & Vice-President (Academic) and the Office of Indigenous Initiatives (OII) have primary responsibility for administering the Policy for Affirming Declarations of Indigenous Citizenship or Membership at Western University in accordance with the procedures detailed herein.

II.   ROLES AND RESPONSIBILITIES

1.   It is critical that Indigenous peoples themselves take up leading roles at the University to determine the process to affirm Indigenous citizenship or membership, especially when recruiting for Indigenous-designated roles and initiatives. This is especially important in response to the disconnect of settler-colonial institutions from distinct Indigenous worldviews and ways of knowing, being, and doing. As such, Indigenous peoples themselves must inform and lead all Indigenous affirmation processes.

2.   The Vice-Provost & Associate Vice-President (Indigenous Initiatives) (VP/AVP II) will:

PROCEDURE FOR POLICY 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University

(a) form an Indigenous Affirmation Advisory Committee (IAAC) on an as needed, *ad hoc* basis in accordance with this Procedure to verify all declarations of Indigenous citizenship or membership that are subject to this Procedure;

(b) participate in the IAAC's processes and Chair the Appeal Board as described in this Procedure; and

(c) provide leadership in relation to the University's implementation and application of this Procedure and associated Policy, including receiving and addressing any questions or concerns regarding the Policy/Procedure or concerns raised regarding declarations of Indigenous citizenship or membership that are subject to the Policy.

3. The IAAC:

(a) will determine and affirm declarations of Indigenous citizenship or membership in accordance with this Procedure and associated Policy;

(b) will be comprised of a Chair and two (2) other local Indigenous community members from any of the local First Nation communities upon which the University is situated (specifically, Chippewas of the Thames First Nation, Oneida of the Thames First Nations, and Munsee-Delaware Nation).

   o The IAAC Chair will be appointed by the VP/AVP II and must be an affirmed Indigenous faculty member, staff, librarian or archivist employee of the University. The two (2) additional IAAC members may also be Indigenous staff and faculty members at the University.

   o If the individual is a member of the Inuk Nation, then the third member of the IAAC will be an Inuk Elder/ Knowledge Keeper identified through a state-recognized Inuit organization rather than a local First Nation community member.

   o If the individual is a member of the Métis Nation, then the third member of the IAAC will be a local Métis Elder/ Knowledge Keeper identified through a state-recognized Métis organization rather than a local Indigenous community member.

   o All members of the IAAC must operate at arm's length to the individual seeking affirmation (*i.e.*, are unrelated and unaffiliated to the individual) to avoid any conflict of interest or perception of a conflict of interest.

(c) in conducting its work, will:

   (i) employ intentional mechanisms, as outlined below, to create and maintain safe spaces and create processes to inform all

Page 2

interactions where individuals engage with the topic of Indigenous citizenship or membership:

(ii)   hold all meetings in-person (or virtually in exceptional circumstances as determined by the IAAC Chair);

(iii)   provide trigger warnings leading up to any discussion where Indigenous citizenship or membership may be raised in the process of recruiting/ identifying an Indigenous-designated position(s), award, *etc.*;

(iv)   share relevant and accessible resources, as listed in Appendix 1, with all individuals seeking affirmation as they may find the discussion around Indigenous citizenship or membership to be triggering;

(v)   provide individuals with a list of required documentation for citizenship or membership declarations and instructions for securely sharing all required documents with the IAAC;

(vi)   in accordance with Western's applicable policies and legislation, adhere to strong data management practices wherein all personal information must be kept confidential and safeguarded.

4.   Where the Policy and this Procedure apply, the University will:

(a)   ensure that only individuals whose declarations of Indigenous citizenship or membership have been affirmed according to this Procedure and associated Policy will be eligible to move forward or will be given preference (as applicable) in the selection, admission, hiring, award or other applicable process and/or will be permitted to hold themselves out in the classroom or other learning environment as holding Indigenous citizenship or membership as defined in the Policy in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

(b)   The fact that an individual's self-declaration of Indigenous citizenship or membership is not affirmed under the principles and processes set out in this Procedure and associated Policy does not mean that the individual does not genuinely self-identify as Indigenous or that they could not be affirmed as Indigenous under non-University processes.

III.   AFFIRMATION PROCESS

1.   Consistent with the concept of Indigenous self-determination, this Procedure is initiated once a member or prospective member of the University community who is subject to the Policy makes a declaration of Indigenous citizenship or membership that will result in a new or renewed material advantage to them at

**PROCEDURE FOR POLICY 1.58 – Affirming Declarations of
Indigenous Citizenship or Membership at Western University**

Western or is otherwise subject to the Policy. (For declarations that form part of formal processes, see **Appendices 2 and 3**).

2. Upon direction of the University, anyone who makes a declaration of Indigenous citizenship or membership that is subject to the Policy will be required to provide the IAAC with the following current documentation for review and have affirmed:

   (a) a statement of relational positionality[1] (up to 4 pages) that includes details of:

      (i) the individual's personal lived experience[2] in relation to their declaration of Indigenous citizenship or membership;

      (ii) the individual's personal connections, responsibilities, and interrelationships with their Indigenous Nation, Clan, language, culture, community, land, and other relevant responsibilities including details of the individual's lineal[3] descent; and;

      (iii) where relevant, details about how colonial practices (*e.g.*, the 'Sixties Scoop', Residential Schools) have impacted how the individual is able to claim Indigenous citizenship or membership as a person with lived experience; and

   (b) two documents demonstrating proof of citizenship or membership in the Indigenous Nation who claims the individual.[4] A non-exhaustive list of documents that can be provided is:

      (i) a copy of a federal/ national/ state recognized citizenship card or official documentation belonging to the individual's biological parent or grandparent – together with proof of connections/ lived-experience to the community.

      (ii) letters of reference provided by Indigenous relatives or members of a national/ federal/ state recognized community who are familiar

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[1] Positionality refers to the how differences in social position and power shape identities and access in society" (https://indigenousinitiatives.ctlt.ubc.ca/classroom-climate/positionality-and-intersectionality/).

[2] Lived experience is the "personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. It may also refer to knowledge of people gained from direct face-to-face interaction rather than through a technological medium" (www.oxfordreference.com).

[3] This term means lineal consanguinity which describes blood relationships where one person is a direct descendant or ascendant of another, meaning they are related in a straight-line family connection like a parent-child or grandfather- grandchild.
(https://www.law.cornell.edu/wex/lineal_consanguinity#:~:text=Lineal%20consanguinity%20is%20the%20blood,father%2C%20son%2C%20and%20grandson)

[4] Within the affirmation process, it is necessary that the Indigenous community or organization is able to affirm any claims to membership or citizenship. This is important because in many instances of fraud, individuals have claimed membership and citizenship without the community's or organization's awareness.

with the claimant individual's lived experiences and relational positionality;

(iii)   letter of reference or documentation provided by a state-recognized Indigenous membership authority (*e.g.,* letter from Band Membership Officer);

(iv)   letters of reference from community-recognized Traditional Community leaders (e.g., Clan mothers, Lodge Keepers);

(v)   certificate of Indian Status from First Nations who are federally recognized and those listed on the Indigenous and Northern Affairs Canada website (https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/SearchFN.aspx?lang=eng);

(vi)   a copy of Certificate of Indian Status (*i.e.,* status card) of the individual's biological parent or grandparent who also has federally recognized Indian status – together with proof of lineal family connection;

(vii)   an affirmation letter from a national/ federal/ state recognized governance entity indicating that the individual is a 'Non-Status' First Nation person;

(viii)   Membership proof from a list of federally or state recognized Métis organizations in Canada, specifically:

- Métis Nation-Saskatchewan
- Métis Nation of Alberta
- Métis Nation British Columbia
- Métis Nation of Ontario
- Manitoba Métis Federation;
- Northwest Territory Métis Nation.

(ix)   American Indian, Alaskan Native, or Native Hawaiian citizenship document from tribes that are state or federally recognized (https://www.bia.gov/service/tribal-leaders-directory);

(x)   a Nunavut Trust Certificate card, Inuit roll number, Inuit Beneficiary Card, or any other proof accepted by state-recognized Inuit communities/ organizations;

(xi)   written confirmation letter of Indigenous ancestry from the Department of Indigenous Services Canada;

(xii)   international or Global Indigenous peoples' (as defined by the United Nations Declaration on the Rights of Indigenous Peoples

(UNDRIP)[5] accepted membership cards and documentation supporting the individual's claimed relational positionality;

(xiii) other membership cards or letters by state-recognized Indigenous communities /organizations;

(xiv) copy of Birth Certificate – together with a copy of the individual's parents' or grandparents' documentation that affirms claims to Indigeneity; or

(xv) Genealogy trees that contain certified information to confirm lineage.

3. Out of respect and in the spirit of reconciliation and relationship building with local Indigenous communities, this Procedure is based on the principles of citizenship and membership recognized by the local Indigenous communities (*i.e.* the Chippewas of the Thames First Nation, Oneida of the Thames First Nation and Munsee-Delaware Nation). These principles include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation.

4. In hiring and selection processes, only the applicant(s)/candidate(s) who are short-listed or selected for an interview (or prior to making an offer if the candidate is selected directly by a faculty supervisor) will be directed to undergo affirmation.

IAAC can require additional information

5. The IAAC can exercise its discretion to require an individual to provide additional information including, but not limited to, situations in which the original material submitted shows inconsistencies or deficiencies such as:

- declarations based solely on distant Indigenous lineage with no connection to lived experience;

- an individual's lack of connection to their home Indigenous culture or community, including urban Indigenous communities[6];

- lack of meaningful connection to any Indigenous community, including urban Indigenous communities; or

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[5] UNDRIP. N.d. *Who are Indigenous peoples:* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

[6] This means the candidate has not demonstrated in their Relational Positionality statement the reason for their lack of connection, relationship, or lived experience to their claimed Indigenous culture, community, and Nation.

- possession of a membership from an Indigenous organization and or community that is not recognized by the state (*e.g.,* membership from a disputed or unrecognized Indigenous membership-issuing organization).

When required Identity documentation is not available

6. In the event an individual is unable to produce the required identity documentation due to colonial displacement (*e.g.* enfranchisement, 'Sixties Scoop'), the following is required:

   (a) An affidavit signed and sworn by the individual confirming:

      (i) proof of lineage connection to said community/ family/ persons (*e.g.,* personal narrative with relevant references, dates, details, etc..); and

      (ii) a historical and genealogical account of one's claimed membership to an Indigenous community;

   (b) a minimum of two (2) community reference letters bearing witness to/ affirming the individual's membership in the community who claims them:

      (i) one (1) of the references must be by a member of the community who has demonstrable personal history with the individual; and

      (ii) one (1) of the references will be solicited by the University.

IAAC decision-making and notification of findings

7. The following guidelines provide direction if there is disagreement among the Chair/members of the IAAC in relation to whether an individual's declaration of Indigenous citizenship or membership should be affirmed:

   (a) IAAC members will attempt to reach all affirmation decisions by consensus. If consensus is not reached, an Indigenous Elder/ Knowledge Keeper, identified by Western University's Office of Indigenous Initiatives (OII), will be engaged to lead a discussion circle to help the group to reach a consensus;

   (b) The IAAC will normally complete the affirmation process within three (3) weeks of receiving the required documentation and will complete the process sooner where feasible.

   (c) Once a decision has been reached – either by consensus or majority vote – to affirm or not affirm an individual's declaration of Indigenous citizenship or membership, the Chair of the IAAC will advise the VP/AVP II of the IAAC's decision.

8.   The IAAC chair will advise the relevant decision maker (*e.g.,* the Chair or head of the relevant hiring/ selection committee or other relevant decision maker) of whether the declaration is affirmed or not affirmed.

If Indigenous citizenship or membership is successfully affirmed

9.   If the IAAC affirms an individual's Indigenous citizenship or membership in accordance with this Procedure, the individual shall be permitted to proceed within the relevant process or will be given preference, as applicable:

   (a)   For faculty, instructor, librarian and archivist, and clinical faculty hires, to clear candidates to proceed to interview;

   (b)   Staff, Graduate Teaching Assistants, and post-doctoral scholar hires, to release the individual's formal application package to the applicable hiring manager or faculty supervisor;

   (c)   For Indigenous-designated awards, admission, service opportunities, initiatives, *etc.*, or where Indigenous individuals are given preference, the individual may move forward for consideration in the relevant process; or

   (d)   For faculty members, instructors, Graduate Teaching Assistants, staff, librarian, archivists or post-doctoral scholars in non-Indigenous designated roles who hold a position of authority over, teach or supervise students or post-doctoral scholars and declare that they hold Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership, they shall be permitted to continue to do so.

If Indigenous citizenship or membership is not successfully affirmed

10.   The IAAC chair will advise the individual of the IAAC's determination, will provide information about the appeal process and will inquire if the individual intends to appeal the IAAC's determination.

11.   Upon response from the individual and completion of the appeal process if the individual opts to pursue it, the VP/AVP II will inform the Chair or head of the relevant hiring/ selection committee or other relevant decision maker of the outcome of the affirmation and/or appeal process. The VP/AVP II may provide an interim update regarding anticipated timing once notice of an appeal is received and prior to the Appeal Board's decision being available.

12.   In the case of a hiring or appointments Committee, the Chair of that Committee shall only advise the Committee members that the individual is not moving forward in the process. This confidentiality principle will be applied by analogy to other processes that are impacted by this Procedure.

13. To further safeguard and develop Western's work to "advance reconciliation with Indigenous communities" as per the mandate of its institutional strategic plan, *Towards Western at 150*, if an individual's declaration of Indigenous citizenship or membership that is subject to the Policy is not affirmed under this Procedure and the associated Policy, that individual will not be eligible for any future Indigenous-designated/preferred positions or other Indigenous-designated/preferred programs or opportunities at the University. Any additional consequences will be addressed on a case-by-case basis in accordance with the principles set out in this Procedure and the associated Policy.

14. If circumstances should change and an individual becomes able to provide affirming evidence, they may re-engage the IAAC for further review.

IV. APPEAL PROCESS

1. An individual whose declaration of Indigenous citizenship or membership was not affirmed by the IAAC on the grounds of not meeting the eligibility criteria under this Procedure and the associated Policy will have five (5) business days to provide written notice of appeal to the VP/AVP II.

2. In instances of an appeal, the VP/ AVP II will convene and Chair an Appeal Board consisting of individuals who were not members of the IAAC that made the determination under appeal.

    (a) Membership of the Appeal Board will consist of the VP/AVP II as Chair plus two (2) additional members who are at 'arm's length' without any conflict of interest or appearance of conflict of interest with the individual who is appealing. Membership of the Appeal Board may be comprised of Indigenous staff, faculty, and/or Indigenous community members.

    (b) Upon notice of an appeal, the Appeal Board will convene within ten (10) business days of receiving written notice and will review all documentation and hear directly from the individual requesting the appeal. Legal counsel may accompany an appellant, if desired.

    (c) The Appeal process will be comprised of an oral hearing rather than a determination solely based on written submissions.

    (d) The Appeal Board will provide a decision in writing within five (5) business days of the appeal hearing. The VP/AVP II will communicate the decision to the individual making the appeal as soon as feasible. The Appeal Board's decision will be final.

    (e) If the Appeal Board is unable to reach a consensus, the VP/AVP II will make the final determination.

    (f) The processes used for the IAAC will also inform all processes of the Appeal Board.

Page 9

V. INTENTIONALLY FALSE DECLARATION

1. An individual who the IAAC/University believes may have made an intentionally false declaration of Indigenous citizenship or membership may be subject to investigation by the University. The individual will be advised of any interim measures implemented by the University pending completion of the investigation and will be provided with an opportunity to know and respond to the concern(s) raised before any findings are made by the investigator. If the concern is well founded, the University will take appropriate corrective action, which may include:

    (a) termination/ revocation of the individual's appointment/role, opportunity, fellowship, award, bursary, scholarship or relevant Indigenous-designated/preferred initiative;

    (b) disciplinary action (in accordance with the collective agreement, as applicable);

    (c) future ineligibility for any role at Western; and/ or

    (d) other appropriate action under applicable University policy/collective agreements.

VI. ADDITIONAL NOTES - AFFIRMATION PROCESS FOR STUDENTS

1. For clarity, this Procedure and associated Policy also apply to prospective and/or enrolled students at the University when they attempt to access new or renewed material advantage due to their Indigenous citizenship or membership including roles, opportunities, fellowships, awards, bursaries, scholarships and/or initiatives that have been explicitly designated for Indigenous students or where Indigenous students are given preference.

2. Prior to implementation of this Procedure, student declarations of Indigenous citizenship or membership were affirmed by either the Manager of Indigenous Admissions, and/or the Financial Aid Coordinator in the University's Indigenous Student Centre (ISC) in instances where individuals were leveraging Indigenous access and financial initiatives. The affirmation process included a review of proof of Indigenous citizenship or membership as outlined above. The ISC maintains a secure and confidential list of students whose declarations of Indigenous citizenship or membership have already been affirmed.

3. As of June 26, 2025, all applications for Indigenous-designated student roles, awards, bursaries, scholarships and/or opportunities, *etc.* will be subject to the affirmation criteria and process outlined in this Procedure, which will be applied by a team of designated ISC staff, with support from the IAAC, as needed.

4. A student or prospective student may appeal the ISC's decision to the IAAC which will apply the principles and processes described in this Procedure when hearing and determining the appeal. The IAAC's appeal decision will be final.

VII.   ADDITIONAL NOTES - RECRUITMENT OF INDIGENOUS FACULTY MEMBERS

1. After the IAAC process to affirm Indigenous citizenship or membership is successfully completed, the University will proceed with the regular interview of an Indigenous candidate.

2. If an Appointments and/or Search Committee desires additional support, for example in the interpretation of Indigenous approaches to research or the construction of a culturally welcoming interview process, the Committee may seek expertise beyond the normal Committee composition by, for example, inviting an Indigenous Western graduate student and/or an Indigenous community member to join the Committee. Any such invitation outside the provisions of the Faculty Collective Agreement would require agreement from the University's Office of Faculty Relations and the University of Western Ontario Faculty Association (UWOFA).

VIII.   DATA USE & PRIVACY

1. The University will safeguard all confidential information provided and will comply with the *Freedom of Information and Protection of Privacy Act*.

2. The VP/AVP II will oversee the storage and destruction of all confidential information pertaining to relational positionality statements and supporting documentation used to affirm the Indigenous citizenship or membership of all individuals, *as per* the recommendations from Western's Privacy Officer. Furthermore:

    (a)   all documents submitted to demonstrate Indigenous citizenship or membership will be stored within Western's secure cloud-based platforms for three (3) years beyond when those individuals are no longer employed or associated with the University (or applied to the University, as applicable);

    (b)   only the VP/AVP II, the IAAC Chair, and the Manager of Indigenous Admissions and Enrollment will have access to archived documents used to affirm Indigenous citizenship or membership, such as positionality statements and documentation, except disclosure required or permitted by law.

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Last Reviewed: June 2025

PROCEDURE FOR POLICY 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University

Appendix 1: Resources

- The First Nations and Inuit Hope for Wellness Help Line: 1-855-242-3310 or https://www.hopeforwellness.ca

- 24/7 Indian Residential Schools Crisis Line: 1-866-925-4419

- 24/7 Indian Residential School Survivors Society Crisis Support: 1-800-721-0066

- CMHA Virtual After-Hours Crisis Counselling for students: studentcrisisappointment@cmhamiddlesex.ca

- Good2Talk Post-secondary Student Helpline: 1-866-925-5454

- Western University Employee (and family) Assistance Program-LifeWorks: 1-844-880-9142

- Western University – Student Crisis Counselling: 519-661-3030

PROCEDURE FOR POLICY 1.58 – Affirming Declarations of Indigenous Citizenship or Membership at Western University

Appendix 2: Declaration of Indigenous Citizenship or Membership

I understand that the initiative for which I am being considered is intended specifically for an Indigenous individual, or I have applied to an open role or initiative and have declared or claimed Indigenous citizenship or membership in order to be given preference. As such, I solemnly declare that I hold Indigenous citizenship or membership as demonstrated by the submission of the following:

1. My detailed statement of relational positionality, which includes a demonstration of lived experience and includes details about my lineal descent as per guidance provided in the University's Procedure for Policy 1.58 - *Affirming Declarations of Indigenous Citizenship or Membership;* and

2. My proof of citizenship or membership to the Indigenous Nation claiming me, as per the Procedure for Policy 1.58 - *Affirming Declarations of Indigenous Citizenship or Membership.*

I understand that for Indigenous-designated positions or initiatives and those where Indigenous citizenship or membership is preferred, should my claim of Indigenous citizenship or membership not be affirmed, and not successfully appealed, my application will be rejected and my candidacy terminated.

I further understand that providing false or misleading information about Indigenous citizenship or membership may result in an investigation led by Western University and, if the concerns are well founded, corrective action may be taken, including the termination/revocation of any appointment/role, opportunity, fellowship, bursary, scholarship, award or relevant Indigenous-designated/preferred initiative and/or that I may be subject to disciplinary or other proceedings under applicable University policy/collective agreement.

I understand that if I make an intentionally false declaration of Indigenous citizenship or membership, I will not be eligible to apply for any future roles (*i.e.,* any non-Indigenous designated role) at Western University

_____   _____

Signature of Applicant   **Date**

_____   _____

Witness   **Date**

**PROCEDURE FOR POLICY 1.58 – Affirming Declarations of
Indigenous Citizenship or Membership at Western University**

Appendix 3: Student Declaration of Indigenous Citizenship or Membership

I understand that the role, opportunity, fellowship, award, bursary, scholarship, and or initiative for which I am being considered is intended specifically for an Indigenous student at Western University or Indigenous students will be given preference. As such, I solemnly declare that I hold Indigenous citizenship or membership as demonstrated by the submission of the following:

1. A student's detailed statement of relational positionality, which includes a demonstration of lived experience and includes details about their lineal descent, as per guidance provided in the University's Procedure for Policy 1.58 - *Affirming Declarations of Indigenous Citizenship or Membership;* and

2. A student's proof of membership to the Indigenous Nation claiming them as per the Procedure for Policy 1.58 - *Affirming Declarations of Indigenous Citizenship or Membership.*

I understand that should my claim of Indigenous citizenship or membership not be affirmed under this Procedure and associated Policy and not successfully appealed, my application will be rejected and my candidacy terminated.

I further understand that providing false or misleading information about Indigenous citizenship or membership may result in an investigation led by Western University and, if the concerns are well founded, corrective action may be taken, including the termination/revocation of my role, opportunity, fellowship, award, and or relevant initiative that has been designated explicitly for an Indigenous student (or for which preference is given), and/or that I may be subject to proceedings under applicable University policy, including *Scholastic Discipline for Undergraduate Students*, the policy on *Scholastic Discipline for Graduate Students* or the *Code of Student Conduct*, as applicable.

I understand that if I make an intentionally false declaration of Indigenous citizenship or membership, I will not be eligible to apply for any future or subsequent roles (i.e., any non-Indigenous designated role) at Western University.

_____   _____

Signature of Student   **Date**

_____   _____

Witness   **Date**

ITEM 4.3(b) – Revisions to the Code of Student Conduct

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Senior Policy and
Operations Committee, the Board of Governors approve the
revised Code of Student Conduct as set out in Item 4.3(b).

EXECUTIVE SUMMARY:

Western University is committed to fostering a campus environment in which all
students can flourish. Western expects students to uphold the values of integrity and
respect, and to contribute to a campus community that prioritizes safety, well-being,
and a sense of belonging for all its members.

The Code of Student Conduct (the Code) outlines behavioural expectations for all
students and establishes procedures for addressing violations when they occur.
To ensure the Code reflects the evolving needs of the Western community, this
document is reviewed every five years by a Code of Student Conduct Review
Committee who recommend amendments to the Board of Governors for approval.
The Committee consulted broadly and recommends the amendments proposed
below.

Recommended Revisions

The recommended amendments are summarized as follows.

- Purview
  - Several proposed amendments are intended to clarify the scope and
    jurisdiction of the Code, including greater clarity of its purview with
    respect to online conduct. Language in the current Code regarding
    freedom of expression was given greater prominence by moving it to
    Section A from Section E, Clause 1.

- Edits for clarity
  - Proposed amendments update wording referring to other policies such
    as the Policy on Gender-Based and Sexual Violence (D.1. and
    elsewhere). In response to community feedback, specific reference to
    stalking was added to D.2(a).

- Greater transparency regarding complaints and sanctions
  - The most significant amendments regard complaint procedures and
    respond to feedback from the community about the desire for greater
    transparency in the process, particularly for Complainants. The current
    Code does not provide for any communication with the Complainant
    about the status of their complaint unless a sanction involves them
    directly, such as a no-contact order. Section F introduces procedures
    whereby Complainants will be advised of the status and outcome of
    their complaint (Clauses 3 and 11).
  - A new section on confidentiality of the Code process is introduced
    clarifying the expectations of confidentiality of both the Complainant
    and Respondent (see Section M).

- o Greater transparency is proposed with respect to interim measures (Section I), and a provision is proposed that permits a Respondent to request reconsideration of an interim measure (Section I, clause 2).
- o It is proposed that Respondents be provided an opportunity to make submissions regarding sanctions (Section F, clause 7) and any interim measures will be considered (Section G).

- Appeals
  - o The committee proposes the appeals subsection be updated to reflect the details for the appeals process.
  - o The committee proposes that clauses related to the composition of the University Discipline Appeal Committee (UDAC) be removed from the Code. This content will be included in a separate Terms of Reference document for UDAC.

Code of Student Conduct Review Committee Membership

Cherin Chung, President, Society of Graduate Students
John Doerksen, Vice Provost (Students) [Chair]
David Foster, University Legal Counsel
Robyn Hurley, Manager, Student Support & Case Management
Emilie Kalaydjian, President, University Students' Council
Opiyo Oloya, Associate Vice-President of Equity, Diversity and Inclusion
Christopher Sherrin, Associate Dean (Academic), Faculty of Law, and Chair of the University Discipline Appeal Committee
Rachel Stack, Director, Wellness and Well-being

Consultation

The Review Committee collected feedback through an in-depth consultation process that included an online survey as well as four in-person consultation sessions. A total of 95 individuals responded to the survey (43 undergraduate students, 44 graduate students, 5 staff, 2 alumni, and 1 faculty member). The survey was widely distributed to students through mass email, *What's Up Western* student eNewsletter, and promoted on Instagram. Additionally, student leaders were asked to distribute an email to their constituencies inviting them to complete the survey.

The survey was distributed to staff and faculty via email to key contacts from the following groups: Deans and Associate Deans (Academic) & SGPS, Provost Leadership Team, Housing & Ancillary Services, University Secretariat, Office of the Ombudsperson, Western Special Constables, Office of Indigenous Initiatives, Western International, Human Rights Office, Office of the Registrar, Western Libraries, and the EDI Office. Additionally, 23 individuals participated in the in-person consultation sessions (15 students, 8 staff/faculty).

Invitations to Participate in In-person Consultations

- Student Executive and Club Leaders (undergraduate and graduate)
- Deans and Associate Deans
- School of Graduate and Postdoctoral Studies (SGPS)
- Vice-Provost (Academic Programs)
- University Librarians
- University Secretariat
- Office of the Ombudsperson
- Housing & Ancillary Services
- Western Special Constables Service
- Office of Indigenous Initiatives
- Western International
- Office of Equity, Diversity & Inclusion
- Office of the Registrar
- Human Rights Office
- Provost's Leadership Team

ATTACHMENT(S):

Revised Code of Student Conduct

Terms of Reference: University Discipline Appeal Committee (UDAC)

WESTERN UNIVERSITY CODE OF STUDENT CONDUCT

Subsections:	Introduction and Purpose, Definitions, Jurisdiction, Relationship to Other University Policies and Codes, Examples of Prohibited Student Conduct, Sanctions, Appeals, Annual Report, Review of Code of Conduct
Approving Authority:	Board of Governors
Responsible Committee:	Senior Policy and Operations Committee
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	*

Effective Date:	~~April 25, 2019~~ **TBD**
Supersedes:	May 3, 2001; May 6, 2004; November 26, 2009; November 25, 2010; June 25, 2015, April 26, 2018, April 25, 2019

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A.   Introduction and Purpose

~~1.   The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the complaint procedures that the University will follow.~~

1)~~2.~~   Western University (the University) is a community of students, faculty and staff involved in learning, teaching, research, and other activities. The University seeks to provide an environment of free and creative inquiry within which critical thinking, humane values, and practical skills are cultivated and sustained. It is committed to a mission and to principles that will foster excellence and create an environment where its students, faculty, and staff can grow and flourish.

2)~~3.~~   Upon registration, students accept the rights and responsibilities associated with membership in the University's academic and social community. Students are responsible for observing a standard of conduct that will contribute to the

University's mission and that will support an environment conducive to the intellectual and personal growth of all who study, work and live here. This responsibility includes respecting the rights, property, and well-being of other members of the University community and visitors to the campus and not engaging in conduct that could reasonably be seen to endanger or adversely affect the health, safety, rights, security or property of the University, its members and visitors. The academic and social privileges granted to each student are conditional upon the fulfillment of this responsibility and students must familiarize themselves with the University regulations and the conduct expected of them while registered at the University.

3)4. The University expects students to set for themselves the highest standards of behaviour off-campus, including behaviour conducive to the peaceful and safe enjoyment of housing by both students and neighbours. The University does not condone behaviour that infringes upon the rights of the University's neighbours or that brings the University's good name into disrepute.

4)5. Students are reminded that they are equally responsible for observing the standard of conduct set out in this Code when using any means of electronic or digital communication to send, share, or post messages, images, or other material, including the use of social media sites.

5) The Code of Student Conduct sets out the expectations for student behaviour at the University, as well as the processes that the University will follow in addressing complaints of student misconduct.

6) Nothing in this Code should be interpreted as prohibiting peaceful assemblies, demonstrations, or lawful picketing, or inhibiting lawful freedom of expression, provided that such expressive activity complies with other University policies.

B.   Definitions

1) In this Code:

a)   "Affiliated University Colleges" means Huron University College and King's University College.

b)   "Code" or "Code of Student Conduct" refers to this Western University Code of Student Conduct.

c)   "Complainant" means the individual submitting a complaint alleging a breach of the Code by one or more Students.

d)1. "Dean" is the Dean of the student's home faculty Faculty of Registration or designate, or in the case of a graduate student, the Vice-Provost (Graduate and Postdoctoral Studies) or designate.

e)2. "Faculties" includes the School of Graduate and Postdoctoral Studies at the University.

3. "Student" is an individual registered at the constituent University in a course or program of studies.

f)4. "Premises of the University or its Affiliated University Colleges" includes lands, buildings and grounds of the University and its Affiliated University Colleges and other places or facilities used for the provision of the University's courses, programs or services.

g) "Student" is an individual registered at the University in a course or program of studies.

h) "Student under Investigation" means a Student whose conduct is, or was, formally investigated under the Code.

i) "UDAC" means the University Discipline Appeals Committee, a subcommittee of the Board of Governors of the University.

j) "University" means the University of Western Ontario operating as Western University.

k) "University Community" includes employees, students, volunteers and other individuals who work or study at the University.

l)5. "University Program, Event or Activity" is a program, event or activity, whether on or off-campus, that is hosted, sanctioned, sponsored, or organized by the University and includes, but is not limited to, coursework, research, and other academic activities, placements, student exchange programs, study abroad, internships, co-ops, field trips, social events, and volunteer and community service activities.

m) "University Secretariat" means the Secretary of the Board of Governors and Senate for the University or their designate.

n) Vice-Provost means the Vice-Provost (Students) of the University or their designate.

C.   **Jurisdiction**

1)   This Code applies to:

a)   a Student's conduct that occurs on the Premises of the University or its Affiliated University Colleges

b)   a Student's conduct that occurs during or in connection with a University

Program, Event or Activity, including an on-line component of a University Program, Event or Activity; and.

c)   a Student's online or off-campus conduct:,

   i.   when the Student ~~individual~~ is acting as a designated representative of the University or a student organization or when the Student ~~individual~~ holds out that they are ~~he or she is~~ a representative of the University or a representative or member of a student group, team, or organization at the University; or

   ii.   that has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University, its mission, the rights of ~~a fellow student or~~ other members of the University Community ~~community~~ to use and enjoy the University's learning and working environments without risk to their health, safety or security~~, or that raises concerns for the health, safety or security of any individual who is on campus or participating in a University Program, Event or Activity~~; or

   iii.   where the conduct occurs at a program, event or activity not hosted, sanctioned, sponsored, or organized by the University that because of the nature of the program, event or activity and/or the number of Students ~~students~~ involved, might reasonably be seen to have a direct or indirect association with the University.

2)   Despite anything to the contrary, the Vice-Provost shall have discretion over whether to exercise jurisdiction over online or off-campus conduct allegations. In determining whether or not to exercise jurisdiction over online or off-campus conduct, the Vice-Provost ~~(Students) or designate~~ will consider the seriousness of the alleged conduct, the risk of harm involved, whether the victim(s) are members of the campus community and/or whether the online or off-campus conduct is part of a series of actions that occurred both on and off the Premises of the University or its Affiliated University Colleges.

~~(d)   any other on-line conduct where such conduct has, or might reasonably be seen to have an adverse effect on, interfere with, or threaten the proper functioning of the University, its mission, the rights of a fellow student or other member of the University community to use and enjoy the University's learning and working environments, or that raises concerns for the health, safety or security of any individual who is on campus or participating in a University Program, Event or Activity.~~

3)~~2.~~   Graduate Students ~~students~~ are subject to the provisions of this Code except when acting in their capacity as graduate teaching assistants ~~Graduate Teaching Assistants~~.

4)3.   Subject to the provisions of the affiliation agreement Affiliation Agreement between the University and its Affiliated University Colleges, students registered at the Affiliated University Colleges are expected to conform to the standards of this Code while on University property or while participating in a University Program, Event or Activity. Only the Affiliated University Colleges may discipline their students for conduct that would constitute a violation of this Code; however, where circumstances warrant, the University may also take measures to restrict such a student's entry onto University property, use of University facilities, or participation in a University Program, Event or Activity.

5)4.   Any Student student found responsible for misconduct is subject to the disciplinary sanctions of this Code, regardless of the action or inaction of civil authorities. Nothing in this Code precludes the University from referring an individual matter to the appropriate law enforcement agency either before, during, or after disciplinary action is taken by the University under this Code. A Student student may be subject to criminal prosecution and/or civil proceedings notwithstanding, and in addition to, disciplinary action taken by the University against the Student student under this Code.

D.   Relationship to Other University Policies and Codes

1)   If a Student's student's conduct could be considered a breach of this Code and also a breach of the Policy on Scholastic Discipline or of the Policy on Gender-Based and Sexual Violence, the University, in its discretion, may proceed under the Code or under either of the aforesaid Policies Policy. A student may not be penalized under both the Code and the Policy on Scholastic Discipline or the Policy on Gender-Based and Sexual Violence for the same conduct.

2)   Other than as set out in subsection D.1, no penalties or restrictions imposed under other University policies, rules, codes, or regulations, or contracts (e.g., regulations relating to use of computing resources, regulations established by various units of the University including but not limited to Intercollegiate Athletics, Western Libraries, and Western Campus Recreation; or a residence contract with the Division of Housing and Ancillary Services [Residence Contract], and Western Campus Recreation) shall bar or prevent the University from also instituting disciplinary proceedings and imposing sanctions under this Code. In such event, the Vice-Provost (Students) or designate shall consult the relevant unit head before taking additional disciplinary action.

E.   Examples of Prohibited Student Conduct

1)   The following list sets out examples of prohibited conduct. It is not intended to be exhaustive or exclusive. Any conduct that breaches the standard of conduct set out in subsection A.23 may be subject to discipline under this Code.

      a)1. Disruption or Interference

i.(a)   Disrupting or obstructing by action, threat or otherwise, any University or Affiliated University College activity, including a University Program, Event or Activity, or other authorized activities on Premises of the University or its Affiliated University Colleges, or the right of another person to carry on his/her legitimate activities, or to speak or to associate with others. University or Affiliated University College activities include, but are not limited to, teaching, research, studying, sports and recreation, administration and meetings.

ii.(b)   Interfering with, obstructing, disrupting, misleading, or failing to comply with the directions of, any University official or emergency personnel (e.g., Western Special Constable Service, fire, ambulance response) acting in the performance of their duties.

Note: Nothing in this Code should be interpreted as prohibiting peaceful assemblies, demonstrations, lawful picketing, or inhibiting lawful freedom of expression.

b)2.   **Misconduct Against Persons and Dangerous Activity**

i.(a)   Any assault, harassment, stalking, intimidation, threats, or coercion.

ii.(b)   Conduct that threatens or endangers the health or safety of any person.

iii.(c)   Contravention of the University's *Non-Discrimination/Harassment/ Sexual Misconduct Policy.*

a.   Contravention of the University's *Policy on Sexual Violence*.

iv.(e)   Knowingly (which includes when one should reasonably have known) creating a condition that endangers the health, safety, or well-being of any person regardless of consent.

v.(f)   Engaging in conduct that is, or is reasonably seen to be, humiliating or demeaning to another person, or coercing, enticing or inciting a person to commit an act that is, or is reasonably seen to be, humiliating or demeaning to that person or to others (e.g., hazing) regardless of consent.

c)3. **Misconduct Involving Property**

  i.(a) Unauthorized entry and/or presence on any Premises of the University or its Affiliated University Colleges, or any premises used for University Programs, Events or Activities.

  ii.(b) Misappropriation, damage, unauthorized possession, defacement, vandalism, and/or destruction of premises or property of the University or its Affiliated University Colleges, or the property of others.

  iii.(c) Use of University or Affiliated University College facilities, equipment or services contrary to express instruction or without proper authority or permission, as required.

  iv.(d) Misuse of University or Affiliated University College supplies and documents, including equipment, library and computer resources, keys, records, transcripts and permits.

  v.(e) Interfering with, obstructing, or tampering with emergency telephones, fire protection equipment or emergency equipment or facilities (e.g., fire doors, fire bells, fire extinguishers, fire hoses); disconnecting or blocking fire alarms; setting unauthorized fires; raising a false fire alarm; blocking or wedging open fire and smoke doors on corridors or stairways.

d)4. **Misrepresentation or False Information**

  i.(a) Furnishing false information.

  ii.(b) Forging, altering or misusing any document, record, card or instrument of identification where such conduct does not constitute a scholastic offence under Senate policy. This applies to any identification or information, including Western ONECard, access cards, key cards, transcripts.

e)5. **Alcohol and Drug Use**

  i.(a) Illegal use, possession or distribution of a controlled or restricted substance.

  ii.(b) Contravention of provincial liquor laws or the policies of the University or Affiliated University Colleges governing the possession, distribution and/or consumption of alcoholic beverages on the Ppremises of the University or its Affiliated University Colleges.

f)6. Improper Use of Dangerous Objects and Substances

Storage, possession or use of firearms, explosives, or other weapons (including any item that can reasonably be perceived to be a weapon by others, e.g., replica guns, airsoft guns), flammable solvents, biohazardous, volatile or poisonous materials, except in areas formally designated for that purpose by authorized University personnel.

g)7. Contravention of University Regulations

Violation of any published or posted University policy, rule or regulation.

h)8. Contravention of Other Laws

Contravention of any provision of the Criminal Code or any other federal or provincial statute or municipal by-law.

i)9. Aiding in the Commission of a Prohibited Act or Attempting to Commit a Prohibited Act

Aiding or encouraging others in the commission of an act prohibited under this Code or attempting to commit an act prohibited under this Code.

j)10. Failure to Comply

Failure to comply with any sanction or interim measure imposed by the Vice-Provost University under this Code.

F. Complaint Procedures

Overview:

Allegations that a Student's student's conduct may be a violation of this Code should be submitted to the Vice-Provost (Students) as soon as possible following the discovery of the alleged violation.

1) The Vice-Provost (Students), or an individual designated by the Vice-Provost (Students), is authorized to respond to complaints/reports of alleged possible misconduct, make final determinations as to whether there have been breaches of the Code, and impose sanctions. Students who have been found to have breached the Code may appeal those decisions and sanctions in accordance with the appeal process set out in this Code.

2) Allegations of misconduct shall be reviewed, ~~investigated, and decided~~ in a timely manner. ~~Where appropriate, informal measures shall be used to resolve minor incidents of misconduct.~~ As part of the review process, the Vice-Provost ~~(Students) or designate will~~ may meet with, seek assistance from, and/or consult with any member of the University community or individuals outside the University community with particular knowledge of the alleged incident or those involved, and may consult or seek assistance from appropriate University officials in resolving a complaint.

3) Unless the Dean has been designated by the Vice-Provost ~~(Students)~~ to deal with the complaint, the Dean shall be notified of formal Code proceedings ~~and kept informed throughout the process. If the Vice-Provost (Students) or designate concludes that there has been a breach of the Code, he or she shall consult with the Dean on possible sanctions~~.

Procedures:

1) Upon receipt of a complaint/report, the Vice-Provost ~~(Students) or designate~~ will review the allegations and, if they fall within the jurisdiction of the Code, may attempt to resolve the matter informally or may proceed to initiate formal Code proceedings. If, in the opinion of the Vice-Provost, the allegations fall outside the jurisdiction of the Code or should the Vice-Provost determine not to exercise jurisdiction over online or off-campus conduct, the Vice-Provost may dismiss the complaint/report.

2) The Vice-Provost (Students) or designate may consult with the Dean to determine ~~in determining~~ whether the matter should be dealt with informally, and may refer the matter to the Dean for informal resolution. In the event the matter cannot be resolved informally, the Vice-Provost ~~(Students) or designate~~ may initiate formal Code proceedings.

3) Where a complaint/report was made by a member of the University Community, the Complainant shall be advised by the Vice-Provost whether the matter will be resolved informally, whether formal Code proceedings will be initiated, or if the complaint will be dismissed.

4)~~3.~~ If the Vice-Provost ~~(Students) or designate~~ initiates formal Code proceedings regarding a Student's conduct, the Student under Investigation ~~student against whom a complaint/report has been filed~~ shall be informed in writing of the nature of the allegations and the facts alleged against them ~~him/her~~. The Dean shall be informed of the decision to initiate formal Code proceedings.

5)~~4.~~ The Student under Investigation ~~student~~ shall be given a reasonable opportunity to respond to the allegations and to submit relevant information. The Student under Investigation ~~student~~ shall also be given a reasonable opportunity to meet personally with the Vice-Provost ~~(Students) or designate~~ to discuss the matter. It is the responsibility of the Student under Investigation

student to provide the Vice-Provost with all materials and information in that will support of their his/her position.

6)   The Vice-Provost may interview any other person they feel is relevant and review any other materials and information relevant to the investigation.

7)5.   If the Vice-Provost (Students) or designate concludes that there has been a breach of this Code, they he/she may, after consultation with the Dean, impose an appropriate sanction or sanctions on the Student under Investigation. Prior to doing so, the Vice-Provost shall provide an opportunity for the Student under Investigation to make submissions on sanction. The Vice-Provost may also consult with the Dean on sanction.

8)6.   If the Student under Investigation student does not respond to the allegation or does not meet with the Vice-Provost (Students) or designate after having been given a reasonable opportunity to do so, the Vice-Provost (Students) or designate may proceed to make a final decision and impose a sanction without such a response or meeting.

9)7.   At all meetings with the Vice-Provost, (Students) or designate the Student under Investigation student may be accompanied by support person of their his or her choosing.

10)8.   The Vice-Provost (Students) or designate may request another staff member to be present at a the meeting. In such cases, the Student under Investigation student will be notified in advance of the meeting of who will be in attendance and the reason for their attendance.

11)9.   The decision of the Vice-Provost (Students) or designate, with reasons, shall be communicated in writing to the Student under Investigation student. A copy of the decision will be kept in the office Office of the Vice-Provost (Students) and will be shared with other units/Faculties on a need-to-know basis (e.g., Office of the Registrar, Western Special Constable Service, Dean). Where a complaint/report was made by a member of the University Community, they shall be informed of the decision as to whether the Code had been breached and whether corrective measures have been taken. In exceptional some circumstances, the complainant or other person(s) affected by the student's conduct of the Student under Investigation may be advised of the outcome.

12)10.   The Vice-Provost (Students) is responsible for the implementation of any decision made under the Code.

13)11.   The Vice-Provost (Students) or designate may continue Code proceedings notwithstanding that a Student under Investigation student withdraws from the University prior to a final decision. Where a Student's student's conduct comes to light after they have a student has left the University, the Vice-Provost

(Students) may decide to proceed with the review and disposition of a complaint, if the seriousness of the allegation warrants such action.

G. Sanctions

1) The ~~University~~ Vice-Provost may impose one or more sanctions on a Student under Investigation for a breach of this Code, of which those listed below are examples. Sanctions imposed shall be proportional to the type of misconduct. The most serious types of misconduct will merit the most serious sanctions: suspension and expulsion. Prior breaches of the Code may be considered ~~taken into account~~ in determining an appropriate sanction. Any interim measures imposed on the Student under Investigation shall also be considered.

2) In considering an appropriate sanction, the Vice-Provost's ~~University's~~ primary focus must be to ensure the safety and security of the University, its members, and visitors. However, where possible and appropriate, the Vice-Provost shall ~~University will~~ consider educational sanctions in addition to or instead of other sanctions. Such sanctions are designed to help a Student under Investigation ~~student~~ understand why their ~~his or her~~ behaviour was inappropriate and to appreciate the impact of that behaviour on others.

3) Sanctions include:

   a)~~1.~~ **Written Warning or Reprimand.**

   b)~~2.~~ **Educational Sanctions.** Such sanctions include apologies, educational programs, activities and assignments, University or community service, restorative practice ~~justice~~, individual assessment, and counselling.

   c)~~3.~~ **Behavioural Contract.** A set of behavioural expectations, terms, and conditions that is developed with and signed by the Student under Investigation ~~student~~. With their signature, the Student under Investigation ~~student~~ agrees to the expectations, terms, and conditions and acknowledges that any breach of the contract may result in more serious sanctions.

   d)~~4.~~ **Exclusion from a class, examination room, or other area.** (Note: In this context, "class" refers to a period of instruction such as a lecture, seminar, tutorial, laboratory session, recital, concert or exhibition of visual arts or sports event.)

   e)~~5.~~ **Removal**, either temporarily or permanently, from a course in which the Student under Investigation ~~student~~ is registered.

   f)~~6.~~ **Restriction or Denial of University Services or Privileges**. The lost privileges may include, but are not limited to, parking privileges,

unrestricted access to the library, access to athletic facilities, and access to and participation in extra-curricular activities.

g)7.   **No Contact Order.** Requirement that a Student under Investigation have no direct or indirect contact with a specific individual or group.

h)8.   **Prohibition** or limitation of employment at the University.

i)9.   **Prohibition** or limitation on entering University premises or specific parts thereof including academic/research facilities and laboratories.

j)10.   **Restitution**. Requirement that restitution be made to another individual or the University for any loss or damage to personal or University property.

k)11.   **Forfeiture** of University awards or financial assistance.

l)12.   **Disciplinary Probation**. A designated period of time during which the Student under Investigation student is required to adhere to the terms of the probation which may include restrictions of student privileges and/or set behavioural expectations, violation of which will result in the imposition of further sanctions.

m)13.   **Suspension** from the University for a specified time period. Conditions for readmission may be specified.

n)14.   **Expulsion** from the University.

H.   **Disruption of Instructional or Administrative Activities: Short Term Removals**

1)   Disruption of instructional activities, including examinations, initially may be dealt with by the appropriate instructor or proctor as a matter of classroom discipline. The instructor or proctor may require the Student student to leave the area for the remainder of the particular class or examination and shall report the incident immediately to the relevant Chair/Dean.
.

2)   Academic or administrative unit heads (or designates) may require a Student student to leave an office or other facility if the unit head (or designate) believes on reasonable grounds that the Student's student's continued presence in that area will be detrimental to good order or will constitute a threat to the safety of others. The incident shall be reported immediately to the Vice-Provost (Students) or to Western Special Constable Service.

I.   **Interim Measures**

1) **Notice of Trespass:** Western Special Constable Service, in circumstances in which they reasonably believe that there are grounds to make an interim measure ~~prohibition order~~ as set out in subsection 2 below, may temporarily exclude a Student ~~student~~ from campus for up to 10 days by delivering a Notice of Trespass under the *Trespass to Property Act.*

2) **Interim Measures:** Upon a receipt of a complaint/report, the Vice-Provost may impose interim measures that the Vice-Provost deems to be appropriate pending completion of the Complaint Process. When determining interim measures, the Vice-Provost shall consider the interests of the Complainant and the Student under Investigation, the integrity of the ongoing investigation and the Complaint Process, and the health and safety of the Members of the University Community. Interim measures are not disciplinary and do not represent a finding of misconduct.

3) Interim measures may include but are not limited to one or more of the following:

    a) removing a Student from class or residence;

    b) imposing a no-contact directive;

    c) a prohibition from attending campus or other University owned property;

    d) suspending campus or work-related privileges;

    e) changing a lab schedule;

    f) moving an office to another location; and/or

    g) providing an escort to the Complainant.

4) A Student who is subject to interim measures can ask the Vice-Provost to reconsider whether they are appropriate, in consideration of the factors in section I.2. The Vice-Provost shall advise the Student of their reconsideration decision in writing ordinarily within three business days of the Student's request for reconsideration. There is no further right of reconsideration or appeal of the decision with respect to interim measures.

2) **Interim Prohibition**
~~The Vice-Provost (Students) or designate may impose an interim prohibition pending an investigation and disposition of a complaint/report of misconduct. Interim prohibition may be imposed only: (a) if needed to ensure the safety and well-being of members of the University community or preservation of University property; (b) if needed to ensure the student's own physical or emotional safety and well-being; or (c) if there is a reasonable apprehension that the student poses a threat of disruption or of interference with the normal~~

~~operations of the University.~~

~~During a period of interim prohibition, a student may be denied access to the campus or to specified campus facilities (including classes) and/or any other University activities or privileges for which the student might otherwise be eligible, as the Vice-Provost (Students) or designate may determine to be appropriate. Within two working days following the imposition of interim prohibition, the student shall be informed in writing of the reasons for the prohibition. The student shall be afforded the opportunity to respond to the allegations being made against him or her. If the student responds, the Vice-Provost (Students) or designate will reassess the prohibition and either revoke or continue it pending formal disposition of the matter.~~

J. Notices

1) Notices and other written communications under this Code may be delivered in-person, by email or by mail (campus, regular priority, courier, or registered). Mail service will be deemed effective on the fifth day after mailing for regular mail, and on the fourth day for campus mail. Emails shall be sent to the ~~student's~~ Western email account of the Student/Student under Investigation. Documents sent or delivered off-campus will be sent to the ~~student's~~ home address recorded in their ~~the student's~~ electronic record at the University unless the Student/Student under Investigation ~~student~~ expressly requests that the documents be sent to another address.

K. Transcripts and Registration

1) Suspension and expulsion are recorded on the official transcript. The suspension notation will be removed when the Student under Investigation ~~student~~ graduates or five years after the last registration. The expulsion notation is permanent unless the President grants a petition for its removal. Any such petition may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript does not overturn the expulsion decision; the expulsion remains in effect.

2) While under investigation for serious misconduct that may result in suspension or expulsion, a Student under Investigation ~~the student~~ will not be issued transcripts directly, but, at the Student under Investigation's ~~student's~~ request, transcripts will be sent to institutions or potential employers. If the Student under Investigation ~~student~~ is subsequently suspended or expelled, the recipients of the transcript will be issued a revised transcript. This restriction also applies in situations where the Student under Investigation ~~student~~ is no longer enrolled at the University during the investigation.

L. Appeals

<u>Grounds for Appeal</u>

1) A ==Student under Investigation== ~~student~~ may appeal a finding of misconduct to ~~the University Discipline Appeal Committee (~~UDAC~~)~~ on one or more of the following grounds:

   a) that there was a serious procedural error in the ==consideration== ~~hearing~~ of the complaint which was prejudicial to the ==Student under Investigation== ~~appellant~~;

   b) that new evidence, not available at the time of the earlier decision, has been discovered, which casts doubt on the correctness of the decision; ==and/or==

   c) that the Vice-Provost ~~(Students) or designate~~ did not have the authority under this Code to reach the decision or impose the sanctions ==they== ~~he/she~~ did.

2) In addition to the grounds set out in subsection L.1, if the sanction is forfeiture of University awards or financial assistance, suspension, or expulsion, a ==Student under Investigation== ~~student~~ may appeal the finding of misconduct and/or the sanction(s) to UDAC on the ground that the decision and/or sanction was unreasonable or unsupportable on the evidence before the Vice-Provost ~~(Students) or designate~~.

3) ==Parties to an appeal are the Student under Investigation and the Vice-Provost.==

Legal Counsel

~~3)~~ ~~Filing an Appeal Application will not stay the implementation of any sanctions imposed except where the Chair of UDAC otherwise orders upon application of the appellant.~~

~~4)~~ ~~UDAC may:~~

   ~~(a)~~ ~~Deny the appeal.~~

   ~~(b)~~ ~~In the case of an appeal under paragraph L.1(a) or (b), grant the appeal and direct the previous decision maker to re-hear the matter or reconsider some pertinent aspect of its decision, and may include recommendations relating to the conduct of any re-hearing.~~

   ~~(c)~~ ~~In the case of an appeal under paragraph L.1(c), grant the appeal and quash the original decision.~~

   ~~(d)~~ ~~In the case of an appeal under subsection L.2, grant the appeal and quash or vary the original decision or grant the appeal and vary the sanction.~~

4) 5. The Student under Investigation and/or the Vice-Provost may be represented by legal counsel. ~~The right to be represented by counsel will be accorded to the principal parties to the appeal at this level.~~ UDAC also reserves the right to retain and be represented by legal counsel.

5) 6. The Student under Investigation and the Vice-Provost/University shall be responsible for their respective legal costs ~~The parties must bear all their own legal expenses~~, if any. UDAC will not order the Vice-Provost/University ~~University~~ to pay all or part of the Student under Investigation's legal ~~appellant's~~ costs, nor will it order the Student under Investigation ~~appellant~~ to pay all or part of the Vice-Provost's/University's legal ~~University's~~ costs.

UDAC Support

6) The University Secretariat shall provide administrative support and procedural advice to Panels during initial panel meetings and oral hearings.

~~Composition of UDAC~~

~~7. The Board of Governors shall appoint a Chair and 15 members of UDAC: 7 members of faculty and 8 students (5 undergraduates and 3 graduate students).~~

> ~~(a) No more than two of the faculty members shall be from the same Faculty. Undergraduate students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same Faculty.~~

> ~~(b) The Chair shall be appointed annually by the Board of Governors.~~

> ~~(c) The terms of appointment shall be: faculty, three years; students, one year. Members are eligible for reappointment to a maximum of six continuous years (excluding therefrom a partial term served under (d) below), but shall be eligible for reappointment after a lapse of two years.~~

> ~~(d) Members may be appointed for shorter terms in order to fill vacated positions.~~

> ~~(e) An appeal will be heard by a panel of UDAC. The size and composition of the panel shall be determined by the Chair provided that a panel always includes at least one student, at least one faculty member, and the Chair.~~

> ~~(f) In instances where the Chair is unable to act, he or she may designate a member to act as Chair. In the event that the Chair is unable to appoint a designate, the Senior Policy and Operations Committee of the Board~~

of Governors shall appoint a Chair *pro tem.*

(g)   When a duly constituted panel of UDAC commences to hear a matter, the membership terms of those members present at the commencement of the hearing are automatically extended until UDAC renders its final decision in the case in question.

Application for Appeal and Evidence Procedures

7)8.   An appeal application form (the "Appeal Application") must be filed with the University Secretariat Secretary of the Board of Governors within four (4) two weeks after a decision has been issued by the Vice-Provost (Students) or designate. The Appeal Application must contain a copy of the Vice-Provost's decision, the grounds for the appeal, the outcome sought, a full statement supporting the grounds for the appeal, the name of legal counsel or agent, if any, and any relevant documentation in support of the appeal. Where the basis of the appeal is new evidence, such new evidence shall be described clearly and the names of any witnesses shall be provided.

8)9.   An Appeal Application will not be accepted by the University Secretariat Secretary of the Board of Governors if incomplete or not filed within the time period specified in section 8 above. The University Secretariat strongly encourages all parties to electronically file their submissions.

9)   Exceptions to the time limit for filing an Appeal Application appeal are at the discretion of the Chair of UDAC upon written application of the Student under Investigation student. The Appeal Application forms and further details on hearing procedures may be obtained from the University Secretariat.

10)   The Appeal Application shall comply with the following formatting requirements:

   a)   the length shall be no more than ten (10) pages (letter size)

   b)   the spacing shall be at least one and one-half lines apart;

   c)   the font shall be 12-point size; and

   d)   the margins shall not be less than 2.5 cm or 1 inch.

11)   An Appeal Application shall not include any duplicative materials. The University Secretariat shall inform the Student under Investigation if their Application does not conform with these requirements and will provide an opportunity for a student to amend their submissions (e.g., remove duplicate materials, reorganize materials) within a reasonable timeframe determined by the University Secretariat.

12)   All arguments must be supported by evidence in the initial Appeal Application.

A detailed description of the evidence supporting the argument (including any supporting documentation) must be presented, in writing, as part of the Appeal Application.

10. ~~Parties to an appeal are the student against whom the decision has been made (Appellant) and the Vice-Provost (Students) or designate (Respondent).~~

13)~~11.~~ Upon receipt of the Appeal Application, the University Secretariat ~~The Secretary of the Board of Governors~~ shall provide the Vice-Provost ~~Respondent~~ with a copy of the Appeal Application and attachments. The Vice-Provost ~~Respondent~~ shall file a concise written response (the "Response") to the Appeal Application with the University Secretariat within two (2) weeks ~~ten days~~ of receiving the documents. A copy of the Response ~~response~~ shall be provided by the University Secretariat to the Student under Investigation, who ~~Appellant and the Appellant~~ shall be given an opportunity to file a reply within ten days of receipt of the Response (the "Reply") ~~Respondent's response~~.

14)~~12.~~ Furthermore, upon ~~Upon~~ receipt of the ~~an~~ Appeal Application, the Response, and the Reply (if any), the University Secretariat ~~Secretary of the Board of Governors~~ shall:

   a)   notify the Chair of UDAC;

   b)   constitute a panel ~~Panel~~ of at least 2 members and the Chair of UDAC (the "Panel"); and

   c)   schedule the initial meeting of the Panel.

15)   If either party submits new evidence to the University Secretariat at any point of the process prior to a panel meeting or hearing, it must be relevant to the grounds for appeal under consideration and accompanied by a written explanation as to why the evidence is relevant and significant and why it was not previously available. Similarly, in the case of a hearing, if either party intends to call a witness whose evidence was not before the Vice-Provost or designate, the evidence of the witness must be relevant to the grounds for appeal under consideration and accompanied by a written explanation of the evidence, why it is relevant and significant, and why it was not previously available. The University Secretariat shall notify and provide the new evidence to the other party, who will have the opportunity to respond to the new evidence, typically within seven (7) business days. If the student provides new evidence, the Vice-Provost may also reconsider their decision, typically within seven (7) business days of the notification.

Request for Accommodations

16)   If a student with a disability requires reasonable accommodations to participate in any aspect of the appeal procedures, the student shall submit written notice

to the University Secretariat in the form of a letter addressed to the Chair of UDAC. The University Secretariat shall notify Accessible Education and the Student of its receipt of the request and offer to share information on appeal procedures, if needed, to assist in Accessible Education's determination of reasonable accommodations for the student. Accessible Education shall provide written notice to the Chair of UDAC and the Student regarding its determination. If a Student disagrees with the decision of Accessible Education, they shall follow the appeal procedures set out in the *Policy on Academic Accommodation for Students with Disabilities* and provide written notice to the Chair of UDAC that they have initiated those appeal procedures.

Onus

17)   The onus is on the Student under Investigation to satisfy the Panel that the ruling of the Vice-Provost or designate was unreasonable or unsupportable on the evidence before them. Unreasonable, for the purposes of appeals to UDAC, means the decision is not supported by the evidence provided to the Vice-Provost. When determining whether a decision is unreasonable, UDAC must consider that a high degree of deference is given to the Vice-Provost in reaching their decisions. The question posed to UDAC isn't whether someone besides the Vice-Provost could have made a different decision, but whether the decision could have been made by a reasonable person based on the evidence provided.

Implementation of Sanctions Pending Appeal

18)   Filing an Appeal Application will not stay the implementation of any sanctions imposed except where the Chair of UDAC otherwise orders, upon application of the Student under Investigation, and after receipt of submissions on the issue from the Vice-Provost.

Initial Panel Review Process

19)   The Panel is bound by neither strict legal procedures nor strict rules of evidence. The Panel will consider only evidence that was before the Vice-Provost or designate whose decision is being appealed, including such new evidence submitted in accordance with section L.16.

20)   Copies of all documentation submitted to the Secretariat by the parties will be distributed to both parties and to the members of UDAC serving on the Panel by the University Secretariat prior to UDAC's review of the appeal.

21)13. Subject to the requirements set out herein, the Panel shall determine its own procedures and practices in any proceeding appeal and the Chair may make such rules and orders as they he or she deems necessary and proper to ensure a fair and expeditious proceeding. The Panel is bound by neither strict legal procedures nor strict rules of evidence. It shall proceed fairly in its

disposition of the ==proceeding== ~~appeal~~, ensuring that both parties are aware of the evidence to be considered, are given copies of all documents considered by the Panel, and are given an opportunity to ==present their evidence== ~~be heard~~ during the process.

22)~~14.~~ The Panel may==, in its discretion:==

    a)   summarily dismiss an appeal if the Appeal Application does not, in the judgment of the Panel, raise a valid ground of appeal or does not assert evidence capable of supporting a valid ground==;~~.~~==

    b)~~15.   The Panel may, in its discretion, hold~~ ==grant== an oral hearing ==if a party satisfies the Panel that there is valid reason to do so;== or

    c)   make a ==finding as set out in subsection L.31 below,== ~~its decision~~ solely on the basis of written material filed by the parties~~, provided that it shall hold an oral hearing if a party satisfies it that there is good reason for doing so~~.

Scheduling an Oral Hearing

23)   ==While an attempt shall be made to schedule an oral hearing at a time convenient to the Panel and the parties, a request by a party for a lengthy delay in the scheduling of the hearing or a postponement of a scheduled hearing will be granted by the Chair of UDAC only in exceptional circumstances.==

24)   ==In the case of an oral hearing, if the University Secretariat is unable to contact the Student under Investigation within a reasonable time to schedule a hearing, they will be notified at the email address on the Appeal Application of the deadline by which they must contact the University Secretariat to arrange a hearing. If the Student under Investigation has not contacted the University Secretariat by the specified deadline, the appeal will be deemed to be abandoned and may not be resubmitted.==

25)   ==Each party to an oral hearing shall be sent a Notice of Hearing setting out the time, place, and purpose of the hearing. If a party does not attend the oral hearing, the Panel may proceed in the party's absence.==

Oral Hearing

26)~~16.~~ The Panel shall determine whether an oral hearing shall be open to the public or held *in camera*. At the discretion of the Chair ==of UDAC==, other members of UDAC may attend the *in camera* meetings as observers.

~~17.   While an attempt shall be made to schedule an oral hearing at a time convenient to the Panel and the parties, a request by a party for a lengthy~~

~~delay in the scheduling of the hearing, or a postponement of a scheduled hearing, will be granted by the Chair only in exceptional circumstances. Oral hearings will ordinarily be held within six weeks of filing of the Appeal Application.~~

~~In the case of an oral hearing, if the Secretary of the Board of Governors is unable to contact the Appellant within a reasonable time to schedule a hearing, the Appellant will be notified at the address on the Appeal Application of the deadline by which he/she must contact the Secretary of the Board of Governors to arrange a hearing. If the Appellant has not contacted the Secretary of the Board of Governors by the specified deadline, the appeal will be deemed to be abandoned and may not be resubmitted.~~

~~18.   Each party to an oral hearing shall be sent a Notice of Hearing setting out the time, place and purpose of the hearing. If a party does not attend, the Panel may proceed in the party's absence.~~

27)~~19.~~ Each member of a Panel, including the Chair, shall vote. There shall be no abstentions. A majority of positive votes is required to grant an appeal.

28)~~20.~~ The Chair of a Panel may waive any time limits specified herein or in any procedures adopted by a Panel in a given proceeding.

29)   The Panel will meet in closed session immediately prior to the hearing to handle any preliminary matters.

30)   The hearing shall proceed in the following order:

   a) Chair's introduction

   b) Opening statement of Student under Investigation (brief description of the grounds for the appeal and the outcome sought by Student)

   c) Presentation of evidence by Student under Investigation

   d) Cross-examination by Vice-Provost or designate

   e) Questions from UDAC Appeal Committee

   f) Re-examination

Subsections (c), (d), (e), and (f) are repeated for each of the Student's witnesses. The order of presentation is at the Student's discretion.

   g) Opening statement of Vice-Provost or designate

   h) Presentation of evidence by Vice-Provost or designate

i) Cross-examination by Student under Investigation

j) Questions from Appeal Committee

k) Re-examination

Subsections (h), (i), (j), and (k) are repeated for each of the Vice-Provost's witnesses. The order of presentation is at the Vice-Provost's discretion.

l) Reply evidence by Student, if desired, on any new matters raised by Vice-Provost or designate

m) Cross-examination of reply witness by Vice-Provost or designate

n) Questions from Appeal Committee

o) Closing submissions of Student under Investigation

p) Closing submissions of Vice-Provost or designate

Findings

31) UDAC may:

a) Deny the appeal.

b) In the case of an appeal under paragraph L.1(a) or (b), grant the appeal and direct the Vice-Provost to consider the matter or reconsider some pertinent aspect of their decision, and may include recommendations relating to the conduct of any reconsideration.

c) In the case of an appeal under paragraph L.1(c), grant the appeal and quash the original decision.

d) In the case of an appeal under subsection L.2, grant the appeal and quash or vary the original decision, grant the appeal and vary the sanction, or grant the appeal and direct the Vice-Provost to reconsider the matter or reconsider some pertinent aspect of their decision, and may include recommendations relating to the conduct of any reconsideration.

~~21.   The Secretary of the Board of Governors, or the Secretary's designate, shall provide administrative support and procedural advice to Panels.~~ **[Moved above to subsection L.6.**

Notice of Decision

32)~~22.~~ Notice of UDAC's decision will be sent to the parties by the University Secretariat as soon as possible after a decision is made. A brief written statement of reasons will follow within a reasonable time. ~~The decision, with reasons, shall be filed with the Secretary of the Board of Governors and copies shall be sent to the parties.~~ The Vice-Provost ~~(Students)~~ will notify relevant units/Faculties and the Complainant of the decision on a need-to-know basis.

Further Appeal

33)~~23.~~ Within two weeks of receipt of the reasons for decision from UDAC, either party may appeal to the President on the grounds that there was a serious procedural error by UDAC that was prejudicial to the party. The President may designate another individual to hear the appeal.

34)~~24.~~ The appeal must state the full grounds upon which the party relies and all arguments in support thereof. The President or designate may invite written submissions from the other party and/or the Chair of UDAC before making his or her decision. The President or designate ~~He or she~~ may dismiss the appeal, grant the appeal and order that the matter be re-heard by UDAC, or make such other disposition of the matter as they ~~he/she~~ deem~~s~~ appropriate, and will provide reasons for their ~~his or her~~ decision. The decision of the President or designate is final.

M.   Confidentiality

1.   The University will treat complaints/reports in a confidential manner and in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act.* The University will limit sharing of information to those within the University who have a need to know the information for the purposes of implementing the Code, including providing support, accommodation, implementing interim measures, and facilitating the investigation and decision-making processes.

2.   Confidentiality cannot be maintained where information needs to be disclosed in order to address a risk to the health and safety of a member or members of the University Community, or where required by law.

3.   Where a Complainant makes a complaint/report against a Student, the name of the Complainant, if known, and the material allegations being made will be disclosed to the Student.

4.   Both a Student under Investigation and Complainant are required to maintain the confidentiality of the investigation process. Unauthorized disclosure of investigation-related information, including but not limited to interim measures or findings under the Code, will be considered a breach of the Code and may be subject to disciplinary action. These confidentiality obligations shall not

apply to a Student under Investigation or Complainant seeking support from professional advisors and/or support persons, who shall also be bound by these confidentiality obligations.

N.M. Annual Report

The Vice-Provost (Students) shall report annually to the Board of Governors of the University summarizing the categories of misconduct, the range of sanctions, the number of appeals to UDAC the University Discipline Appeal Committee, and the outcome of such appeals. The report will be posted publicly by the University Secretariat.

O.N. Review of Code

The Board of Governors of the University shall review the Code every five years.
Enacted by the Board of Governors May 3, 2001
Amended May 6, 2004
Amended November 26, 2009
Amended November 25, 2010
Amended June 25, 2015
Amended April 26, 2018
Amended April 25, 2019
Amended September 1, 2025

University Discipline Appeal Committee (UDAC)

Effective Date: June 26, 2025

Supersedes: *

Date of Next Review: Spring 2027

_____

TERMS OF REFERENCE

The University Discipline Appeal Committee (UDAC) is a subcommittee of the Board of Governors of the University. UDAC is the final body to which students may appeal rulings of the Vice-Provost (Students) in related to violations of the Code of Student Conduct. The decisions of UDAC are final.

UDAC shall proceed in accordance with the Code of Student Conduct.

COMPOSITION

The Board of Governors shall appoint a Chair and 15 members of UDAC:
7 members of faculty and 8 students (5 undergraduates and 3 graduate students).

No more than two of the faculty members shall be from the same Faculty. Undergraduate students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same Faculty.

The Chair shall be appointed annually by the Board of Governors.

APPOINTMENT

The terms of appointment shall be faculty, three years; students, one year. Members are eligible for reappointment to a maximum of six continuous years (excluding therefrom a partial term served under (d) below) but shall be eligible for reappointment after a lapse of two years.

Members may be appointed for shorter terms in order to fill vacated positions.

An appeal will be heard by a panel of UDAC. The size and composition of the panel shall be determined by the Chair provided that a panel always includes at least one student, at least one faculty member, and the Chair.

PROCEDURES

In instances where the Chair is unable to act, they may designate a member to act as Chair. In the event the Chair is unable to appoint a designate, the Senior Policy and Operations Committee of the Board of Governors shall appoint Chair pro tem.

When a duly constituted panel of UDAC commences to hear a matter, the membership terms of those members present at the commencement of the hearing are automatically extended until UDAC renders its final decision in the case in question.

ITEM 4.3(c) – Staffing Report

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Annual Staffing Report for the period from May 1, 2024 to April 30, 2025 is provided for information.

ATTACHMENT(S):

Western's Staff Talent

Western's Staff Talent

June 2025

Prepared for Western's Board of Governors
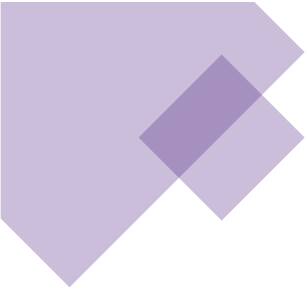
About this report

> This report has been prepared to illustrate the profile of Western University staff.
>
> The staff profile data presented focuses on employees dedicated to staff roles and groups; faculty information is generally excluded except where appropriate (e.g., health and safety data).
>
> The primary source of data is the Human Resources Information System (HRIS) as of April 1, 2025, with additional data provided by Western Human Resources employees.

2

Definitions

Employment Types:

- Regular Full-Time and Continuing (RF) – Regular Full-Time staff, employed year-round; represented by a union or association

- Sessional (RP) – Regular Full-Time staff, employed during fixed period (usually academic year) with a regularly recurring period of absence; represented by union

- Professional Contract with Benefits – Employed in a Professional role, typically for at least 1 year and receive select benefits

- Temporary Full-Time (TF) – Contract Full-Time staff, employed on a fixed-term basis; may be represented by union (e.g., UWOSA Term)

- Contract (PT) – Contract Part-Time staff, employed on a fixed-term basis, with variable hours; may be represented by union or association (e.g., CUPE FM or CUPE HS)

3

Staff Unions & Associations Represented

Group	Description
PMA – Professional & Managerial Association • 1547 employees	Represents full-time employees engaged on a permanent basis in managerial and professional roles.
SAGE – Select Administrative Group Employees • 11 employees	Represents employees engaged in administrative roles that may require access to confidential employment and labour relations information, necessitating their exclusion from the Staff Association bargaining unit.
UWOSA – UWO Staff Association • 900 employees	Represents employees engaged in administrative and research support roles employed on a continuing or sessional (e.g., academic year) basis. Employees hired temporarily in roles for eight months.
CUPE 2361 – Facilities Management • 338 employees	Represents employees in Facilities Management who are engaged in the maintenance and service of buildings and grounds at the University.
CUPE 2692 – Hospitality Services • 776 employees	Represents employees in the Hospitality Services at Western.
IUOE 772 – Operating Engineers • 13 employees	Represents Operating Engineers.
OPSEU 102 - Special Constables • 14 employees	Represents employees in the Western Special Constable Service.
PSAC 610 – Graduate Teaching Assistants • 2108 employees	Represents Graduate Teaching Assistants.
PSAC 610 – Postdoctoral Associates • 268 employees	Represents Unionized Postdoctoral Associates.
PSAC 610 – Graduate Student Assistants • To be determined	Represents Graduate Student Assistants. Negotiations to start in Fall 2025.

4

Employee Group Negotiations

Upcoming Negotiations in 2025

PMA – Professional & Managerial Association	Current contract ends on October 31, 2025
PSAC 610 – Postdoctoral Associates	Current contract ends on December 31, 2025

Recent Certification – PSAC Graduate Student Assistants

PSAC 610 – Graduate Student Assistants	In June 2024, Graduate Student Assistants certified and will be covered by a new Collective Agreement. First Collective Agreement negotiations to start in Fall 2025.

5

In this report

1	2	3
Western's Staff Profile	Recruitment & Retention	Learning & Engagement

4	5
Employee Benefits	Health & Well-being

Western's Staff Profile

1
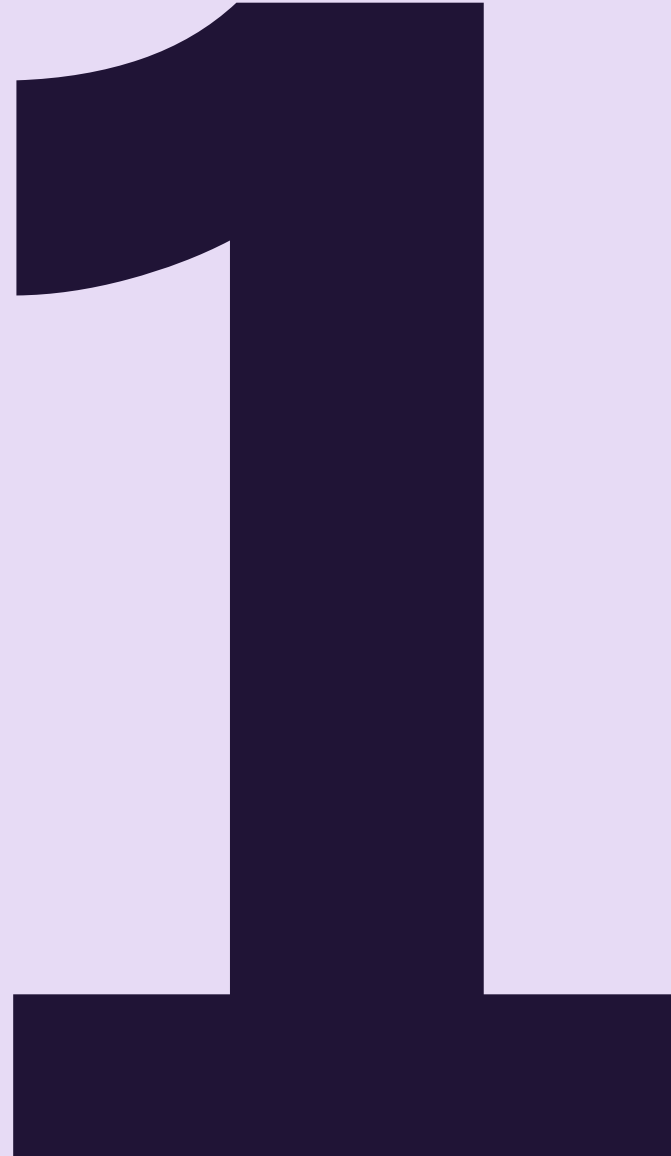
Western Staff Headcount
Inclusive of Student Employment

Regular Full-Time & Sessional ●
28%
2,822

Students
GTA, GSA, Work Study, Housing, etc. ●
45%
4,442

Part-Time & Contract ●
27%
2,683
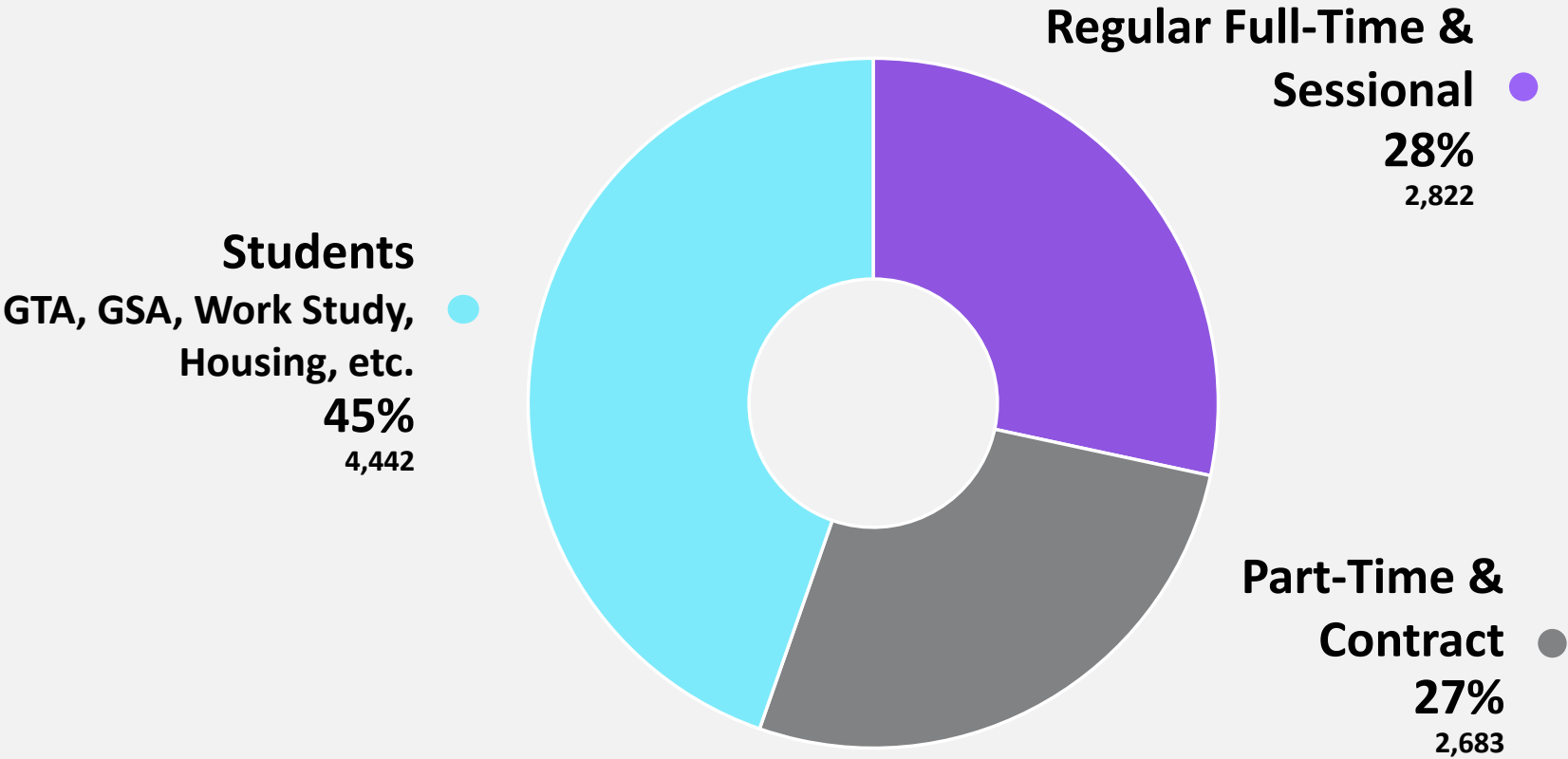
Total Staff Headcount = 9,947

Staff Representation by Union/Association
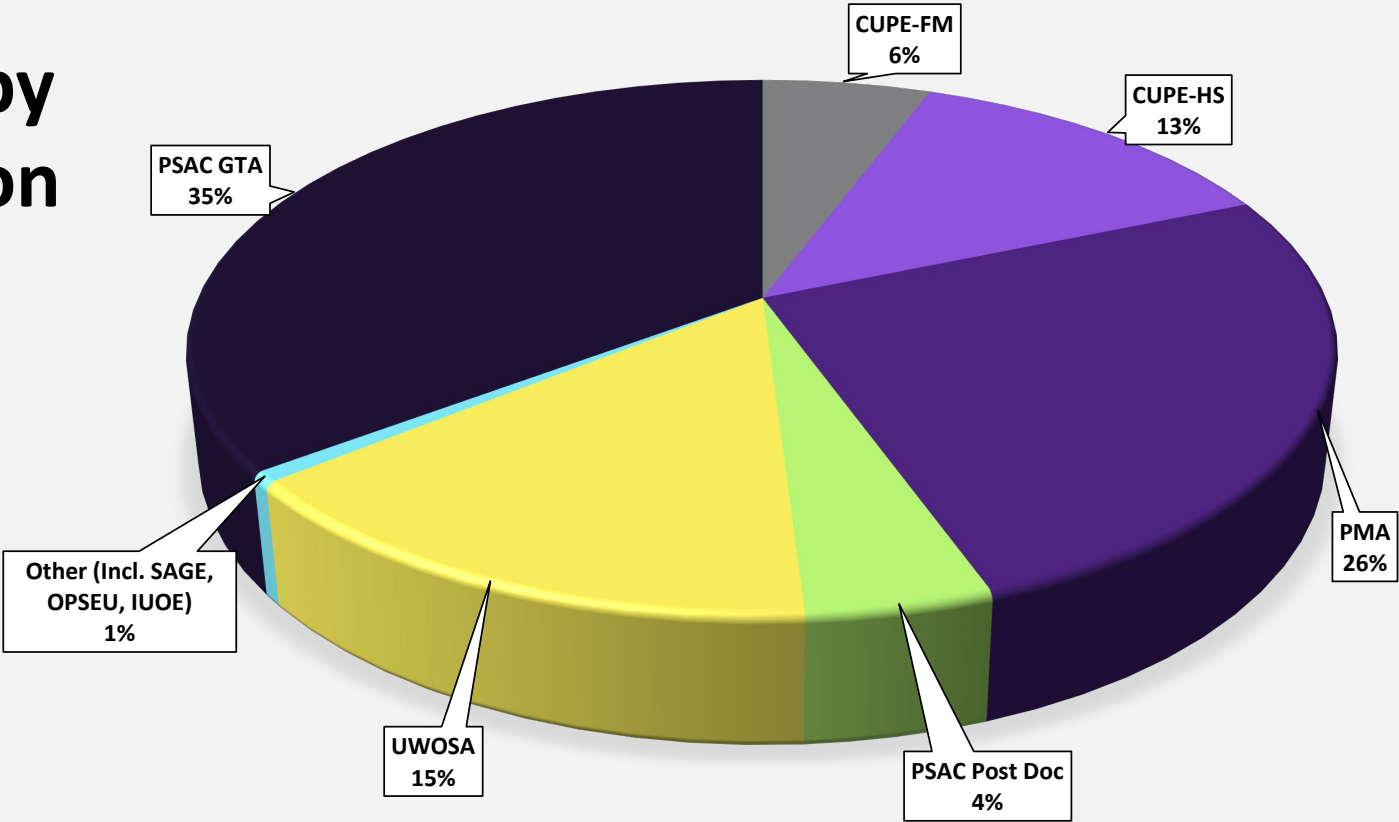
Note: Includes Regular Full-Time/Continuing, Sessional, Temporary Full-Time, and Temporary Part-Time staff represented by a Union/Association.

Western Staff Headcount
Excluding Student Employment

■ Continuing/Regular Full-Time   ■ Sessional   ■ Contract FT   ■ Contract Hourly (PT)
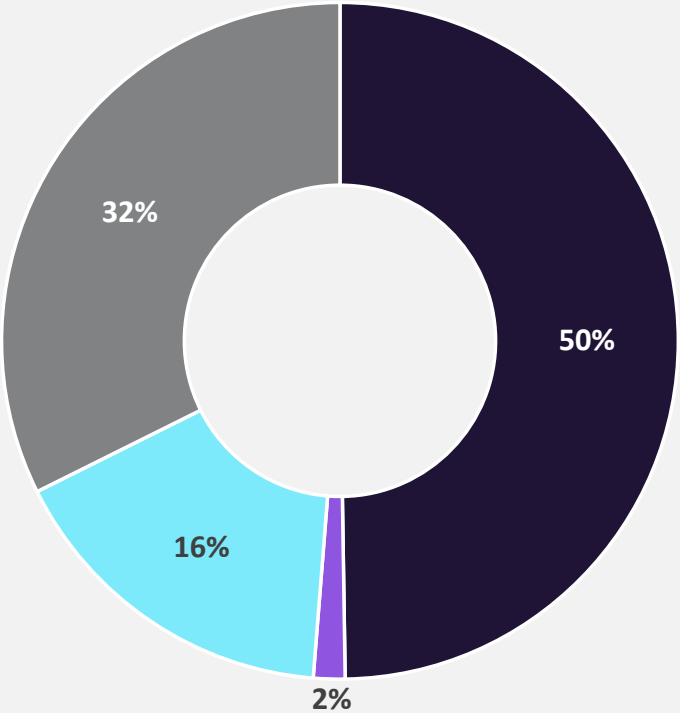
Headcount = 5,505

Note: Includes Regular Full-Time/Continuing, Sessional, Temporary Full-Time, and Temporary Part-Time staff.

Employment by Mission/Family

Mission/Family	Examples
Student Services	Faculty Program Support; Advising; Student Experience; Residences
Operations & Coordination	People and Process Coordination; Finance; Communications; HR
Research	Postdoctoral Associates; Faculty Research Support; Western Research
Infrastructure	IT Services; Caretaking & Facilities; Housing Operations
Libraries	User Services; Content Management; Research, Teaching & Learning
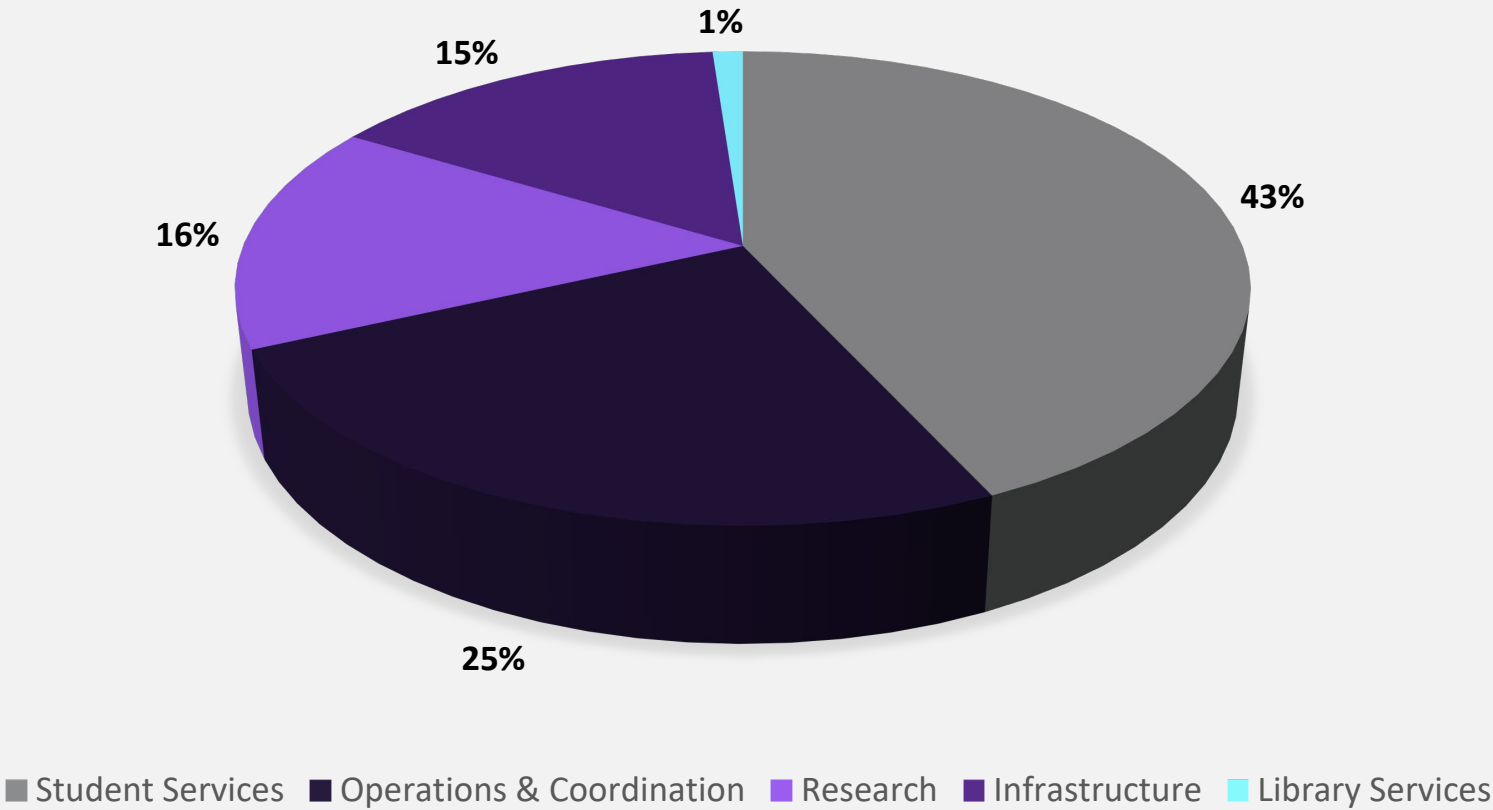
■ Student Services   ■ Operations & Coordination   ■ Research   ■ Infrastructure   ■ Library Services

Headcount = 5,505

Note: Includes Regular Full-Time/Continuing, Sessional, Temporary Full-Time, and Temporary Part-Time staff.

11

Gender Identity[1]
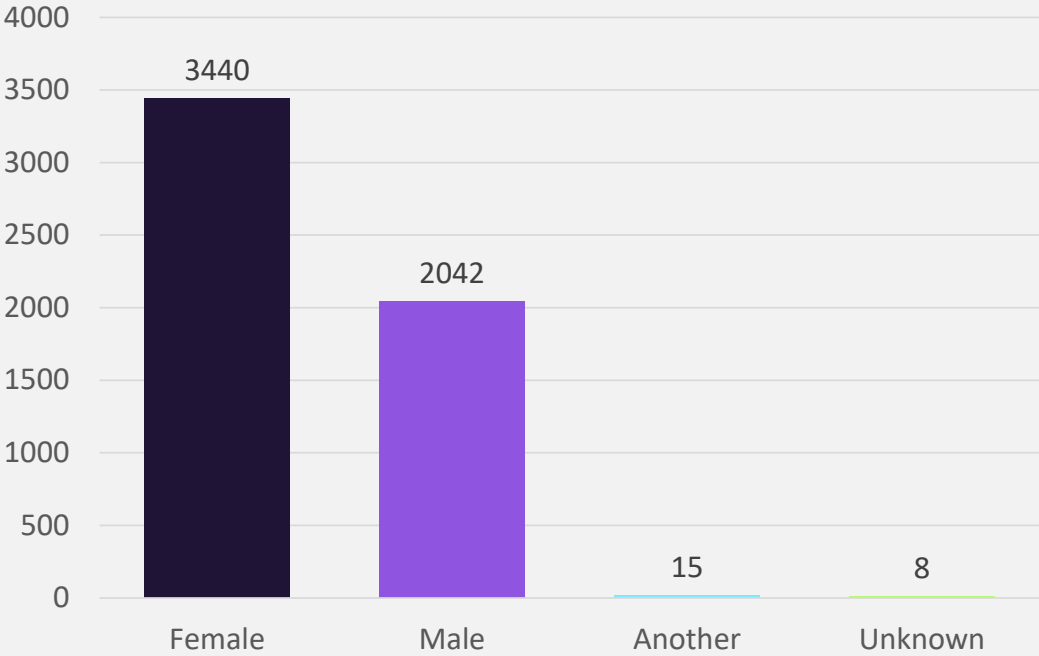
Age Cohort[2]
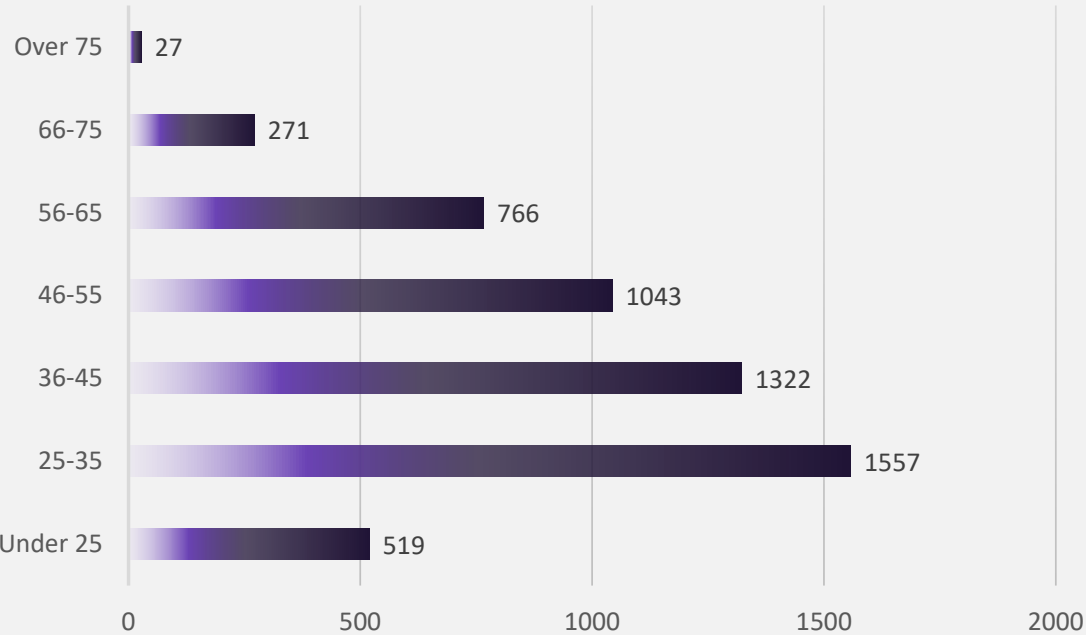
Headcount = 5,505

[1]Data from HRIS system.

[2]Prior to 2007, the number of staff above 65 was 0 due to mandatory retirement.

Note: Includes Regular Full-Time/Continuing, Sessional, Temporary Full-Time, and Temporary Part-Time staff.

Age Cohort
Full-Time Staff By Group (Continuing & Sessional)
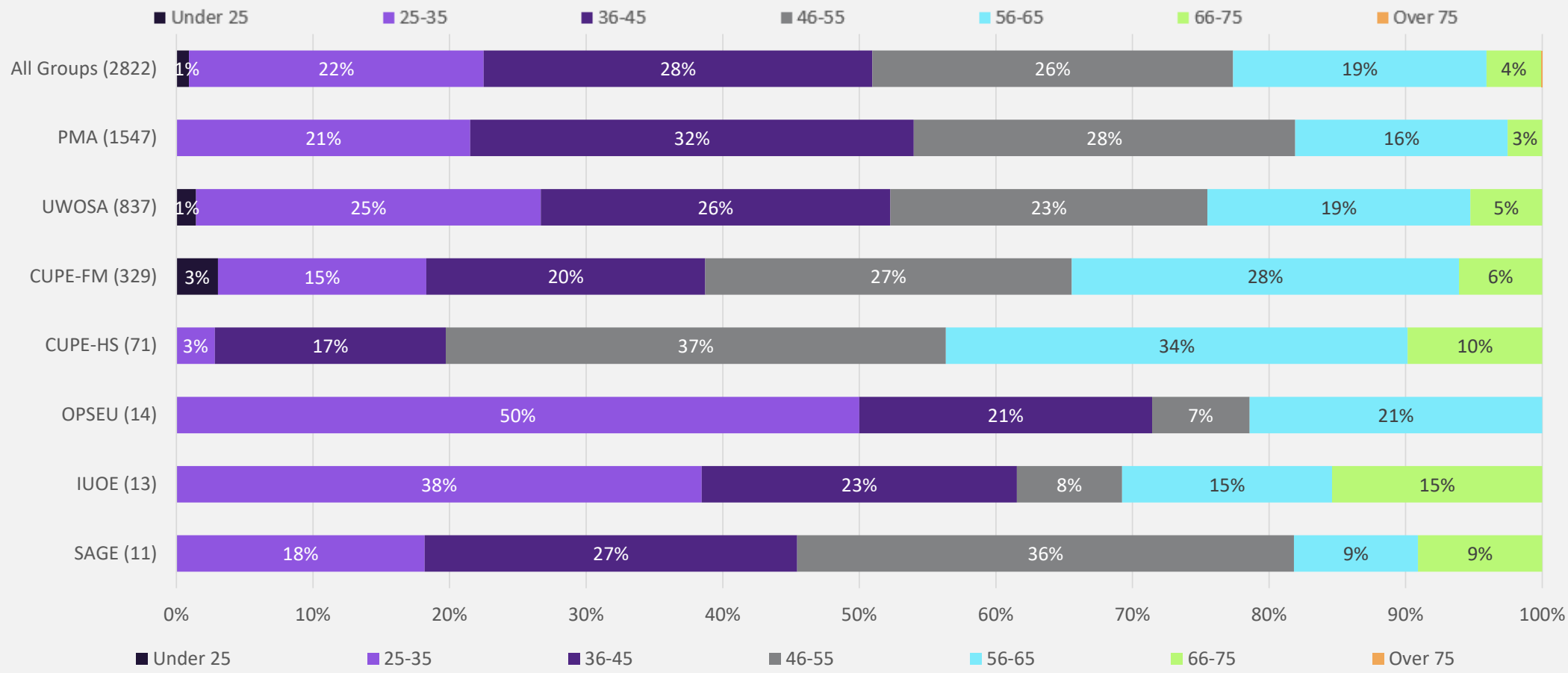
Legend: Under 25, 25-35, 36-45, 46-55, 56-65, 66-75, Over 75

Group	Under 25	25-35	36-45	46-55	56-65	66-75	Over 75
All Groups (2822)	1%	22%	28%	26%	19%	4%	
PMA (1547)		21%	32%	28%	16%	3%	
UWOSA (837)	1%	25%	26%	23%	19%	5%	
CUPE-FM (329)	3%	15%	20%	27%	28%	6%	
CUPE-HS (71)	3%		17%	37%	34%	10%	
OPSEU (14)		50%	21%	7%	21%		
IUOE (13)		38%	23%	8%	15%	15%	
SAGE (11)		18%	27%	36%	9%	9%	

Headcount = 2,822

Note: Includes Regular Full-Time/Continuing and Sessional staff.

⬚13

Years of Service
Continuing & Sessional Staff
By Group
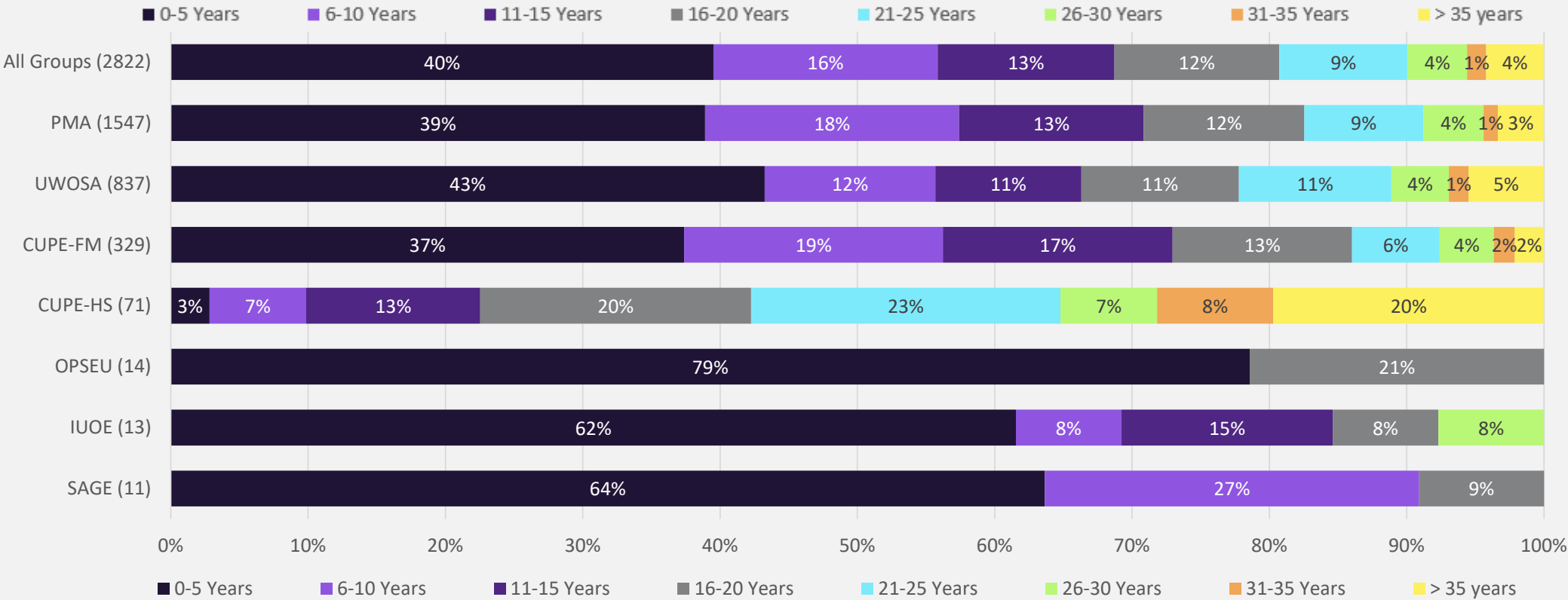
Legend: 0-5 Years | 6-10 Years | 11-15 Years | 16-20 Years | 21-25 Years | 26-30 Years | 31-35 Years | > 35 years

Group	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	26-30 Years	31-35 Years	> 35 years
All Groups (2822)	40%	16%	13%	12%	9%	4%	1%	4%
PMA (1547)	39%	18%	13%	12%	9%	4%	1%	3%
UWOSA (837)	43%	12%	11%	11%	11%	4%	1%	5%
CUPE-FM (329)	37%	19%	17%	13%	6%	4%	2%	2%
CUPE-HS (71)	3%	7%	13%	20%	23%	7%	8%	20%
OPSEU (14)	79%			21%				
IUOE (13)	62%	8%	15%	8%		8%		
SAGE (11)	64%	27%		9%				

Headcount = 2,822

Note: Includes Regular Full-Time/Continuing and Sessional staff.

14

Recruitment & Retention

2

Staff Recruitment[3]

Full-Time Postings & Vacancies
2020-2024

34.5

Average days to fill

	1400

(Bar chart: Total # of Postings vs Total # of Vacancies)

- 2020: 390, 574
- 2021: 581, 1002
- 2022: 747, 1260
- 2023: 718, 913
- 2024: 672, 827

■ Total # of Postings   ■ Total # of Vacancies
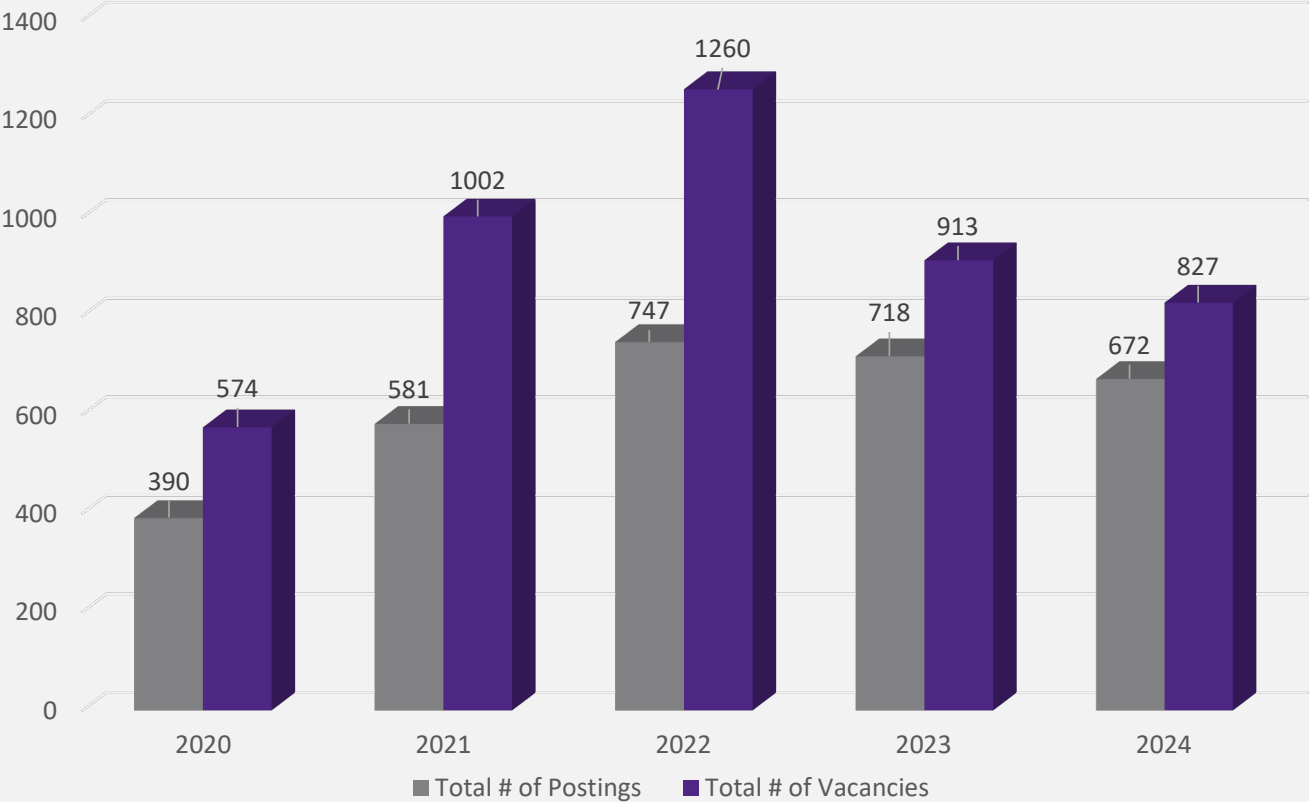
[3] Multi-vacancy postings for high-volume recruitments include Culinary Support, Caretaker, Residence Safety Assistant.

16

Staff Recruitment
Hires and Transfers
2020-2024
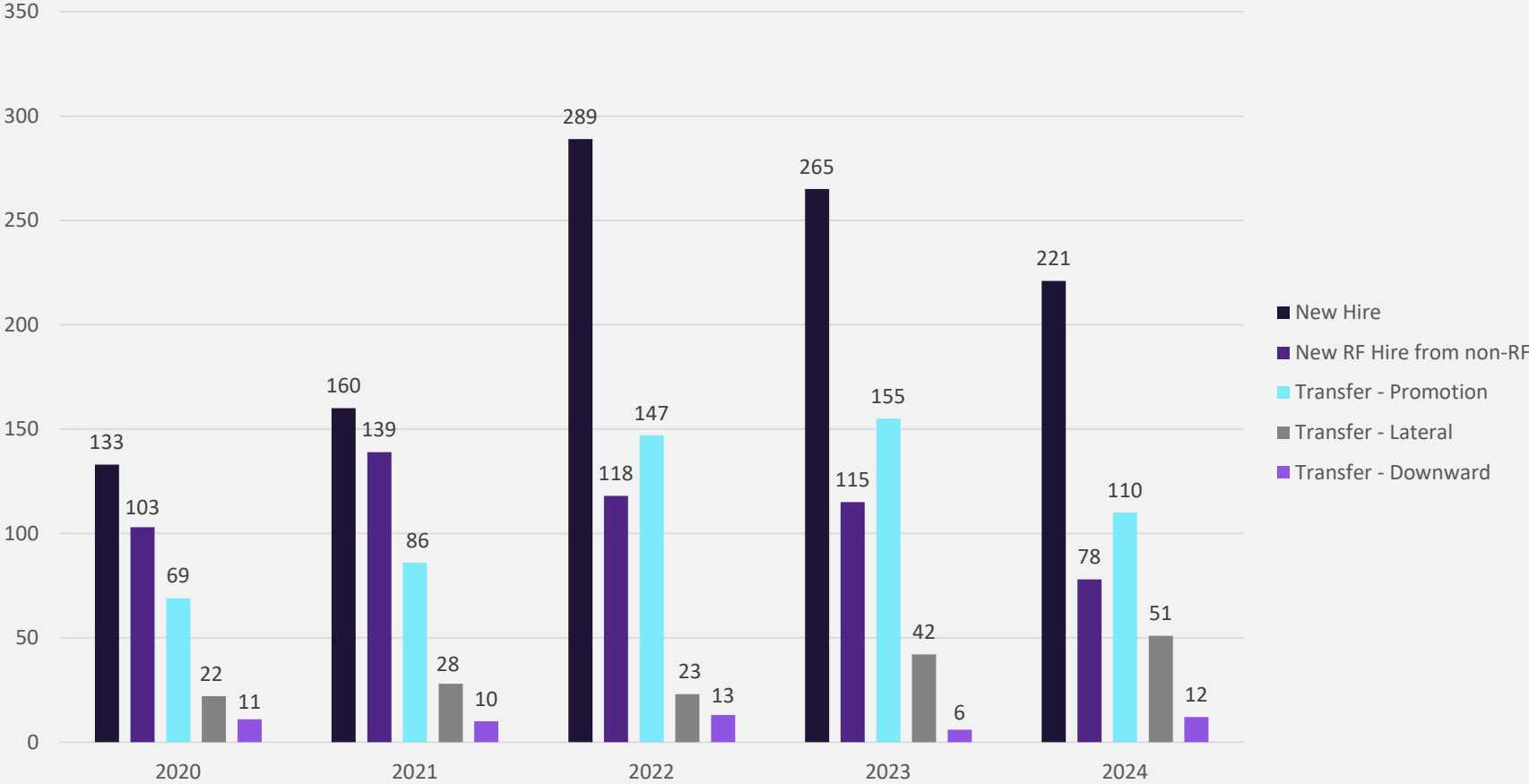
Note: Includes Regular Full-Time/Continuing and Sessional staff represented by PMA, UWOSA, and CUPE-FM.

Staff Terminations
By Reason (RF)
2020-2024
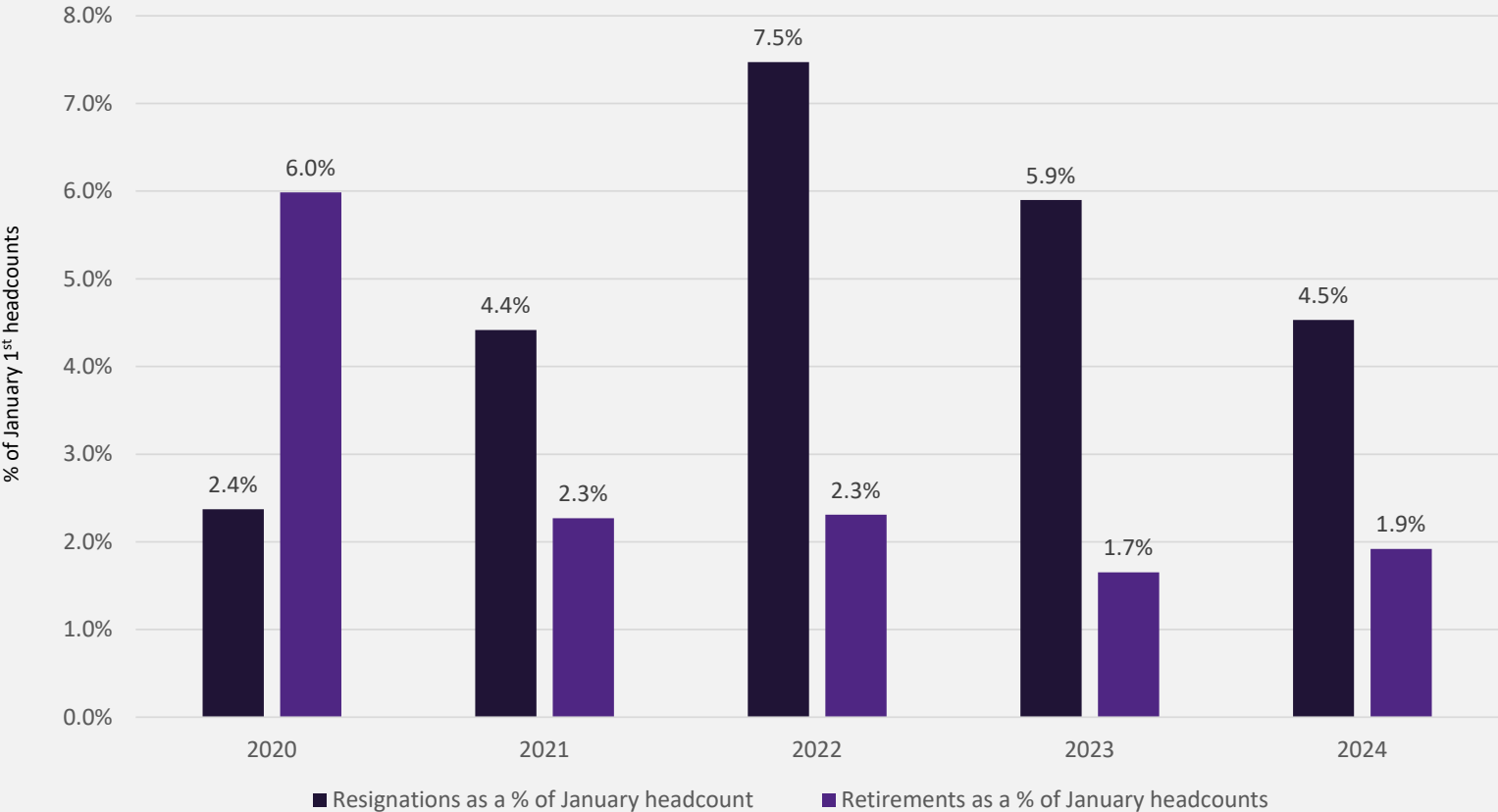
Notes: Voluntary retirement incentive packages in 2020
- Includes all Regular Full-Time/Continuing Staff.

Learning & Engagement

3

Fostering a Positive Workplace Culture

1

Western Leaders' Forums

Two Leaders' Forums in support of strategic priorities brought together Western's academic and senior administrative leaders.

Each session features guest or campus speakers and focuses on topics central to the university's mission, such as inclusive leadership, global engagement, sustainability, and research excellence. The Forum runs throughout the academic year and fosters campus-wide dialogue and collaboration.

2

Recognizing Exceptional Service

Western's reputation as a top research-intensive university is a tribute to the dedication and commitment of our employees.

In Fall 2024, our annual reception honoured 108 recipients in attendance who achieved the significant milestone of 25 years of service.

3

Western Awards of Excellence

Recognizes staff members or teams who demonstrate exceptional commitment to the University's values and who contribute in a demonstrable way to Western's reputation as a leading institution of higher learning.

At this annual event, we celebrated seven individuals and one team for their outstanding contributions to their work, clients and the University.

4

Staff & Leader Learning Day

Approximately 700 staff and leaders came together for a morning of community building with two keynote speakers. The theme for the event focused on bringing passion and engagement to work, how challenges foster growth, and the importance of self-care.

Our Spring 2025 Learning Day is scheduled for June 5 and features Dr. Hayley Wickenheiser, Assistant GM, Toronto Maple Leafs; Physician; Olympic Gold Medalist & Author.

5

Investing in our Staff

Operational Excellence provides practical, "how to learning" for administrative tasks performed at Western.

The series is designed to help those in administrative roles perform their work. Each course focuses on specific administrative job functions.

Western Leaders Forums

Western Leaders' Forum is an opportunity for Western's senior Academic and Operational leaders to discuss issues of strategic importance to the University.

The Forum provides an opportunity for information sharing, idea exploration, dialogue and feedback. The sessions are a combination of presentations by Western leaders or guest speakers, and small-group discussions.

February 2025

"Our Western: Advancing Inclusion Through Courageous Conversations"
Hosted by Opiyo Oloya Speaker: Randy Boyagoda, University of Toronto's Provostial Advisor on Civil Discourse

December 2024

"The Future of (Artificial) Intelligence"
Co-Hosted by Penny Pexman & Mark Daley - Speakers: Dan Lizotte & Joanna Redden

Celebrating Employee Excellence

Western Awards of Excellence

Team Profile: Work and Learn Program for Ukrainian Newcomers

In 2022, Hospitality Services launched a Work and Learn initiative to support displaced Ukrainians, combining employment opportunities in dining halls with intensive English as a Second Language (ESL) instruction.

The program's strong uptake and positive outcomes led to a doubling of participants in 2023. Its success was made possible through cross-campus collaboration, which played a vital role in supporting the newcomers' integration and development.

"We were provided with any kind of assistance we needed as newcomers, including psychological support for ourselves and our family members."

"This program became a turning point in our career and personal development."

- Staff member hired through the initiative.

Investing in Our Staff

Staff & Leader Spring Learning Day

- Approximately 700 attendees
- 94.5% of attendees rated the day a 6 or 7 out of 7 (480 respondents, or 68% response rate)

Operational Excellence

- 1,035 records of completion
- 58 workshops across 26 topics
- 453 unique participants

In January 2025, 70 administrators earned a Program Certificate for completing 5 or more workshops.

Excellence in Leadership

- 812 records of completion
- 49 workshops across 24 topics
- 346 unique participants

In June 2025, 35 leaders will be recognized with a Program Certificate for completing 9 or more workshops. 64 will receive a Stream achievement for completing 3 or more in a single leadership stream.

Employee Benefits

4

Benefits

All Employees

Career & Workplace
$10,827,000

Professional Allowance $2,739,000*

Scholarships $3,829,000

Educational Assistance $2,428,000

Financial Security & Retirement
$60,463,000

Pension $48,490,000
Disability $7,785,000
Maternity/Adoption $2,838,000

Health & Wellness
$38,003,000

*Directed by employees from flex credits
Note: The details listed under each heading reflect the primary areas of funding allocation. Subtotals presented for individual categories do not sum to the full amount shown in the heading total, as only the most relevant areas of expenditure are included.

25

Total Staff[4] Enrolled in Health & Dental Coverage: 12,438

Survivor of All Retired[4] (Prior & Post 2007) & Dependents:
635

All Retired[4] (Prior to 2007) & Dependents:
1318

Retired Staff & Dependents (Post 2007):
2415

Active Staff & Dependents:
8119
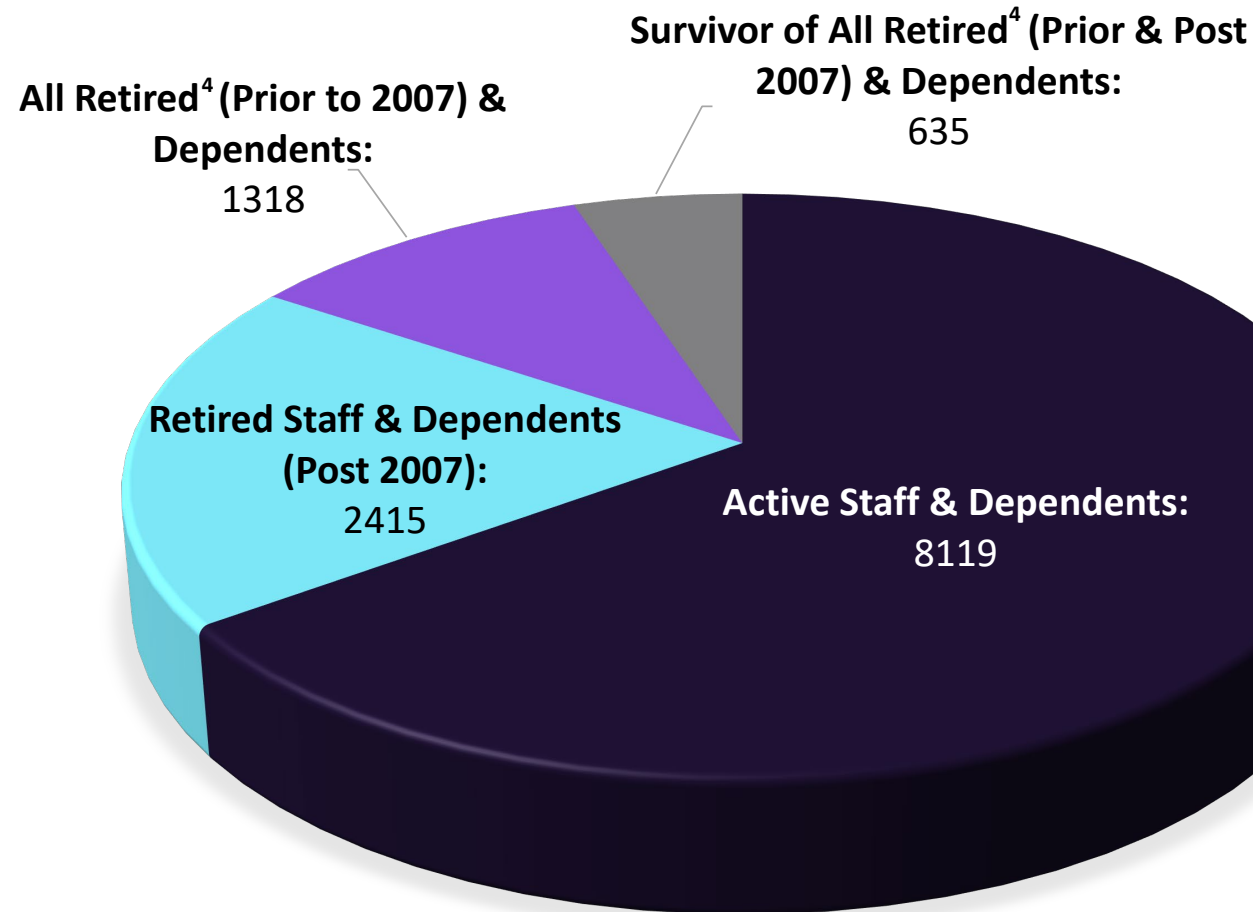
Health & Dental Benefits Coverage

All Staff [4]

[4]While this chart is focused on staff, data outlining retirees prior to 2007 includes both staff and faculty members, as post-retirement benefits were administered under a joint plan.

26

Health & Well-being

5

Employee Case Files
Short- & Long-Term Disability
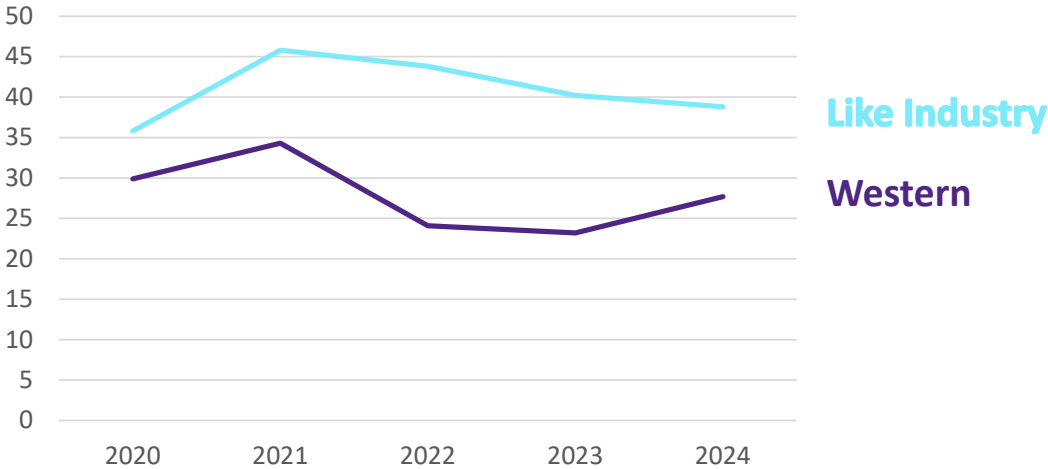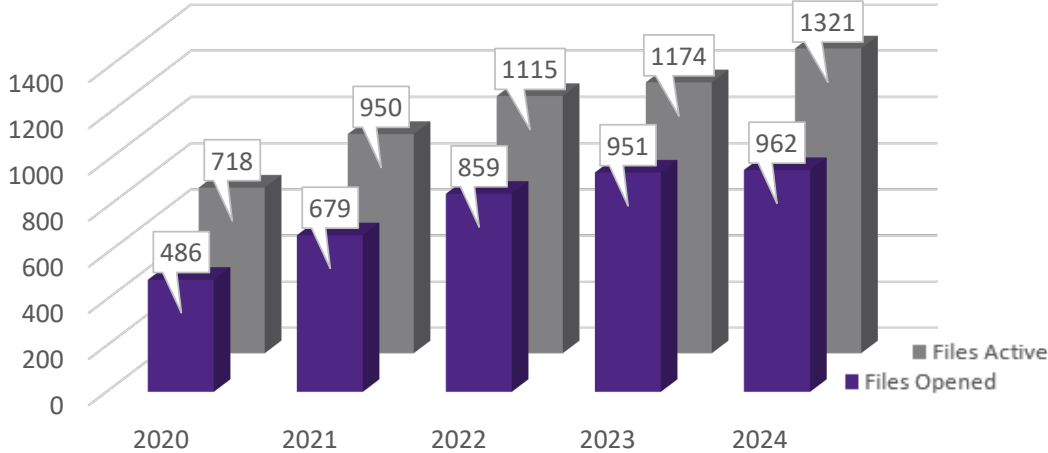
LTD Claims Duration
(Months)

71%

Return to Work Resolution

71% of medically-able employees engaged in a return-to-work (RTW) plan supported by Western Employee Well-being were successful at re-entering the workplace

Like industry = ~40-50%

Note: Timeframe is January 1 to December 31, 2024.

Employee & Family Assistance Program

TELUS Health[5]

Confidential EAP services are available to all employees and their families at no cost. Help is available by phone, video or online chat and in-person counselling.

Top Issues Addressed (2022-2023)
1. Personal stress
2. Anxiety
3. Communications/conflict

Top Issues Addressed (2023-2024)
1. Personal stress
2. Relationships – general
3. Anxiety

Top Issues Addressed (2024-2025)
1. Personal stress
2. Anxiety
3. Relationships – general
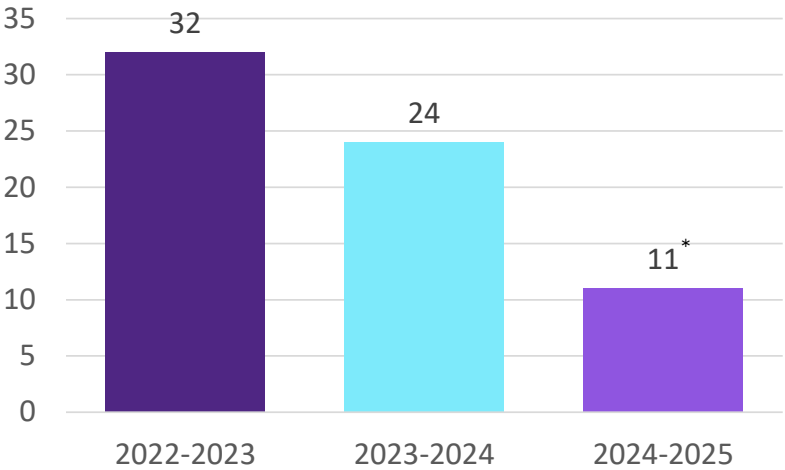
Critical Incident Support on Campus
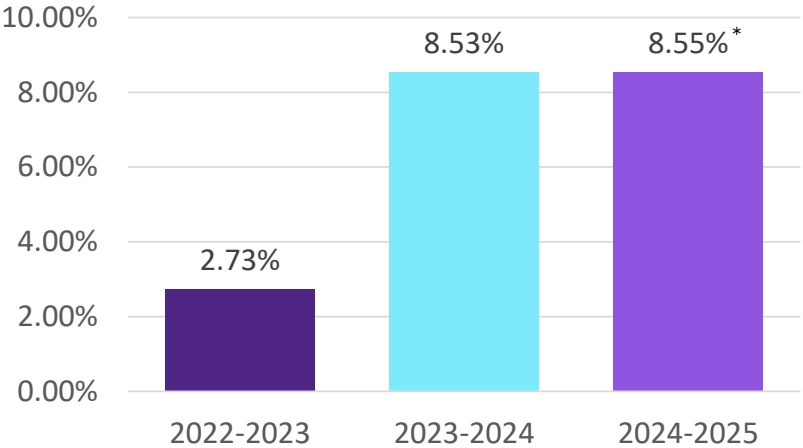
Annual Usage by Employee Count
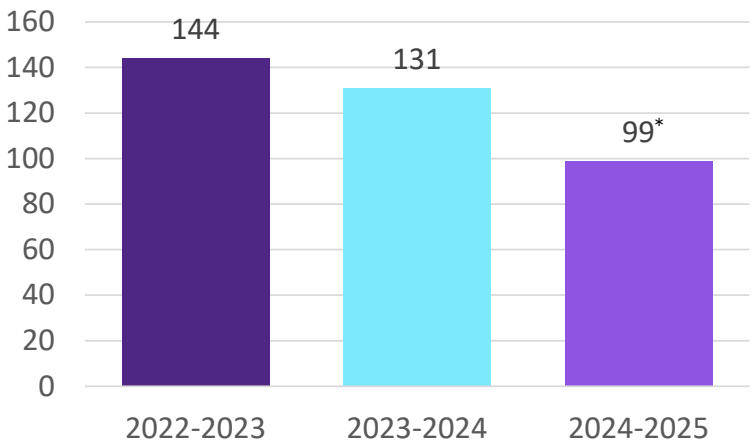
Interventions to Reduce Individual Risk (Crisis)

[5] Reporting year ends August 31, except 2024-2025, which is reported based on partial year data (up to May 21, 2025)

* Represents a partial year (September 1, 2024 to May 21, 2025)

Program Profile

Living Well @ Western

Living Well @ Western provides free wellness activities that span the seven domains of wellness intended to maintain and improve employee well-being.

By the numbers:

- Average of 9 wellness activities/breaks per week (~450 year):
  - Weekly yoga, workout and pilates classes
  - Monthly Wellness/Team Challenges, such as Wellness Bingo and Retro Recess Challenge (pictured to the right)
  - Campus Walking Tour Challenge
  - Financial literacy

- 51 Wellness Champions across campus and growing!

- 3557 web bookings from 523 unique participants

- Popular internal rewards for program participation allows employees to earn points towards monthly prize draws:
  - 1928 entries by 486 individuals

32

Western Employee Health Fair
May 14, 2025

May 15-16, 2025: Self-guided review of booths and materials

40+ Community and Campus Health, Wellness & Safety Experts

Live Music by Students from the Don Wright Faculty of Music

Prizes, snacks & refreshments

33

ITEM 4.4(a) – Annual Report on Information Security

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

An annual report on information security is provided to the Audit Committee and Board for information.

The report provides information regarding resolved and ongoing cyber security incidents, resources supporting strategies that manage security risk, and cyber security related initiatives that are being or will be implemented within the organization.

ATTACHMENT(S):

Annual Report of the Working Group on Information Security (WGIS)

The Working Group on Information Security (WGIS)

Annual Report

2024

Western
UNIVERSITY · CANADA

Table of Contents

About Us – The Working Group on Information Security (WGIS)

The Working Group on Information Security (WGIS) is a multi-disciplinary group representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cybersecurity initiatives within the organization.

WGIS provides guidance and oversight on information security-related initiatives, including increasing general awareness, coordination of activities during Cyber Awareness month in October, assistance of technical risk assessments within Faculties/Departments/Support Units, raising awareness of Western's Data Classification policy, Technology Risk Assessment Process and providing a review function for ongoing cybersecurity incidents.

Executive Summary

As Canadian universities accelerate their digital transformation, cybersecurity remains an ongoing, urgent and strategically important area of risk. While threats such as ransomware, phishing, and AI-driven attacks are evolving, institutions are actively strengthening their security posture to mitigate risks and protect academic and research environments.

Cybersecurity is not only a technology risk, but also a material business and academic continuity risk.

A significant cyberattack could:

Figure 9: Relative growth from 2021 of Canadian ransomware incidents known to the Cyber Centre [68]

26% Average year-over-year growth

Recorded incident total   Estimated incident total

▶ Long description - Figure 9: Relative growth from 2021 of Canadian ransomware incidents known to the Cyber Centre

- Disrupt campus operations for multiple weeks, affecting student systems, payroll, teaching schedules and research continuity.
- Result in financial losses due to ransomware and extortion, legal liability, incident response, regulatory fines and insurance deductibles. Based on comparable sector incidents, financial exposures range between $2M-10M+ per incident.
- Lead to reputational harm and loss of trust among stakeholders including students, faculty, community stakeholders, funders and government.

Cybersecurity risk at Western University is currently ranked as Priority #3 on the Enterprise Risk Management Dashboard, highlighting institutional awareness of its significance.

Understanding the Evolving Cyber Landscape

Cybersecurity risks in the higher education sector continue to intensify:

- Ransomware and extortion campaigns are escalating in frequency and severity, often targeting institutions' core academic and research assets.

- Phishing and Business Email Compromise (BEC) remain prevalent, with increasingly AI-generated lures that bypass traditional detection methods.

- The role of AI in cybersecurity is growing, both as a tool for cyber threats and as a defense mechanism.

- State-sponsored threat actors are targeting universities to steal research and data, particularly in fields related to health, engineering, and international policy.

Figure 15: Publicly reported worldwide generative AI incidents resulting in harm or near harm [117]

Recorded incidents
Predicted incidents

▶ Long description - Figure 15: Publicly reported worldwide generative AI incidents resulting in harm or near harm

Chart Reference: https://www.cyber.gc.ca/en/guidance/national-cyber-threat-assessment-2025-2026
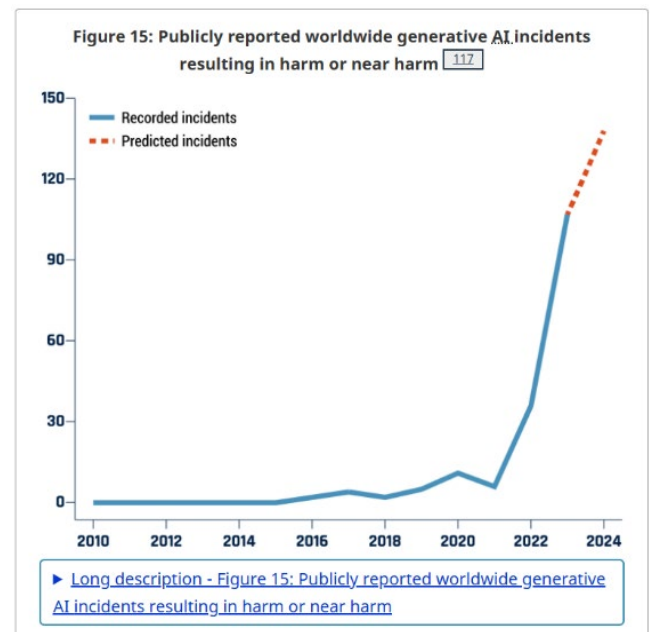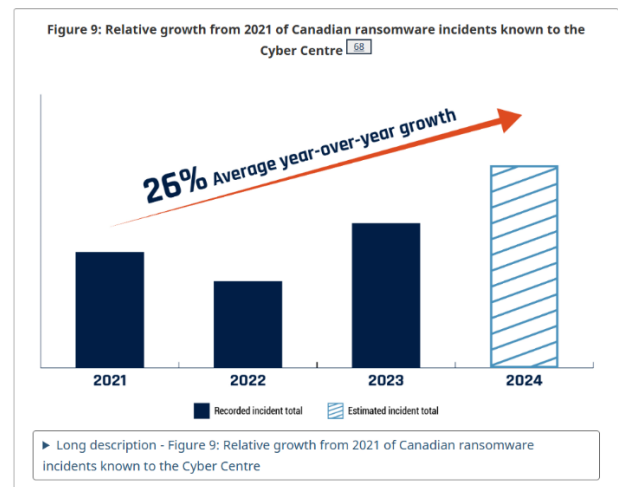
Strategic Cybersecurity Posture at Western

Western University has taken a strategic and layered approach to cybersecurity, ensuring that risks are well-managed while enabling academic and research excellence.

Key initiatives include:

- 24/7 Security Monitoring: Through a combination of internal and external partnerships, our Security Operations Center (SOC) continuously monitors threats and responds to incidents in real time.

- Enhanced Phishing Prevention & Awareness: Faculty, staff, and students benefit from ongoing phishing simulations and cybersecurity awareness training to build a strong security culture.

- Ongoing work towards a Zero Trust Security Model: Western has implemented multi-factor authentication, least-privilege access policies, and network segmentation to minimize risk exposure.

- Collaboration & Threat Intelligence Sharing: Western actively collaborates with national cybersecurity agencies, higher education security teams, and government partners to stay ahead of emerging threats.

- Investment in Cyber Resilience: Through strategic investments in cloud security tools, AI-driven threat detection, and next-generation endpoint security solutions, Western is continuously improving its ability to detect, prevent, and respond to cyber threats.

Looking Ahead: Strengthening Resilience in Higher Education

While cyber threats will continue to evolve, Western University and its peers and partners across Canada are maturing their preparedness to navigate these challenges. By adopting modern security technologies, fostering a culture of cybersecurity awareness, and strengthening collaboration, universities are trying to provide a safe and secure digital environment for learning, research, and innovation, however it is a significant challenge to get ahead of the threat actors.

Cybersecurity is an enduring priority and continual strengthening of security measures, continued investment in risk management, and a proactive approach position Western University to address the cyber threat landscapes effectively as well as the best in the sector. It should be noted however that even with this work the institution remains vulnerable; there can be no room for complacency or contentment that work is 'complete'. It never will be.

By focusing on vigilance, resilience, and continuous improvement, the university ensures that its academic and research mission remains secure and uninterrupted in an increasingly complex digital landscape.

Cybersecurity Operations

Within Western Technology Services (WTS), the Security Operations Center works to centrally coordinate campus cybersecurity efforts including security operations, incident response, information technology risk management, cybersecurity awareness and outreach across campus. The growth and complexity of threats in our environment raises the importance of engagement, influence, and partnerships within Western teams. WTS extends its cybersecurity reach through faculty and department technology staff across campus, students, external vendors, and institutional partnerships that are critical to strengthening the cybersecurity stance.

Western Technology Services Security Operations

Western Technology Services (WTS) Security Operations Centre (SOC) remains at the forefront of cybersecurity efforts to protect Western University's digital infrastructure. Operating 24/7 in partnership with ReliaQuest as our Managed Security Service Provider (MSSP), the WTS SOC continually monitors and evaluates cyber threats, deploying advanced security technologies and strategic collaborations to mitigate risks.

In 2024, WTS expanded next-generation endpoint protection tools with CrowdStrike Falcon and ReliaQuest Greymatter and enhanced security event monitoring for faster incident detection and response.

Key Activities in 2024

- Strategic Initiatives
    - Completed a MITRE Crown Jewel Analysis (CJA) to identify critical assets targeted by threat actors and prioritize investment in security controls.
    - Strengthened partnerships with CanSSOC, Mandiant, and ReliaQuest, enhancing Western's threat intelligence and response capabilities.
- Threat Hunting & Incident Management
    - Investigated and responded to significant security incidents, including the February 2024 Chemistry Lab Ransomware outbreak and the December 2024 EventBrite phishing incident. *(see Cybersecurity Incidents below)*
    - The SOC identified and mitigated a 135% increase in cyber threats over the previous period based on statistics collected by ReliaQuest.
    - Compromised accounts increased by 15.5% compared to 2023, as threat actors continue to evolve their techniques to bypass multi-factor authentication. Despite this rise, the overall volume of compromised accounts remains less than 40% of what we experienced annually before MFA was implemented—highlighting the continued value of MFA in reducing account takeovers.
    - Western's threat feed services blocked over 119 billion malicious internet traffic attempts this year—double the volume seen last year—demonstrating both the scale of the threat landscape and the critical role of our automated defenses in protecting campus systems.
- Risk Assessments
    - Conducted 18 risk assessments for new technology solutions and research projects, ensuring vendor security compliance through the TRAC Process

- Cybersecurity Awareness & Training
  - The CyberSmart program executed simulated phishing campaigns, cybersecurity awareness training, and social media outreach.
  - Operational Excellence courses and student orientation events promoted best practices for secure computing on campus.
- Updated Data Breach Plan
  - Working with Internal Audit updates were made in 2024 to align Western's Data Breach Plan across Office of the University Legal Counsel, the Bankcard Committee & WTS Cybersecurity.

Cybersecurity Incidents

In 2024 WTS Security Operations initiated its Cybersecurity Incident Response Plan on two occasions. Both incidents were localised and did not require escalation beyond the Emergency Response Team who were able to contain the risk in each event.

<u>Research Lab Ransomware</u>

In February 2024, Western University experienced a ransomware attack targeting a Chemistry research lab, resulting in the encryption of its research data and systems. The incident exposed gaps in cybersecurity controls in distributed IT areas, including outdated software, lack of endpoint detection tools, and delayed incident escalation. In response to this incident, WTS Security Operations, in collaboration with Science Technology Services, implemented network containment measures, enforced endpoint security enhancements, and expedited recovery efforts. In this ransomware incident, the Principal Investigator indicated that the data that was encrypted was at a point in time that data involved was not material to their research. This was fortunate in this case as data backups were unrecoverable and could have been devastating to their work.

This event underscored the need for stronger security governance across research environments. Since the incident, Western has taken steps to address these gaps, including:

- Deployment of next-generation endpoint protection (CrowdStrike EDR) in research labs.
- Improved response coordination between WTS and faculty IT teams.
- Enhanced awareness initiatives and cybersecurity training for research groups handling sensitive data.

As cyber threats continue to evolve, this attack serves as a critical reminder of the importance of proactive security investments, faculty engagement, and ongoing improvements in incident response readiness.

<u>Vendor Administrative Account Compromise</u>

In December 2024, Western University identified a cybersecurity incident involving a compromised Eventbrite administrative account linked to Ivey Alumni Relations. The investigation, initiated by Finance and conducted by Ivey Information Technology and WTS SOC revealed that the account had been accessed through a successful spear-phishing attack on September 25, 2024. The attack resulted in the fraudulent addition of an unauthorized bank account as the default payout destination, diverting funds from the Eventbrite transactions.

More than $30,000 was stolen by the threat actor however Western was fortunate that the vendor issued a full refund to the university. This incident underscores the ongoing risks posed by phishing attacks and third-party vendor platforms without robust risk mitigations in place.

Cybersecurity Initiatives

Crown Jewel Assessment

As part of Western's ongoing cybersecurity strategy, the Crown Jewel Assessment (CJA) project was conducted in 2024 to identify and safeguard the University's most critical digital assets. This initiative, led by Western's cybersecurity team in partnership with Mandiant, provided a structured approach to assessing high-value systems that, if compromised, could cause significant operational, financial, or reputational harm.

The assessment identified 39 key assets, including core administrative and research systems such as Salesforce CRM, PeopleSoft, Internal Outreach & Camp Booking Systems, Office 365, CHR (Telus), Central File Services, and OWL. Each system was evaluated based on its attractiveness to cyber adversaries, ease of exploitation, and potential impact if breached. The findings reinforced the need for enhanced governance, improved security controls, and a centralized approach to managing high-risk platforms. These items will form part of the new Chief Technology Officer's key deliverables during 2025/26.

A key outcome of the CJA has been its integration into the Technology Risk Assessment Committee (TRAC) process, ensuring that cybersecurity considerations are embedded in procurement, operational risk management, and institutional decision-making. Moving forward, Western will focus on strengthening access controls, expanding monitoring capabilities, and implementing targeted risk mitigation measures for these critical systems.

The CJA represents a major step toward a more proactive and resilient security posture, ensuring Western is well-equipped to protect its data, operations, and reputation in an evolving threat landscape.

Managed Security Service Provider

In 2024, Western University reinforced its cybersecurity posture through an ongoing strategic partnership with ReliaQuest, a leading Managed Security Service Provider (MSSP). This collaboration provides 24/7/365 security monitoring, detection, and response capabilities through the RQ GreyMatter platform, significantly enhancing the university's ability to detect and mitigate cyber threats.

Key Achievements in 2024

- Incident Response Efficiency: The Mean Time to Resolve (MTTR) incidents dropped significantly from 5.72 days in December 2024 to 1.72 days in January 2025, showcasing rapid response and resolution improvements.
- Enhanced Threat Detection: Over the past year, threat detection coverage expanded across the MITRE ATT&CK framework by 32%, improving visibility into potential threats and fortifying Western's defenses.
- Noise Reduction & Operational Efficiency: 73% of security alerts identified through RQ GreyMatter were resolved without escalation, allowing Western's Security Operations Center (SOC) team to focus on critical security issues.
- True Positive Alert Resolution: 40% of escalated alerts were confirmed as legitimate threats and were promptly contained and remediated, preventing further impact.
- Continuous Optimization & Tuning: The partnership led to 45 key tuning improvements, refining incident detection processes and reducing false positives.
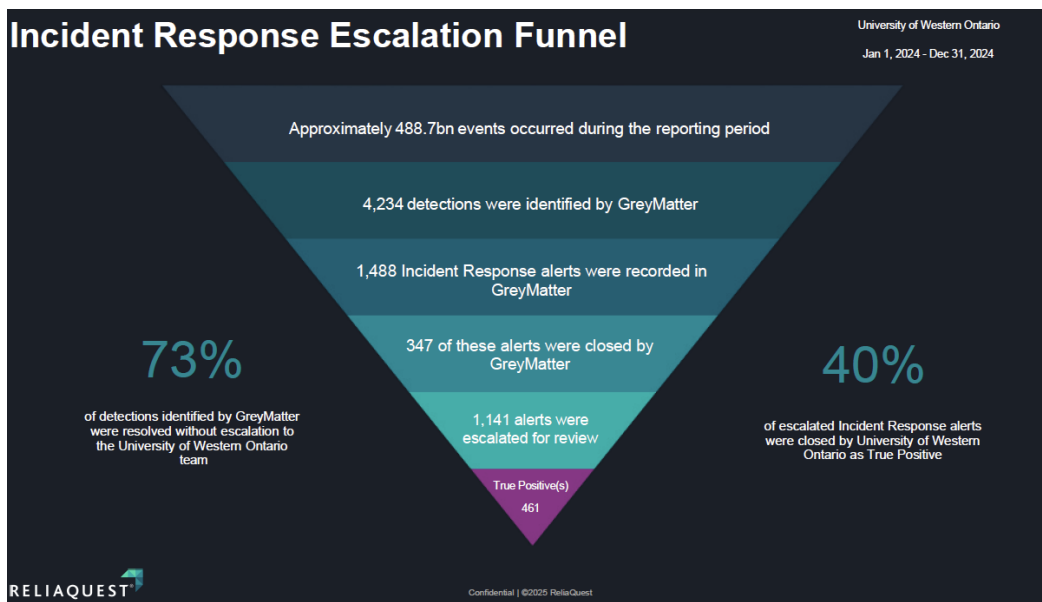
Strategic Value of the MSSP Relationship

Western's MSSP engagement with ReliaQuest ensures that the university maintains round-the-clock cybersecurity vigilance against evolving threats. The integration of GreyMatter with Western's CrowdStrike EDR and Splunk SIEM provides proactive threat detection, response automation, and continuous security posture improvements.

By leveraging advanced threat intelligence, security automation, and expert support from ReliaQuest, Western University strengthened its position to defend against cyber threats and protect critical institutional assets. This partnership underscores the university's commitment to a proactive and resilient cybersecurity strategy, safeguarding students, faculty, and research from potential cyber risks.

The MITRE ATT&CK Coverage spider diagram below illustrates growth in the protections we have put in place through ReliaQuest over the last year.

Incident Response Capabilities and Mandiant Partnership

Western University maintains a strong focus on cyber incident readiness as part of our broader security operations strategy. A key component of this preparedness is our ongoing partnership with Mandiant, a Google company, through a strategic Incident Response Retainer. Mandiant is a recognized global leader in threat intelligence and response services, and this partnership enhances Western's ability to swiftly investigate and contain cybersecurity threats.

The retainer agreement ensures that, in the event of a major security incident, Mandiant experts can be rapidly deployed to support the university's efforts to respond and recover. Beyond reactive support, the agreement also includes proactive services, such as:

- Incident Response Preparedness Assessments (IRPS)
- Readiness workshops and tabletop exercises
- Access to threat intelligence and response playbook development

In 2023, Mandiant completed an Incident Response Preparedness Assessment for Western, providing an external, third-party review of our response capabilities. The assessment confirmed several strengths, including:

- A well-structured Cybersecurity Incident Response Plan (CSIRP)
- 24/7 monitoring through our Security Operations Centre (SOC) in partnership with ReliaQuest
- Investment in detection technologies like CrowdStrike Falcon and the RQ GreyMatter platform

However, it also identified areas for improvement, including:

- Improved coordination across decentralized IT units to ensure consistent and timely incident escalation
- Enhanced documentation and standardization of incident reporting processes
- Increased inclusion of faculty and departmental teams in tabletop response exercises

These recommendations are actively informing our 2025 incident response roadmap. Western's approach to cybersecurity continues to combine technology investments, internal collaboration, and industry partnerships to strengthen our resilience against evolving threats.

Payment Card Industry (PCI) Compliance

Western University successfully met its Payment Card Industry Data Security Standard (PCI DSS) Self-Assessment Questionnaire (SAQ) A compliance requirements under PCI DSS 4.0. The SAQ A compliance process involved a rigorous audit conducted by MNP, who assessed the university's adherence to PCI DSS controls. This included ensuring that payment processing is outsourced to PCI DSS-compliant third-party providers, with no cardholder data stored, processed, or transmitted on university-managed systems. The assessment confirmed that Western has successfully implemented the necessary security measures, including robust access controls, encryption of transmitted data, and ongoing monitoring of potential security risks.

Successfully completing this compliance milestone strengthens Western's overall cybersecurity posture by ensuring payment security best practices align with industry standards. Moving forward, the university remains committed to maintaining compliance through continuous monitoring, staff training, and periodic security assessments to uphold the integrity of our payment processing ecosystem.

Cybersecurity Awareness: Social Media, Training and Simulated Phishing

The CyberSmart team developed focused cybersecurity content and campaigns to educate and inform our students through social media channels across Instagram, Facebook, Twitter, and LinkedIn. This included tips on how to spot many kinds of scams (job, romance, housing) and avoid phishing emails, and other general cybersecurity advice that addressed students' daily challenges. The team responded to cybersecurity trends in the industry and within the campus environment to inform campaigns and content, including a QR Phishing campaign in response to a series of suspicious QR Code posters on campus. The program collaborated with various groups within the Western community to embed cyber safety principles across different disciplines and activities such as Western International, Student Wellness, and Off-Campus Housing with specific themes including Cyberviolence, Romance Scams, Financial Scams and general cyber safety.

The Cybersmart program also conducted various in person outreach events over the year to promote cybersecurity awareness.

Highlighted 2024 Cybersmart Instagram posts

Cybersecurity Awareness Training

In 2024, WTS Security Operations researched and acquired a new cybersecurity training and simulated phishing platform that will be introduced in May 2025. MetaCompliance provides engaging training content and delivery methods that will enhance user participation and knowledge retention through shorter, more targeted learning modules. As this updated training platform is introduced in the new year we hope to move to more frequent and consumable training modules for campus to keep pace with rapid developments in cybersecurity threats and replace the intensive once-and-done training approach.

Simulated Phishing

As part of our cybersecurity awareness program, simulated phishing campaigns were run multiple times through out the year to staff, faculty and student groups. Simulated phishing is an effective method of reinforcing our Cybersecurity awareness training through a real-world example of phishing in your mailbox. Much like a fire drill, simulations allow staff, faculty and students to test their abilities to identify phishing with zero-risk to the organization. If anyone was deceived by a phishing email they are provided with additional materials and training that will help them respond more favourably when real phishing threatens their mailbox.

The results from our simulated phishing exercises continue to demonstrate that we are exceeding the *KnowBe4 2024 Global Phishing by Industry Benchmarking Report.*

Staff, faculty and students will be instructed to undertake an annual cybersecurity training module or attestation this coming year to ensure that simulated phishing results will not decline over time.
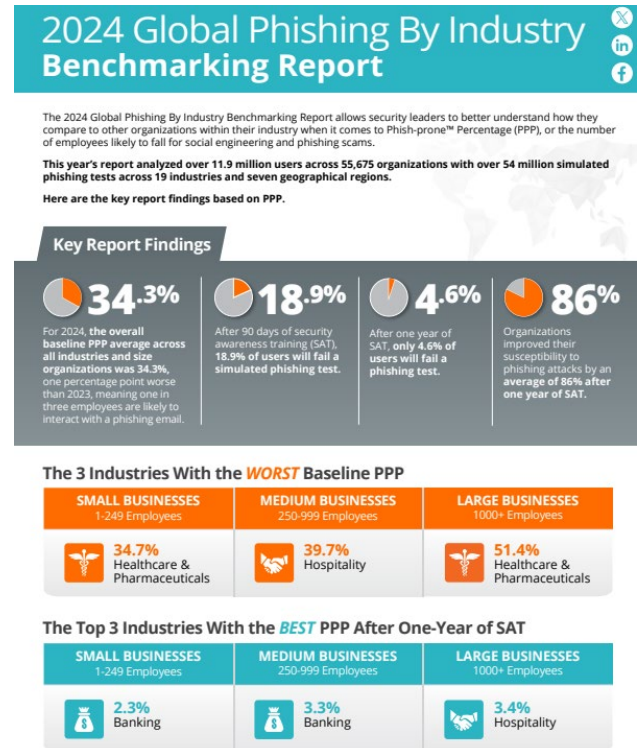
2024 Western Simulated Phishing Results		Clicked Link %	Completed Form %	Overall Phished %
Students	October	6.79	9.45	16.24
Staff	July	5.98	1.60	7.58
	October	7.38	10.75	18.13
Faculty	July	5.09	1.01	6.10
	October	5.51	4.39	9.90

Cyber Security Insurance

Working with HR leadership, WTS participated in the underwriting process with CURIE for Cybersecurity Insurance again this year. Cybersecurity Investments in training, protection tools, monitoring, next generation solutions and partnerships over the past two years continue to demonstrate Western's leadership in cybersecurity practices in comparison to our peers that participate in CURIE cybersecurity insurance. It should be noted that many institutions globally are being rendered uninsurable once they have been subject to a major cyberattack hence the criticality of ensuring our defenses and security practices are continually evolving.
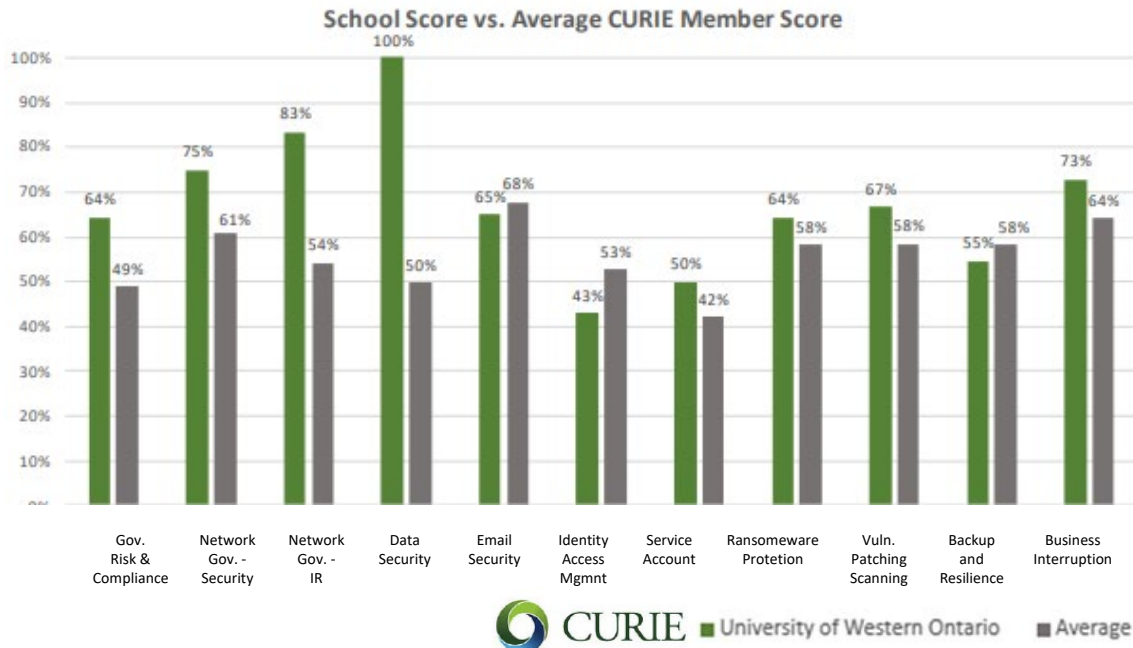
Cybersecurity Partnerships Through CANARIE and CUCCIO

WTS participates in several cybersecurity partnerships across Canada and within the higher education sector. Through CANARIE and its NREN partner, ORION, Western University is engaged in the Cybersecurity Initiative Program (CIP), the Canadian Shared Security Operations Centre (CanSSOC), and CanSSOC's Research Intensive Group (RIG) funded initiatives. Western is also a member of the Canadian Council of Chief Information Officers (CCIO) and actively contributes to the CUCCIO Information Security Special Interest Group (SIG), which fosters collaboration and sharing of cybersecurity ideas, practices, and threat intelligence.

The WTS Security Operations Centre (SOC) also engages with the Canadian Centre for Cyber Security (CCCS) and participates in their biweekly Cyber Threat Briefings.

Through CANARIE's CIP partnership Western makes use many cybersecurity services:

- Access to the Nation Research Education Network (NREN) through Ontario's partner ORION.
- Subscription to the CIP threat-feed allow/block lists
- Contribution to the Intrusion Detection System initiative
- Participation in CUCCIO Cybersecurity Benchmarking

- Engagement in the NREN National Cybersecurity Assessment

Through CanSSOC RIG Pilot Projects, Western participates in:

- Dark Web Monitoring
- Shared Security Information and Event Management (SIEM)
- Thinkst Canary which is used to detect and alert on unauthorized access attempts to deployed decoy technology

Cybersecurity Roadmap

WGIS and WTS will focus on the following cybersecurity initiatives in 2025 and beyond:

- WTS SOC CyberSmart training will move to MetaCompliance in May of 2025 creating new opportunities for our simulated phishing and cyber safety awareness training program. Shorter and more focused training segments will increase both the quality and frequency of cybersecurity training efforts. New delivery vehicles through engaging videos and MS Teams integrations will allow us to reach students, staff and faculty with a more consumable message.
- Recommendation from the Mandiant's Crown Jewel Assessment have been merged into the TRAC process and will continue to identify new assets that are introduced to campus and require addition risk mitigation and controls to manage exposure to cyber threats. Existing high risk crown jewel threats identified will be reviewed and have their identified risks addressed and adequately protected.
- Through our Incident Response retainer agreement WTS SOC will be proposing renewed testing of our cybersecurity incident response process through tabletop sessions that engage technical and executive level decision making through a simulated event.
- Investment in new cybersecurity tools will be required that give insight into the use of SaaS (Software as a Service) and Cloud/IaaS (Infrastructure as a Service) platforms. Cloud Access Security Broker and SaaS Management platforms will need to be part of our investment to keep pace with the movement of applications into to the cloud.
- Further development of CrowdStrike Falcon, our chosen Endpoint Detection and Response platform, to extend further into research labs, workstations and server environments that are currently not leveraging our next generation antivirus and endpoint security solution. Asset inventory, desktop vulnerability and patching management are high on our list of priorities to secure Western distributed assets on campus.
- WTS SOC will work with administrative teams to extend its supply chain security, an increasing area of potential cyber risk, by requesting that the vendors of each product identified through the Crown Jewels Assessment, provide evidence of annual penetration testing of their environments.

Appendix A – Current WGIS Members

WGIS Member	Role	Department | Faculty
Andrew Konowalchuk	*WGIS Chair, Associate Vice-President*	Facility Management (FM)
Brent Fowles	*Director, Cybersecurity and Business Services*	Western Technology Services (WTS)
Matthew Feeney	*Manager of Information Security, Security Operations Centre*	Western Technology Services (WTS)
Rob Brennan	*Director, Application Services*	Western Technology Services (WTS)
Dave Ghantous	*Director, Infrastructure Services*	Western Technology Services (WTS)
Ed Gibson	*Associate Director, Infrastructure Services*	Western Technology Services (WTS)
Aleks Essex	*Associate Professor*	Electrical and Computer Engineering (ECE) | Engineering (ENG)
Chris Wedlake	*Support Services Team Leader*	Schulich School of Medicine & Dentistry (SSMD)
Colin Couchman	*Chief Data Officer (CDO)*	Office of Institutional Planning & Budgeting (IPB)
Dorukhan Turan	*Internal Auditor*	Internal Audit (IA)
Erika Basile	*Director, Research Ethics and Compliance*	Office of Human Research Ethics (ORE)
Geoff Pimlatt	*Senior Manager, Information Systems*	University Students' Council (USC)
Hosham Alimorad	*Director, Information Technology Housing & Ancillary Services*	Housing and Ancillary Services (HAS)
Jim Loupos	*Director, Internal Audit*	Internal Audit (IA)
Paul Eluchok	*University Legal Counsel*	President's Office (OOP)
Ross Beatty	*Manager of Software Development, HAS Information Technology*	Housing and Ancillary Services (HAS)
Alex Van de Vooren	*WGIS Scribe, Security Engineer, Security Operations Centre*	Western Technology Services (WTS)

<u>**ITEM 4.5(a) –Internationalization at Western: A Multi-Pronged Approach –
Proposed Partnership between Western and Navitas**</u>

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of Senate, the Board of Governors
approve that the University proceed with an affiliation with
Navitas substantially on the terms set out in the proposal as
presented in Item 4.5(a) and take into consideration the
recommendations of Senate's *ad hoc* Committee to Review the
Navitas Proposal as presented in its Final Report.

EXECUTIVE SUMMARY:

The proposal *Internationalization at Western: A Multi-Pronged Approach – Proposed
Partnership between Western and Navitas* is attached.

In support of Western University's strategic priorities, the proposal seeks to establish a
partnership with Navitas to enhance the recruitment and accessibility of international
students to Western's undergraduate and professional master's programs.

The proposal reflects campus-wide consultations, constructive conversations, and
important feedback from the campus community.

Consultation has included:

Date	Groups Consulted:
February – April 2025	Initial community consultations to inform a draft proposal: ▪ Feb 14: Senate ▪ Feb 24: In-person community consultation session ▪ Feb 26: Virtual community consultation session ▪ Feb 27: Academic Leaders Round Table ▪ March 3: Senate Committee on University Planning ▪ March 3: Senate Committee on Academic Policy ▪ March 4: Senate Committee on Academic Curriculum and Awards ▪ March 5: Dean's Council ▪ March 14: Office of the Registrar ▪ March 14: Senate ▪ March 18: Don Wright Faculty of Music Council ▪ March 19: Provost's Leadership team ▪ March 21: Campus Council ▪ March 21: Associate and Academic Deans ▪ March 24: Department of Anthropology, Faculty of Social Science ▪ March 25: Student Experience, Western International, Western English Language Centre, Residence Life, Western Continuing Studies

	▪ March 26: University Students' Council ▪ March 27: Society of Graduate Students ▪ March 27: Faculty of Social Science Council ▪ April 2: Dean's Council ▪ April 3: Vice Provosts ▪ April 4: Faculty of Education Council ▪ April 9: Graduate Education Council ▪ April 9: Faculty of Arts and Humanities Council ▪ April 22: Academic Advisors ▪ April 23: University Students' Council ▪ April 24: International students focus group ▪ April 29: Vice Provosts ▪ April 30: Dean's Council
May 2, 2025	Draft proposal released to the campus community
May 2025	Community consultations on a draft proposal: ▪ May 5: Academic Leaders Round Table ▪ May 6: Senate Information Session ▪ May 9: Campus Council ▪ May 9: Faculty of Health Sciences Town Hall ▪ May 9: Schulich School of Medicine & Dentistry Council ▪ May 12: Department of Languages and Cultures, Faculty of Arts and Humanities ▪ May 14: Virtual community consultation session ▪ May 14: Ivey Business School Faculty Forum ▪ May 20: Western Libraries

Further discussions took place with the following groups to seek feedback:
- ▪ Faculty and Staff
- ▪ Employee Group Leaders
- ▪ Faculty Councils (by invitation)
- ▪ Department meetings (by invitation)
- ▪ Graduate Education Council

ATTACHMENT(S):

Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas

Final Report and Recommendations of the [Senate] *ad hoc* Committee to Review the Navitas Proposal

Proposed Terms

Financial Summary

Internationalization at Western: A Multi-Pronged Approach

Proposed Partnership between Western and Navitas

May 30, 2025

Internationalization at Western: A Multi-Pronged Approach

Proposed Partnership between Western and Navitas

Introduction

In support of Western University's strategic priorities, this proposal seeks to establish parameters for a partnership with Navitas to enhance the recruitment and accessibility of international students to our undergraduate and professional master's programs. This initiative is closely aligned with the goals articulated in Towards Western at 150, our Global Engagement Plan, Western in the World, and the Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) Strategic Plan, Advancing Inclusive Excellence.

Consistent with Western's commitment to strategic enrolment growth, global engagement, and inclusive excellence, this partnership will contribute to increasing international student enrolment, fostering a culture of belonging, and supporting academic and personal thriving for all students. Western will maintain full academic oversight and uphold the highest standards of academic integrity, while advancing its responsibilities as a publicly-assisted institution dedicated to public value, equity, and educational excellence.

This proposed collaboration reflects Western's aspiration to build reciprocal, respectful global relationships that enhance both educational opportunity and societal impact, ensuring that our university community continues to reflect the diverse, interconnected world we serve.

These plans call for increasing our international enrolment, particularly at the undergraduate level, to at least 20%. As we work toward that goal, we remain mindful of the challenges we face and how we compare to our peer universities.

The past years have been challenging. A global pandemic, geopolitical instability, growing competition for globally mobile students, and caps on international study permits have constrained our international recruitment efforts. Rather than increasing our international enrolment, we have declined to 2015 levels.

Adding to these challenges, domestic tuition was rolled back 10% in 2019-20 and has been frozen since, while provincial core operating grants have remained stagnant at 2016 levels. One-time funding dispensed by the government at the end of its budget cycles allows for neither base budget investment required for faculty and staff hires nor for long-term planning and support of the academic mission. In fact, one-time funding highlights the government's intention to support only select aspects of higher education, contributing to the increased precariousness of our sector. Rising inflation, along with increasing labour and infrastructure costs, has placed growing pressure on Western's operating budget.

Given these financial and policy constraints, we must continue to explore new approaches to enhance our existing recruitment efforts and strengthen our global presence.

Western has taken a thoughtful and careful approach to international enrolment growth. Recognizing the value of international education and our need to catch up to our peers, Western is looking at a new model. In considering the potential partnership with Navitas described here, we have maintained that thoughtful and careful approach. This potential partnership would form part

of a multi-pronged strategy to support international recruitment that would augment the ongoing efforts of Western's recruitment team.

This proposal reflects the campus-wide consultations, constructive conversations, and important feedback that have informed and will continue to inform our approach.

1. Context: Achieving our strategic commitments

So, where do we stand today?

a.   Declining international enrolment since 2020

The 2020 Navitas Proposal: Recognizing the value of international education, in 2020 Western proposed a partnership with Navitas. The 2020 proposal was very different from today's. That proposal did not include the fundamental principles and risk mitigation strategies the current proposal commits to, including: Western maintaining comprehensive oversight of academic program content and student outcomes, quality assurance mechanisms, and Western recruiting and hiring the instructors. In 2020, we were left with no other option but to continue increasing our in-house recruitment efforts.

Efforts since 2020: Since 2020, Western has made substantial investments in an in-house model for recruitment to meet its objectives. Between 2020 and 2025, we more than doubled our international recruiters from four to nine, added in-country representation, increased spending on international undergraduate recruitment activities by $2.3 million, more than tripling the annual amount spent, more than doubled our contracts with international private for-profit recruitment agents, entered into more partnerships with international schools and guidance counsellors, and added $3.2 million in scholarships and bursaries for international undergraduate students.

Results: Now, five years later, these financial and organizational efforts have proven to be insufficient to close the gap in this new and complex recruiting environment. Western's international undergraduate enrolment currently falls well below that of our peers. In fact, it has been shrinking and now sits at just 7.5%, far behind our U6 peers' average of 18.3% (see *Figure 1*).
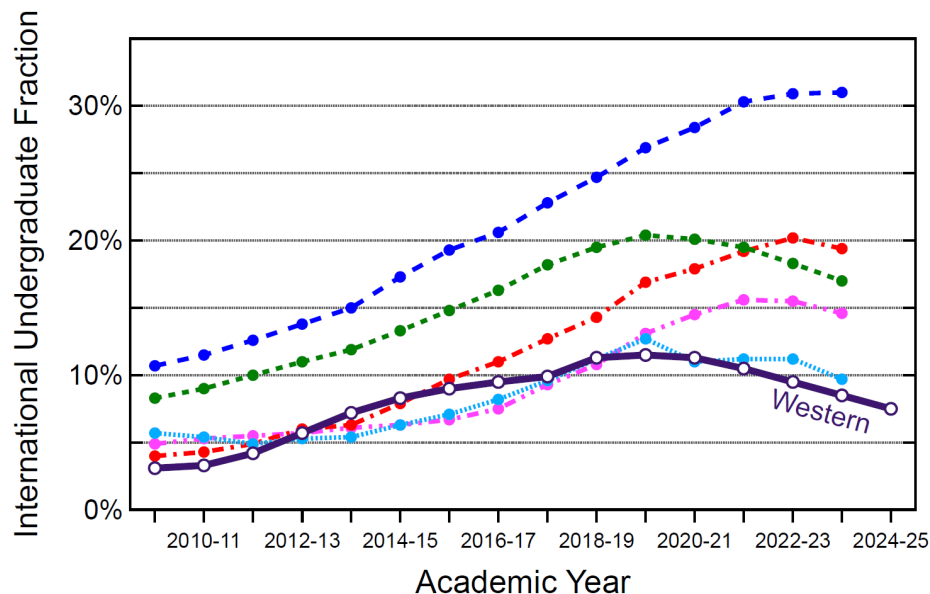
Figure 1: Percentage of international undergraduate students at Western relative to our U6 peers. Western's fraction is currently 7.5% and declining.

At the graduate level, we are not meeting our growth target for professional master's programs (see Appendix D – Professional Master's Programs). As a result, we remain well below the benchmarks for international student enrolment expected of world-class, research-intensive universities.

Reasons: Western was late to prioritize strategic international recruitment and enrolment—an area our peers began investing in more than 15 years ago. Unlike many of our peers, we have fewer long-standing and deep partnerships with the countries where international students originate. We also lack an international alumni base in a broad range of countries that could be actively promoting Western.

Starting in 2020, the COVID-19 pandemic presented mobility challenges for students amidst ever-changing global health and safety requirements. Geopolitical conflicts and political instability have added to these challenges. As a result, our over-reliance on a single country for international recruitment carries significant risks that are affecting us today.

At the same time, universities are becoming increasingly sophisticated in their recruitment efforts, creating increased competition for globally mobile students. In Canada, government caps on international study permits have added an additional barrier.

Because of our lag in strategic international enrolment, it is harder for us to navigate Canada's evolving and increasingly complex international education environment—one that is shaped by heightened global competition, as many reputable universities around the world actively recruit the same pool of international students.

In sum, despite our significant efforts, reaching the scale and depth of partnerships other universities began building decades ago will take us decades if we don't make changes. We need to move more quickly and utilize a different approach to close this gap to meet our international goals. We don't have a 15 to 20 year runway.

b. Teaching, research and supports

Alongside student growth, we also want and need to grow our faculty and staff to meet the demands of a world-class university. However, our expenses, funded mainly by tuition and provincial grants, consist predominantly of salaries and benefits that increase over time. To grow our faculty and staff complement over the next decade and beyond, we must maximize our ability to increase revenue. Larger institutions with expanded scope and scale can offer students more choice, build research capacity, and better weather financial uncertainty.

c. Financial considerations

Western's operating budget has been under growing pressure, with domestic tuition frozen and provincial core operating grants remaining stagnant. Rising inflation, labour, and infrastructure costs exacerbate these challenges. In many Faculties, retiring faculty members are not being replaced because of these pressures. These challenges are expected to increase further over the next years.

The decline of about 780 international tuition-paying undergraduate students since 2020-21 (see *Figure 2*) equates to an approximately $40 million drop in revenue—and without a new approach, we project the declining international enrolment (and revenue) trend to continue.
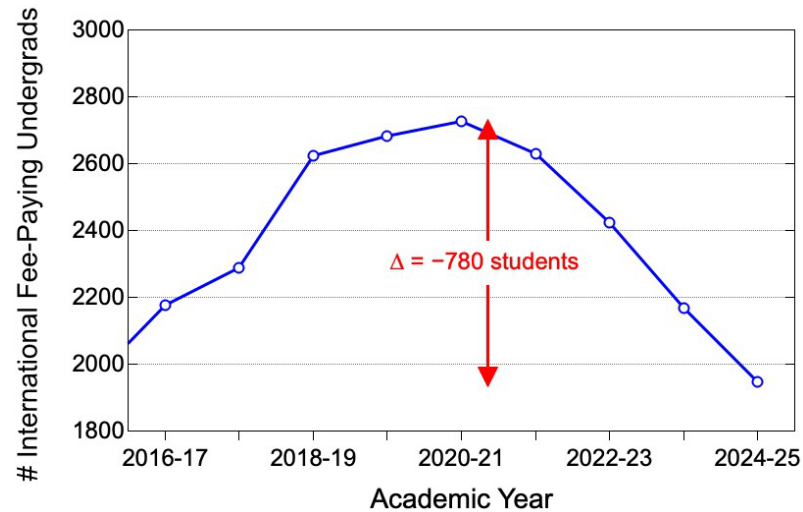
Figure 2: The number of undergraduate students paying international fees has decreased by nearly 800 since its peak in 2020-21, corresponding to $40 million in lost tuition revenue.

Ontario's universities are facing serious financial pressures due to several externally driven factors:

- Ontario universities continue to receive the lowest per-student funding in Canada.
- The provincial government froze operating grants in 2016-17, except for some modest and time-limited funding.
- Domestic tuition rates were rolled back 10% in 2019-20 and have been frozen since that time, with the exception of limited flexibility for domestic out-of-province student tuition rates and adjustments for specific programs, which at Western were Computer Science and Management and Organizational Studies.
- More recently, the federal government's policy to limit international student study permits has impacted international student recruitment.

These external factors have considerably restricted the financial levers Ontario universities can use to increase their operating revenues. At the same time, teaching and support needs for students and the research needs of faculty and staff are increasing.

As a result, many Ontario universities are operating with deficit budgets, with some deficits surpassing $100 million. Although the province has provided additional one-time funding allocations, and increasingly targeted funding to government priorities, Ontario universities need stable base funding to meet their current financial obligations and plan for the future.

The systemic financial challenges facing Ontario universities underscore the urgent need to identify new and reliable revenue sources that can facilitate long-term enrolment growth, enhance academic quality, and ensure institutional sustainability.

At Western, we have experienced the same pressures as all other Ontario universities. Our revenue growth is declining and is currently at a level well below inflation (see *Figure 3*, below).

On the expenditure side, our costs continue to increase in the range of 4 to 5% per year—including compensation, information technology infrastructure, space and facilities costs, general non-salary inflation, and the pressure/need to increase service levels to our community. With these expenditure trends, we will be forced to further tighten budgets with no incremental investments.

As an example, Western has taken on an additional 7,300 undergraduate and graduate students since 2019-20 in response to the growing demand for some of our programs. We can and want to grow in faculty, staff and students, but require stable and reliable funding to do so. Increasing our domestic enrolment has been above our "corridor" (i.e., not funded provincially) and has not resulted in any increased base-budget grant revenue from the government.

With an uncertain future, we have choices to make. In the 2024-25 and 2025-26 budgets, we have added fewer new base investments to support priority needs, and we have delayed plans to hire full-time faculty and staff. We have paused and reduced internal funding programs and initiatives, relying on units to make difficult decisions on how to balance their budgets.
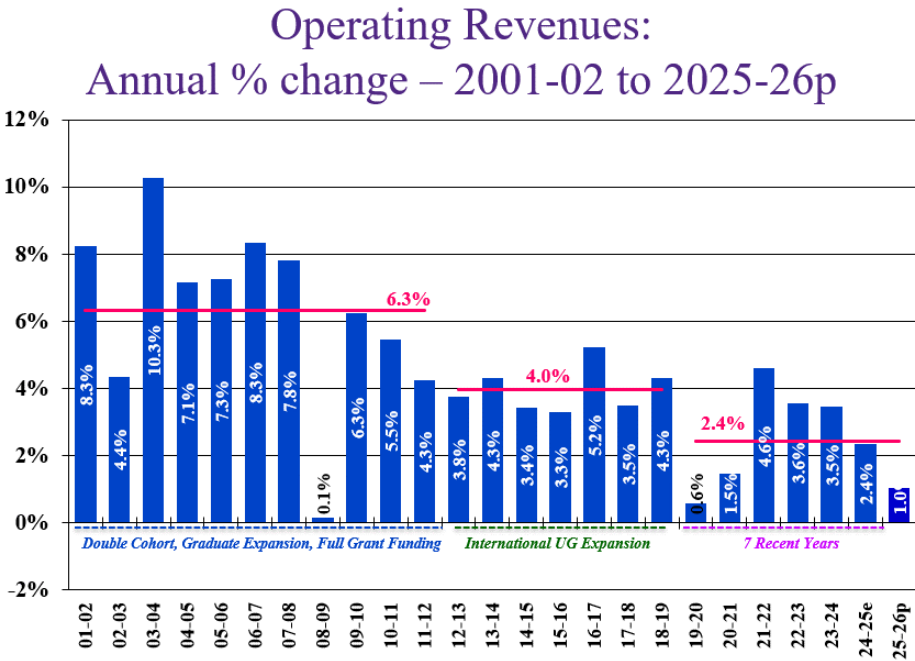
Figure 3: Annual operating revenue change in percentage, 2001-02 to 2025-26 (projected).

In summary, several of our key revenue streams face growing pressure. In this evolving policy and funding environment, it's more important than ever for Western to strengthen and to continue

diversifying revenue streams to support our academic mission. We have considered several mechanisms for increasing our lagging international enrolment, including expanded recruitment efforts, in-house foundational year programs, and third-party partnerships. All have strengths as outlined in Appendix E, but we have assessed the best opportunity and lowest risk option to be the creation of an International College at Western in partnership with Navitas. This would be in addition to all of our ongoing international recruitment efforts.

d. Why create a Western International College?

Navitas specializes in the education and recruitment of international students. Navitas recruits more than 60,000 international students from 151 countries around the world. This represents a scale and diversity that no single university can replicate.

Partnering with Navitas through the creation of a Western International College (WIC) would enable us to leverage Navitas' deep roots and experience working with public universities in Canada. This potential partnership would allow us to grow our international enrolment at a faster pace and identify and recruit high-quality students who would otherwise not have found their way to Western.

Navitas specializes in providing tailored and customized support through pathway programs. International students admitted through the proposed partnership with Navitas would be arriving in Canada for the first time and would require support as they adjust to academic and student life in Canada.[1]

Navitas works with a number of partners worldwide, both big and small, including research-intensive and comprehensive universities. Their approach in Canada is to diversify the types of institutions with whom they partner to minimize direct competition between their partner institutions.

Among our peers who partner with Navitas are the University of Melbourne (QS #13), the University of Sydney (QS #18), Lancaster University (QS #141), Curtin University (QS#174) and Deakin University (QS #197). Canadian partners include Simon Fraser University (SFU), the University of Manitoba (UM), Wilfrid Laurier University (WLU), Toronto Metropolitan University (TMU) and the University of Lethbridge (ULeth). Two additional Canadian universities work with a different recruitment and education provider. The Canadian institutions working with Navitas seek various types of students, focusing on different admission bands, disciplines, and countries of origin. This diversity enables distinct recruitment strategies and reduces competition for the same students.

Western is not new to working with private partners. As we have done with all these partnerships, we would continue to uphold our high standards. In a potential partnership with Navitas, strategic oversight of the educational experience, quality of instruction, and student success would be a non-negotiable requirement for the partnership.

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[1] About 2% of Navitas International College students come from international high schools within Canada, sometimes because parents and students desire the additional support. Sign off would be required in these rare cases.

Partnering with Navitas would give Western access to a highly successful international first-year education model and global recruitment expertise—enabling us to accelerate progress toward our international enrolment goals.

2. Details of potential partnership

a. Western International College (WIC) overview

A partnership with Navitas would result in the creation of a Western International College (WIC) offering international students a tailored and personalized pathway to their chosen degrees.

Undergraduate Students: For undergraduate students, WIC would offer a program equivalent to a first-year university experience that would set them up to progress into second year at Western. Undergraduate international students would spend Year 1 of their degree at WIC, taking a combination of credit and non-credit courses. Only students who meet Western-approved progression requirements would advance to Year 2 of their chosen program at Western.

Graduate Students: Through this proposed partnership, Western would become the only university in Canada to establish a pathway with Navitas into professional master's programs.

As per Statistics Canada, the demand for master's programs in Canada has grown consistently, particularly among international students, where enrolment has increased by about 110% between 2010 and 2021. More recent data from IRCC show that the number of Study Permits processed for master's programs more than doubled between 2019 and 2023. While the government data does not distinguish professional and research master's programs, the trends at Western and other institutions indicate that this is attributable to the growth of professional master's programs.

Students recruited into a professional master's program would begin with pre-master's studies at WIC, taking a combination of non-credit preparatory courses, prerequisite undergraduate courses as needed, and a small number of for-credit master's courses selected and approved by the participating departments and by the University before they progress to their chosen program (see Appendix D – Professional Masters Programs for examples).

In short, WIC would be recruiting undergraduate and professional master's students who would not typically qualify for direct admission to Western, for instance because they are missing prerequisites not available in their home country. These students are talented, ambitious, and highly motivated to succeed through this supported-entry route. This approach avoids competition with Western's international direct recruitment efforts at both levels.

First Intake: Western would plan for an initial intake of international students to WIC in September 2026 (tentative).

Proposed operating model: In this proposed partnership, Western and Navitas would collaborate closely and in clearly defined ways. Navitas would be responsible for WIC's day-to-day operations and Western would have full academic oversight.

Operating Model

Western Oversight:
- Curriculum Delivery
- Academic Standards
- Faculty Selection
- Student Recruitment Standards
- Space and Facility
- Brand Promotion and Management
- Ancillary Services

Western International College (WIC) managed by Navitas:
- Program Marketing
- Daily Coordination of the Instructional Environment
- Academic Advising
- Applications Processing
- Student Supports
- For-credit Courses
- Non-credit Courses

Figure 4: Western - Western International College Partnership Operating Model

b.   Recruitment and admissions considerations

An Integrated Recruitment Model: Recruitment to WIC would take place under the Western and WIC banners in close collaboration with the Office of the Registrar. Partnering with Navitas and tapping into their vast international network would give Western access to Navitas staff around the world. This is a strategic and efficient approach to complement and expand our existing direct-entry recruitment. This integrated approach supports both streams: recruitment to WIC and direct entry to our degree programs.

Undergraduate admission through WIC: The Subcommittee on Enrolment Planning and Policy (SUEPP) annually sets the minimum entrance requirements for all first-entry undergraduate programs at Western. WIC recruitment would comply with the minimum grade requirement and could also recruit undergraduate students who are missing one or more prerequisite courses that would be needed for direct admission to their intended program. Western would offer conditional admission to these highly talented students and outline requirements for their first year at WIC in their admission offer (see section 2d, Admission to Year Two Western). This approach mirrors our current practice of giving conditional offers to students who require additional English language training, but who otherwise meet our entry requirements.

Direct Undergraduate Admission: Undergraduate students who have completed all courses required for direct admission to Western and have an admissions average exceeding the minimum WIC requirement by an amount to be determined by Western in consultation with WIC (initially 5%) would be referred to Western for direct-entry application. Direct recruitment of international students would occur alongside recruitment into WIC, supported by a suite of scholarships for direct-entry international students.

Students recruited and admitted through WIC would, like direct-entry international students, be integrated into the Western community and student experience from day one. This approach, which has worked well in other Navitas partnerships, would ensure WIC students feel immediately connected to the Western community.

Students studying during their first year at WIC would pay the same tuition and ancillary fees that direct-entry international students pay at Western. This would ensure fairness and predictable tuition, enabling students to plan their educational journey. Moreover, conditional admission would grant access to Western resources and services, including Western Libraries and campus wellness supports.

Professional Master's Admission through WIC: Admission requirements for professional master's students would be determined by the Western units that offer the programs, in consultation with WIC leadership. These requirements would be consistent with Western's existing admissions standards and graduate governance processes. Prospective WIC students for professional master's programs would be required to hold at least a three-year bachelor's degree in a relevant field, along with the minimum prerequisite courses specified by each program. While at WIC, students would complete any outstanding prerequisite courses (often third and fourth-year undergraduate courses identified by the program), and take non-credit courses designed to prepare them for graduate-level study, thus meeting Western's requirement of a *four-year degree or equivalent*. Depending on each student's level of preparedness, they may also be eligible to take a small set of master's courses to minimize their time (and costs) in-program.

Direct Professional Master's Admission: Students identified by Navitas who meet the requirements for direct admission to a professional master's program at Western would be referred to Western.

Provincial Attestation Letter (PAL) Requirements: Currently, international students require a PAL to apply for a study permit. Each province receives a PAL allocation from the federal government, and the province allocates a set of PALs to each institution authorized to educate international undergraduate and graduate students.

To date in Ontario, Navitas partner universities' PALs have been augmented to recognize their International College's planned enrolments. While International Colleges in Ontario do not directly receive PALs from the government, their university partners receive increased allocations to support the enrolment growth. Like other Ontario universities that partner with Navitas, Western would identify its projected need for PALs to the provincial government, including the incremental requirements for the proposed partnership.

In a potential partnership, Western would continue to work within the PAL system. Students would be admitted conditionally to Western, therefore requiring only one PAL as they transfer from WIC to Western.

Admissions Summary: This agreement would result in complete control of admission standards to Western exercised by programs, departments, and university governance.

c. The Student Experience
Extensive Student supports: Western already provides excellent student support services for both domestic and international students. However, undergraduate students who complete high school here in Canada and remain here to study often require different supports than those who

are new to Canada. Most international undergraduate students admitted to Western through WIC would be new to Canada. International students often have additional, country-specific needs, from academic preparation to cultural transition and wellness supports.

Navitas excels at first-year international education: WIC would deliver courses from Western's first-year curriculum, enhanced with tailored supports to set students up for long-term academic success at Western. WIC students learn in smaller classes (maximum 35 students) and academic programming would include four-hour instruction blocks (representing one additional hour of instruction per class per week), enabling students to learn first-year subject matter alongside the necessary discipline-specific technical language. English language learning support would be exclusively contracted through the Western English Language Centre (WELC). For all international student admissions, Western has always and will continue to set the requirements for English language proficiency for individual programs and the University as a whole.

Alongside a robust academic program, WIC students would take mandatory non-academic courses and tutorials, such as interdisciplinary skills or communication skills that would prepare them to succeed inside and outside the classroom.

Additional programming would help prepare students to interact with and explore the London community and Canadian society, including skills like shopping or job seeking services, and concepts such as sexual and mental health, wellness and self-care, and using appropriate vocabulary. This would allow international students who are unfamiliar with the Canadian education system and culture to adjust smoothly.

Staff responsible for student success, wellness, and academic advising at WIC would promote an open and no-wrong-door policy to enable students to get the help they need immediately. There would be an extensive student-led and student-run leadership program as well as proactive advising sessions and extensive student follow-up to preempt academic and personal issues.

Students in the professional master's pathway program at WIC would experience a similar approach to learning (in an instructional stream separate from undergraduate students), participating in courses enriched and integrated with discipline-specific academic language and cultural elements.

Research shows that early preparation and proactive support make a big difference for international students. WIC would require students to attend an online pre-arrival course that starts six to eight weeks before they arrive in Canada. This would support academic preparation, cultural orientation, and practical logistics, so students come to Western and Canada feeling ready, not overwhelmed.

Navitas would also offer rigorous attendance monitoring, which is not only a key predictor of academic success, but also an indicator of overall well-being. WIC would track attendance and classroom participation, with staff immediately checking in when concerns arise. Every student would have 24/7 access to a dedicated WIC student advisor and support services. Where possible, WIC would use the same service providers as Western to ensure continuity of support.

In addition to WIC's highly proactive, tailored, and integrated support, students would be eligible to access programs and support offered through Western International, in addition to the full array of Western's student services and facilities that are funded through the payment of ancillary fees—just like Western students.

Student Support Summary: Navitas has developed a highly integrated and tailored approach to first-year international student education that has proven success rates (see Section 4, Success Metrics at other Canadian international colleges). The scale and design of these supports—a highly developed, tried and proven model—would take us years to develop through trial and error here at Western.

Western shapes an integrated student experience

Western is known for delivering an exceptional student experience and we would ensure that signature experience is available to all our current and future students. We would be in full control of how we integrate WIC students into the Western community. We commit to taking the same care and attention to the teaching, learning, and support of these prospective students as we do for our direct-entry students.

Where students live, particularly during their first year, plays a key role in creating a true sense of integration and belonging. We would guarantee accommodation in an on-campus residence, just as we do for all first-year Western students. With the building of our new student residence space underway, a multi-year residency option may also be available. An integrated residence experience would support students' social and intercultural literacy.

Orientation is also critically important, and ideally WIC students would take part in Western's programming. Leveraging Western International's experience in supporting a smooth cultural and social transition to Canada, London and campus, Western will work with the USC, SOGS and WIC to determine how best to integrate WIC students into orientation activities. Departments and Faculties would also have the opportunity to help shape students' academic and social belonging, engaging students early during their first year. WIC students would also have access to Western's specialized instructional space (e.g., labs, music spaces) as required.

Student leaders and groups would play a key role in shaping the international student experience. We envision WIC students would be eligible to participate in Western clubs, events, and extracurricular activities—and we would collaborate and partner with student organizations on campus to make that possible.

Navitas has seen different models of student integration across their various international colleges, and the learning from other partnerships makes sense—the more integrated we can be from the start, the better the student experience. Western would take every opportunity to integrate WIC students early and thoroughly.

d. Admission to Year Two at Western

Undergraduate students would be issued an offer of conditional admission to Western with requirements clearly specified at the time of their entry to WIC. Progression from WIC to year two at Western would occur only after students have met all specified requirements. These requirements would be solely set by Western in consultation with its departments and programs.

Students would be guaranteed admission to a Year 2 module or program upon meeting admission requirements as per the Academic Calendar for that module or program and level 2 progression requirements. Higher standards may apply to competitive, limited-entry modules/programs. Students intending to pursue limited-entry options would be counselled regarding their range of options.

e. Possible location

The location for WIC would only be confirmed at the point of a formal agreement. That said, we know the general space needs of WIC would include several small classrooms, collaborative learning and collision space, common space, office space, and reasonable proximity to student services and amenities. WIC would pay Western for the space it uses at the University as part of its royalty payment (see Section 5, Finances).

Space available at the former Brescia campus has been identified as a possible location for WIC, subject to conversations with stakeholders. In addition to WIC's main site, classes and other programming would be offered in various locations on Western's campus to foster further early integration and familiarity.

3. Academic and Administrative Roles

a. WIC-appointed staff roles

WIC would operate with an initial staffing complement of four full-time professional staff roles employed and paid for by Navitas. Accountabilities for these roles are summarized below.

WIC Executive Director: Works in collaboration with Western's Senior Academic Lead and Western senior leadership to develop and execute strategic and operational plans that support Western's goals and the needs of international students at WIC.

Academic Program Liaison: Works in collaboration with the WIC Executive Director, program, department and Faculty academic leaders and instructors to support course development, delivery and evaluation. Supports adherence to Western's academic and other regulatory standards in the methods used and prepares international students for academic success and progression.

Student Experience Manager: Works in consultation with the WIC Executive Director and professional staff at Western to provide services and supports that enable students to thrive throughout their time at WIC and in their transition to Western, leveraging best practices and innovative approaches. Focus areas include orientation, community building, integration,

wellness, leadership, career readiness and more—all intended to increase student engagement, confidence, retention, and belonging.

Academic Success Advisor: Works in consultation with the WIC Executive Director, the Academic Program Liaison, the Western Senior Academic Lead, and professional staff at Western to provide high-quality academic advice for students virtually and in-person to help students achieve their academic goals. Individual and group support includes course selection and continued academic development, as well as referrals to other resources as appropriate.

These non-academic roles would work with and through WIC and Western academic leaders as well as with Western's professional staff to ensure a smooth transition and student success.

   b.   Western-appointed academic roles

Unlike the 2020 proposal, Western would have full oversight of academic staff appointments, and therefore the academic work conducted at WIC, thus ensuring academic quality control and standards. The following roles would be held by Western faculty members.

Senior Academic Lead: Reporting to the Provost and Vice-President (Academic), and working collaboratively with the WIC Executive Director, this role leads the work of academic quality oversight to ensure that courses at WIC are taught to Western standards and that learning outcomes are equivalent to corresponding course sections taught at Western and its Affiliates. The role would be funded through royalty payments from WIC for a three-year term, continuing.

Instructors: High-quality instruction is the result of high-quality instructors. Under the proposed partnership, instructors teaching for-credit courses at WIC would be appointed in accordance with the provisions of the Appointments Article of the Collective Agreement (CA) between Western and the University of Western Ontario Faculty Association (UWOFA). Hiring recommendations to teach at WIC are anticipated to follow the normal path of appointment committees as closely as possible and be subject to necessary modifications as agreed upon with UWOFA. In addition to newly recruited faculty members, current Western faculty (both part-time and full-time) may hold Limited Duties Appointments under the CA to teach courses at WIC. Details of this arrangement would need to be negotiated and confirmed between the University and UWOFA, and ideally formalized as a Letter of Understanding (LOU) that would form part of the UWOFA CA. Academic departments would be compensated for the additional work of their appointment committees through funds flowing to the departments (see Section 5. Finances). The cost of all teaching at WIC would be covered by Navitas. The sections of our courses taught at the WIC could provide additional work for faculty and possibly for graduate students seeking teaching experience beyond what is available in their department.

Course Coordinators: For each Western department with a course offered at WIC, a Course Coordinator (CC) in the Western department would be appointed to ensure academic quality is maintained. The CC would work collaboratively with Instructors teaching at WIC to approve the course outlines and all major assessments while respecting their academic autonomy. The CC would review representative samples of graded major assessments and approve final grades and

grade distributions. The relationship between the WIC Executive Director, the Senior Academic Lead, the CC and the WIC Instructors would need to be highly collaborative. The funds flowing to the Western departments would provide compensation for this additional work.

Lab support: In cases where students need lab courses, WIC would contract those services directly from departments at Western. Staffing of labs would be the department's responsibility, through practices consistent with our existing employment contracts or policies. Given that class sizes at WIC would be small, we would not anticipate that additional classroom teaching support would be part of the staffing model.

Compensation for additional work: Units or departments that take on additional responsibilities in direct support of WIC and its operations would be funded by royalties paid to Western by Navitas (see section 5, Finances). Examples could include course releases, additional staffing, and additional compensation for existing employees. Details would be negotiated with any applicable employee groups.

Summary: Western appointment committees would recommend instructors to teach in WIC. Notably, the 2020 proposal assumed the outsourcing of academic work. By maintaining full academic oversight and overseeing academic hiring in the current proposal, Western mitigates risk and ensures the quality of instruction at WIC.

c. Ensuring quality and oversight

Western would be in full control of academic quality and standards. In the proposed partnership between Western and Navitas, academic quality would be upheld through multiple layers of oversight, ensuring that all teaching, learning, and progression standards align with Western's requirements and Senate-approved frameworks.

Curriculum oversight: All academic courses taught at WIC would be Western courses that have been approved by the Subcommittee on Undergraduate Academic Courses (SOC) as delegated by Senate. Such courses form part of academic programs at Western that are reviewed regularly as part of cyclical program reviews under Western's Senate-approved Institutional Quality Assurance Process (IQAP). Such reviews are led by academic units and engage faculty, students, academic staff, and external reviewers to ensure the quality of our academic programs.

Instructional oversight: Instructional oversight would also be tightly integrated with Western's existing academic structures. Instructors teaching at WIC would likely be recommended through departmental appointment committees (subject to discussion with UWOFA). CCs from Western would oversee the academic quality of instruction, while the Senior Academic Lead would be responsible for monitoring student performance, reviewing instructional delivery and liaising regularly with the WIC Executive Director and staff.

Together, these mechanisms would oversee the quality of the educational experience at WIC and its alignment with Western's standards and expectations from day one.

Summary: In the proposed partnership, Western would retain oversight of admission and progression standards, academic work, instructors, curriculum, and quality. This oversight goes far beyond the standards that typically govern the articulation agreements between universities and colleges. Three different joint committees described below would ensure both oversight and early troubleshooting should issues arise.

d. Committees

Academic Advisory Committee (AAC): Members from both Western and Navitas would meet following each academic term to review course results as reported by the CCs, monitor student success, ensure the quality of academic programming, and provide operational guidance.

Student Success Committee (SSC): Members from both Western and Navitas would meet two or three times a year to monitor the success of student supports, both at WIC and during students' transition to second-year programming at Western.

Joint Strategic Oversight Committee (JSOC): Members of senior leadership from both Western and Navitas would be responsible for strategic management of the partnership and accountable for its success. This body would meet three times per year to review reports from the AAC, monitor the performance of the partnership and set recruitment goals. The JSOC would report to Western's Senate and Board of Governors on a yearly basis.

More details on these committees are included in Appendix A.

e. Length of partnership, progress reporting and check-ins

The proposed initial term of the partnership is 10 years. It would take time for WIC to set up, recruit the first cohort, and increase student numbers to Western-approved levels over time. Because Western measures graduation rates at the 6-year mark, a 10-year partnership would provide reliable outcomes data.

The AAC would meet after each academic term to review the academic outcomes of WIC courses and assess other relevant information provided by the CCs embedded in Western departments and report to the JSOC. Western would carry out in-depth reviews—similar to the cyclical program reviews conducted for all academic programs—at both the midpoint and end of the contract. A decision to renew the partnership would depend on demonstrated success and performance outcomes (also see 3c, Ensuring Quality and Oversight).

4. Success metrics at other Canadian international colleges

Navitas currently operates five international colleges in Canada (see 1d. Why create a Western International College?). One of these (ULeth) has recently launched and has not yet delivered students to its host institution. The international colleges at WLU and TMU are also relatively new and do not yet have long-term data on graduation rates. Provincial governments typically measure graduation rates after seven years to account for changing program choices, internships, co-ops, study abroad, and other interruptions. TMU is not an appropriate comparator as it outsources the teaching at the International College through its Chang School of Continuing Education.

However, two long-established colleges—SFU's Fraser International College (FIC) and UM's International College of Manitoba (ICM)—serve as strong proof of concept. Since 2006 and 2007 respectively, these colleges have welcomed thousands of international students and supported their success.

Student Diversity by Country and Discipline: Between the 2021-22 and 2023-24 academic years, FIC brought nearly 2,900 students to Canada from a range of countries, with the single largest group (35%) from China. During the same period, ICM recruited 3,300 students, with less emphasis on China and more focus on students from other regions in the world. These colleges, along with the TMU International College (TMUIC), are recruiting a more diverse international student body than Western currently does through its direct recruitment efforts (see *Table 1* below). Breaking it down further, data from UM Senate reports show that Navitas has been able to achieve significant recruitment from regions in which Western has had little success, such as Sub-Saharan Africa.

	FIC	ICM	TMUIC	Western University (*direct entry*)
Greater China	35	5	22	60
Asia (*excluding China*)	32	55	46	17
Africa & Middle East	12	30	14	14
Americas	16	7	12	6
Other	5	3	6	3

Table 1: Fraction of recruitment (percentage) from major recruiting regions for the FIC, ICM, and TMUIC relative to Western (2021-22 through 2023-24)

International College programming: While at the international college, undergraduate students take 5.0 first-year university credits toward a degree program at the partner university. A wide range of courses is typically available: FIC currently advertises approximately 90 unique half-courses, while a full review of the ICM program prepared for the UM Senate in April 2017 indicated approximately 40 unique half-courses in the Winter 2016 term alone, many of which were offered in multiple sections. This breadth of course availability facilitates entry to a wide range of faculties (see *Figure 5*).

The time spent by students in the international college varies depending on students' high-school preparation. According to Navitas Canada, the average completion time is less than 15 months, which is consistent with the figure of 14 months provided in the 2017 UM Senate report. It is important to note, however, that both FIC and ICM offer an eight-month pre-university foundation program requiring only grade 11 education for entry—something we are not considering—and recruit students from a lower admissions band than would be approved at Western.

Completion rates of the international college first-year program are healthy: Navitas reports an 83.8% completion rate for Canada overall, which is consistent with data from the UM Senate report. This success compares well with published overall retention rates of first-year students at

SFU and UM (85.7% and 79.7%, respectively, averaged over the entering classes from 2020 through 2022).

The vast majority of students who successfully complete the Navitas program (over 92% at FIC and ICM) progress to year 2 at the partner university in a subsequent term. High retention is not surprising, given that students have taken the precise courses needed for entry to a program at the host institution, with no need to apply for transfer credit. This also suggests that students are satisfied with their experience.

This satisfaction is reflected in the results of an ICM student satisfaction survey conducted in 2016 (presented to the UM Senate at the 10-year mark of the partnership):

	Very Poor	Poor	Satisfactory	Good	Excellent
Overall Quality of Program	2	6	29	50	17
Overall Quality of Teachers	1	2	31	63	45
Overall Quality of Support Services	2	7	34	49	17
Overall Quality of Customer Services	2	6	31	63	23
Overall Quality of Facilities and Resources at ICM	1	3	29	63	25
Overall Rating of ICM as a Provider of Learning Opportunities	3	6	39	67	33
Overall, the College has an excellent learning Environment	5	9	47	68	35

Table 2: Student satisfaction at the International College of Manitoba.

Transfer to the partner university: Data from SFU Senate reports show that students from FIC are distributed across all faculties except Education, and make up slightly more than half of all new international students at SFU (see *Figure 5*). Direct-entry students accounted for 26% of new international students in 2024-25, with the remainder arriving as transfer students. The proportion varies by Faculty, with Health Sciences being prioritized over recent years and Science only recently becoming a priority for the FIC. Internal SFU data show a similar distribution of degrees earned by former FIC students, though some shift from Arts and Social Science to Business after initial entry to SFU is evident (just as it is at Western).
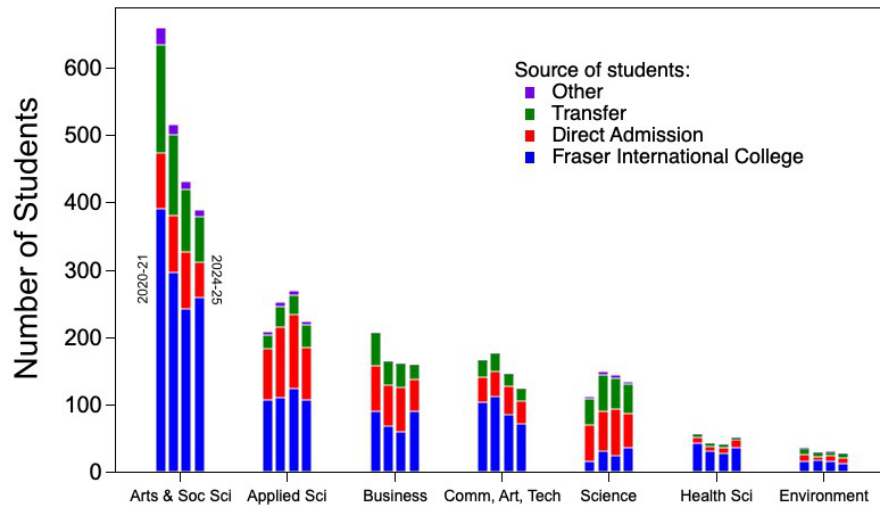
Figure 5: Distribution of new international students across faculties at Simon Fraser University (2020-21 through 2024-25).

Students progressing from the ICM to UM show a similar diversity of programs, with approximately half of graduates ultimately earning their degree from the Faculty of Arts, one quarter from Asper School of Business and the remainder distributed across programs (see Table 3).

UM Faculty	Total degrees	(%)
Agricultural & Food Science	21	4.2
Arts	245	48.5
Business	117	23.2
Engineering	44	8.7
Environment, Earth, & Resources	8	1.6
Science	54	10.7
Other	16	3.2

Table 3: Total degrees granted by UM to former IC students through 2016.

Performance at the partner university: An important metric is the performance of international college students after they enroll in the partner university. In general, such data are more difficult to obtain from public reports since former international college students are simply included in aggregate results.

Retention of former FIC students moving from year 2 to year 3 at SFU has averaged well over 90%. ICM students have experienced similar success at UM. Over the five-year period preceding the 2017 Senate report, retention of former ICM students to a subsequent year was strong, averaging 92%, matching the success of the direct-entry cohorts.

Graduation results shared by SFU and UM Senate reports show similar performance between former international college students and direct-entry international students. For instance, the graduation rate of former FIC students is within a percentage point of the graduation rate of direct-entry students at SFU who successfully progress to year 2.

Bottom line: Performance and graduation rates of students coming through FIC and ICM are comparable to those of direct-entry international students.

5. Finances

The proposed WIC partnership with Navitas would include several elements.

a. Tuition Fees at WIC

Students enrolled at WIC would pay the same tuition and full ancillary fees as international students enrolled at Western. Tuition revenue would be collected by WIC and the College would be responsible for all its costs. The ancillary fee revenues would flow directly to Western, and WIC students would have access to the same services as all Western students, noting that this revenue would allow for expansion of these services. Ancillary fees associated with student organizations (USC & SOGS) would flow directly to those organizations. Western would not bear any costs for WIC operations; quite the opposite, Western will receive royalties, including space rental fees.

b. Royalty sharing

Royalties are a proportion of tuition revenue that Navitas would collect from students at WIC and pay to Western. These royalties would more than exceed any direct and indirect costs incurred by Western as part of the academic oversight activities at WIC. We would negotiate a royalty amount with Navitas that meets our needs.

The vast majority of the royalties received would flow directly to departments and programs participating in pathway programs, as well as support units directly impacted by the partnership.

c. International tuition revenue sharing (Years 2 to 4 for undergraduates)

Students who successfully complete Year 1 at WIC and meet Western's established progression requirements would transfer to Year 2 at Western and join their direct-entry classmates. These students would pay the same tuition rates as other international students at Western, with the rates approved by Western's Board of Governors in effect at the time of their enrolment. The same conceptual model would apply to graduate students.

Incremental tuition revenue generated through this pathway would be distributed through Western's enrolment-related revenue-sharing system, as it exists at that time. At present, 50% of the incremental revenues flow to the Faculties—with 30% based on program enrolments and 20% based on teaching responsibilities. While revenue-sharing models may evolve in future, this approach ensures that faculties are resourced in alignment with enrolment and teaching demands.

While the revenue-sharing system consists of the automatic flow of funds to Faculty budgets, the remaining 50% will support the Academic Priorities Fund (APF) and provide resources to our support units. As noted earlier, due to the current constrained revenue situation, we have not been able to invest base resources in 2024-25 and 2025-26. Without incremental revenues, we will be forced to continue the "no base investment" scenarios and cuts to achieve a balanced budget.

d. Additional financial considerations

Navitas would assume all operational costs for WIC, including staff, instructor, infrastructure and student support costs.

As a point of comparison, Western's spending on international undergraduate recruitment activities, including private, for-profit agents and marketing, amounted to $3.3 million for the Fall 2024 intake. Building on these investments will be important to continue growing our direct recruitment as part of a multi-pronged approach to international education. The incremental funds outlined in Section 5 will make these investments in our direct recruitment enterprise possible.

e. Financial outlook

As noted in the introduction to this document, our revenue is shrinking while our expenses continue to rise. Relying on measures like cuts, pauses, and delays to balance the budget is not a sustainable solution—no university can cut its way to financial health. And yet, our campus community has already begun to feel the pressures of these reductions. They come at a cost, limiting our ability to invest in our research mission, attract top talent, support graduate students, advance teaching and learning, and engage meaningfully with our community. The cost of continuing as we have been, is just too high.

To secure Western's future, we must identify new, sustainable and diversified revenue streams that enable us to invest in our faculty, librarians, archivists, staff, and students—the next generation of leaders who will shape society—and honour our commitments to our communities. The proposed partnership positions us to expand our impact locally and globally.

The enrolment and revenue projections in Appendices B and C present conservative yet strategic scenarios for WIC, aligned with Western's goals and projected enrolment. Appendix E outlines the costs and risks associated with different international education options.

f. Financial Commitments to students

Over the past three years, we have added approximately $3.1 million in scholarships and bursaries for international undergraduate students. Entering into a potential partnership with Navitas would allow us to commit some of our new incremental resources to additional scholarships and bursaries for international students (undergraduate and graduate).

Navitas is also committed to supporting WIC students with scholarships for incoming, continuing, and progressing students. These scholarships would recognize academic achievement,

improvement, and community engagement. Student aid programs would be developed in collaboration with Western.

Conclusion

Great universities are global universities. As Western approaches its 150th anniversary, we honour our past achievements while looking ahead to an even greater future—one defined by impact. The next 150 years will be measured by our ability to transform lives, advance discovery, and contribute to our community, country, and the world.

In an era of division, inequality, and global challenges, our strength lies in our connectedness. By expanding our international reach, we amplify our knowledge, innovations, and creativity to address the pressing issues of our time, both at home and abroad.

Educating Canadian and international students together builds a global alumni network that will shape the future. Our graduates—leaders, scientists, entrepreneurs, and artists—will carry Western's influence across the world, becoming lifelong ambassadors, collaborators and supporters.

High-quality education requires investment. Additional revenues generated through this endeavour would enable us to reinvest in what makes us exceptional: transformative learning, world-class research, and outstanding faculty, librarians, archivists, and staff.

This partnership is a key step in our broader strategy to deepen global engagement while strengthening Western's foundation for the future.

Collaboration is in our DNA. Western is a university of passionate and resourceful people who, despite diverse perspectives, embrace new ideas and approaches and share a commitment to seeing our institution thrive. Together, and with new partners, we will harness our potential to create a greater impact on our community and the world.

Appendix A: Committees

1. **Joint Strategic Oversight Committee (JSOC)**

Proposed Membership:
- Co-Chair: Provost and Vice-President, Academic (or designate)
- Co-Chair: WIC Executive Director
- Three (3) faculty members selected by the University
- Three (3) members selected by the College

Purpose

The JSOC would provide oversight of the overall strategy and performance of the proposed partnership and provide a forum to review and resolve any high-level concerns. The JSOC would consist of senior members from both WIC and the University to ensure alignment of interests, goals and objectives and eliminate conflicts and/or barriers to success.

The JSOC would:

- Review the overall performance of the partnership annually (for the previous 12-month period) and identify any challenges affecting the partnership, including:
  o achieving agreed upon goals and objectives
  o determining and implementing solutions
  o developing solutions to identified issues
  o regularly reviewing enrolment at the College and providing broad direction on enrolment targets
- Communicate the key outcomes and decisions of the JSOC to the members of the University and the College and ensure issues are resolved expeditiously;
- Resolve any areas of conflict between the University and the College;
- Implement effective risk management to minimize or eliminate risks, threats and potential barriers to the success of the partnership;
- Review the internationalization global engagement goals of the University and look for opportunities for increased alignment; and
- Share global international education data.

Meetings
The JSOC would typically meet three times per year.

2. **Academic Advisory Committee (AAC)**

Proposed Membership
- Chair: Provost and Vice-President, Academic (or designate)
- Three (3) faculty members selected by the University
- Three (3) members selected by the College

Purpose

The AAC would be an advisory committee to both the University and the College to ensure that the academic quality of the WIC programs meets the highest standards.

The AAC would also decide:

- On the reports to the university and the College, which would include provision for regular consultation with students;
- Student academic appeal cases that are not resolved at initial stages of appeal. In seeking resolution, the AAC would be guided by the University's policies and regulations.
- The AAC would be responsible for tracking and reporting on the following:
  - The academic performance of students who progress from the College to the University;
  - The number of students who progress, and the majors/programs they undertake;
  - The quality assurance processes and academic performance of students at the College;
  - The course mapping within the pathway programs;
  - An analysis of any increase to faculty workloads resulting from academic oversight of the courses offered through the College;
  - Any concerns that the College instructors have regarding working conditions;
  - The College would provide information to the University regarding academic issues including academic accommodation, and academic integrity.

Meetings

The AAC would meet at minimum at the conclusion of each term (i.e., at least three times per year) and at additional times as necessary.

3. **Student Success Committee (SSC)**

Proposed Membership
- Co-Chair: Vice-Provost, Students (or designate)
- Co-Chair: WIC Executive Director
- University Registrar
- Three (3) members selected by the University
- Three (3) members selected by the College
- Resource: President, University Students' Council (or designate)
- Resource: President, Society of Graduate Students (or designate)

Purpose

The SSC would be responsible for implementing strategy and tactics for recruitment, support the transition of students into the WIC programs and progression into university programs. The committee would foster and strengthen the collaboration between the University and the College to realize its goals for enrolment, supports, and progression.

The SSC would:

- Review the effectiveness of student support and services provided;
- Ensure that the preparations for student intakes are carefully planned and operationalized;
- Monitor admissions, focusing on the enrolment targets agreed upon by the JSOC;
- Review the competitive positioning of the programs in relation to other education options for international students;
- Review the effectiveness and efficiency of the admissions processes, and the coordination and collaboration between the College and the University; and
- Review services offered by the University and recommend changes required to support continuity of care once students progress into the second year.

Meetings

The SSC would meet two or three times in each 12-month period.

Appendix B: Undergraduate enrolments with and without an international college

Western's undergraduate enrolment has grown substantially over the past few years. Since 2018-19, full-time undergraduate enrolment has increased by more than 5,600 students. However, in the same period, the number of international fee-paying undergraduate students has declined by 780. In 2024-25, our undergraduate international enrolment was 7.5% of our total undergraduate enrolment, well below the 20% target outlined in our Strategic Plan and well below what our U6 peers have achieved.

Lines 1 to 4 in the table below simulate projected growth in undergraduate enrolment over the next nine years—assuming Western does not establish WIC. Line 2 reflects projected growth in undergraduate international enrolment, based on the assumption of a more favorable external environment and additional institutional investment and efforts. Under this scenario, international undergraduate enrolment would increase by approximately 490 students, reaching 9.2% of total undergraduate enrolment by 2032–33.

Lines 6 to 12 simulate projected additional international students through an international college model. The simulation is conservative and based on growth numbers at other international colleges. The incremental number of students coming to Western (Years 2 to 4 of study) exceeds 2,300 in 2033-34 (line 10). In total, our international enrolment would exceed 5,000 (line 11) and the percentage of international students would be nearly 16% (line 12).

Table: Simulation of enrolment outcomes of an International College partnership:

		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
	Full-Time Undergraduate Enrolment at Western *Projection without establishment of an international college*										
1	Domestic UG (all years of study)	27,394	27,165	27,149	26,700	26,564	26,604	26,604	26,604	26,604	26,604
2	International UG (all years of study)	2,212	1,974	1,902	1,947	2,129	2,280	2,516	2,608	2,659	2,700
3	Total UG enrolment	29,606	29,139	29,051	28,647	28,693	28,884	29,120	29,212	29,263	29,304
4	**Proportion of international students**	**7.5%**	**6.8%**	**6.5%**	**6.8%**	**7.4%**	**7.9%**	**8.6%**	**8.9%**	**9.1%**	**9.2%**
	Possible Western International College (WIC) Partnership *Projection with establishment of an international college*										
6	Incremental Year 1 International students at WIC			80	125	250	500	750	1,000	1,250	1,250
7	Progressing from WIC to Year 2 at Western				68	106	213	425	638	850	1,063
8	Progressing to Year 3 at Western					61	95	192	383	574	765
9	Progressing to Year 4 at Western						55	86	173	345	517
10	Total incremental international enrolment				68	167	363	703	1,194	1,769	2,345
11	Total international enrolment at Western				2,015	2,296	2,643	3,219	3,802	4,428	5,045
12	**Proportion of international students**				7.0%	8.0%	9.0%	10.8%	12.5%	14.3%	15.9%

Appendix C: Incremental revenues resulting from the International College model

Table 1 below simulates the incremental revenue Western could receive through incremental enrolment resulting from the transfer of students from WIC (see row 1). These revenues are projected to grow steadily over time, exceeding $125 million by 2033–34—in constant 2025-26 dollars (line 3). Without WIC, this revenue would not be available. Should enrolment at WIC exceed the simulation, Western's revenue would increase even further.

Table 1: Simulation of potential revenues (in 2025-26 dollars) deriving from WIC (Undergraduate)

	Academic Year	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
1	Incremental international undergraduate enrolment from WIC	68	167	363	703	1,194	1,769	2,345
2	Average international undergraduate tuition rate (based on 2025-26 $)	53,500	53,500	53,500	53,500	53,500	53,500	53,500
3	**Total projected incremental tuition revenue**	**3,638,000**	**8,934,500**	**19,420,500**	**37,610,500**	**63,879,000**	**94,641,500**	**125,457,500**

The potential revenue deriving from a professional master's pathway from WIC will depend on the specific programs involved. As an illustration, Tables 2 through 5 present the additional revenue that might result from incremental students to four programs that have expressed initial interest in creating a pathway: Engineering (M.Eng.), Health Sciences (CSD/OT/PT), and Science (MDA and MES). Lines 1–3 in the tables represent the current international enrolment in those programs and the resulting tuition. In both cases, a modest increase in the initial class is modelled on line 4, with 5-10 additional international students assumed in each successive year, resulting in the incremental tuition revenue shown on line 5. Additional programs would be free to explore pathways where capacity exists.

Table 2: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathway in Engineering

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	318	292	280	295	300	300	300
2	Tuition Rate (constant 2025-26 rate)			$45,779	$45,779	$45,779	$45,779	$45,779
3	**Tuition Revenue**			**$12,818,120**	**$13,504,805**	**$13,733,700**	**$13,733,700**	**$13,733,700**
4	Simulation of Additional Enrolment through WIC				25	35	45	55
5	**Additional Tuition revenue**				**$1,144,475**	**$1,602,265**	**$2,060,055**	**$2,517,845**

Table 3: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathways in Health Sciences

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	19	26	38	46	46	46	46
2	Tuition Rate (constant 2025-26 rate)			$40,075	$40,075	$40,075	$40,075	$40,075
3	**Tuition Revenue**			**$1,522,850**	**$1,843,450**	**$1,843,450**	**$1,843,450**	**$1,843,450**
4	Simulation of Additional Enrolment through WIC				10	20	30	40
5	**Additional Tuition revenue**				**$400,750**	**$801,500**	**$1,202,250**	**$1,603,000**

Table 4: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathway in Science (Master of Data Analytics)

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	29	34	30	30	30	30	30
2	Tuition Rate (constant 2025-26 rate)			$59,245	$59,245	$59,245	$59,245	$59,245
3	**Tuition Revenue**			**$1,777,350**	**$1,777,350**	**$1,777,350**	**$1,777,350**	**$1,777,350**
4	Simulation of Additional Enrolment through WIC				10	15	20	25
5	**Additional Tuition revenue**				**$592,450**	**$888,675**	**$1,184,900**	**$1,481,125**

Table 5: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathway in Science (Master of Environment and Sustainability)

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	8	5	8	8	8	8	8
2	Tuition Rate (constant 2025-26 rate)			$40,075	$40,075	$40,075	$40,075	$40,075
3	**Tuition Revenue**			**$320,600**	**$320,600**	**$320,600**	**$320,600**	**$320,600**
4	Simulation of Additional Enrolment through WIC				5	10	15	20
5	**Additional Tuition revenue**				**$200,375**	**$400,750**	**$601,125**	**$801,500**

Appendix D: Professional Master's Programs

Background

Professional master's programs are graduate degrees designed to provide specialized knowledge and skills for a specific profession or career path. Unlike research-based master's programs, which provide experience and training in research and scholarship, professional master's programs are specifically designed for re-skilling and upskilling with a greater focus on practical skills and knowledge relevant to the profession. They are designed to prepare students for specific career paths and to enhance their job prospects. Professional master's programs often include experiential learning opportunities such as practicums, internships, or projects. There is a demand for such credentials in a wide range of fields including education, engineering, healthcare, information and media, business and finance, and analytics.

While the proposed partnership to establish a pathway into professional master's programs at Western is the only one in Canada, Navitas has extensive experience in establishing and operating master's-level pathways through Navitas colleges in partnership with universities in several other countries, including Australia, the United Kingdom, Germany, New Zealand, the United Arab Emirates, and the United States.

Professional Master's Programs at Western

There are 29 professional master's programs at Western offered through eight Faculties. Currently, about 30% of students in these programs are international. Recruitment into graduate programs lies primarily with the programs and faculties themselves. With a few exceptions, resources for active recruitment are absent or very limited. As a result, the accept-retention rate of international students (i.e., the fraction of applicants who accept the admission offer and ultimately enroll in the program) is low (3-year average is under 40%). Expanding professional master's enrolment is a priority for our faculties, but their efforts are restricted by resource availability. Furthermore, over 80% of the international students in these professional master's programs are from 3 countries; therefore, an ever-changing geopolitical environment makes growth of professional master's programs highly uncertain if we do not diversify recruitment. Currently, we do not have the capacity or resources to expand our recruitment efforts for these programs.

Graduate admission decisions are made by each graduate program. Admission requirements, including the entrance average (apart from the 70% baseline requirement set by the School of Graduate and Postdoctoral Studies), are set by the program. As per the Senate policy on graduate admissions, admission to a master's program at Western requires a 4-year degree. However, the policy has a provision to allow programs to consider equivalent qualifications as deemed appropriate per the standards of the discipline or profession.

Pathways to professional master's programs through WIC

WIC would offer a pathway to professional master's programs at Western for prospective students through a pre-master's preparatory program designed to prepare international students for academic success. Typical courses would hone communications and professional skills.

Specific courses would be developed in collaboration with participating Western graduate programs.

In addition to this preparatory program, students would complete one of the following options at WIC according to their academic standing:

- **Master's Qualifying Program:** Students who fall slightly short of an admissibility requirement, such as English-language proficiency, would have the opportunity to upgrade their ability to become admissible and enhance their preparation for a graduate program.
- **Advanced Graduate Pathway:** Students who hold a 4-year bachelor's degree but lack specific prerequisites for a particular professional master's program, and who are otherwise well-qualified, would complete their requirements at WIC.
- **Graduate Pathway:** Globally, many countries offer 3-year bachelor's degree programs. Graduates of these programs, while academically strong, are not eligible to apply for direct entry to graduate programs at Western. The proposed partnership would allow these students to complete additional academic work at WIC to meet eligibility for their intended professional master's program. Each participating Western graduate program would determine the specific additional academic requirements that these students must complete at WIC prior to entry.

Graduate student profile pathways
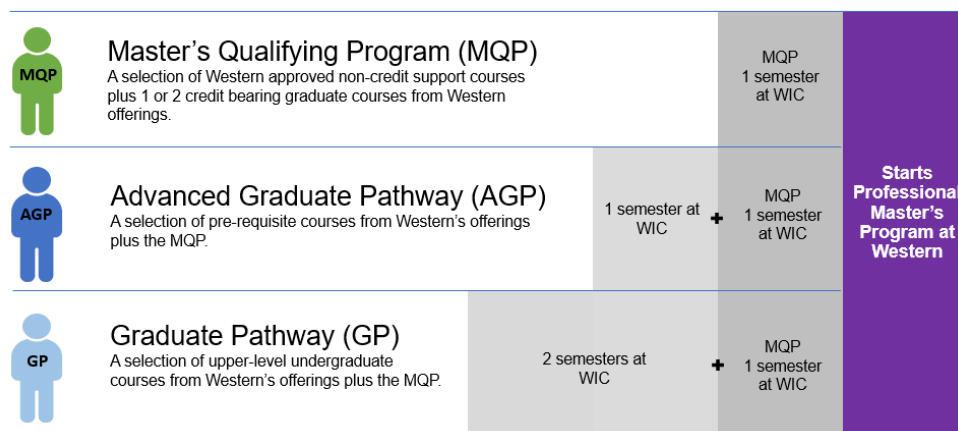
Figure 6: Graduate student pathways

In addition, students with appropriate prerequisites could have access to 1–2 for-credit master's courses while still at WIC, thus decreasing their total time in-program.

Students coming to Western through a pre-master's pathway will receive a conditional admission offer from the corresponding Western graduate program to apply for their study permit. They will then continue to Western's professional master's program once they have met their admission conditions through their time at WIC.

Students who meet the requirements for direct admission to a professional master's program at Western would be referred to Western for direct entry to the professional master's program.

Participation in the WIC Professional Master's Pathway

The decision to participate in the WIC professional master's pathway lies with individual graduate programs and faculties. Each professional master's program at Western has unique program design and admission requirements. For professional master's programs wishing to participate, specific pathway design(s) would be developed jointly by the graduate program and Navitas for pathways that align with each program's requirements. These pathway designs would be formalized through program modification for each participating program. Consistent with Western's quality assurance process, any major modification to a graduate program would require the approval of Senate.

Examples of WIC pathways to several professional master's programs at Western are described below. These examples illustrate the unique pathway designs to facilitate the specific admission requirements for different professional master's programs.

Faculty of Engineering: Master of Engineering (MEng)

Master's Qualifying Program: A student in this pathway would have an Engineering background but might narrowly miss the English language proficiency requirement for direct graduate admission. They may also want to enrich their communication and other professional skills to be better prepared for academic success in the MEng program at Western. They will complete a non-credit pre-master's preparatory term at WIC, including English language preparatory programming through WELC. They may also complete 1–2 for-credit master's courses (to reduce total time in-program), prior to transferring to Western.

Advanced Graduate Pathway: Students with science degrees often seek to join the MEng program to gain a more applied degree. They will take one to two terms (depending on qualifications) of selected core undergraduate engineering courses at WIC, followed by the pre-master's preparatory term, prior to beginning the MEng program. Along the way, they may complete 1–2 for-credit master's-level courses.

Faculty of Health Sciences (FHS): Physical Therapy, Speech language pathology, Audiology, Occupational Therapy

Graduate Pathway: A student in this pathway might hold a 3-year bachelor's degree, the norm in Europe. They would enter WIC prior to the start of their intended professional master's program for a two-semester pathway consisting of 5.0 credits of Western-approved undergraduate courses, followed by the pre-master's qualifying program. Courses would include prerequisites common to the FHS professional master's programs (e.g., Physical Therapy (PT), Speech Language Pathology (SLP), and Audiology all have anatomy and/or physiology and statistics prerequisites) along with other prerequisites specific to their target program. These prerequisites would represent a range of undergraduate courses.

Other courses developed jointly by WIC and FHS would contribute to preparing students in this pathway for a broad understanding of rehabilitation professions as well as the intensive coursework and clinical placement requirements of all the rehabilitation graduate programs (e.g., Foundations in Rehabilitation Sciences). This WIC pathway would also include English language proficiency training (through WELC), as the participating FHS graduate programs require higher minimum scores than many other graduate programs.

AGP

Advanced Graduate Pathway: A student in this pathway would enter the WIC prior to the start of their intended program for a single semester to acquire prerequisites not included in their 4-year bachelor's degree. There is potential overlap of the pathways for 3- and 4-year bachelor's degree students: a student in the Advanced Graduate Pathway might join a student in the Graduate Pathway for a single semester because both need to take anatomy and statistics. Like the two-term Graduate Pathway, the one-term Advanced Graduate Pathway would also offer courses that would contribute to preparing students for a broad understanding of rehabilitation professions as well as the intensive coursework and clinical placement requirements of all the rehabilitation graduate programs (e.g., Foundations in Rehabilitation Sciences).

Faculty of Science: Master of Data Analytics (MDA), Master of Environment and Sustainability (MES)

AGP

Advanced Graduate Pathway: A student in this pathway would hold a 4-year bachelor's degree and meet the general academic and English proficiency requirements for the MDA program at Western, but might lack specific prerequisites necessary to successfully meet the learning expectations of the MDA program. During one term of prerequisite coursework at WIC they will complete up to two undergraduate courses in Statistics (second-year level) and/or Computer Science (first- or second-year level) alongside non-credit pre-master's preparatory courses.

MQP

Master's Qualifying Program: A student in this pathway is a capable applicant who has interests in Environmental Science. However, they might narrowly miss the English language proficiency requirement for direct graduate admission to the MES program. They also might want to enrich their communication and other professional skills to be well prepared for academic success in the MES program at Western, and the associated placement. They will complete a non-credit pre-master's preparatory term at WIC, including English language preparatory programming through WELC.

Appendix E: Risk Assessment of International Education Models

The following analysis summarizes key risks and considerations associated with three international education models: a partnership model to set up **Western International College (WIC) in partnership with Navitas,** an **In-House First Year Model**, and increased international recruitment leading to **Direct Entry**. A detailed comparison of financial, governance, recruitment, student experience, academic, and reputational risks is provided below.

Summary of risk assessments:

1. **Financial:** Partnership models increase revenue certainty (amount and timing) and manage downside financial risk for Western. The Partnership model accrues revenue to Western quickly, without upfront costs. In contrast, the In-House option and Direct Entry students place the financial risk solely on Western, with no downside protection to manage financial uncertainty. Modeling the financial success of the In-House and Direct Entry options is challenging due to their reliance on a developed recruiting network.

2. **Governance:** Oversight structures in any option would provide necessary reporting of performance through Western's governance system, with minimal differences in governance risk between options.

3. **Recruitment and Admissions Process:** Partnering with Navitas could significantly benefit Western's international recruitment but also result in reduced control over the recruitment process without proper oversight. The current state and In-House options do not provide a viable option to meet international targets.

4. **Student Experience:** Development of programs to support first-year international students is similar under both options with delivery provided by the partner for some services. Oversight committees would be established to minimize residual risk and ensure consistent experience under the options considered.

5. **Academic Experience:** Western would retain control over the development and delivery of academic programming under any of the options considered. Under the Partnership model, joint committees would provide additional oversight over academic standards.

6. **Reputational Impact:** The Partnership model option could potentially impact the reputation of the university due to its association with a private enterprise. However, the experiences of other universities partnering with Navitas do not demonstrate a clear reputational impact (positive or negative). While QS rankings for the University of Manitoba, Simon Fraser University, and other university partners have generally remained stable throughout the partnership, top universities like Sydney and Melbourne have continually improved their rankings. Many factors contribute to international rankings, and there is no indication that a public-private partnership would single-handedly affect reputational rankings. Additionally, continued poor performance with Direct Entry recruitment (including the In-House option), could lead to a negative international perception, further hindering recruitment efforts.

Risk comparison across recruitment options

1. **Residual**

The following table highlights areas where the residual risks are similar across all options, as well as areas where risks differ based on the recruitment model.

Comparison of Risk by Option		
Similar level of Residual Risk for All Options		
• Governance Structure • Governance Oversight • Admissions Processing • Recruitment Process Oversight	• Student Experience - 1st year Experience • Student Experience - Access to Resources • Student Experience - Residence Experience	• Academic Experience - Delivery of Academic Programing • Academic Experience - Academic Standards • Academic Experience - Curriculum Offering
Lower Risks with Partnership - WIC	Lower Risks with In-House First Year	Lower Risks with Direct Entry
• Recruitment Network • Financial Risks—Revenues amount/timing • Financial Risks—Downside risk managed, no additional expense	• No reputational impacts from Partnering with a Private Enterprise	• Student Admissions Standards
Higher Risks with Partnership - WIC	Higher Risks with In-House First Year	Higher Risks with Direct Entry
• Reputational Impacts from Partnering with a Private Enterprise	• Recruitment Network • Financial Risks—Revenues amount/timing • Financial Risks—Expense amounts	• Recruitment Network • Financial Risks—Revenues amount/timing • Financial Risks—Expense amounts

Recruitment is the key differential risk that has multiple downstream impacts to financial and operational outcomes; the Partnership model manages recruitment risk most effectively, and limits downside financial outcomes to Western.

2. **Financial risk**

The table below outlines key financial risks and considerations across the three recruitment models— Partnership model, In-House First Year and Direct-Entry model.

Financial			
Risk/Issue	Western International College (WIC)	In-House First Year	Current State—Direct Entry
Amount of revenue	Lower uncertainty	Higher uncertainty	Higher uncertainty
Timing of revenues	Lower uncertainty	Higher uncertainty	Higher uncertainty
Operating expenses	Incurred by partner	Incurred by Western	No Change
Recruitment expenses	No additional cost	Higher uncertainty/cost	Higher uncertainty/cost
Underperformance Financial Risk	Partner	Western	Western
Overperformance Financial Reward	Shared	Western	Western
Partner risk	Single	Diversified	Diversified

Key Considerations:
A key financial risk is the success of the recruitment network. The operational costs of the college are similar for both Partnership and In-House options. However, under the WIC option, the financial risk for the operations and the recruitment network is transferred to the partner. This model minimizes Western's exposure to financial risks. The WIC option leverages established and diverse partner networks, providing more stable and faster revenue streams for Western.

There is substantial financial uncertainty related to the In-House and current state options, which require upfront expense to build out the recruitment network. This increases revenue risk in terms of amount and timing. Unpredictable recruitment numbers lead to uncertain revenues, increasing the risk of unsustainable deficits that Western must fund. Delays in achieving sustainable recruitment numbers creates risk, with valuable time lost that is needed to develop alternative revenue streams in support of Faculty operating budgets.

While underperformance jeopardizes Western's long-term financial health in all scenarios, only the In-House and current state options require Western to fund deficits through allocations from the existing operating budget. In the Partnership model, the partner funds any deficits, reducing Western's financial burden. If efforts overperform, Western benefits in all scenarios. The University takes all the risks and rewards with the In-House and current state options, but the financial risk is highest for Western, and these options have the most uncertainty. Under the WIC option, Western manages downside risk while sharing in the financial rewards; the timing of revenues has less uncertainty and is most probable to start in year 1.

Diversifying partner risk under the In-House and Direct Entry options adds value by limiting Western's exposure if a single partner fails. To mitigate this risk under the WIC scenario, enhanced due diligence on the partner is essential to assess their financial stability as a partner, to meet the college's obligations, and demonstrate long-term financial commitment to Western. Due diligence on the financial strength of the WIC partner, as well as other risks identified is required. This due diligence should evaluate the partner's strategic direction, industry trends, financial health, legal risks, and operational risks. Additionally, contingency planning is also necessary under all models to ensure continuity in the event of partner failure.

Diversification under In-House and current state options reduces reliance on any one partner, but increases international tax compliance risk and monitoring requirements in multiple foreign jurisdictions, both of which increase financial risk directly to Western. Under the WIC model, these risks and expenses are managed by the partner.

3. **Governance**

The following table summarizes governance structures and oversight mechanisms for each option.

Governance			
	Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
Structure	Partnership between Western and Navitas. Final structure of WIC needs to be determined and outlined in a final agreement. Reputational impacts would need to be considered for any partnerships with a private enterprise.	Leverage Western's existing governance structures and build on existing oversight mechanisms, such as those used in preliminary year.	No Change
Oversight	Western would be directly responsible for delivering curriculum, academic standards, faculty selection, student recruitment standards, space, brand promotion and ancillary services. Western would have oversight of remaining functions managed by Navitas through various committees. A joint Strategic Oversight Committee to review and monitor performance and set goals would report annually.	Responsibility for all activities remain with Western. Organizational structures (including reporting) would need to build on existing oversight mechanisms to ensure proper oversight of this option.	No Change

Key Considerations: While the oversight of WIC is similar to existing partnerships, it is unique in terms of delivering an academic experience in partnership with a private entity. Joint committees are proposed under WIC to ensure information for decision making purposes is delivered to Western. The adequacy of the governance structure should be assessed to ensure it provides oversight and accountability acceptable to Western.

4. Recruitment and Admissions Process

This section compares how each option would manage international student recruitment and admissions.

Recruitment and Admissions Process			
	Western International College (WIC)	**In-House First Year**	**Current State – Direct Entry**
Recruitment Network	Leverages the experience of an experienced partner with established recruiting expertise across regions and student cohorts. This significantly reduces recruitment risk for Western by transferring it to a third party.	Expanding our recruitment network for pre-admissible students is necessary, requiring additional time and new expertise, in addition to understanding regional dynamics and evolving student preferences for every country. Building this network increases recruitment risk as it delays the time to bring students to Western.	Expanding our recruitment network is necessary and would require understanding regional dynamics and evolving student preferences for every country. Building this network increases recruitment risk as it delays the time to bring students to Western.
Identified Prospects Pool of Candidates	Accesses student prospects previously unavailable to Western. Can also supplement Direct Entry international enrolment. This provides the largest pool of candidates available to Western, among the alternatives considered.	Until effective recruitment efforts are undertaken, this option could potentially draw resources from the current recruitment processes, requiring additional support.	Resource intensive method to identify potential candidates.

Key Considerations: The WIC option and potentially the In-House first-year option provide the option for to admit students at a lower admissions average relative to domestic students. Issues related to equity and fairness would need to be considered, especially for domestic students.

Additionally, the practices used by third parties to attract and recruit students would not be under Western's direct control. Processes to ensure recruitment practises acceptable to Western would need to be implemented in all scenarios to provide assurance.

5. Student Experience

The following section examines how each option would support the first-year experience for international students.

Student Experience			
	Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
1st year orientation/integration	Developed by Western and monitored by Student Success Committee	Determined by Western	Determined by Western
Residence Experience	Determined by Western	Determined by Western	Determined by Western
Access to Sports and Intramurals	Western Experience	Western Experience	Western Experience
Mental Health Resources	Western Experience	Western Experience	Western Experience
Clubs/Social Access	Western Experience	Western Experience	Western Experience

Key Considerations: The goal of each alternative is to provide a consistent Western experience for international students and value-added opportunities delivered by WIC. In the case of WIC, most services will be provided though Western, and some portions of that experience will be managed by Navitas, with oversight from Western. Support Services for students would be funded by ancillary fees, the same under any of the models. Processes will need to be developed to manage risks, and oversight will be key to our success. Other operational risks around safety/security also should be considered under any option.

6. **Academic Experience**

This section reviews how each option would maintain the quality and delivery of academic programs.

Academic Experience			
	Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
Delivery of Academic Programing	Delivered by Western faculty	Delivered by Western faculty	Delivered by Western faculty
Academic Standards	Determined by Western. Joint Academic Advisory Committee to provide oversight.	Determined by Western	Determined by Western
Curriculum Offering	Oversight and final approval from Western to meet current Standards.	Would need to be newly developed, financed and piloted to meet needs of this group.	Existing Western Process

Key Considerations: Western would retain control over the development and delivery of academic programming. Navitas would be responsible for providing the infrastructure for teaching. Partnering with a private enterprise could have reputational impacts. Academic Experience would be similar under the options considered.

7. Reputational Impact

This section explores the potential reputational impact of each model.

Reputational Impact		
Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
Partnering with a private enterprise has been raised as a potential risk to Western's reputation. University rankings are influenced by a multitude of factors, including academic reputation, academic output as measured by Scopus, employment outcomes, sustainability, and international collaborations. A change in rank cannot be solely attributed to the Navitas partnership but it can provide an indicator of an institution's reputation over time. The universities partnering with Navitas and ranked in the top 200 have all improved their QS rank since 2012 while the lower ranked schools have mixed results. The University of Sydney has been engaged with private partners for delivery of education for the past two decades (Navitas since 2023). Lancaster University and Curtin University have also partnered with Navitas since at least 2012, and Deakin University since 2015). These universities have either improved or maintained their QS rankings during that time. Simon Fraser University and the University of Manitoba have experienced mixed ranking performance during the years of their partnerships with Navitas. SFU has maintained a top 400 ranking, while UM has seen a decline in their rank.	Recruitment challenges for this option have been detailed above as being a higher risk. Underperformance of recruitment efforts could negatively impact Western's reputation. This would add further challenges to future recruitment efforts.	Under the current state, continued underperformance of direct recruitment efforts could negatively impact Western's reputation. This would add further challenges to future recruitment efforts.

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

May 30, 2025

Table of Contents

Executive Summary

Over the course of ten meetings, the *ad hoc* Committee addressed all items in their terms of reference. The final report and proposal reflect the depth of work undertaken by the ad hoc Committee, including a thorough review of all gathered information, discussions with experts, and engaging in detailed discussion and debate.

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

The *ad hoc* Committee recommends the following be included in the recommendation to the Board of Governors:

- That Western articulate a thorough data strategy in order to evaluate and report on the partnership and WIC. The data strategy should include:
    - Reporting on admission, student retention, and student progression rates from the WIC to Western.
    - Retention, progression, and graduation rates of former WIC students.
    - A yearly survey of WIC students and instructors.
- That Western's senior leadership team report to Senate and the Board of Governors on the status of negotiations to ensure that Western's governing bodies remain informed.
- That Western negotiate an exit clause in order to protect Western's interests.
- Following the negotiation of an agreement between Western and Navitas, that Senate academic policy be amended, as required, through the appropriate Senate committees.

The risk of inaction is significant. Western does not have the luxury, under the current fiscal circumstances, to invest new resources and develop the expertise that others have been working on for decades (often with mediocre outcomes) in order to achieve success in time to avert significant financial consequences. With a decline in international enrollment, it is projected that Western will spend its operating reserve within the next three to five years in all planning scenarios (see Appendix D, Scenarios 1 – 4). In a worst-case scenario, Western could have a $147.3 million dollar deficit by 2029-30. To manage a deficit of this magnitude, Western could be forced to reduce expenditures to break even, which could only be achieved by reducing faculty and staff.

Moving forward with a partnership with Navitas will not solve all budget issues but it is an efficient and effective means of meeting our strategic goals for increasing our intake of international students, while at the same time providing some contribution to the University's budget.

Mandate of the *ad hoc* Committee

This report provides the *ad hoc* Committee's final recommendations and details their work. It is designed to be read in tandem with the proposal "Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas", dated May 30, 2025 (Item 12.2 in the June 5, 2025 Senate agenda). The *ad hoc* Committee met weekly between March 28 and May 30, 2025, for two hours a week.

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

- Examine the proposed partnership with Navitas without prejudice.
- Weigh alternatives and assess scenarios without Navitas.
- Articulate the fundamental difference between the 2020 and the 2025 proposals.
- Define Western's essential components of a potential partnership.
- Summarize and evaluate risks and drawbacks and look at possibilities to mitigate them.
- Weigh the global and financial benefits in the context of the state of the higher education sector in Ontario and Canada.
- Support ongoing consultations by proposing additional questions and evaluating available feedback from the consultations.
- Provide a report to Senate with a recommendation of whether to proceed with the Navitas Proposal.
- The recommendation of the *ad hoc* committee in respect of the Navitas Proposal is intended to take the place of what would otherwise be the remit of other Senate standing committees under their terms of reference (SCUP, ACA and Policy).

The membership of the *ad hoc* Committee includes:

Role	Name
Faculty/staff member of Senate	Blaine Chronik (Faculty of Science)
Faculty/staff member of Senate	Stephanie Hayne Beatty (Administrative Staff)
Faculty/staff member of Senate	Melanie Mills (Administrative Staff)
Faculty/staff member of Senate	Alfonso Nocilla (Faculty of Law)
Faculty/staff member of Senate	Susanne Schmid (Schulich School of Medicine & Dentistry)
Faculty/staff member of Senate	Lynn Shaw (Faculty of Health Sciences)
Undergraduate student Senator	Jenna Beecroft
Undergraduate student Senator	Ethan Da Costa
Graduate student Senator	Alexandra Lukawski
Graduate student Senator	George Philip
Dean	Matt Davison

Chair of the Senate Committee on Academic Curriculum and Awards	Sophie Roland
Chair of the Senate Committee on Academic Policy	Ken Yeung
Chair of the Senate Committee on University Planning	Dale Laird
Provost (Chair) *(non-voting)*	Florentine Strzelczyk
Vice-Provost (Graduate & Postdoctoral Studies) *(non-voting)*	Kamran Siddiqui
University Registrar *(non-voting)*	Marisa Modeski
University Secretary *(non-voting)*	Amy Bryson
Associate Vice-President (Institutional Planning & Budgeting) *(resource)*	Ruban Chelladurai
Deputy Provost *(resource)*	Jeff Hutter
Vice-Provost (Academic Programs) *(resource)*	Susan Lewis
Vice-Provost (Students) *(resource)*	John Doerksen
President, University Students' Council *(resource)*	Emilie Kalaydjian
President, Society of Graduate Students *(resource)*	Cherin Chung
Western International representative *(resource)*	Lise Laporte

Context

Internationalization is central to Western's strategic plan, *Towards Western at 150*, the global engagement plan, *Western in the World*, and the research strategic plan, *Mobilize for Impact!*. Each set ambitious goals to expand Western's international reach and impact, including a commitment in the strategic plan to grow the number of international undergraduate students to 20%.

Western's international enrolment currently falls well below that of our peers, with Western having the lowest proportion of international undergraduates in the U6. Western's late start to strategic international student recruitment has resulted in fewer robust partnerships with strategically important countries.

Seeking to close this considerable gap, since 2020, Western has intensified efforts in direct international recruitment by creating dedicated teams who, alongside faculty and staff, are accelerating and prioritizing this work. However, the complexities of our current environment have proved difficult to mitigate. A global pandemic, geopolitical instability, growing competition for globally mobile students, and caps on international study permits have constrained our international recruitment efforts. Additionally, domestic tuition was rolled back 10 percent in 2019-20 and has been frozen since, and

provincial grants have remained stagnant since 2016, limiting the financial resources that can be applied to the problem.

Western's international undergraduate student enrolments are declining, with approximately 780 fewer international tuition-paying students since 2020-21. This decline equates to approximately a $40 million reduction in revenue per year. In Fall 2024, Western had 523 first-year undergraduate international students registered — the lowest level since 2015-16. Projections for the 2025-26 year are for 350 students, likely adding an additional $12 million reduction for next year alone.

Should Western continue its current strategies without change, it is expected that the downward trend in international undergraduate enrolment and revenue will continue. The consequences are likely to be budget cuts in all units, as well as hiring freezes for faculty and staff.

Western must continue to explore new approaches to enhance existing recruitment efforts and strengthen its global presence. The Navitas proposal is one aspect of a multi-pronged approach to international recruitment.

Information and Data Gathering Process

The *ad hoc* Committee engaged with representatives from Navitas Canada as well as Western International Education experts to inform its work. They also heard directly from two Navitas International College alumni. Additionally, the Deputy Provost, University Registrar, Vice-Provost (Academic Programs), Vice-Provost (Graduate & Postdoctoral Studies), Associate Vice-President (Institutional Budgeting and Planning), and Vice-President (Operations & Finance) provided information from their respective portfolios. The Senior Director of Western International was added as a resource to the *ad hoc* Committee to inform about Western International's work.

A delegation of eight representatives from the *ad hoc* Committee participated in site visits to two international colleges operated by Navitas, the International College of Manitoba (ICM) at the University of Manitoba and Fraser International College (FIC) at Simon Fraser University from April 13 – 16, 2025. The delegation, made up of faculty, staff, and students, toured the facilities and met with international college faculty, staff, students, alumni, and university senior leaders at each site. They also met with representatives from the two International Colleges.

The two sites were selected because they have long-standing partnerships with Navitas, allowing for Western to consider what can be learned from these established programs, as well as to examine progression and graduation rates. Additionally, Simon Fraser University is similar in size to Western with respect to their undergraduate population. Both Simon Fraser University and the University of Manitoba are research-intensive universities.

The two Ontario universities that have Navitas partnerships, Toronto Metropolitan University (TMU) and Wilfrid Laurier University (WLU), have only had international colleges in place for a few years and have not yet graduated a cohort that would help Western to understand progression and graduation rates. In Ontario, graduation rates are measured and reported to the government over 7 years to account for delays due to curricular changes (e.g., in majors), as well as internships, co-ops, international exchanges, etc. Additionally, TMU contracts out their academic work, which is a different model from the one Western is considering, and until recently, WLU ran their international college at a satellite campus.

Highlights from the site visit included:

- Proactive advising and holistic student support: both sites offered highly integrated student support models, with wraparound services from wellness to academic mentorship.
- Academic oversight and quality assurance: The proposed model of Western faculty overseeing Navitas course sections, including hiring, curriculum development, grading, syllabus approval, and sampling of student work reflected the strong academic governance observed at both ICM and FIC.
- Student integration and engagement: Residence life integration, leadership programs, and access to university-wide clubs and services foster student belonging, a model that could enhance the first-year experience at Western.
- Dedicated space for community building: Each site had physical spaces for students to gather and engage in both academic and social activities, supporting the fostering of community.
- Institutional alignment: The international college models at both sites aligned with the host institution's mission of increasing access, enhancing diversity, and supporting student success.
  - In particular, the University of Manitoba noted that one of their values as a university was to provide access to a university education. They felt strongly that their 15-year partnership with Navitas did not compromise any of their values as a public university in the partnership; rather, they were enhanced by the partnership as students could access their university who would have otherwise never attended.
- Instructional practices: small class sizes, 4-hour per week classes, and faculty with deep experience teaching international students allow for personalized, effective learning. Instructors and support staff at both sites expressed passion for teaching and guiding international students.
- Cultural competence and diversity: The partnerships support diversity and intercultural competence amongst students and staff, which aligns with Western's values.

The delegation identified that further information was required for the following areas:

- Graduate-level programming: to determine how this would be designed, accredited, and supported at Western, as well as whether new admission pathways would be required.
- Recruitment overlap: how Western and Navitas would distinguish their recruitment strategies and value propositions.
- Transition and orientation: how Western's robust orientation programming might be harmonized with Navitas-specific programming.
- Support for accessibility and English language training: clarification on how Navitas meets Western's accessibility standards and that English as a second language (ESL) will be delivered by Western's English Language Centre (WELC). It was noted that Western will be responsible for setting English language standards.
- Policy alignment: Western International College (WIC) courses would be approved by Western's Senate, with courses offered aligning with all Western Senate Academic Policies. Additionally, WIC would need to apply or mirror Western's academic policies and Code of Student Conduct.

The site visits revealed mature, integrated models of international student support. The partnerships demonstrated how Navitas can customize its model to suit an institution's culture and needs. An impactful partnership with Navitas would require careful planning, alignment of values, and particular attention to areas such as faculty employment, graduate programming, and student services integration.

The *ad hoc* Committee received further information about the items of concern noted above through an additional conversation with representatives from Navitas and information provided from Western units (e.g., Student Experience, the Office of the Registrar, Graduate and Postdoctoral Studies). The draft versions of the proposal culminating in the final proposal reflect the research into these questions and the answers obtained.

The report from the site visit is provided in Appendix A.

The *ad hoc* Committee also reviewed data gathered by the Deputy Provost with respect to FIC and ICM. Summary success metrics are provided in the final proposal (see section 4). The *ad hoc* Committee reviewed additional data that remains confidential at the request of both institutions.

Throughout their work, and to inform their recommendation, the *ad hoc* Committee reviewed and carefully considered multiple drafts of the proposal, alternative models for international education, and risk assessment. Their findings and observations are detailed in the subsequent sections of this report.

"Internationalization at Western: A Multi-Pronged Approach" Proposal: Analysis

The *ad hoc* Committee reviewed multiple drafts of the proposal in April and May. The final proposal is provided in Item 12.2 in the June 6, 2025 Senate agenda. It includes context, the details of the potential partnership with Navitas, a proposed organizational structure, success metrics at other Navitas international colleges, and the proposed financial structure and related considerations.

The Preliminary Report of the *ad hoc* Committee (see Item 12.1 in the May 16, 2025 Senate agenda) identified aspects of the proposal that required further explanation, deeper analysis, and contextualization. Feedback was incorporated into the final version of the proposal.

The *ad hoc* Committee noted the following benefits of the proposal:

- The proposal is a model of what can work for Western specifically; each international college in Canada has unique aspects that respond to the partner institution's particular requirements and values.
- The class sizes at ICM and FIC (25 – 35 students) are significantly smaller than first-year large enrolment courses (500 – 1000 students), facilitating success for students adapting to a new culture at the same time as university-level education.
- Within the current direct recruitment system, highly-talented students who otherwise meet Western's entry requirements may not be found eligible because they are missing required prerequisites from the respective curriculum they are following in their country of origin or need to upgrade their degree studies.
- In the Navitas recruitment model, undergraduate applicants who have completed all courses required for direct admission to Western and have an average exceeding a predetermined maximum permitted for WIC will be referred to the Office of the Registrar team. Similarly, any graduate applicant who meets the requirements for direct admission to a professional master's program at Western will be referred to Western for direct entry to the professional master's program.
    - If such a student chooses to attend the WIC for the unique programming offered, they will be required to sign a document to confirm they understand it is their choice to do so.
- Navitas' recruitment infrastructure allows them to connect with prospective students and families on a continual basis throughout the recruitment process. Navitas recruits over 60,000 students from 151 countries each year. This is a scale no university can achieve on its own.
- Alumni of the WIC may be later engaged in student leadership roles or as staff.
- Within the proposal, Western will maintain oversight over academic curriculum, with all curricular courses being taught by Western-hired faculty.
- Wraparound support services will strongly benefit international students new to Canada. Students would take mandatory non-academic courses and tutorials as well as participate in additional programming to help students acclimate to Canadian society.

       o   Should the proposal move forward, there is a shared desire to explore how WIC students can access programming and services from the University Student's Council (USC) or Society of Graduate Student (SOGS), depending on their level of study. A letter of intent between the SOGS and Western is currently under discussion.

With respect to the professional Master's proposed pathway program, the *ad hoc* Committee noted the following:

- Professional master's programs are specifically designed for re-skilling and upskilling with a greater focus on practical skills and knowledge, preparing students for specific career paths and to enhance their job prospects.
- Graduate programs are limited in recruitment resources given their decentralized nature. The need for partners who can assist is crucial. Expanding professional master's enrolment is a priority for Faculties, but at present, their efforts are constrained by limited resources.
- Offering a graduate program pathway through the WIC would be the only one of its kind in Canada. The demand for professional Master's programs globally is growing.
- FIC formerly had an MEng professional Master's stream; however, it was discontinued when the Simon Fraser University Engineering program encountered challenges with its accreditation (Simon Fraser University, 2022). When the issue was resolved, the FIC pathway was not re-instated as graduate programming was restricted.

The *ad hoc* Committee also discussed and debated the following challenges and risks:

- An International College will take less time to establish than an in-house program, where the latter will take some time and success is not guaranteed.
- In-house models, including English for Academic Purposes, foundation and first-year pathway programs are alternatives. In practice, very few are successful because of a combination of factors explained further below.
- There could be reputational risk to Western should the partnership not be successful. A communications strategy will be required. At the same time, the independent risk assessment highlights that among the options available, an international college poses the lowest risk (see Appendix E of the proposal)
- There could also be indirect negative impacts on Western's rankings. The risk assessment in Appendix E of the proposal highlights the many factors incorporated into international rankings, illustrating that they cannot be reduced to one factor only.
  - o   Notably, SFU's and UM's QS rankings remained in the same band over the course of their partnerships with Navitas, whereas the Universities of Sydney and Melbourne's rankings increased.
- The committee also considered whether a sixth Navitas partnership in Canada would mean increased competition for international students and at the same

time noted the different universities partnering with Navitas in Canada look for different types of students and have different admission bands.

- Admissions must be defined in such a way that Western's high academic standards are upheld.
- International students may feel isolated in the WIC, but they could also feel supported while they acculturate to Canadian academia, society, and life.
- A partnership may create a two-tier system that is not in the spirit of equity when some first- year students receive more support than others. However, it must also be noted that international students new to Canada don't start from the same position as those who have been in Canada for several years. The additional support would ensure more, not less, equitable conditions.
- International students may face challenges in obtaining housing in upper years.
- Transitional support will be critical as students move into a 2nd year of an undergraduate or master's program.
- Western cannot control the immigration and visa process.
- Students in the WIC may not all complete their program within one year, which introduces additional considerations for their transition.

The *ad hoc* Committee received an unsolicited report prepared by faculty in the Ivey Business Sustainability area with their analysis of the proposed partnership and sought clarification regarding the information provided. Navitas' response included:

- Navitas partnership campuses have grown from 29 in 2018 to 48 today, contrary to what is stated in the report.
- Exits from the United States drove the North American decline in numbers
- Navitas now has 22 partnership locations in Australia, an increase since 2018.
- Navitas also has 18 partnerships in Europe, driven by expansion in Germany and France and new partnerships in the United Kingdom.
- In October 2024, Navitas successfully refinanced existing external debt that was due to mature which saw a reduction and the issue of subordinated debt to shareholders to support future growth opportunities (Marron Group Midco 1 Ptd Ltd, 2024).
- At the EBITDA level (earnings before interest, taxes, depreciation and amortization), Navitas remains profitable.
- FIC (and Navitas as an extension, given FIC is the parent entity in Canada) passed the BC Degree Quality Assessment Board External Organizational Review.
- Investors in Navitas include BGH Capital, the Canada Pension Plan, Ontario Teacher's Pension Plan, British Columbia Investment Management Corporation, Singapore Sovereign Wealth Fund, AustralianSuper and Navitas founder Rod Jones. All are long-term growth investors.

Key Differences between 2020 and 2025 Proposals

In February 2020, a draft discussion document was provided to Senate regarding a proposed partnership with Navitas (see Appendix B). Several key differences are identified between the 2020 and 2025 proposals.

The 2020 proposal contemplated outsourcing academic work, with instructors hired by Navitas. Concern was raised over the lack of university oversight and control over academic curriculum and content, academic quality, and student outcomes.

The 2025 proposal will ensure that faculty who teach in the WIC are recommended through the department and faculty appointment committees and recognized under the UWOFA collective agreement. Western will retain complete control over programs participating in the WIC, the courses offered, course content, student assessment, and quality control (as per Western's Institutional Quality Assurance Process (IQAP)).

The 2020 proposal only contemplated undergraduate recruitment and first-year education through the proposed partnership. The 2025 proposal also includes recruitment for Professional Master's students in order to better prepare them for entry into their graduate programs.

The *ad hoc* Committee recognized that a partnership with Navitas is a significant change for Western – however, it is also an opportunity. In the strategic plan, Western has committed to growing strategically, engaging the world, and creating a more equitable and inclusive Western. The creation of the WIC will contribute to increasing international student enrolment alongside existing direct recruitment methods. The wraparound support model supports academic and personal thriving for all students, fostering a culture of belonging.

Public-Private Partnerships

The *ad hoc* Committee gave thorough consideration to the risks and opportunities around a public-private partnership. Given their complex nature, universities require professional experts in a variety of spaces in order to do their work well. The university sector has public-private partnerships with a variety of sectors in many areas, such as curriculum development, learning management systems (LMS), ancillary services, joint research activities, and research facilities for lease to industry. Examples the *ad hoc* Committee discussed include the use of private for-profit agents in the current direct recruitment strategy, private for-profit platforms, the Management and Organizational Studies commercial aviation pilot training option, the Western Research Park, online curriculum development during the Covid-19 pandemic, and requiring third-party online resources for coursework.

Public-private partnerships also introduce questions regarding the ethics of privatization of education. There may be differing perspectives between Canadian interested parties and families considering an international education for their children. The *ad hoc* Committee discussed the challenges of making assumptions about public-private partnerships without considering the lived experiences of families.

As a publicly-assisted institution, Western has a fiscal responsibility to do everything in its power to deliver a quality education. If the proposal is approved and implemented properly, it was noted that a partnership with Navitas can align with Western's mission and values, allowing prospective students and their families to make informed choices for their education.

Of primary importance is Western's commitment to broadening access to post-secondary education and safeguarding against the outsourcing and privatization of education by ensuring control and oversight over academic work, program and course content, student success and outcomes. Western will ensure that Western appointed instructors teach all programs at WIC to the University's standards and oversee progression and student outcomes, all the while tapping into Navitas' expertise in student recruitment and success.

Alternative Models

The *ad hoc* Committee also reviewed and discussed other international education models, including Western's current direct recruitment practices, English for Academic Purposes programs (EAPs), Preliminary Year programs (PYPs), as well as the pros and cons of other third-party international education providers. An International Education Models report is provided in Appendix C.

Western's Direct Entry Recruitment

Western's international recruitment team covers East and Southeast Asia; the Middle East, Africa, and Europe; South Asia; and Latin America and the Caribbean, participating in over 600 in-person and virtual events each year. Four recruiters and regional managers have been added since 2023, as relationship management is a critical component of recruitment. Western's strategy includes a Recruitment Steering Committee, composed of representatives from each Faculty and members of the Office of the Registrar, that meets regularly.

Since 2020, Western has made significant investments in an in-house model to achieve recruitment goals, spending over $3 million annually on international undergraduate recruitment, including marketing and agent fees. Additionally, almost $5 million has been allocated to scholarships for international students. However, these investments have not reversed the enrolment declines noted above.

International recruitment is resource-intensive, requiring deep expertise in curriculum, regional dynamics, and evolving student preferences. The Office of the Registrar leverages enrolment data, competitor analysis, in-country intelligence, and local partnerships to refine its strategies and measure return on investment (ROI). Regional dynamics further complicate international recruitment. Despite best efforts, the return on investment in direct recruitment remains inadequate. Western's current international undergraduate enrollment is 7.5%, well below the U6 peer average of

18.3%. Western's efforts lag 15 – 20 years behind peer institutions that have long-established international recruitment strategies. The situation is worsened by stricter federal study permit policies and global shifts in student mobility.

Western plans to continue working with agents, another form of public-private partnership. Within agent offices, significant internal resourcing is required on an ongoing basis to keep their personnel well-trained in Western programs and services. Western only works with agents who have undergone accredited licensing and who are reputable. Western pays 15 percent of the first-year tuition for every enrolled student an agent presents.

English for Academic Purposes Programs

EAP programs became a feature for many universities over 25 years ago to respond to a particular need among international students: to enhance English language proficiency infused with skills designed to help students succeed in an academic setting. However, today many international students meet English language requirements outright, and a reduction in student demand has led to a decreased interest in EAP programs across the country.

WELC's yearlong EAP program exemplifies both past successes and current challenges. Over the past decade, enrolments have significantly declined, partly because applicants to the full-year program are not offered admission to a Western degree program alongside their EAP program. The introduction of Provincial Attestation Letters (PALs) has further complicated the pathway.

In contrast, demand remains strong for WELC's two-month English language training "Boost" program, which is directly tied to conditional admission to a Western degree program. The shorter Boost program aligns better with the preferences of today's international students, who increasingly arrive with stronger English proficiency and seek faster, more cost-effective pathways into degree studies.

Preliminary Year Programs

PYPs are pre-university programs that add an additional year (1+4) to the standard four-year undergraduate curriculum. They provide foundational courses in writing, communication, mathematics, and other academic skills to assist students in transitioning to university-level study. Some programs include English language training and options to take academic courses.

Today's international students are more academically prepared, possessing stronger English proficiency and greater familiarity with North American high school curricula. Consequently, most are ready to begin first-year, for-credit university courses immediately, reducing the demand for PYPs. This shift has resulted in the closure of many such programs across North America. Recruitment for PYPs requires distinct

strategies and resources compared to direct degree recruitment, which further adds to costs and complicates their viability. Western's experience reflects this trend.

In-House Programs

In-House programs could be an alternative to the first-year education that Navitas and similar providers offer. Such programs have not been successful in Canada because they require intense investment, go through an extended phase of trial and error, and most often cannot recruit the student numbers anticipated.

Data from efforts undertaken at Western University and former Brescia University College demonstrates that such attempts have been made and that they are unsuccessful. In the former Brescia PYP, now Western's, there were two admissible students for the 2024-25 academic year. Efforts to revitalize the program, including high school outreach this year, have shown a lack of market interest in a foundation year program and an inability to achieve necessary scale. The King's Enhanced Year (KEY) program, which is geared to students requiring English language training, has had similar results. Instead of an additional year of study and related expenses, students are opting for short duration two-month English language training such as WELC's Boost program.

Third-party International Education Providers

The *ad hoc* Committee reviewed information regarding other third-party international education providers. Within the Canadian landscape, currently, Navitas and Kaplan operate pathway programs.

Kaplan is new to the Canadian context, with recent agreements at the University of Victoria and the University of Alberta. While they are work along the same principles as Navitas and are experienced globally, their familiarity with Canadian publicly-assisted unionized institutions is limited. Additionally, there is no senior leadership team available in Canada and no peers to learn from considering the recent agreements.

Other providers considered were Shorelight, AEG, Bridge Education Group, and Cambridge Educational Group (OnCampus):

- Shorelight: A proposal was reviewed in 2020 but not selected due to a lack of Canadian experience. Currently, they are not an option because they are US-based and there are new procurement restrictions.
- AEG: Explored for 2+2 business and engineering programs. Not pursued due to limited revenue potential and concerns over alignment with Western's global standing.
- Bridge Education Group has exited the pathway space and now focuses on corporate and language training.
- Cambridge Education Group (OnCampus): Primarily focused on the UK and EU and thus not explored further.

In contrast, Navitas has partnered with universities in Canada for nearly 20 years. They are a well-known and trusted contact for provincial governments and federal departments and are attuned to the policy environment in which they operate. They have a well-known and respected team of Canada-based senior leaders with decades of experience in international education, post-secondary education leadership, government policy-making, and marketing and recruitment.

Financial Impacts

The *ad hoc* Committee considered the financial aspects of the different models. A report on Operating Budget Simulations: Five-Year Period 2025-26 through 2029-30 is provided in Appendix D.

Since 2020, Western has invested substantially and incrementally in undergraduate international recruitment, including funds for staffing, travel, IT infrastructure, recruitment agents, other third-party services, and scholarships. In 2024-25, it is estimated that $3.3 million will be spent. With respect to direct recruitment strategies, it was noted that substantial resources and expertise were dedicated to Western's agents, however the number of students recruited through agents has declined since 2022-23. It was also noted that institutions seeing more success in international recruitment have stronger brand recognition, rankings, legacy, and ability to invest in student scholarships.

Despite significant investments and recruitment efforts, international enrolment at Western is declining. Western needs to explore other options or will face serious financial pressures and associated risks. Simulations show that should the external environment remain unchanged, and international undergraduate intake sees a small increase (e.g., to 780), remains constant (e.g., at 600), or declines (to either 500 or 400), operating reserve projections will be in a negative situation as early as 2028-29 (see Appendix D, Scenarios 1 – 4). At present, Western expects further declines for the fall 2025 enrollment, potentially as low as 350.

Additional Alternative Models

On May 8, members of the *ad hoc* Committee received an unsolicited report prepared by a UWOFA Task Force on Navitas from the UWOFA President. The document is available on UWOFA's website and proposes alternatives for campuses abroad and study abroad hubs as well as in-house models.

Campuses abroad

The document proposes developing international learning centres abroad, citing comparable models of NYU Abu Dhabi and Shanghai and the University of Nottingham Malaysia and China. The NYU Abu Dhabi campus is 45 hectares and cost USD $1 billion

to build (Jimaa, 2014). It depends heavily on support from the government of Abu Dhabi, and this partnership has led to controversies over both academic freedom and human rights (Niles & Dev, 2024; Zamudio-Suarez, 2017).

The University of Nottingham Malaysia is a private university with a campus of 48 hectares (University of Nottingham, n.d.). It is a joint venture with a for-profit corporation, Boustead Holdings Berhad (BHB), which owns 66% (Sharma, 2021). BHB sells a variety of items, including weapons, vaccines, and petrol, and is listed on the Malaysian stock exchange. Its largest shareholder as of 2023 is the Lembaga Tabung Angkatan Tentera, the pension fund for the Malaysian armed forces (Boustead Holdings Berhad, 2023). In 2021, BHB wanted to withdraw from the joint venture, requiring the University of Nottingham to enter into a conditional sales agreement in which they would pay £23.5 million to buy out BHB to continue to operate the campus. In 2022, the Malaysian government confirmed it did not support the deal, requiring the University of Nottingham to try to find a different path forward (University of Nottingham, 2022).

There are also satellite gateway campus hub models, such as the Indiana University Gateway in Berlin (Indiana University, 2025). While successful as a study abroad hub for US students and faculty partnerships, there is little focus on international recruitment (Indiana University, 2025).

Western's Hong Kong Campus

The *ad hoc* Committee discussed Western's Hong Kong campus, which was home to Ivey Business School's Executive MBA program from 1999 to 2008. However, the program was closed in 2008 due to increased local competition and lack of demand, and the campus has operated since then on a much smaller scale, offering short (non-degree) executive programs to local companies. It has experienced financial difficulties, and in 2024 it was relaunched on a smaller footprint.

While this campus has given Western a presence in Hong Kong, it has not achieved the level of visibility desired, and it has not resulted in significant numbers of regional students being attracted to come to London, Ontario.

In House Models

The document also proposed that Western consider designing a foundation year for international students, providing UBC Vantage College as an example. Vantage College cost $127 million to build and proved controversial from the beginning (CBC News, 2014). Enrollment was projected to reach 1,000 students by 2016, however this did not materialize. In 2023, Vantage College had an enrolment of 172 students and underwent a review (Chiang, 2023). In 2024, enrolment declined further to 136 (Sadiq & Averill, n.d.). The upfront investment required for in-house foundation year programs is high, the time to success considerable, and the outcomes uncertain. Western and the affiliate experiences with PYPs and similar in-house programs have yielded the same results: they fail to attract students.

Additionally, expanded on-campus academic supports were proposed. The Writing Support Centre (WSC), WELC, and Western International deliver effective programming, each through expertise in different domains. Support units do not, however, offer degree-credit courses. As much as the units collaborate with interested instructors to embed writing and academic support in classrooms, degree-credit courses in Writing are delivered by the Department of English and Writing Studies.

Western does not include English language acquisition at the level required for admission as a learning outcome for degree programs. Faculties would need to completely revamp their learning outcomes to consider English language training for degree credit. Further, adding additional degree requirements would need to either come at the expense of existing modular learning outcomes or reduce the number of electives, reducing students' ability to combine modules and compromising the flexibility the modular system was designed to provide.

The suggestion to expand programmatic offerings to include credit-bearing English language courses overlooks the critical issue of declining student demand. There are fewer students globally who need intensive English language training and there are more opportunities for applicants to demonstrate they've met Western's English language admission requirement.

A fundamental challenge with each of the above models is that none of them address the recruitment measures required or the diversification of recruitment that is a key part of Western's strategic plan.

Risk Assessment

The *ad hoc* Committee considered a risk analysis prepared by Western's risk assessment team, also shared with the Western community via the proposal (see Appendix E of the proposal). The *ad hoc* Committee determined that the risks identified with respect to the proposed Navitas partnership are acceptable and may be mitigated.

Six areas of risks were identified:

1. Financial
2. Governance
3. Recruitment and Admission Process
4. Student Experience
5. Academic Experience
6. Reputational Impact

The top two strategic risks for Western are related to global engagement: enrolment and Western's profile. It was also acknowledged that both short- and long-term risks must

be managed. Should the partnership go forward, Western, via university leadership and established processes, must update its 2020 due diligence review to mitigate risk.

With respect to the risk of establishing a satellite campus, considering the extensive funds required for investment, the private ownership of the satellite campuses cited in the UWOFA report, and poor outcomes and controversies, the risk of such options is significant. A partnership with Navitas is evaluated as lower risk as it does not require significant, up-front monetary investment from Western.

Risk of Maintaining the Current Course

The information shared above regarding Alternative Education Models and in Appendix C outlines current Western strategies and the challenges the University is encountering. International recruitment requires significant investment of both human and financial resources. Western's late start to strategic international recruitment has made it difficult to progress in a now increasingly competitive environment that others are weathering better because of their long-standing international recruiting presence in countries where students are seeking to study internationally.

Recommendations and Rationale

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

The *ad hoc* Committee recommends the following be included in the recommendation to the Board of Governors:

- That Western articulate a thorough data strategy in order to evaluate and report on the partnership and WIC. The data strategy should include:
  - Reporting on admission, student retention, and student progression rates from the WIC to Western.
  - Retention, progression, and graduation rates of former WIC students.
  - A yearly survey of WIC students and instructors.
- That Western's senior leadership team report to Senate and the Board of Governors on the status of negotiations to ensure that Western's governing bodies remain informed.
- That Western negotiate an exit clause in order to protect Western's interests.
- Following the negotiation of an agreement between Western and Navitas, that Senate academic policy be amended, as required, through the appropriate Senate committees.

The risk of inaction is significant. Western does not have the luxury, under the current fiscal circumstances, to invest new resources and develop the expertise that others have been working on for decades (often with mediocre outcomes) in order to achieve

success in time to avert significant financial consequences. With a decline in international enrollment, it is projected that Western will spend its operating reserve within the next three to five years in all planning scenarios (see Appendix D, Scenarios 1 – 4). In a worst-case scenario, Western could have a $147.3 million dollar deficit by 2029-30. To manage a deficit of this magnitude, Western could be forced to reduce expenditures to break even, which could only be achieved by reducing faculty and staff.

Moving forward with a partnership with Navitas will not solve all budget issues but it is an efficient and effective means of meeting our strategic goals for increasing our intake of international students, while at the same time providing some contribution to the University's budget.

Appendices

The following appendices are attached:

A. Site Visit Report
B. February 14, 2020 Senate Agenda Excerpt: "One Element of Western's Internationalization Aspirations: Undergraduate International Enrolments"
C. International Education Models Report
D. Operating Budget Simulations: Five-Year Period 2025-26 through 2029-30 Report

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Appendix A

International College Site Visits: A High-Level Summary Report

A delegation of eight representatives of the Senate Ad Hoc Committee to Review the Navitas Proposal participated in site visits to two international colleges operated by Navitas: International College of Manitoba (ICM at University of Manitoba) and Fraser International College (FIC at Simon Fraser University) from April 13-16, 2025.

The delegation, representing Western faculty, staff and students, toured the facilities of each site and met with international college faculty, staff, students and alumni. They also met with representatives from Navitas Canada.

Participants were asked to record their feedback and observations in response to the questions below. While the Appendix includes all comments, below is a high-level summary of responses:

1. What partnership elements have you seen that would work well at Western?

Proactive Advising & Student Support: Both ICM and FIC offer highly integrated student support models centered on proactive advising, tailored learning assistance, and wellness services. These were seen as possible models for Western, especially if aligned early with Western's services.

Academic Oversight & Quality Assurance: Western faculty overseeing Navitas sections, including hiring, curriculum development, grading, and syllabus approval, reflects the strong academic governance already observed at SFU and UM.

Student Integration & Engagement: Residence life integration, leadership programs, and access to university-wide clubs and services foster student belonging and could enhance the first-year experience at Western.

Dedicated Space & Community Building: Physical spaces for international college students to gather and engage in academic and social activities were seen as key to fostering community.

Institutional Alignment: The Navitas model aligns with institutional missions of increasing access, enhancing diversity, and supporting student success. Western's goals in these areas would be well-served by a similar structure.

Instructional Practices: Small class sizes, 4-hour blocks, and faculty with deep experience teaching international students allow for personalized, effective learning.

2. What positive observations did you have?

Holistic Support Models: Wraparound services—from wellness to academic mentorship—are central to student success and would significantly enrich Western's offerings.

Successful Transitions: ICM reports a 95% transition rate to full-time undergraduate study; FIC boasts the highest retention of transfer students. Students feel supported, confident, and engaged.

Strong Faculty and Staff Commitment: Instructors and support staff at both sites expressed passion for teaching and guiding international students, contributing to a welcoming environment.

Cultural Competence & Diversity: These partnerships support diversity and intercultural competence among students and staff, which aligns with Western's values.

Alumni Engagement: Alumni often return as staff or volunteers, contributing to a strong sense of community and mentorship.

Academic Integrity Maintained: Course rigour, assessment, and expectations match host institutions', ensuring seamless transitions for students and maintaining academic quality.

Institutional Alignment and Impact: Both partnerships align closely with their host institutions values and strategic goals. They contribute significantly to campus diversity, support student success pathways, and enrich the overall university community. The model effectively blends academic rigor with comprehensive support, benefiting international students while enhancing the broader campus environment. UM feels that they did not compromise any of their values as a public university in the partnership; quite the opposite, they feel they enhanced it.

3. What questions or concerns do you still have?

Graduate Program Uncertainty: Both institutions offered limited clarity on graduate-level programming. How these would be designed, accredited, and supported at Western remains unclear.

Recruitment Overlap: How Navitas and Western would distinguish their recruitment strategies and value propositions is still unknown.

Transition & Orientation: Concerns exist about harmonizing Navitas-specific orientation with Western's robust orientation programming.

Support for ESL and Accessibility: Clarification is needed on how Navitas matches Western's accessibility standards and delivers ESL-sensitive instruction without compromising academic alignment.

Balance of Student Streams: The ideal ratio of direct entry vs. pathway students at Western is yet to be determined.

Lessons from Other Sites: There is interest in hearing more candid reflections, especially on challenges or failures from other institutions.

4. What partnership elements would require modification?

Faculty Employment Model: Western would need to align instructor roles with its Collective Agreements, with instructors intended to be members of UWOFA.

Service Integration: Support services (advising, wellness, accommodations) would need to be explicitly articulated as shared or co-delivered to prevent siloed student experiences.

Graduate Admissions: Graduate programs may require new admission pathways, Casper test prep, and special consideration for 3-year undergraduate degrees.

Policy Alignment: Key policies like academic accommodation, code of conduct, and course requirements would need to closely mirror Western's.

Residence Participation: There is strong interest in making residence living a key element of the pathway experience to support social integration.

5. What follow-ups would you like the Committee to undertake?

- Create a comparison chart of alternative models including risks and benefits.

- Review and work through the proposal, section by section, collaboratively.

- Model program pathways, especially for graduate and professional degrees.

- Consult with faculty involved in similar partnerships at other institutions.

- Define specific wraparound services and programming support Western would require.

- Recommend programs to start with based on demand.

6. What follow-ups would you like the Chair to undertake?

- Engage with Navitas on graduate recruitment strategies and clarify existing programs internationally.

- Speak with Western's Office of Indigenous Initiatives to explore partnership opportunities.

- Seek/create case examples of successful graduate pathway programs.

- Obtain and share information on Navitas' relationship with the Ontario government.

7. What conclusions can we draw from these site visits?

The visits to ICM and FIC revealed mature, integrated models of international student support. The partnerships demonstrated how Navitas can customize its model to suit an institution's culture and needs. It appears that Western could build an impactful partnership with Navitas—but it would require careful planning, alignment of values, and attention to areas like faculty employment, graduate programming, and student services integration.

<u>Date</u>	<u>Time</u>	<u>Details</u>
Apr 13, *Sunday*	8:00am	**Meet at south side of Clare Hall**, 271 Ramsay Rd
	10:15am	**DriverSeat shuttle** arrives Toronto Pearson International Airport (YYZ)
	12:15pm	**Air Canada Flight AC263** YYZ to Winnipeg International Airport (YWG)
	~2:30pm	**Shuttle pickup at YWG**
	3:00pm	**Check in to hotel**
	4:30pm	**Walk to restaurant**.
	5:00pm	**Team dinner**
	~7:30pm	**Western team briefing**.
Apr 14, *Monday*	8:00am	**Morning Briefing over breakfast**.
	8:45am	**Shuttle pickup from Fort Garry Hotel** to University of Manitoba
	9:30am	**Introductions & overview** at International College of Manitoba
	10:00am	Meeting with **Greg Smith, Vice-Provost (Academic Planning & Programs)**
	11:00am	**Tour of facilities**
	12:30pm	Lunch with **ICM staff & alumni**
	1:45pm	**Meeting with ICM Faculty**
	2:30pm	**Walk to shuttle** pick-up location; collect luggage
	2:45pm	**Shuttle pickup** for Winnipeg International Airport
	5:20pm	**Air Canada Flight AC 299** YWG to Vancouver International Airport (YVR)
	6:45pm	**Taxi** YVR to hotel; *Taxis located on Arrivals level 2.*
	7:30pm	**Check in to hotel**
	8:00pm	**Team debrief over dinner**

Apr 15, *Tuesday*	8:00am	**Morning briefing over Breakfast**
	9:00am	**Taxi** from hotel to Simon Fraser University
	9:30am	**Intros, Overview & Facility Tour, Fraser International College**
	10:00am	**FIC Programming Showcase & Alumni Meeting**
	11:30am	**Meeting with FIC Faculty**
	12:15pm	**Transit to lunch**
	12:30pm	**Lunch with SFU Colleagues**
	1:30pm	Return to FIC
	1:45pm	**Q&A** with FIC Leadership & Darcy Rollins
	2:20pm	Transit to downtown Vancouver
	3:15pm	**Meet with Peter Hall**, Associate Vice-Provost (Academic)
	4:00pm	**Return to hotel**
	4:30pm – 5:00pm	**Western delegation debrief**.
	6:00pm	**Team dinner**

Apr 16, *Wednesday*	6:15am	Check out of hotel
	6:30am	Taxi from Delta to YVR
	8:55am – 4:24pm	Air Canada flight AC34 YVR to YYZ
	~4:45pm	DriverSeat shuttle pickup, YYZ Terminal 1
	~7:00pm	Arrival at Clare Hall

Appendix
International College Site Visits: All Participant Feedback

Feedback on the Site Visits Overall

What partnership elements have you seen that would work well at Western?

Faculty Feedback

- The proactive advising approach for international students and making it easily accessible to students on a drop in accessible way and that it offers the welcoming and wellness approach to each student. This could be integrated within Western's student wellness as long as it maintains the ease of accessibility.
- Training programs for Western faculty union instructors who teach students in y1 y2 specific to international student learning needs and the full spectrum of wellness, advising and connections.
- Integration of students in the campus life activities, and resources.
- Space for IC students to connect and interact and learn together
- Development of the volunteer programs and student leadership and manager programs
- Committee within the university who manage the academic oversight, grading, review of assessments - these are outlined in the proposal
- Inter college and university committee to support and address issues in the partnership this is in the proposal
- Undergraduate programs:
    - proactive advising
    - flexible course selection and timelines tailored to each student
    - intersection between Western student services and Navitas advising/student services
- student live in residency, interspersed with domestic students.
- International college has dedicated space for academic advising, activities (student and faculty led)
- Western course coordinators oversee the Navitas sections, sign off on syllabus, assignments, grades, etc.

Staff Feedback

- Enhanced Diversity and Global Competence:
    - The Navitas partnerships (ICM and FIC) significantly enrich campus diversity, creating immersive learning environments that benefit both international and domestic students. This diversity fosters intercultural competence. Leadership at both universities shared that the partnerships have enhanced diversity beyond what the universities could have achieved independently, aligning with institutional values and strategic goals.
- Student Success and Retention:
    - Both partnerships demonstrate impressive success rates, with ICM showing a 95% transition rate to full-time programs. FIC reports the highest retention rates among transfer student populations. These outcomes underscore the effectiveness of the pathway model in providing robust academic preparation and seamless integration into university life.
- Comprehensive Student Support:

- A hallmark of both ICM and FIC is their student-centric support model. Proactive advising, tailored learning supports, and attention to cultural norms contribute significantly to student success. This holistic approach addresses individual needs, enhancing confidence and academic readiness.
- Academic Quality and Innovation:
  - Both partnerships maintain high academic standards while introducing innovative teaching methods. FIC and ICM offer 4-hour classes accommodate diverse learning styles, and there is consistent quality assurance. Faculty emphasize cultural competence and flexibility in teaching, contributing to a rich learning experience.
- Student Engagement and Integration:
  - International students at both institutions demonstrate active campus engagement, participating in clubs, activities, and governance. This involvement fosters a sense of belonging and contributes to personal growth. Alumni integration (30% of FIC staff) further enhances the student experience by providing relatable mentorship.
- Positive Student Experiences:
  - Students and alumni express strong affinity for their respective programs. They highlight the programs' role in facilitating smooth transitions to university life, inspiring academic exploration, and building confidence. The "extreme collaboration" culture at FIC particularly enhances the educational experience.
- Institutional Alignment and Impact:
  - Both partnerships align closely with their host institutions' values and strategic goals. They contribute significantly to campus diversity, support student success pathways, and enrich the overall university community. The model effectively blends academic rigor with comprehensive support, benefiting international students while enhancing the broader campus environment.
- In conclusion, the Navitas partnerships at both institutions demonstrate a synergistic approach to international education. They not only provide effective pathways for international students but also contribute positively to the universities' diversity, academic standards, and student success initiatives. The overwhelmingly positive feedback from students, faculty, and administration underscores the value these partnerships bring to their respective institutions.
- creating a physical space(s) for the international college students to learn and build community
- integrating Navitas student supports with Western student supports early and as much as possible
- providing extra training to Navitas instructors re: international student needs, and supports available, as well as including "student experience hours" in instructor contracts
- encouraging (is it possible to mandate?) Navitas students live in on-campus residences to foster greater integration/sense of belonging
- ensuring things like code of conduct, academic accommodation, and other policies at the international college match/mimic Western's to ensure smooth transition of students
- include the integrated learning skills (IILS) non-credit course for Navitas students and consider whether we offer a similar course for direct entry international students, as well
- maintain oversight of instructor hiring, curriculum development, syllabus approval, etc. at the Western program level via assigned coordinators
- start small with one or two program pathways and build from there"

Student Feedback

- the pride their alumni have for being a part of the international college resonates with Western's culture
- the wrap around services helps sell the city and the program more for students so they know they can be supported
- faculty feel well prepared and equipped to teach international students
- students have opportunity for volunteer and leadership experiences "

What partnership elements would require modification?

Faculty Feedback

- instructors to be faculty union members, and working within the workload documents of the instructors by unit for those that participate.
- Specific consideration of graduate programs that require additional types of learning spaces and equipment beyond classroom teaching spaces - if volume of graduate students increases beyond current capacity.
- review of admission criteria in graduate programs - some do not accept a 3 year degree for professional programs - special consideration of the Y1 Y2 prep courses and what and how this satisfies a four year equivalent degree,
- Development of program in y1 and y2 at Navitas aimed at support for Casper admission tests. Also demonstration of full course load for two terms is in the undergrad degree this is to know that students can manage a full course load in Masters programs
- employment model for faculty (would be hired through Western, would fall under faculty union)
- graduate program model is not clear

Staff Feedback

- I can imagine our partnership looking more similar to the SFU (FIC) model than the UM (ICM) model
- I think we should be as explicit about the integration of student services as possible in our agreement
- I don't think the international college should be completely separate from the rest of campus where students might never have to engage outside the college
- I think most aspects will need to be modified for Western, but that's really the value of partnering with Navitas; they are prepared to customize program elements for each institution and I think we'll draw from what is working well at other places, as well as what will fit Western's culture
- we'll need to think carefully about how to ensure Navitas is recruiting in different regions or from different applicant pools than our in-house international recruitment team - and that the value proposition for each is clear

Student Feedback

- orientation and general access to student experience initiatives
- grad student programs, very little information provided/ shown
- residence system/ training staff and soph

- our messaging about how long the pathway program might take, it differs quite a lot depending on the student (customization)"

What follow-ups would you like the Committee to undertake?

Faculty Feedback

- Pathway modelling for graduate programs - this is in process
- Consultation with the two faculty members with Navitas on these pathways
- Discuss opportunity: Is there a possibility for the Indigenous Student STEM access program (ISSAP) to take advantage of the Navitas ""missing prerequisite"" courses? What could a synergistic partnership look like?
- What would a Navitas program for professional Masters program look like?

Staff Feedback

- we need to probably see all of the options in a comparison chart to understand benefits and drawbacks; I think this will help committee members (and Senate members) see that we have reviewed alternatives to get to the place of proposing Navitas as a partner
- I think we need to review the draft proposal section by section, as a group, to ensure everyone has had a thorough chance to offer feedback before it is in its final form
- we should have a place for a brief overview of the site visits in the proposal

Student Feedback

- the committee would need to figure out what programs to start with based on demand and marketability
- the committee needs to create a plan for the different warp around services that westerns college would need specifically
- creating a comprehensive schedule for student experience and specific activities throughout the year to foster sense of belonging"

What follow-ups would you like the Chair to undertake?

Faculty Feedback

- Discussion about what has navitas already started in recruitment regarding graduate program need in the current climate of tension in aquisition of international students.
- See above - talk to Christy Bressette and Navitas about ISSAP/Navitas synergies
- talk to Navitas to provide more information on the graduate side: how does this work in other countries?

Student Feedback

- more case examples of grad programs as there was very little data provided of a well supported masters that has been successful
- more information on Navitas' collaboration with Ontario government "

Daily Reflections: International College of Manitoba

What was positive about the meetings you had today?

Faculty Feedback

- Navitas offers exceptional student support and therefore, has exceptional success metrics for the students who go through the international college; they succeed academically and often move on to graduate degrees
- our system is based on students reaching out and finding their way, Navitas' system has highly integrated academic, linguistic, cultural, and social supports that surround students in their first year and prepare them for success. 92-95% of students move into second year and are successful throughout their studies, graduating in good time.
- Students talked freely about their experiences and the way they felt academically supported, but also how they felt integrated from day one. Some talked about the support they received through the college to decide what they wanted to study.
- instructors were interesting; some started as LDs and now have permanent positions because of their service at the international college, some are faculty and teach overload. They all love teaching international students; take pride in their academic success and in their cultural integration and in their confidence as they moved into year 2.
- UM makes a public-private partnership work because they have complete oversight over a. hiring, b. course content, c. quality assurance, d. student success metrics and outcomes.
- Navitas helps them to realize their academic mission, which is partially about access. Students come to UM through the International College who would have not found their way to UM otherwise.
- UM convincingly articulated that they would have neither had the expertise to offer the kind of student support that Navitas specializes in; they would have not had the resources to invest in both the recruitment and the first-year education model; and third they would have no had the runway/ timeline to build this in-house with trial and error under their financial circumstances.
- UM feels that they did not compromise any of their values as a public university in the partnership; quite the opposite, they feel they enhanced it.
- UM highlights that their direct recruitment grew alongside the pathway recruitment
- UM highlighted that their international Office has learned from the IC strategies and approaches to improve their supports for direct entry international students.
- Making a public university partnership with a private ICM is about values of Uof M and the benefits to supporting the Strategic mission and values of the university that of increasing access to diverse students, supporting the goals of development of global learners and expanding the divers student body and the benefits are that these students contribute to society. Navitas supports U of M in building up the name brand of the university, helps build international links. Key to the partnership is the uof M has oversite academically and in making decisions to the hiring of the teaching faculty that have oversite on grading and assessment of students. the network of recruiters also provides the access to potential students. Students shared that the supports and the transition year are essential and important to socialization, belonging and promoting participation in leadership roles that help them use their skills in helping other international students at ICM in many opportunities.   The faculty noted that the students themselves are able to transition with the pre programs and credit courses and that the

supports for intervention and early supports for success are also key to success of students, even if that means they need to repeat some of the pre requistes and courses. Students noted that the transitions are not easy leaving their home countries, and that advise for students get involved, read emails, and participate in activities.

- ICM Support and management of issues for students: The approach to managing student needs and issues related to transition to Canada and academic progression and preparation for admission to UM was very positive, and was identified as a relational and collaborative approach aimed at building student success. Examples of academic support for learning were shared by ICM staff on the 13th and 14th and then triangulated by the student experience and the teaching faculty and instructors in this program as well as the student support team at ICM. The approach was very student/family centred as needed. This observation is important as it speaks to the strength and the integrity and experience of navitas in improving and being responsive to student needs. In addition the evolution to changes in student needs overtime was continuously fore fronted in the year 1 program. Changes were made to support student progression and updating and communications with families.

- Partnership Relationships: UM administration Dean and Provost and ICM administration Director and staff: What makes the partnership work and it's strength is founded on the clear academic autonomy and the way the partnership is structured and enacted to ensure that all admission into UM and all ICM instructors are approved, the grading assessment is rigorously reviewed and evaluated and approved /confirmed by UM. Meetings with the instructors reaffirmed that the same courses that students take at ICM are at the same standards and expectations and learning outcomes as UM students. This was reaffirmed many times across credit courses (that have additional teaching hours 30 min) in ICM and in UM.

- Commitment to student success: The focus on academic standards to meet progression in pass fail and in credit courses was noted by ICM admin and faculty. If students were not able to pass, there is a process to repeat courses e.g. english or a math prerequisite to support learning and competencies. These opportunities are founded in the approach to student centred and contextual needs to build confidence and to acquire the competencies to be successful in the UM courses and programs. If students are not successful there is mentorship and guidance to appropriate programs for students through the supportive counselling.

Staff Feedback
- Enhanced Diversity and Global Competence:
  - The ICM partnership significantly enriches the undergraduate student population's diversity. This diversification creates an immersive learning environment that benefits domestic students by exposing them to a wide array of cultures, perspectives, and global experiences. Such exposure is crucial in developing intercultural competence and preparing students for a globalized workforce.
- Successful Transition and Retention:
  - The impressive 95% transition rate from ICM to full-time undergraduate programs underscores the effectiveness of the pathway model. This high success rate indicates robust academic preparation and seamless integration of international students into the university's mainstream programs.
- Maintenance of Academic Standards:

- o A key strength of the partnership is the unwavering commitment to academic rigor and consistent quality assurance. This approach ensures that the integrity of the university's academic standards is maintained across all programs, including those facilitated through ICM.
- Student-Centric Support Model:
  - o The emphasis on comprehensive student support as a hallmark of ICM demonstrates a holistic approach to international student success. This focus likely contributes significantly to the high transition rates and overall student satisfaction.
- Student Engagement and Integration: Insights from International Learners: the interaction with students from Nigeria, Bangladesh, and the UAE provided valuable insights into the effectiveness of the International College of Manitoba (ICM) program:
  - o Diverse Representation and Authentic Experiences - they were funny, enthusiastic and shared personal journeys in decision making for ICM.
  - o Active Campus Engagement: These students demonstrated significant involvement in university life, participating in student clubs, activities, and governance.
  - o Preparatory Program Efficacy: Students emphasized the role of ICM in facilitating their transition to full-time university studies. This preparation appears to be a key factor in their academic readiness and overall university experience.
  - o Confidence Building: A notable outcome of the ICM program was the development of student confidence. This enhanced self-assurance was attributed to active participation in university life and academic success.
- Private-Public Partnership Rationale:
  - o UM senior leaders outlined a compelling case for a public institution to partner with a private company like Navitas, describing the kinds of questions they asked themselves to determine if the partnership was, and continues to be, a good fit
  - o Is the partnership aligned with the mission of the institution?
  - o Are we supporting these students' success in meaningful ways?
  - o Because there are only so many financial levers an institutional can pull, private partnerships that further the university's vision and connect to its values, can represent a path forward
- Student Success at the Heart of the Partnership:
  - o Every stakeholder we spoke to (current students, alumni, staff, instructors, university admin) underscored the importance of international students feeling supported and set up for success when they transition to 2nd year
  - o The fact that many ICM alumni have gone on to become advisors in the program speaks volumes about their positive experiences and on-going commitment to the college
  - o We learned about a robust constellation of supports for ICM students, including direct engagement with UM staff (e.g., academic advisors) during the transition period between Year 1 and Year 2
- Making Good on Access Goals:
  - o I understood, in a new way, that this partnership allows us to really advance our ideas around increasing access for students and I think we can make this clearer in the proposal

- o Because Navitas recruits students who may not meet the requirements for direct entry, but have the capacity to learn and thrive at Western (with these extra supports), we can open doors for talented students who wouldn't otherwise have access
- o We talk a lot about high entrance averages at Western; however, I also hear colleagues across the institution ask, 'what about other kinds of students? Who might we be missing?' This partnership could give us a practical method for improving access.
- Flexibility and Individualization of the Navitas Model for Western:
- it is clear we will be able to co-create our own international college model for Western, taking the best ideas from other partnered institutions and learning from their experiences to build a program that meets our needs

Student Feedback

- I was impressed with Navitas representatives centralizing students' experience as their main focus with passion and enthusiasm
- Meeting with alumni, administration, and faculty to learn about the logistics of partnering with Navitas
- Learning about the personal experiences of current students including, but not limited to difficulties encountered and personal testimonies of how Navitas has helped them to navigate the different culture and succeed academically
- Navitas representatives took accountability and acknowledged a few problems that have arisen. They have created a pilot program to address this problem and improve in the future
- Affirmation and reassurance about maintaining the academic rigour and quality of the university courses as well as the long term relationship they continue to have from meetings with administrators at U of M
- How enthusiastic the students were about the program
- ICM's self awareness, knowing that sitting around 1000 students is a stable number and works for them based on their current capacity.
- I liked how the Provost recognized that they would not have the ability to support the amount of international students they do without Navitas. They explicitly mentioned how they do not have the marketing and resource capacity to reach the numbers they currently have.
- The willingness to collaborate with the university "
- "- Pathway for students who normally wouldn't get in. Allows an option for these students.
- Lots of wraparound programming (cultural competency classes, life skills for Canada, resource mapping, etc)
- Navitas is able to cover the marketing costs to reach a wider network of students that Western has not tapped into.
- U of M still recruits for direct entry through Navita as well.
- Course content matches the academic rigour on main campus. Same material, same marking expectations.
- Oversight given on courses through both course coordinators and the university.
- Extra time with students + small course sizes make a big difference with these students.
- Attendance big-- students are personally followed up with if they miss class.
- Do not accept students after a 5 year gap, meaning most would be 17-21 years old.
- All support staff are cross-trained (""no wrong door policy"")

- Pre-arrival courses for basics on website, docs, emails (PAS).
- Parent orientation provided online and in person
- Faculty are not unionized when at ICM.
- Loved seeing so many students volunteer and work who were alumni of the program!

What are some questions or concerns you may still have based on what you saw today?

Faculty Feedback

- Learning if the SFU issues are the same or different. Why do students choose to go to SFU? What advice they might give, same as faculty.
- Interested in what may be different at SFU program. UM and ICM have a long term relationship and have evolved a robust program for students overtime. I wonder if there are differences. I also wonder about the UM and ICM programs re there are 3 year and 4 year undergraduate programs and that they not universities with a research intensive focus and if we will find out any information related to the graduate program emphasis for Western, what aspects of these two programs can we take away that would be essential for the graduate student recruitment and success at Western and what will we need to learn more about to identify what we need and what is relevant to keep from these two visits important for both the graduate student recruitment and the undergraduate recruitment.

Staff Feedback

- Questions I still have (for SFU):
  - What changes have been adopted by the institution to better support international students in Years 2 and beyond, once they transition from the Navitas program? Have further investments been made to support units (e.g., academic advising, learning, writing, career) to allow for higher-touch services?
  - How is the additional revenue from international student enrolment used at the institution? Has this changed over time? Have you identified a "formula" that works?
  - Have there been challenges in the partnership that required both parties to sit down and problem solve together? What did that process look like?
  - What did the journey from proposal to approved partnership look like? Where there was resistance, what messaging was most effective? Is there still any resistance and what impact does it have?
- Questions I still have (for Western):
  - How might we underscore the value of our residence life system to international students and families? It appears to be beneficial for students to live on campus and be engaged in campus life in the critical first year. How do we encourage more/most of the Navitas students to make this choice?
  - What additional professional development is needed for our current staff and student leaders to effectively welcome and support an increasing and more diverse international student body?
  - What is our ideal balance of direct entry vs. Navitas-recruited international students?

Student Feedback

- One question that I still have would be the difference between the Navitas partnership with the University of Manitoba compared to the University of Simon Fraser

- How do the different partnerships benefit respectively? (based on their specializations, student demographic, programs etc.)
- What are the advantages and disadvantages of each of these programs?

- Another question I would have is regarding the incentive for students to choose Navitas. What are their recruitment strategies?
- One concern that I would have is that all of the faculty members at U of M stated that there is no room for improvement with Navitas. Considering that learning is a lifelong pursuit and that there is always room for improvement. It is possible that the faculty members had a hard time coming up with ideas at that specific time. I'm curious to hear if the faculty Simon Fraser University shares the same perspective of the partnership as a flawless and perfect model. "
- USC and Western need to create a comprehensive plan as to how we need to prepare for Week 2026 (residence, soph, programming, sessions)
- timing as to when the students get to the city seems to be different for everyone
- obtaining new visas once admitted to the university after seems to be a difficult process for both students and navitas
- What kind of supports would Western need to allow a smooth transition from WIC to UWO? How do we retain students throughout their studies?
- How often do students ever enter ICM even when they have the qualifications for direct entry, and why may they choose that option?
- Since they do not accept students who have been out of school longer than 5 years, does this extend to Master's programs?
- Still not totally clear on accessibility options
- I want to see the differences between campuses, as this one is spread throughout the main campus.
- Still not totally clear on the entire course curriculum options, and specifically how instructing may be tailored to fit ESL students. If it has to match the main campus curriculum, how does it also work for ESL students in ways that are accessible to them?
- These faculty put an emphasis on treating the students the same as other students, but what supports would Western students want to have? Would they want integration, or an international community?

Daily Reflections: Fraser International College

What was positive about the meetings you had today?

Faculty Feedback

- Student support for transition to Canada, the programs and opportunities for students to connect and to participate in FIC with staff and other students. The approach of open doors for and onsite access to a proactive advising program supports students in progression before they have or experience issues. the program fosters relationships with staff the fosters students comfort in reaching out. The approach of starting with wellness in each conversation provides a human centered process in supports and in the conversations when students are not on track or experience academic challenges. Further it is clear that the teaching faculty are supported by the advising staff members as the faculty report absences immediately and if students have issue the faculty direct them to the onsite advising staff.

- The teaching faculty are fully engaged in the focus of student success and support the FIC mission to prepare students for entry into bachelors programs. Faculty feel supported with benefits and have witnessed other faculty be supported in unfortunate life events. The faulty used the word that they 'care' about the students their wellbeing and the development of skills and competences needed and support learning strategies that are tailored to each student needs re math or English language and conversation as well as developing knowledge about academic integrity. The other positive is that the 6 teaching faculty we met with our of 75 have long tenure with teaching at FIC and spoke highly about their commitment to teach in a program with 30 35 students and the positive approach of the 4 hour blocks that provides additional time of one hour to support student learning. These faculty are fully engaged. The teaching faculty are sessionals, they have experience in teaching at sfu and other universities and they teach courses in areas of expertise needed by the Y1 and y2.students adn they bring years of experience in teaching cohorts of international students. Their is a course coordinator who supports and signs off on the course outline, reviews assessments and grading to keep the credit courses aligned with same standards as sfu and to support the coordination of prerequistes and other FIC mandatory courses. The SFU provost identified the strength of the FIC re recruitment network was critical for SFU strategic growth for international students and pointed to the renewals and the ongoing need to continue to revisit goals and needs in the nreal process. The other positive that was clearly identified was that while faculites were able to opt out in the beginning, and some did, however since the begining all but one faculty is participating in the partnership and there is better retention and progression of FIC international students than transfer students.

- The expertise, years of experience and program evolution of Navitas is key to the the ongoing quality assurance of instruction and in the human supports for students.

- "Summary of key reflections across the site visits to ICM and FIC
  - Both programs offer strong and well developed programs to transition students into undergraduate degree programs founded on relational student centred learning and supports. Evident in communications with students, staff and instructors. Staff and instructors 'care' about the students in forming connections,spaces and opportunities to belong.

- o The values of UM and SFU underscore the partnership and the approach to academic standards and the integrity of courses taught for credit are closely monitored for quality and consistency through team review at SM of the grading, assessments and for review of CV's of instructors. This oversight was explained and they have many years in maintaining high standards through partnering and working together. The structures to support the partnerships are designed and tailored at each university.
  - o There is a positive workplace culture at Navitas that instructors recognize as part of the key to their ongoing tenure in teaching, they have benefits and professional development support. They are engaged in the mission of supporting international students into higher education and they reflected on the positivity of teaching in this program.
  - o The instructors teach to their areas of knowledge strength, physics, english, math language, global issues etc. and continuously improve their capacity through their tenure in teaching in the navitas college. This builds capacity of the overall academic program within the college and supports student success"
- meeting with Fraser International students at SFU: students talk about how helpful it has been to be part of the college in their first year, smaller class environment, abundant students services, immediate help through open door policy, immediate, on the spot support, ability to make friends through FIC's extensive student programming, building confidence and feeling protected and nurtured (not segregated); large number of FIC students who engage in the college's leadership program also then become student leaders and volunteers after transfer to SFU proper which speaks for the model and its goal to achieve full integration of international students. and of course, we know from current international students that they lack the courage and most importantly the social and cultural tools to engage and integrate, feeling segregated and often lonely. Navitas specializes in this particular area and their model's success in evidenced in the academic success and social and cultural integration of their students once they leave the college.
- impressed with the extensive services: student advising, student success, student engagement, student wellness. There have been questions regarding what Navitas would do with the first-year tuition. They invest extensively in services for students: academic, advising, holistic approaches to student experience, success and wellness. Their partnership agreements are 10 years, because it take them a number of years to break even.
- Discussions with Faculty: SFU our sources academic work, like UM (which is not what we would do), but predominantly hires at both of the institutions we visited, are instructors who teach both in the university and at the College. the Colleges have a seniority system with many having achieved a higher degree of job security. Instructors are better compensated because of the four-hour block teaching and additional work around tutorials and 1:1 drop in sessions and workshops and men touring. Half of them preferred teaching in the college over teaching at the main campus. all of them were passionate about international students and took pride in their ability to enable access to their university's education for international students. When asked about precarious labour (i.e. limited duties status), they felt the existence of the college secured work for them that they otherwise would not have had.
- we met with the SFU administration. Similarly to UM, they said that they did not feel less of a public university through their partnership with N. Like UM, they feel that the partnership

enabled them to fulfil their academic mission to be accessible to students who desire an education at their institution. SFU reports that students through the FIC stream are superbly prepared and do better than direct-entry international students in terms of retention, progression, and graduation. We requested data which they committed to send.

- Most notably, the SFU administration also stated (like UM) that they would not have had the resources, expertise, and timeline to invest in, mount, and succeed with this type of integrated, tailored, totally developed, highly successful student support program and its 30-year success metrics."

Staff Feedback

- Importance of Integrated Services:
    - FIC and SFU colleagues both underscored the value of integrating Navitas and institutional student support services from the outset so that students have a seamless experience in accessing critical resources (e.g., advising, wellness, career); as we work on the detail of the partnership agreement, we will want to be explicit about where students will receive services and how the university will work with Navitas, in some instances on co-delivery.
    - Two key examples of integration for me are: academic accommodations for students with disabilities and student code of conduct. If the international college will operate in a independent manner, the policies and procedures – at minimum – need to be closely aligned.
    - The image of a relay race has been central for me. When does the baton need to be passed between Navitas and Western? How early on before a student's transition to the university do our staff need to be introduced to the students and connected to the international college staff for a smooth hand off?
- Increasing capacity vs. stretching resources:
    - Today helped me understand, in a new way, how the Navitas model can support the institution by taking a group of students that have historically over-subscribed to our support services and providing them with an extremely high level of support in their first year. While Navitas staff are giving students the tools they need to succeed in first year, Western support staff can focus on other core priorities. When these students transfer to Western, they will presumably draw on support services to a lesser degree because of the exceptional foundational year they experienced at the international college.
    - In this fiscal climate, and with a staffing structure often at capacity, this partnership has the potential to actually ease the load for Western staff in these students' first year - and throughout their degree.
- Dedicated, passionate, & experienced staff & faculty:
    - While this is not entirely different from the current approach we use at Western, as we met with stakeholders at SFU today, it became clear that the instructors hired at FIC were especially passionate about and seasoned in the teaching (and care) of international students. They go beyond the bounds of relaying academic content to help them navigate both FIC and institutional supports. I really appreciated that instructors are expected to participate in additional "student experience hours" for every course they teach (e.g., workshops, tutorials, movie nights + discussions) and have the

opportunity to act as direct 1-1 mentors with students who seek an additional level of coaching.

o   Many of the staff we met were graduates of FIC and SFU. In conversation with Darcy, Navitas doesn't explicitly recruit graduates for staff positions, but graduates are often so eager to support the program that they volunteer and look for other opportunities to extend their relationship with the program. As we think about starting this partnership at Western, we will want to work with Navitas to ensure some of the initial staff members are graduates of other Navitas-partnered institutions before we have formal graduates of our own to engage.

- Operational Excellence
  o   Alumni Integration: 30% of FIC staff are alumni, fostering a deep understanding of the student experience.
  o   Innovative Teaching: 4-hour classes accommodate diverse learning styles, demonstrating adaptability in pedagogy.
  o   Proactive Advising Model: A tailored support system addresses individual student needs, cultural norms, and expectations.
- Student and Alumni Engagement:
  o   Positive Experience: Strong affinity expressed by current students and alumni.
  o   Academic Inspiration: Programs catalyze academic exploration and personal growth.
  o   Collaborative Culture: ""Extreme collaboration"" in clubs and learning groups enhances the educational experience.
- Faculty Perspective:
  o   Cultural Competence: Emphasis on educator flexibility and understanding of diverse cultural norms.
- Institutional Impact:
  o   Retention Success: Highest retention rates among transfer student populations.
  o   Enhanced Diversity: FIC significantly contributes to SFU's campus diversity.
  o   Alignment with Institutional Values: FIC's pathway model resonates with SFU's commitment to student success.
- This partnership demonstrates a synergistic approach to international education, effectively blending academic rigor with comprehensive student support. The model not only benefits international students but also enriches the overall campus community, aligning closely with SFU's strategic goals for diversity and student success.

Student Feedback

- 30% of staff also alumni
- Students VERY involved, many clubs and opportunities for them to connect with others and skill sets.
- Open door policy, drop in advising, and their own wellness support team (with counsellors) are great. Allow tailored and one-on-one help. Including their crisis management (going with a student to the hospital, for example).
- Students can join SFU clubs, just can't be on exec.
- Important to build connections so students know who to go to. The students we spoke to all mentioned some of these programs.

- Students found living in residence vital for them to make friends on main campus.
- Proactive advising model seems to work well. Instructors being able to flag concerns also allows that.
- The wellness team can provide basic academic accommodations to the student while they wait for assessment.
- The teaching excellence course (faculty) and Sexual Health course (students) both seem like really vital programs to bring to Western if such a partnership were to happen.
- Faculty do get benefits through Navitas at this campus.
- Some students like the separate building for FIC. It is nice that everything they need is in one place, but it is fairly removed from the rest of campus.
- FIC is very organized and well run by experienced personnel
- Large and committed group of alumni that continue to stay involved even after they transfer to SFU
- involvement with the student union allows for FIC students to access the same health care plan and base line involvement with clubs which would be key in supporting their integration to main campus
- in house councillor
- I am very impressed with the faculty and how enthusiastic they were about their roles and FIC, specifically their passion for teaching international students
- Provided more insight into the different student experiences
- The staff roles available to alumni speak about how Navitas have helped and continue to maintain a connection with international students
- Throughout the conversations, many of the students emphasized the importance of community and belonging by having the opportunity to join cultural clubs and committees on main campus
- -Many students also spoke about the opportunities they were able to seize (i.e., co-op, internships, student leadership positions) who otherwise may not have been admitted to their respective programs
- Continued relationship with FIC students and emphasis of staff roles available to alumni have further demonstrated Navitas' commitment to the student experience
- Heavy emphasis on the alignment of policies with respective universities was reassuring
- Wellness services available at Navitas would enhance the excellent services and resources available at Western University, effectively furthering the Towards Western at 150 (e.g. GBSV, teaching excellence, student advisement). Additionally, these programs are not limited to the international students from Navitas and could address the needs of international students at Western University
- Additional reassurance over the quality and approval of the academic rigour at SFU as faculty maintain the same expectations and all courses are to be approved through Senate
- A few initial concerns regarding the "perfect" system were subsided as faculty did speak more about some language barriers as well as other desires for a perfect program (if there were unlimited funds) i.e., support in the classroom with teaching assistants etc."

What are some questions or concerns you may still have based on what you saw today?

Faculty Feedback

- More about how the pathways and programs for graduate students may work and how their may be innovations in the partnership to support graduate pathways
- we need to work through the details of the proposed professional masters' program, using concrete examples and different student types.

Staff Feedback

- My questions are more geared toward how we might implement this program at Western:
  - what have we learned/liked from UM and SFU that we will integrate into our model?
  - what specific components need to be articulated in our proposal for Senate vs. our partnership agreement vs. future planning documentation?
  - what and how many courses or programs will we include when the program launches?
  - do we need to include the Professional Master's program recruitment as part of the initial agreement or can that be added at a later time (do we consider this in 2 phases?)?
  - can we adjust our academic schedule/course offerings in such a way that we could allow for 3 entry points into 2nd year for Navitas (and other) students?

Student Feedback

- How could we do a master's that would work? Theirs did not work because of small cohorts and accreditation loss. But we couldn't get a clear answer on how this program would function at Western.
- Their own alumni work for FIC. What would we do when we don't have any alumni at the start at Western. How do we match this great international connection the students have with the advisors and staff?
- How would orientation work at Western? Western has such a robust orientation, and we would need to find ways for such students to both have individualized Navitas orientation as well as the one we offer to all Western students.
- Vice provost pushed that have multiple pathways for students is key. How would we achieve this?
- I am still not sure how this would work for graduate students as both institutions don't currently have examples they could show us
- would like to know if these programs failed? can the services be as comprehensive as the undergraduate services
- What works for FIC should not be the exact adaptation that Western uses, we need be creative in our implementation
- One question that I still have, based on the meetings today, concerns graduate studies. I would like to see a refined report on what this would entail, what the exit points would be, and which specific master's programs could potentially be involved.
- Throughout the meetings, I have heard that this program previously existed at SFU, but there were no additional details provided. Despite the fact that SFU is in a different province in Canada and they do not have the same level of graduate programs, it would be valuable to hear about what did not work. Furthermore, a case study or sample proposal from a department conducting a professional graduate program would be extremely valuable. "

Appendix B

Western
UNIVERSITY · CANADA

One Element of Western's Internationalization Aspirations: Undergraduate International Enrolments

Draft – February 6, 2020

A. Background: Strategic Plan Priorities

Western's current Strategic Plan's title – *Achieving Excellence on the World Stage* – signals the University's determination to raise its profile among globally pre-eminent universities.

The plan clearly states that, by raising our University's national reputation and international profile, we will be able to recruit and retain the world's brightest students. Western's vision – as laid out in the Strategic Plan – is: **Western will be a destination of choice for the world's brightest minds seeking the best learning experience at a leading Canadian research university**. The Strategic Plan also sets the following specific targets against which progress toward our goals can be monitored:

- Attract the brightest students as demonstrated through the highest entering grade average among Canada's leading research-intensive universities.
- Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- Increase international undergraduate student enrolment to at least 15% of the undergraduate student body.

B. Progress To-Date

Prior to 2011-12 – and starting in the mid 1990's – undergraduate enrolment planning at Western focussed on increasing student quality and educational quality, with the objective of increasing entrance standards, retention rates, and graduation rates. During that period, Western made substantial progress such that our entrance standards, retention rates, and graduation rates were among the highest in the province. In 2011, the University started to develop plans to expand the international component of undergraduate enrolments – with the understanding that we will not compromise the quality-related objectives that were achieved during the previous 15-year period. The creation of Western International in 2011-12 as a new budget unit signalled our commitment to undergraduate international enrolments as one element of our internationalization aspirations. As noted above, the 2014 Strategic Plan set out specific objectives with regards to undergraduate international enrolments.

The proportion of international students in our incoming first-year class steadily grew – from 3% in 2010-11 to about 10% in 2015-16. The growth continued to the 12% range between 2016-17 and 2019-20, with an unexpected bump to nearly 16% in 2018-19.

Year 1 International Students
Constituent University
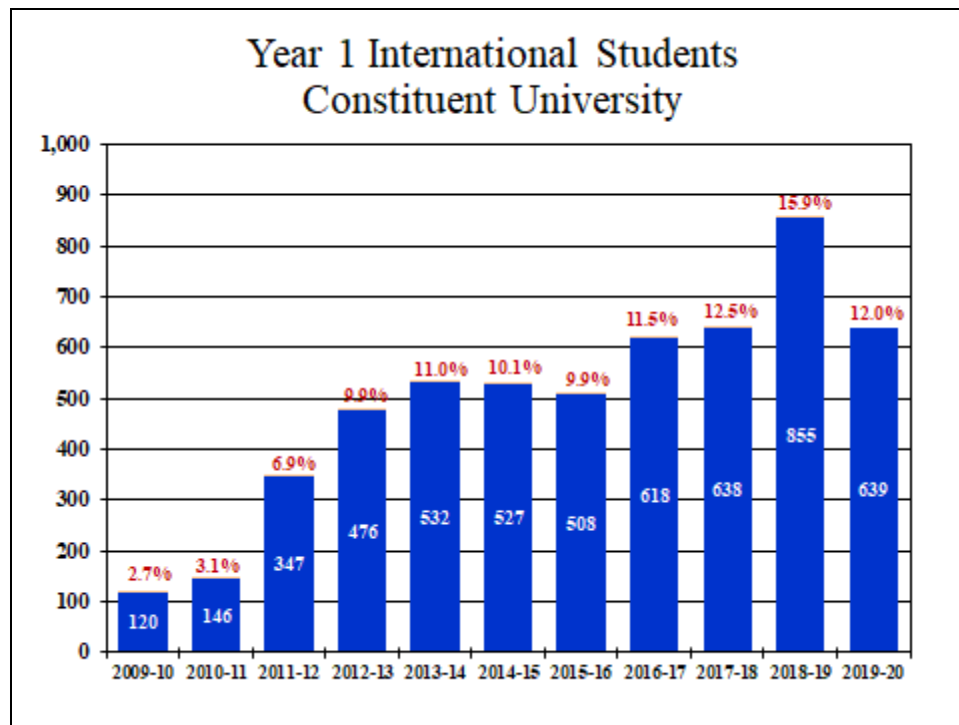
This significant growth in such a short period of time was possible through the collaborative recruitment efforts of Western International, the Registrar's Office, various academic units, recruitment in private high schools in Ontario/Canada, recruitment of off-shore students through contracts with private recruitment agents in other countries, and partnerships with third-party (private sector) ESL providers and the Western English Language Centre (WELC) operated through our Faculty of Education. While this achievement was remarkable, some concerns have surfaced in recent years regarding the distribution of both the source (by country of origin) and destination (by program) of our incoming international students.   In fact, in 2018-19, due to an unexpected jump in confirmation rates, nearly 50% of the incoming class in our DAN-MOS program was international students and our total first year class comprised of nearly 16% international students.   In addition, in the most recent years, about 75% to 80% of the incoming international students come from a single country and nearly 80% enter three (of eleven programs) that have first-year direct-entry admissions.

As a result of these distribution concerns (source and destination) – and in direct response to a request from the Faculty of Social Science regarding the DAN-MOS program as well as consultation with the Deans of the other Faculties offering direct-entry programs – the University planned to "take a step back" and reduced the intake level in 2019-20.   As shown in the above graph, our first year international intake was reduced to 639 (or 12% of the incoming class) in order to re-think our plans/efforts to address the "distribution concerns".

Source of 2019-20 Full-Time First-Year Undergraduate International Students at Western (Total = 639)

- 16.9%
- 2.7%
- 5.6%
- 74.8%
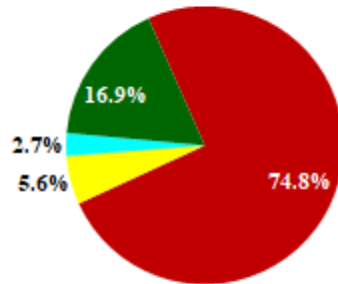
Legend: China | India | S. Korea | All Other

Destination of 2019-20 Full-Time First-Year Undergraduate International Students at Western (Total = 639)

- 9.4%
- 27.9%
- 5.2%
- 9.5%
- 27.1%
- 21.0%
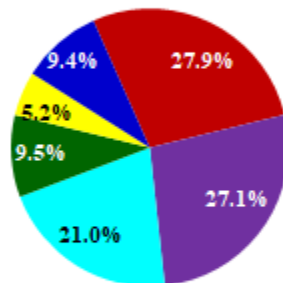
Legend: Science | MOS | Social Science | Engineering | FIMS | Other

C. Looking Forward – Options for International Enrolment Planning

As we look ahead, undergraduate international enrolment growth continues to be a priority as part of our overall internationalization aspirations – and, we are looking to meet and exceed our Strategic Plan objective of "at least 15% of the undergraduate student body". We are currently at approximately 12% international undergraduate students and we intend to increase that proportion to a competitive level with other comparator institutions, in the approximate low 20's% range.

It should be noted that our aspirations for undergraduate international growth does not reduce the spaces for domestic students in our first-year programs. While the current government funding system does not provide incremental grant funding for domestic enrolment growth, we do have to maintain the current level of domestic enrolments in order to receive the overall level of provincial grant funding. In fact, at Western, our enrolment planning would include modest growth in domestic undergraduate enrolments – in areas of high demand. Therefore, any growth in international enrolments will lead to overall enrolment growth.

Over the past two planning cycles, we have been exploring our options for diversification of undergraduate international student body – both source and destination. Two options are under consideration:

1. *Invest substantial incremental resources to expand our own/internal recruitment infrastructure and directly recruit in all parts of the world and/or contract with more private agents in other countries.* We believe this approach would be very expensive with no guarantees for success – in terms of numbers and the diversification objectives. All universities in Canada and around the world are competing aggressively for international students and these universities are also working with the very same agents that we would look to contract. As noted above, our successes in the early years (between 2011 and 2018) were due to the large inflow of students from a single country and into three specific programs.

2. *Explore the concept of an international college with an articulation agreement model where Western would have academic oversight for the course content and student assessment.* Western would continue with current levels of our own recruitment and explore the possibility of a pathways-type partnership with a private organization to support further enrolment expansion. Navitas is such an organization that has established successful arrangements around the world, including two universities in Canada. Navitas has a very large recruitment infrastructure (4500 recruitment agents in 70 countries) and has the ability to recruit students that are in line with our quality and diversification requirements and objectives. Western would not be able to duplicate anywhere near the Navitas infrastructure, expertise, capabilities, and success – definitely not in the short- to medium-term.

D. The Navitas Partnership Option: Issues and Considerations

Based on early discussions with Navitas, our understanding is that a proposed partnership with Navitas (if there is one) would operate as follows:

General Structure of the Pathways Partnership

1. Navitas would set up a private International College in/near the University campus – and recruit international students into Western-approved first-year pathways. Western International, Registrar's Office (Admissions) and Navitas officials will establish and maintain close communications and coordinate efforts where appropriate (e.g., recruiting strategies, international student services).

2. Students who successfully complete the first year at the International College may be admitted into second year programs at Western where there is capacity and for which these students have met the necessary requirements – through a pathways-type transfer arrangement. This transfer arrangement is similar to upper-year transfers coming into Western after completing studies (year 1 or higher) at other universities in Ontario, Canada, and other countries – or from other educational institutions with agreed-upon transfer credits from accepted courses from those other institutions.

3. Navitas is a private for-profit organization. We currently work with various similar organizations and individuals. Our preliminary assessment indicates that Navitas is committed to student-centered service-oriented delivery of its programs that leads to student success in the form of high retention and graduation rates.

First-Year Admissions and Entrance Standards

4. Navitas would manage admission to the International College. However, Western will approve entrance standards. The minimum (final grade) entrance requirement into the International College would be slightly below Western's current minimum entrance requirement of 83.5%, with a goal of no lower than 81% for pathways into the Constituent University .

5. The International College entrance requirement would still be above the minimum first year admission requirement of many other Ontario universities (from where we admit upper-year transfers).

Courses Offerings and Associated Quality Controls

6. The first-year courses offered at the International College would be Western approved courses (i.e. by the relevant Faculty/Department/Program).

7. For each course, Western would approve the content, curriculum, assessment/evaluation mechanism, and grading approach.

8. Courses at the International College would be offered in small classes (maximum 40) and have additional in-class contact hours than the comparable course at the university.

Instructors for the Courses

9. Instructors would be hired by the International College – and would not be part of the Western faculty bargaining unit unless their teaching at the Constituent University makes them part of the bargaining unit.

10. The instructors would be vetted by Western (i.e. by the relevant Faculty/Department/Program).

Arrangements and Standards for Possible Progression into Year 2 at Western

11. Students from the International College would be accepted into a second year program at Western if and only if there is capacity in the program and if the students meet the upper-year transfer grade requirements.   The International College would counsel students who may not be able to get into their preferred program at Western or the affiliates.

12. The proposed requirement (for admission into second year at Western) is an average grade of 70% in five first-year qualifying courses at the International College.   The proposed requirement grade threshold would be reviewed annually based on student experience and success.   This grade requirement is consistent with Western's Transfer Credit policy.

Graduation Rates of International College Students

13. Our agreement would require that the graduation rates of the pathways students coming from the International College be similar to those of our direct-admit international students who progress into second year.

Diversification – Source and Destination

14. The International College would set limits of its students from any one country.   This requirement would ensure that the profile of the potential future upper-year transfers to Western would be diverse in terms of   home country.

15. In addition, over a 3 to 5 year period, the International College would admit the numbers of students that are aligned with Western's program-specific enrolment needs – which

would be based on direct input from the Deans of the Faculties, in consultation with Departments and Programs. This component would ensure that our program-based diversity objectives are pursued/achieved.

16. Students admitted to the International College are recruited for the sole purpose of the pathways transfer into Western and its Affiliated University Colleges. It is understood that there may be situations that a student chooses to attend another university after completion of first year at the International College. The pattern of student flow would be tracked on an annual basis – and if the expected majority flow to Western does not materialize, then discussions with Navitas will be undertaken and the partnership may be terminated.

Financial Matters

17. Tuition fees for first year students at the International College would be similar to the first-year international tuition for Western programs – and the tuition would be collected and retained by the International College. All costs associated with the delivery of the first-year program/courses would be covered by the International College.

18. Navitas would pay a "royalty" to Western from its tuition fee revenue – to cover the costs of space/facilities, collaboration in the areas of advertising/recruitment, and the resources made available by the Faculties/Departments/Programs in areas such as course planning, curriculum/content reviews, and other academic planning related matters. At Western, our intention is to flow the royalty revenues (net of the costs associated with space/facilities or administrative unit direct costs) to the Faculties/Departments/Programs – based on enrolment levels.

19. The International College students would also pay the Western student ancillary fees – which would be flowed in full to Western. Western's student services (funded by ancillary fees) would be available to the International College Students. Examples include use of recreation facilities and participation in intramural sports. Participation of International College students in services/clubs offered by the University Students Council (USC) would be an outcome of discussions with the USC.

20. When the International College students come to second year at Western (as upper-year transfers), tuition would be collected and retained by Western. We expect these to be incremental revenues to Western – and we would share these with the Faculties through our standard revenue sharing systems. *Note that the revenue sharing systems would be reviewed as part of the University's next multi-year plan, which would start in 2021-22*. Through the revenue sharing systems, the Faculties would be provided incremental revenues – and these revenues would be part of the University's integrated planning process for Faculties and Support units, which includes enrolment plans, budget plans,

faculty/staff complement plans, and space/facilities needs. Western will also bolster some of our bursary and scholarship programs for both international and domestic students with some of the incremental revenue.

Infrastructure – Space/Facilities

21. The International College would be provided space/facilities on the Western Campus. As noted above, the University (as part of the royalty payment) would recover the full costs of the space.

22. As indicated earlier in this document, our planning for growth in international undergraduate enrolment will lead to growth in overall enrolments at Western – which would require expansion of our physical infrastructure. Our long-range space planning would incorporate such infrastructure needs.

Length of Contract, Annual Monitoring, and Mid-Term Review

23. The contract with Navitas would be for a 10-year period – with a full mid-term review at the end of 5 years.

24. The mid-term review would include detailed metrics on student flow to Western from the International College, student diversity (source and destination), and student performance in each year of study, and graduation rates.

25. In order to ensure that there are no surprises during the mid-term review, we would have annual reviews that would allow us to make the necessary adjustments to meet the University's academic and quality requirements.

26. If the partnership does not meet agreed-upon goals, Western reserves the right to require remedial actions up to and including termination of the contract.

27. The overarching principles of any arrangement with Navitas would ensure that Western has full oversight/control of student quality and educational quality – and the proposed metrics would allow us to track quality-related outcomes/expectations.

Appendix C

International Education Models

While direct recruitment has been Western's primary method for attracting international students, other alternative models have been explored here at Western and across Canadian universities. These models include engaging third-party providers, English for Academic Purposes (EAP) programs, Preliminary Year models and in-house international college models. Below is a discussion of these models, focusing on their relevance, effectiveness and sustainability in the current global context.

In 2020, when a different Navitas partnership model was proposed, Western opted to continue with its in-house international education approach. This decision led to several additional strategic investments, including intensifying student recruitment, enhancing the Western English Language Centre (WELC), expanding into our Preliminary Year program (then offered at Brescia University College), and building resources and capacity within Western International. The following sections explore each of these elements in greater detail, including the associated costs and their relative effectiveness, taking into account today's evolving global landscape.

1.   **Western's direct-entry recruitment (led by the Office of the Registrar)**

Since 2020, Western has intensified its efforts in direct international recruitment, expanding its international recruitment team from four to nine recruiters and actively operating in more than 20 strategically important countries.

What does international recruitment look like?

Western's recruitment team covers East and Southeast Asia; the Middle East, Africa, and Europe; South Asia; as well as Latin America and the Caribbean. The team participates in over 600 in-person and virtual events each year, targeting students, families, counselors, agents, and schools.

Since 2020, Western has invested over $3 million annually in recruitment, including marketing and agent fees. Additionally, more than $6 million has been allocated to international scholarships over the past three years, and four recruiters and regional managers have been added since 2023. Yet, the impact has not reversed enrolment declines: international undergraduate enrolment has decreased by 780 students since 2020–21, equating to approximately $40 million in lost revenue.

Further, while COVID-related impacts and the cap on Provincial Attestation Letter (PALs) may not last forever, the lack of established recruiting infrastructure makes it challenging to recover to past enrolment levels let alone grow to Western's stated goal of 20 per cent international enrolment.

Deep expertise required

International recruitment is resource-intensive, requiring deep expertise in curriculum, regional dynamics and evolving student preferences. The Office of the Registrar leverages enrolment data, competitor analysis, in-country intelligence and local partnerships to refine its strategies and measure return on investment (ROI). The scale of the work is significant. The recruitment cycle follows a structured annual timeline: raising awareness (Aug–Nov), assisting applicants (Dec–Jan), supporting admitted students (Feb–May), and preparing incoming students (June–Aug). Given the breadth of regions covered and the volume of activity, staff typically spend only six to eight weeks per year on the ground in each region, limiting opportunities for sustained engagement.

Regional dynamics further complicate international recruitment. For example, in China, Western companies collaborate with in-country representatives while navigating shifting student mobility trends and rising economic pressures. In India, despite recent progress, diplomatic tensions and federal policy changes have significantly affected application and registration rates. These challenges reflect broader geopolitical, economic, and demographic shifts—not shortcomings in Western's recruitment strategy, but an ongoing need for adaptive investment. For 2025–26, a key focus will be on improving yield from Offers to Confirmations.

Five-year review of results

Despite our best efforts, the return on investment in direct recruitment remains inadequate. Western's current international undergraduate enrollment is 7.5 per cent—well below our U6 peer average of 18.3 per cent. The situation is worsened by stricter federal study permit policies and global shifts in student mobility. Western's efforts still lag 15-20 years behind peer institutions that have long-established international recruitment strategies.

Given the limitations of the current model, Western must explore complementary approaches that provide consistent, multilingual and year-round engagement with prospective students. A third-party education and recruitment provider like Navitas would expand Western's global reach, enhance conversions from application to registration, and help fully utilize allocated study permits, i.e., Provincial Attestation Letters (PALs). This would augment—not replace—our recruitment efforts.

2.   English for Academic Purposes (EAP)

English for Academic Purposes (EAP) Programs became a feature for many universities over 25 years ago.

EAP programs responded to a particular need among international students: to enhance English language proficiency infused with skills designed to help students succeed in an academic setting. However, today many international students meet English language requirements outright. English

is now widely taught in high schools abroad, and more universities worldwide offer their programs in English, often partnering with English-speaking institutions.

This global shift is particularly evident in key sources of international students, such as China and India. For instance, China, Western's largest source of international students, now boasts universities and regional education hubs that provide English-language programs in collaboration with institutions from Europe, Australia, and North America.

The reduction in student demand has led to a decrease in interest in EAP programs. Furthermore, most EAP programs add a full year to degree completion, and 68 percent are non-credit, often perceived as remedial and disconnected from academic faculties, which makes them less appealing to today's students (Corcoran, 2022).

While demand has plummeted, the EAP market in Canada remains highly saturated, with 236 programs nationwide and over half based in Ontario. Nearly 20 per cent serve fewer than 100 students annually, making it increasingly difficult to achieve scale or differentiation (Corcoran et al., 2022).

This national picture is reflected at Western. Our Western English Language Centre (WELC) yearlong EAP program exemplifies both past successes and current challenges. Initially outsourced to the for-profit provider Culture Works, the program saw strong enrolments and generated revenues that supported academic priorities across campus.

Over the past decade, however, WELC has operated in-house without external support. Enrolments have significantly declined, partly because applicants to the full-year program are not offered admission to a Western degree program alongside their EAP program. The introduction of PALs has further complicated the pathway: students in non-degree EAP programs now require both a PAL and multiple study permits—an impractical approach for institutions aiming to maximize degree-seeking international enrolments.

In contrast, demand remains strong for Western's two-month English language training "Boost" program, which is directly tied to conditional admission to a Western degree program. The shorter Boost program aligns better with the preferences of today's international students, who increasingly arrive with stronger English proficiency and seek faster, more cost-effective pathways into degree studies.

3. Preliminary year programs

Preliminary Year Programs (PYPs) are pre-university programs that add an additional year (1+4) to the standard four-year undergraduate curriculum and do not include admission to a degree program. They provide foundational courses in writing, communication, mathematics, and other academic skills to assist students in transitioning to university-level study. Some programs include English language training and the option to take academic courses toward first-year requirements.

Today's international students are more academically prepared, possessing stronger English proficiency and greater familiarity with North American high school curricula. Consequently, most are ready to begin first-year, for-credit university courses immediately, which reduces demand for PYPs. This shift has resulted in the closure of many such programs across North America.

Recruitment for preliminary years requires distinct strategies and resources compared to direct degree recruitment, which further adds to costs and complicates their viability.

Western's experience reflects this trend. The Brescia Preliminary Year program once attracted strong international interest but has experienced a steep decline in enrollment over the past three years, despite targeted recruitment efforts before and after integration. The added requirement of a Provincial Attestation Letter (PAL) has only intensified the challenge. The King's Enhanced Year (KEY) program, which is geared to students requiring English language training, has had similar results and will not be offered next year. Instead of an additional year of study and related expenses, students are opting for short duration English language training that does not add time to degree completion.

4. In-house first-year international college

Some universities that built international recruitment capacity decades ago also experimented with operating their own first-year international colleges. These initiatives provided integrated support and academic programming for international students transitioning into university life. However, their track record has largely been marked by underperformance and financial strain.

One of the first in-house first-year programs in Canada is Vantage College at the University of British Columbia (UBC). Established in 2013, the model is similar to what is proposed through the Navitas partnership, offering international students an integrated learning environment alongside some of the supports that Navitas would have in place. UBC channeled major resources into developing this model, yet the program struggles to remain viable. Designed to accommodate 750–1000 students, enrolment fell to just 172 students by 2023–24 and further declined to 136 in 2024–25. A 2023 review narrowly avoided closure by recommending a significant scale-back of academic streams—from four to two. This stark failure highlights the inherent risks of attempting to create an international enrollment strategy from scratch rather than working with established pathways or partnerships. If a globally renowned QS top 100 institution like UBC cannot sustain such a program, smaller or lower-ranked institutions face even greater challenges. This underscores the importance of leveraging third-party expertise to navigate the complexities of international student recruitment and retention.

Another example is Toronto Metropolitan University (TMU), formerly known as Ryerson University. In 2013, TMU explored a partnership with INTO University Partnerships, which promised rapid growth in international enrollment through a 25-year contract, a dedicated new building, and comprehensive support services. A team went down to South Florida, an early adopter of INTO who

relied on them to build their international recruitment, admissions, ESL programs, and student services support from the ground up and achieved considerable success.

After deliberating, TMU opted for an in-house approach, seeking to leverage institutional subject matter expertise. In 2013, it launched the Ryerson English as a Second Language Foundation Program (RESLFP), which saw modest growth—from 26 to 217 students (Toronto Metropolitan University, 2021). To further expand international enrolment, the university entered into a partnership with Navitas in 2020.

Running such initiatives requires substantial investment in facilities, staffing, and marketing, with no guarantee of returns. Third-party providers, by contrast, often shoulder the financial burden and bring proven models that reduce institutional risk.

Other in-house programs nationwide also had to close due to accumulated debt. A notable example is the University of Calgary, where the program was run out of the Faculty of Education.

The struggles faced by institutions in major metropolitan centers across Canada demonstrate that universities lack the specialized expertise necessary to run such units and that trial and error, failure, and restarts are the norm for in-house first-year international colleges.

5. Third-Party international education providers

Third-party providers play a crucial role in the recruitment and education of international students, especially during their first year, often through a dedicated international college on campus.

These providers have extensive, established global **recruitment networks**—networks that would take us decades to build ourselves. By leveraging their infrastructure, universities gain access to students from around the world, enhancing campus diversity and international reach.

a. How International Colleges operate

International colleges, in partnership with global education providers, deliver students' first year of study. It is up to the universities to shape their relationships with the global education providers. The models that we at Western would be interested in include:

- Existing faculty teach credit-bearing courses, ensuring academic integrity, oversight and consistency with university standards.
- Western programs and departments that oversee program quality, progression standards and instructor hiring.
- Transition into second-year university programs occurs only when students are academically ready.

What distinguishes the Navitas model is the comprehensive support students receive, including:

- Additional tutorials, workshops, and cultural orientation programming.
- Tailored guidance for adapting to Canadian academic, cultural, and social norms.
- Comprehensive academic advising, student success mentoring, and wellness support.

These wraparound supports are a fundamental strength of international education providers—something we would gain access to by collaborating with an experienced organization.

b. Program model and timeline:

Students typically spend **three to four semesters in the International College, which comprises** a 12-month Year 1 that includes fall, winter and spring. This is followed by Years 2–4 in the mainstream program. All four years occur on campus, ensuring continuity and complete integration into the academic community.

c. The Canadian landscape: Currently, **Kaplan** and **Navitas** operate pathway programs in Canada:

- **Kaplan** is new to the Canadian context. They are an Australian company with very recent agreements at UVic and the University of Alberta. While they are experienced globally, their familiarity with Canadian publicly funded, unionized institutions is extremely limited. They have no leadership team on the ground in this time zone. Our initial conversation revealed exactly that: their understanding of the Canadian context, campus unionization, and collegial governance is still limited; there is no senior leadership team available here in Canada, and there are no peers to learn from considering the recent agreements.

- **Navitas:**

  - **Long-term results are crucial**: Navitas has partnered with public universities for 30 years globally and nearly 20 years in Canada, boasting an impressive track record for students and their university partners.
  - **Canada and Ontario experience**: Navitas is deeply familiar with and respectful of the university culture in Canada and the dynamics that underpin its values. The organization has established long-term relationships throughout the country and is attuned to the policy environment in which it operates.
  - **Strong Government Relations**: Navitas is a well-known and trusted contact for provincial governments and federal departments, including Ontario's Ministry of Colleges and Universities (MMCU) and Immigration Refugees and Citizenship Canada (IRCC). They have a proven track record of navigating complex regulatory environments and building trust with policymakers. Their established presence in Ontario speaks to their credibility and success.

- **Large Canadian ownership**: Three of the largest equity owners of Navitas are the Ontario Teachers' Pension Plan, the Canadian Pension Plan, and the British Columbia Investment Trust. This makes Navitas the most "Canadian-owned" of any potential partner, meaning that its success supports Canadian pensions. It is over 50 per cent Canadian owned.
- **Extensive due diligence**: Western has previously engaged in an extensive due diligence process with Navitas, examining its ownership, structures, operations, financial health, and more. Based on this review, we were able to verify the credibility of its claims and have confidence that they would be a superior partner option for Western, should this partnership move forward and be approved by the Senate and Board of Governors.
- **On-the-ground knowledge and readiness**: Unlike any other provider in Canada, Navitas boasts a well-known and respected team of Canada-based senior leaders with decades of experience in international education, post-secondary education leadership, government policy-making, and marketing and recruitment. This deep bench strength offers unique knowledge, quick access, and readiness to advance partnerships and troubleshoot emerging issues.
- Navitas is **not primarily a recruitment company**; it is an educational institution. Unlike its competitors, it recruits for its university partnerships where it collaborates in delivering high-quality education.

Navitas stands out for its scale:

- 320+ recruitment staff in 27 countries.
- 2,100 recruitment partners.
- Reach into 151 countries, with 24/7 support in local languages, time zones, and cultural contexts.

Other Providers Considered

- **Shorelight**: The proposal was reviewed in 2020 but not selected due to a lack of Canadian experience; Western was unwilling to act as a pilot. Currently, they are not an option because they are US-based and there are new procurement restrictions.
- **AEG**: Explored for 2+2 business and engineering programs. Not pursued due to limited revenue potential and concerns over alignment with Western's global standing.
- **Bridge Education Group** has exited the pathway space and now focuses on corporate and language training.
- **Cambridge Education Group (OnCampus)**: Primarily focused on the UK and EU, not explored further.

Among the available options, Navitas is uniquely positioned to meet Western's needs in a pathway partnership. Its extensive experience in Canada, robust recruitment infrastructure, and proven ability to deliver quality programs make it the most viable partner for advancing Western's international education goals.

6. Data Summary

Number of Registrants in AEP as of April 21, 2025

Program	S2020	F2020	S2021	F2021	S2022	F2022	S2023	F2023	S2024	F2024
AEP	60	87	22	63	21	106	39	108	19	77

Notes: *This data takes into account late cancellations that may have reversed tuition after the end of each term*
Students who withdrew are not counted above

Preliminary Year / ISSAP Enrolment

	2019-20	2020-21	2021-22	2022-23	2023-24p
Domestic	28	10	8	14	23
International	66	30	13	7	4
Total	94	40	21	21	27

Source: *Cube*

Constituent University Full-Time Undergraduates

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total	1,990	2,217	2,342	2,692	2,763	2,822	2,761	2,593	2,398	2,212

Source: *https://www.ipb.uwo.ca/db/student-enrolment/senate.php*

7. Conclusion: Why can't we do this on our own?

We have worked hard to develop our in-house resources and expertise; however, the results are not timely and not significant enough to close the gap between us and our peers.

Currently, our budget is shrinking. For the first time in 25 years, we find ourselves in a deficit position, having to dip into our reserves. We do not have the luxury of a 10-year plus runway to experiment with in-house models without adjacent recruitment, nor can we invest in a project that many other universities are struggling with.

Navitas has a proven model for international student recruitment, integrated and targeted student support, and first-year education: their students succeed academically and move on to fulfilling careers. Those who are student leaders at Navitas International College often become student leaders at the partner university. Strategic partnerships that complement and enhance in-house capabilities help mitigate the risks and resources needed for global enrollment growth and student success. Furthermore, diversifying an institution's international student population, which Navitas' scale and infrastructure can achieve, carries immense strategic value beyond mere enrollment figures. There are no successful and sustainable in-house programs in Canada. In the words of a

provost from a Navitas partner university, corroborated by the other provosts: "We would have neither had the resources to invest in an in-house program nor the expertise to succeed without trial and error within the timeframe in which we needed to make progress." Testimonials from students regularly highlight the benefits of the extensive support and mentoring they received during their first year at the International College, which built their academic, social, and personal confidence to engage with the wider university in their second year and succeed.

8. Risks and Resource Assessment will follow separately.

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Appendix D

Operating Budget Simulations
Five-Year Period
2025-26 through 2029-30

Western

1

Background Information

Western

2

Total FTE Enrolment at Western

Full-Time Undergraduate International Enrolment at Western
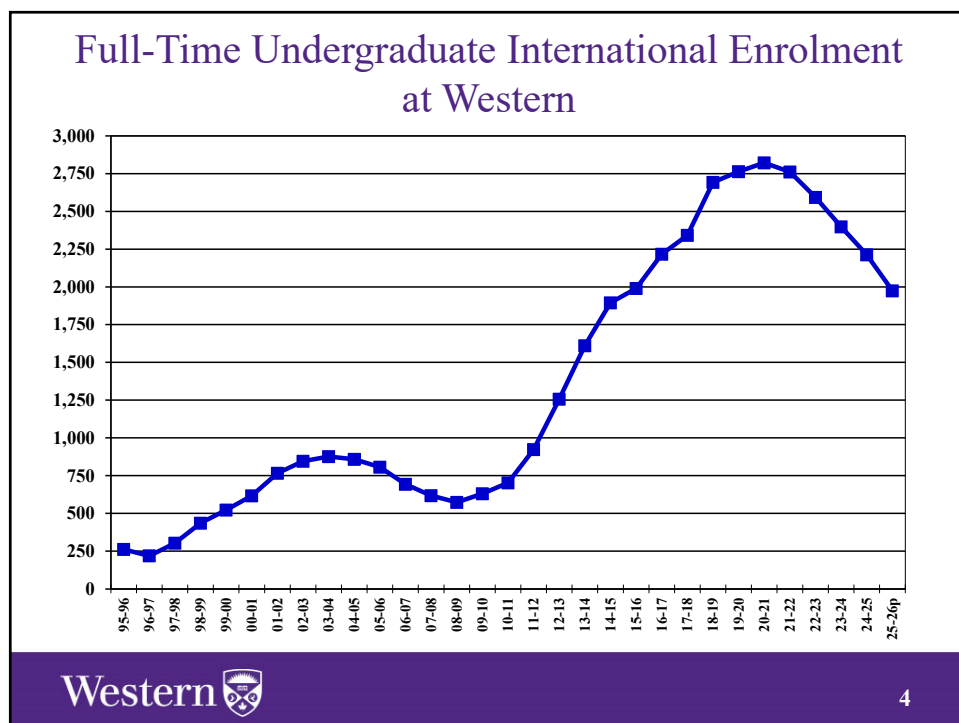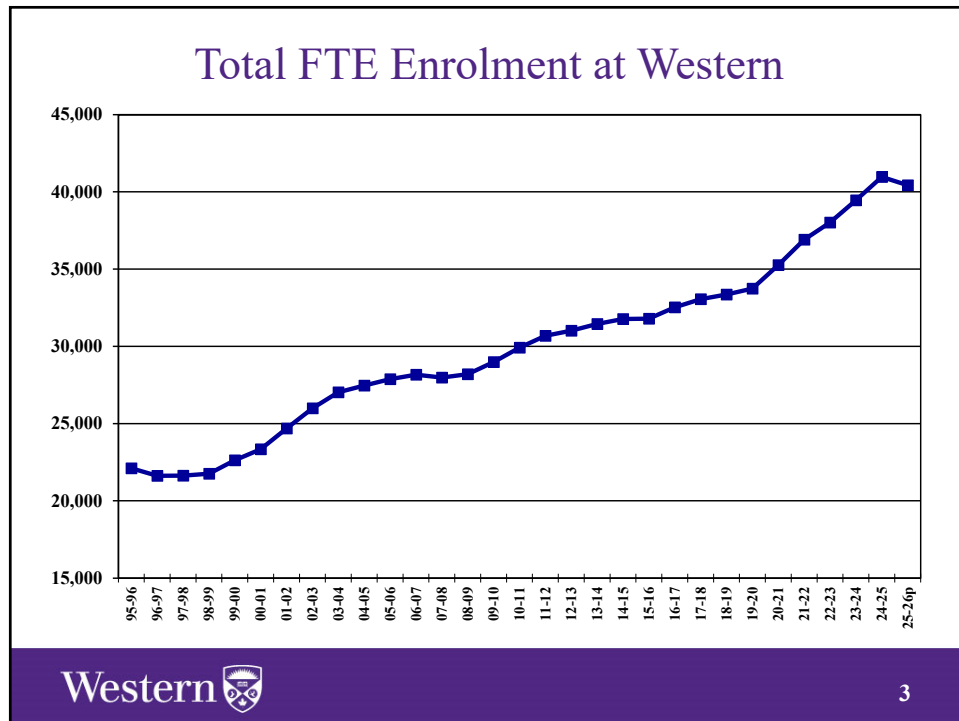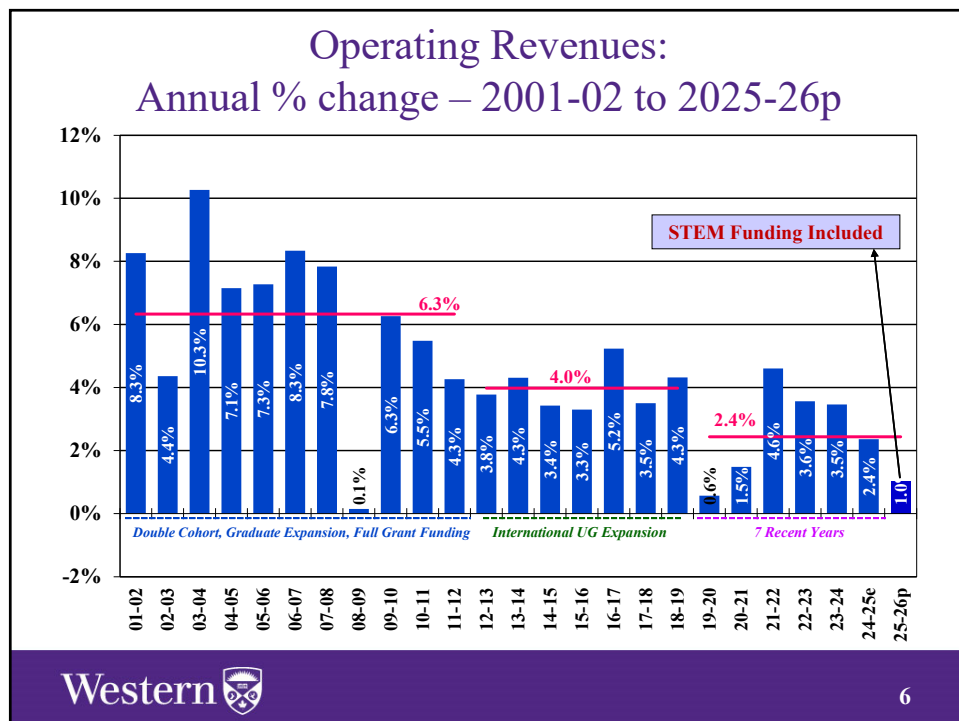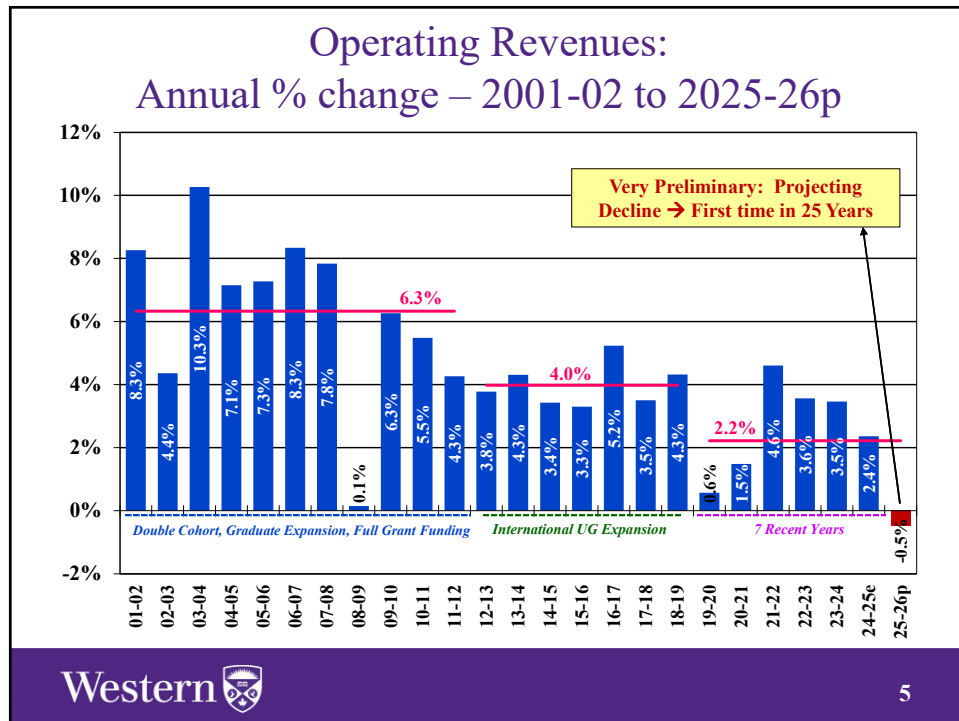
Simulations for the Next 5 Years

Western   7

Operating Budget Simulations: Assumptions

- (What if) External Environment remains unchanged
  - Core Operating Grants remain frozen
  - Domestic Tuition remains frozen (except Out-of-Province and Anomalies)
  - International Study Permit Caps remain in place
  - Competition for Int'l UG Students continues to increase

  - Note: recently-announced time-limited STEM funding now included in revenues

Western   8

Operating Budget Simulations: Assumptions

- Revenues
  - Enrolments → modeling 2 Scenarios
    - Graduate – as per Faculty plans
    - Flat Domestic UG in both Scenarios
    - Scenario 1: Int'l UG Intake grows to 780
    - Scenario 2: Int'l UG Intake constant at 600
    - Scenario 3: Int'l UG Intake constant at 500
    - Scenario 4: Int'l UG Intake constant at 400
  - International Tuition Rates → 2% Annual Increases
  - Small increases in "All Other Revenues"

Western

9

Operating Budget Simulations: Assumptions

- Expenses
  - IBA Structure continues at 3% of Base Budgets → Faculties and Support Units
  - All costs (compensation and university-wide/non-salary) increase by an average of 4% per year
  - One-time spending remains at planned 2025-26 level → lowest level in last 5 years
  - No incremental base funding available for allocation
  - No incremental revenue sharing beyond 2025-26 level

Western

10

Scenario 1

***Using SUEPP Enrolment Projections
which assume international UG Growth
with Year 1 Int'l intake increasing
from 523 in 2024-25 to 780 in 2029-30***

Western | 11

Scenario 1: Projected Full-Time Intn'l UG Enrolment (all years of study)

Western | 12

Scenario 1: Operating Budget Simulation ($M)

Scenario 1: Projected Operating Reserve ($M)
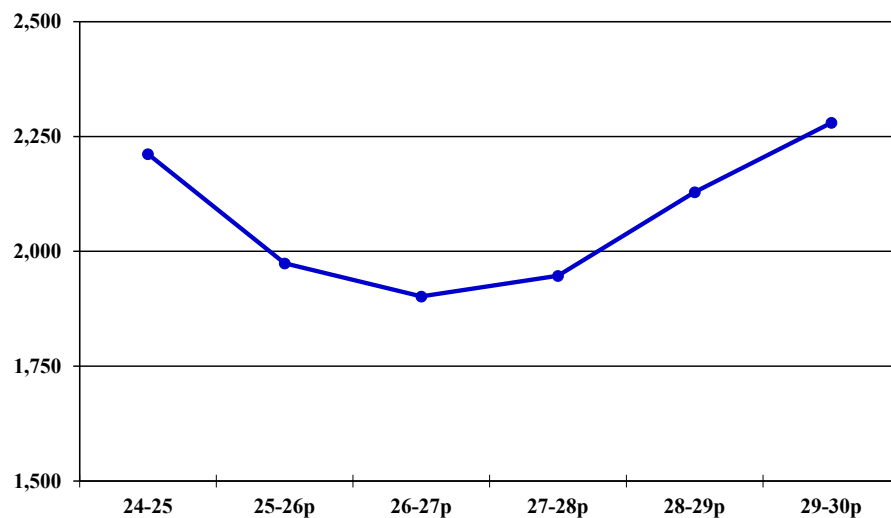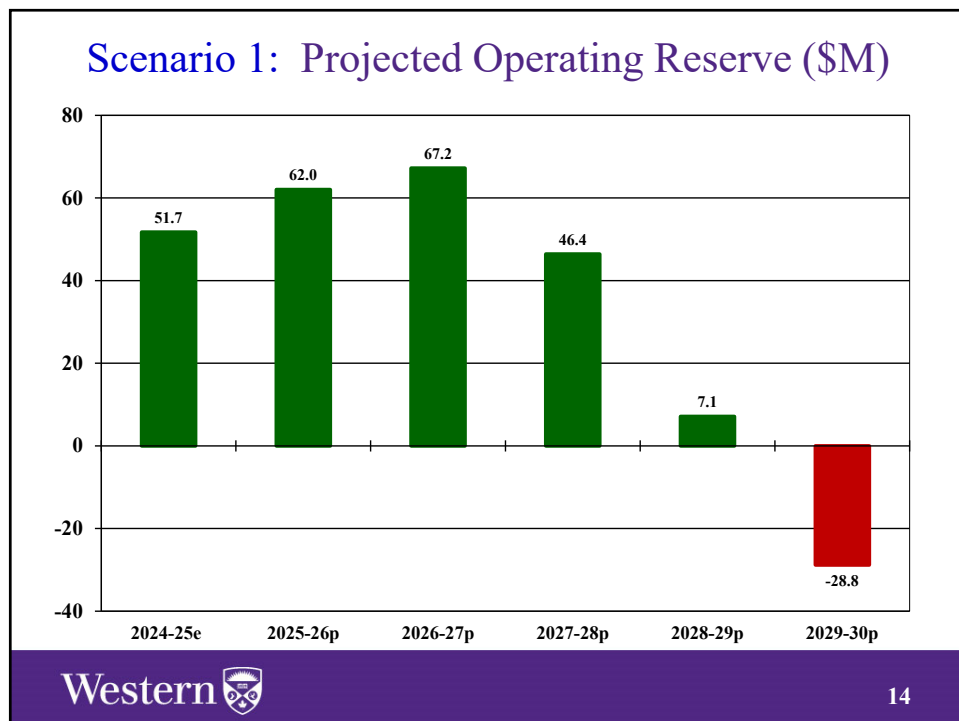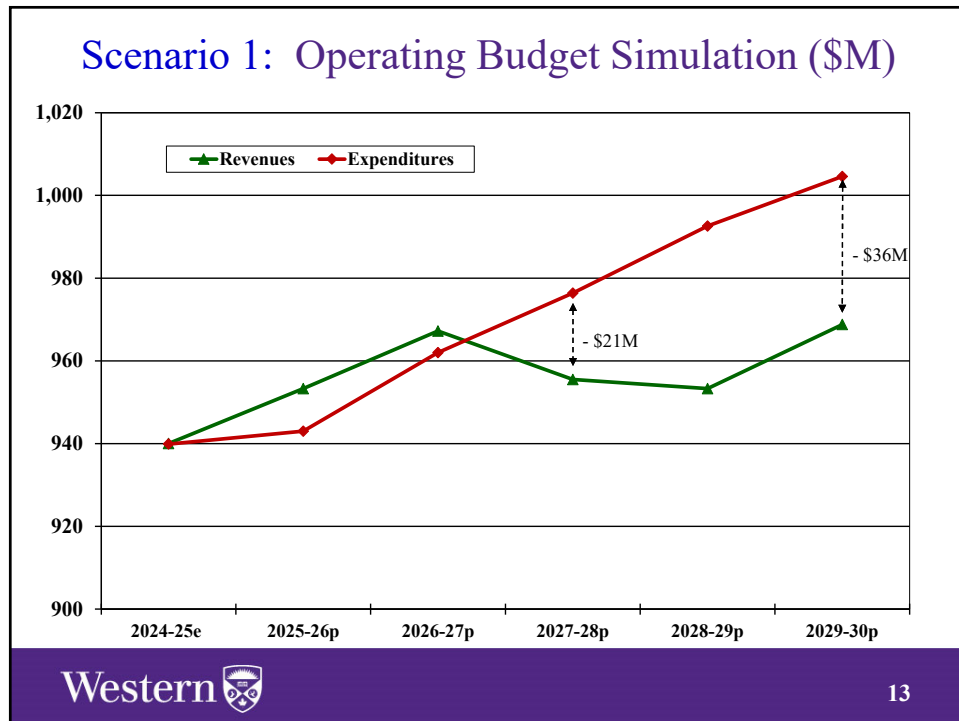
Scenario 2

***Assumes Year 1 UG Intake
Remains Constant at 600 from 2025-26 Onwards
(i.e. the average of last 6 years)***

Western

15

Scenario 2: Projected Full-Time Intn'l UG Enrolment
(all years of study)

Western

16

Scenario 2: Operating Budget Simulation ($M)

Scenario 2: Projected Operating Reserve ($M)
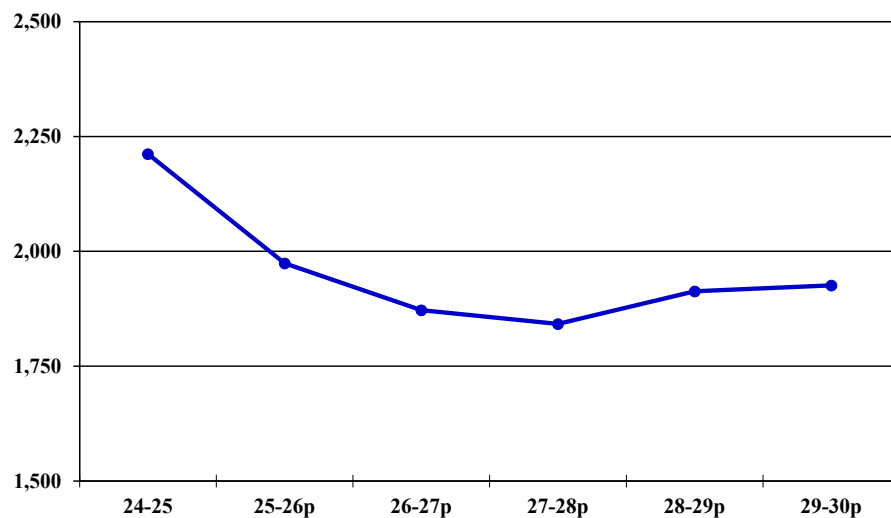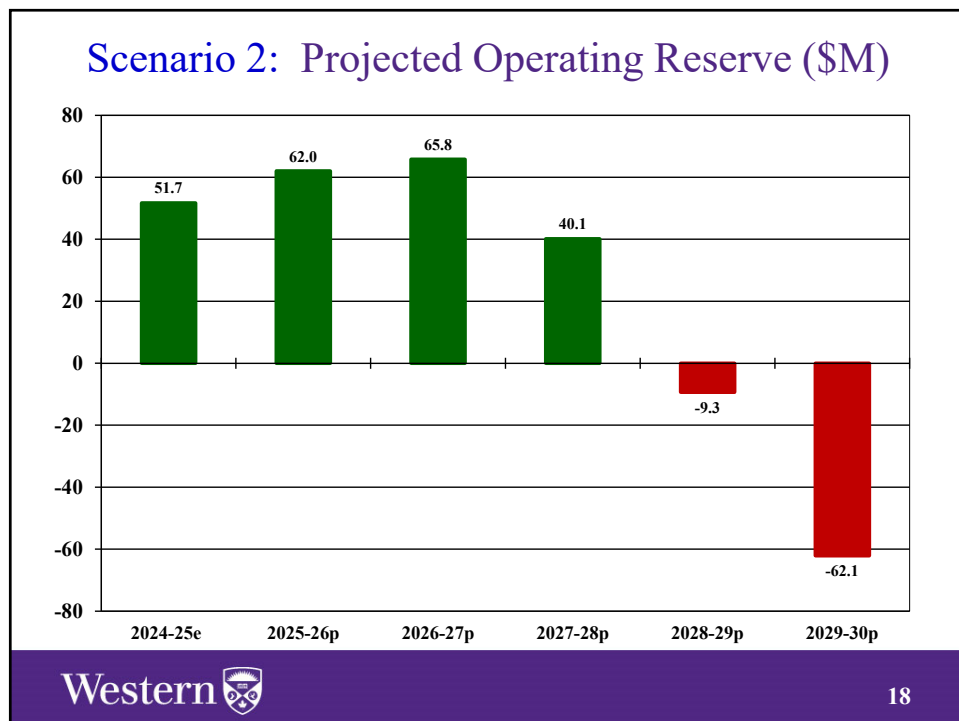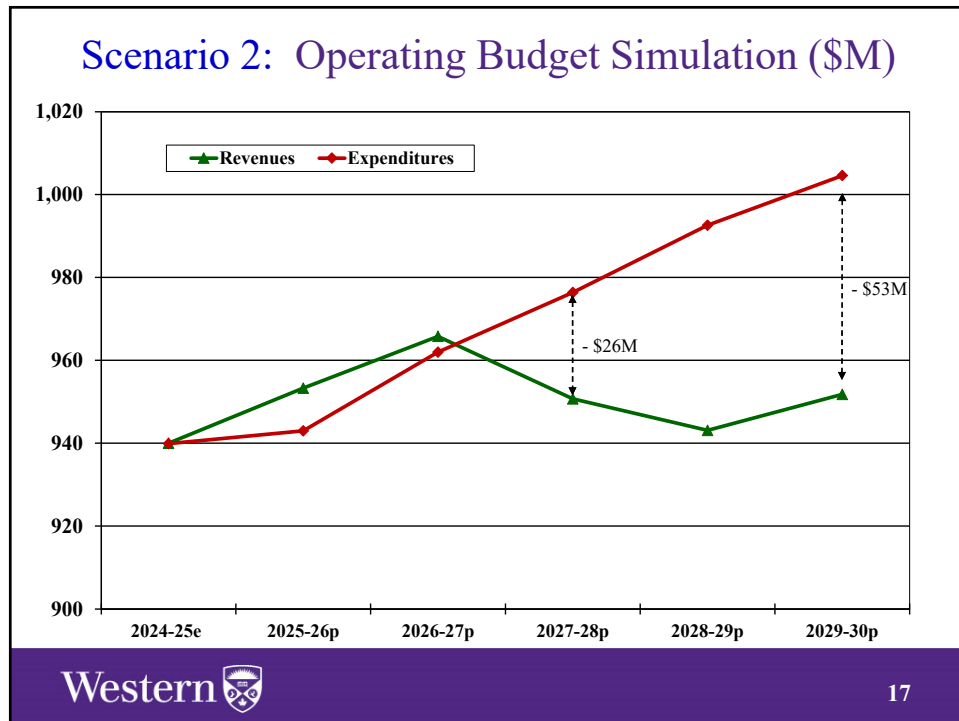
Scenario 3

Assumes Year 1 UG Intake
Remains Constant at 500 from 2025-26 Onwards
(i.e. modestly lower than recent years)

Western

19

Scenario 3: Projected Full-Time Intn'l UG Enrolment
(all years of study)

Western

20

Scenario 3: Operating Budget Simulation ($M)

Scenario 3: Projected Operating Reserve ($M)
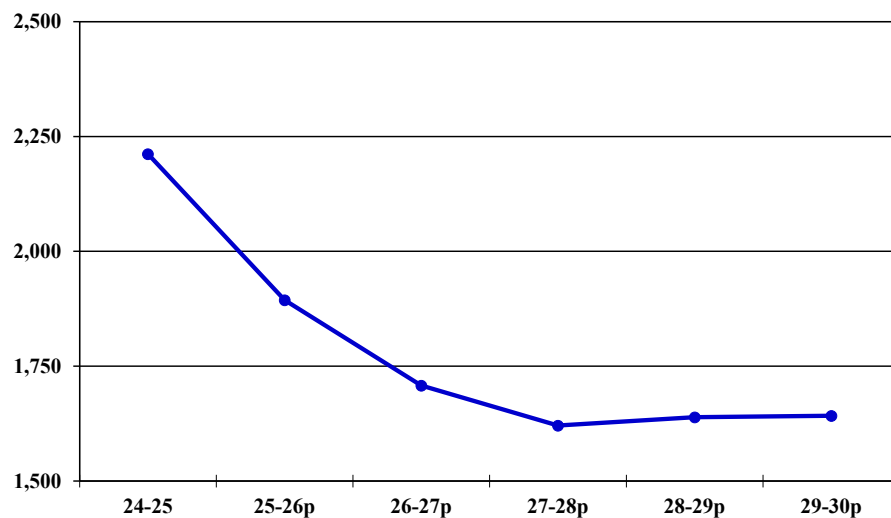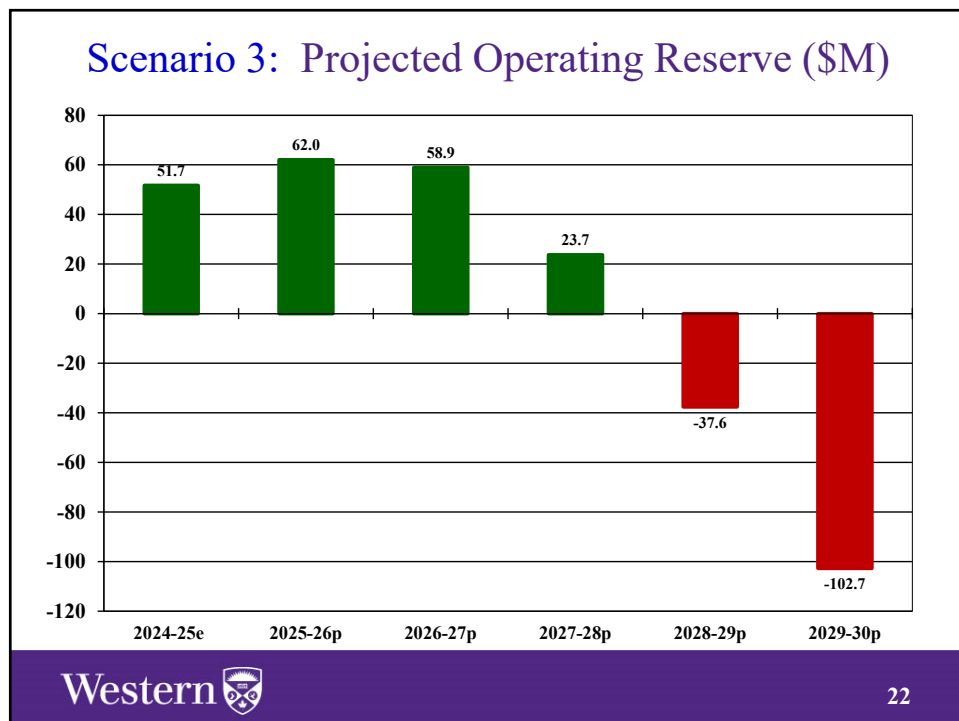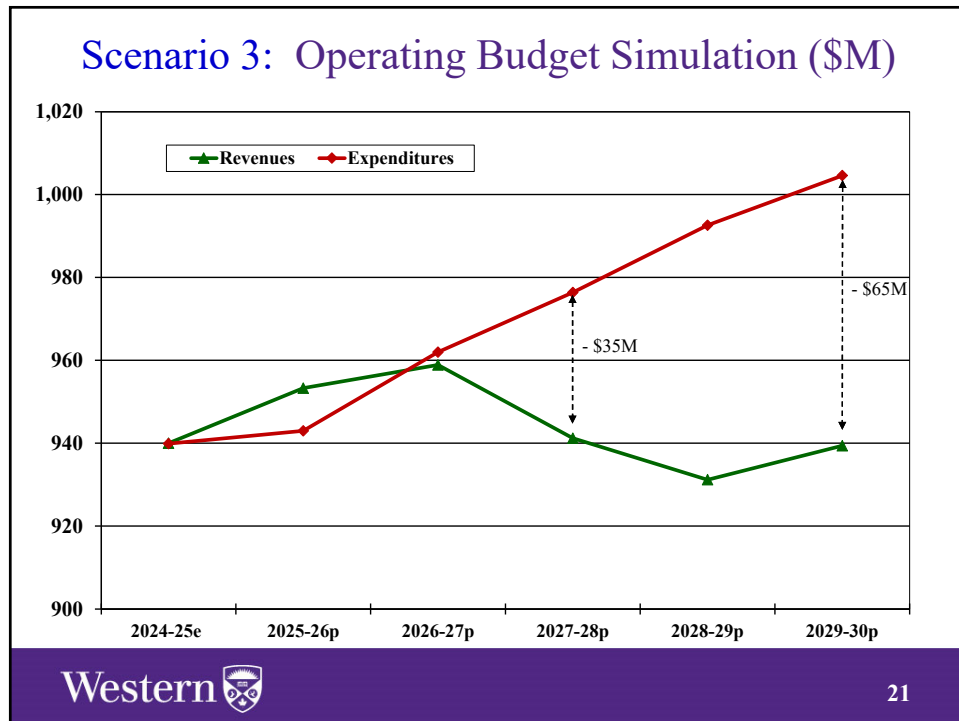
Scenario 4

Assumes Year 1 UG Intake
Remains Constant at 400 from 2025-26 Onwards
(i.e. based on current preliminary estimate for Fall 2025)

Western

23

Scenario 4: Projected Full-Time Intn'l UG Enrolment
(all years of study)

Western

24

Scenario 4: Operating Budget Simulation ($M)

Scenario 4: Projected Operating Reserve ($M)
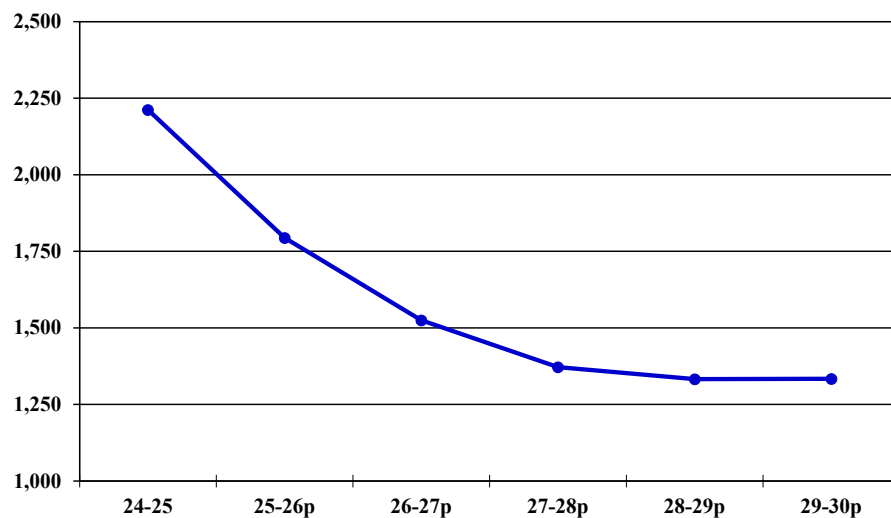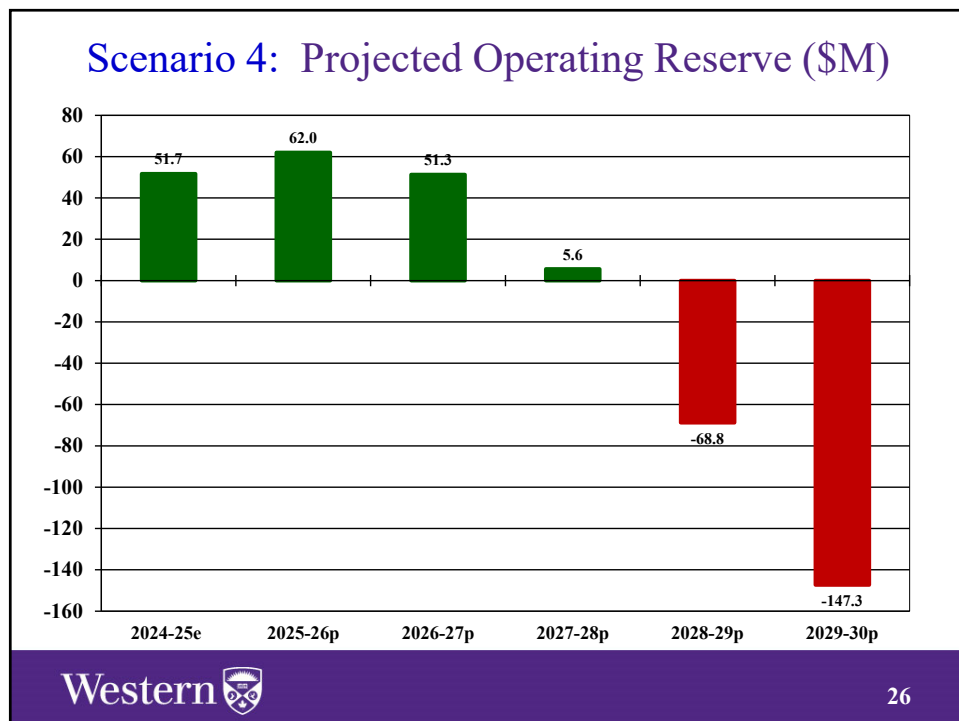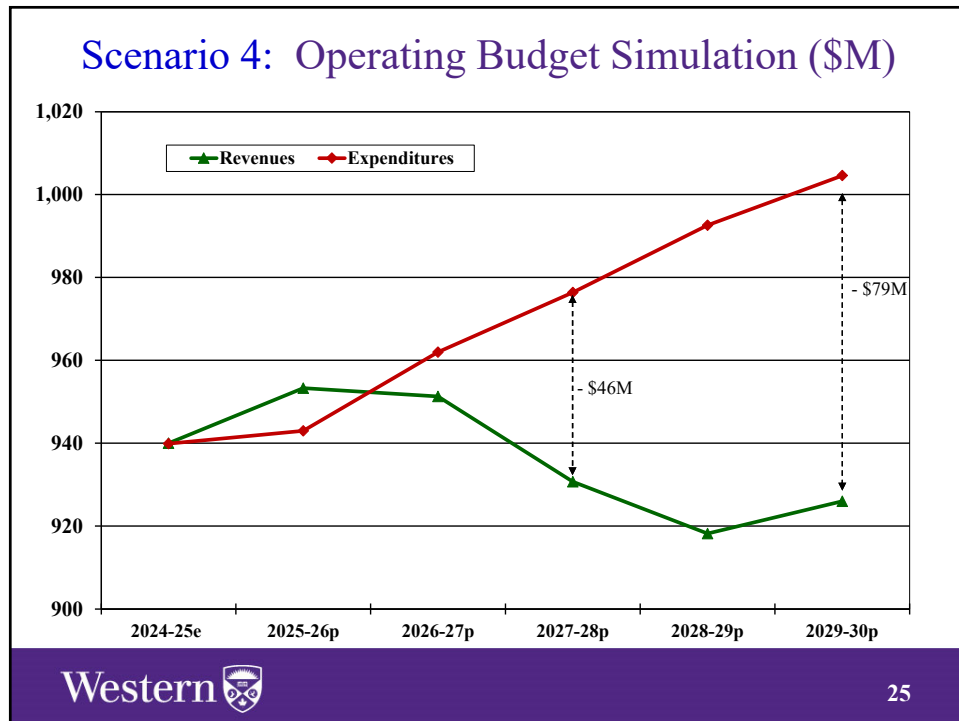
Operating Budget Simulations: Outcomes

- In both Scenarios, the Operating Reserve would be in a negative situation starting in 2027-28
  - Scenario 1: the Reserve will be negative $29M in 2029-30
  - Scenario 2: the Reserve will be negative $62M in 2029-30
  - Scenario 3: the Reserve will be negative $103M in 2029-30
  - Scenario 4: the Reserve will be negative $147M in 2029-30
- We will need additional cuts (beyond the 3% IBA) in the range of 3% to 5% to all Faculty and Support Unit Budgets
- All this – with no incremental base spending to support university priorities and needs

Western

27

Western

Proposed Terms – Internationalization at Western: A Multi-Pronged Approach

Parties	The University of Western Ontario and Western International College
Guarantor	Western will seek to have a guarantor for the operations of the College and will propose Navitas Limited or a suitable subsidiary.
Term	The proposed term of the Agreement will be 10 years with renewal options. Targets to be established. Appropriate termination provisions to be included.
Admission of Students to the College	Provisions of the Agreement to address (i) the admission band for the College, including minimum admission standards and a requirement that students above the band be referred Western for direct admission, (ii) the conditions for admission to Western upon successful completion of required courses at College; and (iii) the procedures for consideration to limited-admission programs at Western.
Tuition and Ancillary Fees	Western intends to negotiate a provision that tuition and ancillary fees charged to international students at the College shall be substantially similar to the tuition and ancillary fees charged to international students in the comparable program at Western.
Instructors	Instructors covered by the UWOFA collective agreement to provide instruction of all university level courses at the College.
Royalty/Service Fee	Western will negotiate a royalty/transfer payment which covers the costs of Western under the Agreement and provides a source of revenue. The fee for the use space on campus will be factored into this royalty/transfer payment.
Insurance	Western will require the College to have appropriate insurance covering its operations, which names Western as an additional insured. Proof of insurance to be provided annually.
Indemnity	The College and Western will indemnify each other against their respective willful and negligent acts or omissions.
Location	The Agreement will identify a location on campus from which the College will operate, the cost of which shall be addressed in the royalty/transfer payment.
Oversight	It is proposed that three joint committees be established to provide oversight of the relationship: an Academic Advisory Committee to oversee course results, student success, the quality of academic programming and to provide operational guidance; a Student Success Committee to oversee student supports; and a Joint Strategic Oversight Committee to oversee the overall partnership and report back to the Board and the Senate yearly.
Reporting	Western will require that the College annually disclose data related to admission, retention and progression rates of its international students. Western will also require that the College conduct an annual survey of students and faculty to determine their level of satisfaction with the College's services.

Financial Summary – Internationalization at Western: A Multi-Pronged Approach

Current enrolment and revenue context:

- Western's international undergraduate enrolment currently falls well below that of our peers. It has been shrinking and now sits at just 7.5%, far behind our U6 peers' average of 18.3%. Projected enrolments for 2025-26 indicate a further decline.
- The decrease of about 780 international tuition-paying undergraduate students at Western since 2020-21 equates to an approximately $40 million drop in annual revenue.

Tuition Fees:

- Students enrolled at the proposed Western International College (WIC) would pay the same tuition and ancillary fees as international students enrolled at Western.
- Tuition fees for students at WIC would flow to Navitas. Given that WIC students would not have been eligible to enter Western directly, there is no 'lost revenue' to Western.
- Navitas will pay royalties to Western to cover any costs of WIC (including staff, instructor, infrastructure, and student support costs).
- Western will receive incremental tuition revenue after students move from WIC to Western upon their successful completion of required courses at WIC.

Incremental Revenue Simulations:

- **Undergraduate:** Simulations indicate $125 million by 2033–34 based on 2025-26 tuition rates (see Appendix C of the proposal, *Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas*). Should enrolment at WIC exceed the simulation, Western's revenue would increase even further.
- **Graduate:** The potential revenue deriving from a professional master's pathway from WIC will depend on the specific programs involved. The simulations in Appendix C of the proposal show a sample of 4 potential programs, with a combined WIC enrolment of 140 students, resulting in $6.4 million in incremental annual revenue by 2029-30. This is therefore only a ***partial simulation*** of anticipated long-term enrolment and revenues.
- A substantial portion of the incremental tuition revenue will be allocated to Faculties according to the revenue sharing model in place as part of the annual budgeting process.

Operational Costs:

- Navitas would assume all operational costs for WIC, including staff, instructor, infrastructure, and student support costs.
- Royalties paid to Western by Navitas for each student enrolled at WIC would more than exceed any direct and indirect costs incurred by Western to operate WIC (including staff, instructor, infrastructure and student support costs).
- The vast majority of the royalties received would flow directly to departments and programs participating in pathway programs at WIC, as well as support units directly impacted by the partnership.

ITEM 5.0 – Unanimous Consent Agenda

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the items listed on the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

EXECUTIVE SUMMARY:

The Board'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, Board members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, they may consult with the Chair of the Board, the relevant committee chair, and principal resource persons. In each Committee's report, these items are noted in the list of items at the beginning of the report. 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 Board 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 have it be removed from the consent agenda** by contacting the Secretary of the Board of Governors 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 Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board 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 saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is present.

The minutes of the Board 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 5.1(a) – New Scholarships, Awards, and Prizes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Property and Finance Committee, on behalf of the Board of Governors, approved the Terms of Reference for the new scholarships, awards, and prizes as shown in Item 5.1(a)(i).

Scholarships, Awards, and Prizes are funded in two different ways, through donor funding and through operating funding.

Donor-funded scholarships, awards, and prizes are recommended by the Senate for approval by the Property and Finance Committee on behalf of the Board in accordance with the Property and Finance Committee Terms of Reference. These scholarships, awards, and prizes are shown in Item 5.1(a)(i).

The operating-funded scholarships, awards, and prizes are provided for information in 5.1(a)(ii).

ATTACHMENT(S):

New Donor-Funded Scholarships, Awards and Prizes *(approved by Property and Finance Committee)*

New Operating-Funded Scholarships, Awards and Prizes *(for information)*

New Donor-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Alexander Macmillan Memorial Biology Field Course Award
Awarded to full-time undergraduate students in any program who intend to take a field course within continental North America through the Ontario Universities Program in Field Biology, based on academic achievement. Students must submit a one-page statement to the Department of Biology field course coordinator outlining their field course plans by February 28. The Department of Biology will select the recipients.

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

This award was established by the Anderson family and friends to honour the memory of Alexander Macmillan, a former Western Biology undergraduate student who was passionate about nature and biology. Alexander's favorite activities were being outdoors, birding and searching for reptiles and amphibians, and he assisted Western researchers with a variety of field studies of birds and bats at the Long Point Bird Observatory.

Ivey Business School

The John and Susan Bowey Bursary
Awarded to a first-year undergraduate student at Western University who has been accepted into Ivey's Advanced Entry Opportunity (AEO) based on financial need. Preference will be given to candidates from equity-deserving groups. The award will continue through Year 2, HBA1, and HBA2, provided the student demonstrates financial need annually and maintains their AEO status prior to entry into the Ivey Business School.

The Office of the Registrar will select the recipient. Online financial assistance applications are available through Student Center and must be submitted by October 31. Should the recipient not enter HBA1, another HBA1 student with financial need and preference from an equity-deserving group, will be selected.

Value: 1 student, continuing award for 4 years: $30,000 in Year 1, $30,000 in Year 2, $50,000 in HBA1, $50,000 in HBA2.
Effective Date: 2025-2026 - 2028-2029 academic years only

IWIL (Ivey Women Investing in Leadership) MBA Award
Awarded to a full-time student entering the MBA program at the Ivey Business School who is a self-identified woman, based on academic achievement and demonstrated financial need. Consideration will be given to students who have demonstrated community leadership. The successful recipient will be selected by the MBA Scholarship Committee. At least one representative of the committee must hold

membership in the School of Graduate and Postdoctoral Studies. This award is made possible by generous gifts from alumnae whose mission is to create an ongoing giving community that connects alumnae to each other and to Ivey's faculty, leaders, and students.

Value: 2 at $20,000
Effective: May 2025 to April 2026 only

Faculty of Law

Grosman Gale Fletcher Hopkins LLP Award
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who excel in course(s) related to employment law, as determined by the Faculty of Law. The Faculty of Law will select the recipients.

Value: 1 at $3,000 awarded annually
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

This award is made possible by a generous gift from Mark Fletcher LLB'01 and Jeff Hopkins LLB'02 and the lawyers at Grosman Gale Fletcher Hopkins LLP.

Don Wright Faculty of Music

Hally Siddons Award in Music Education
Awarded to full-time undergraduate students in the Honours Bachelor of Music in Music Education degree program, Don Wright Faculty of Music, based on academic achievement. The Don Wright Faculty of Music will select the recipients.

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

This award was established by Hally Siddons, BA(Hon)'67, in honour of her parents who encouraged and supported her in her love of music and teaching. Her studies at Western with outstanding professors, including Don McKellar, Alfred Rose, and Earl Terry, lead her to understand the importance of Music Education in opening the door to a life long love of music for her students. Appreciation of the music of our great composers is very much enriched by understanding the history and society of the time in which they lived. It is hoped this award will bring joy and assistance to a special student.

Schulich School of Medicine & Dentistry

Dr. Kim Singhal Memorial Award in Microbiology and Immunology

Awarded to full-time graduate students in the Microbiology and Immunology Department, Schulich School of Medicine & Dentistry, based on academic achievement and research merit in the field of Immunology. A committee in the Department of Microbiology and Immunology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,000 awarded annually
Effective Date: May 2025
This award has been established by the family and friends of Dr. S.K. Singhal.
Dr. Singhal is remembered by those who knew and loved him for his strong commitment to the scientific community, and graduate student training in the Department of Microbiology and Immunology. Dr. S.K. Singhal joined the Department in 1970, and his significant contributions to immunology included work on suppressor cell regulation, autoimmune diseases, and immunomodulation. In addition to his scientific accomplishments, Dr. Singhal will be remembered for his outgoing personality, a fondness for nature, a passion for the Arts, and a great love for his family.

Faculty of Science

Alexander Macmillan Memorial Convocation Award
Awarded to full-time undergraduate students graduating from the Department of Biology, Faculty of Science conducting research affiliated with the Centre for Animals on the Move (CAM). Preference will be given to candidates conducting animal migration research. The Department of Biology will select the recipients.

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

This award was established by the Anderson family and friends to honour the memory of Alexander Macmillan, a former Western Biology undergraduate student who was passionate about nature and biology. Alexander enjoyed working with animals, and as a volunteer and technician he made major contributions to bird flight and migration research at the Advanced Facility for Avian Research. His greatest rewards came from being outdoors, birding and searching for reptiles and amphibians, and he assisted Western researchers with a variety of field studies of birds and bats at the Long Point Bird Observatory.

Athletics

Dr. Karen Danylchuk Award
Awarded annually to a graduating student who self-identifies as a woman student-athlete who has shown the highest achievement during her university career in athletics, scholarship and university life. Selection Criteria: 1. Demonstrated excellence within the intercollegiate athletic program at Western; 2. Registration as a full-time student, with at least a 'B' average in the previous year's work, and completion of at least three years of

full-time study at Western or at one of the affiliated colleges by May of the academic year of the award; and 3. Contributions to university life. The successful candidate will have established a fairly prominent position in each of the three areas listed.

Value: trophy
Effective Date: 2025-2026 academic year

Faculty of Arts and Humanities

Brescia Faculty Legacy Bursary in Arts and Humanities
Awarded to full-time undergraduate students in the Faculty of Arts and Humanities based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

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

This award was established by the generosity of the Brescia Faculty Association whose members wished to leave a legacy supporting students for generations to come.

Faculty of Engineering

Trojan Technologies Operations Scholarship
Awarded to students in Year 3 of Mechanical, Electrical, Computer, Mechatronics, Integrated or Chemical Engineering within the Faculty of Engineering based on academic achievement and an interest in pursuing a career in Engineering supporting Manufacturing Operations. Preference will be given to candidates who self-identify as a woman. Students in a combined BESc degree are not eligible. Students will be required to complete an application form in accordance with the deadline announced annually by Engineering (approx. September 30). A limited number of applicants will be chosen to participate in an interview. Candidates must be Canadian citizens or eligible to work in Canada. A selection committee made up of representatives from the Faculty of Engineering will short list applicants for the scholarship. Short-listed candidates will be interviewed by a representative of Trojan Technologies and the Engineering selection committee. Final selection of recipients will be made by the Faculty of Engineering. Recipients will have an opportunity to interview for a co-op placement with Trojan Technologies. Students are not guaranteed a co-op with Trojan Technologies. An offer of full-time employment with Trojan Technologies may also be extended pending successful completion of the program and co-op. A recipient is not obligated to participate in the work term or accept employment with Trojan Technologies to receive the scholarship.

Value: 1 at $10,000 awarded annually
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

The scholarship is made possible by a contribution from Trojan Technologies.

Faculty of Health Sciences

Brescia Faculty Legacy Bursary in the Brescia School of Food and Nutritional Sciences
Awarded to full-time undergraduate students in the Brescia School of Food and Nutritional Sciences, Faculty of Health Sciences, based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

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

This award was established by the generosity of the Brescia Faculty Association whose members wished to leave a legacy supporting students for generations to come.

Dr. H. Leonard Sussman and Mrs. Pam Sussman Continuing Award in Nursing
Awarded to full-time undergraduate students in the 4-yr Nursing program, Arthur Labatt Family School of Nursing, Faculty of Health Sciences, who have demonstrated financial need and academic achievement. The recipients must be Canadian citizens or permanent residents. Preference will be given to students who have worked through adversity, showing dedication and determination in their pursuit of a nursing career. This award will continue for up to four years provided that the recipients meet the eligibility criteria of maintaining a 70% average in their Nursing program and continuing to demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year.

Value: 4 at $5,000, awarded annually, continuing for four years
Effective Date: 2025-2026 academic year

This award was established through a generous gift from Dr. H. Leonard Sussman and Mrs. Pam Sussman.

Dr. H. Leonard Sussman and Mrs. Pam Sussman Continuing Award in Nursing (CTF)
Awarded to full-time undergraduate students in the Compressed Time-Frame Nursing program, Arthur Labatt Family School of Nursing, Faculty of Health Sciences, who have demonstrated financial need and academic achievement. The recipients must be Canadian citizens or permanent residents. Preference will be given to students who have worked through adversity, showing dedication and determination in their pursuit of a nursing career. This award will continue for up to two years provided that the recipients meet the eligibility criteria of maintaining a 70% average in their Nursing program and continuing to demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by

September 30. The Office of the Registrar will select the recipients. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year.

Value: 4 at $5,000, awarded annually, continuing for 2 years
Effective Date: 2025-2026 academic year

This award was established through a generous gift from Dr. H. Leonard Sussman and Mrs. Pam Sussman.

Nursing Class of 1973 Bursary
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in the Arthur Labatt Family School of Nursing. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

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

This bursary was established by the Nursing Class of 1973, in recognition of their 50th anniversary since graduation. This small-but-mighty, determined and resourceful class proved to be a force for innovation and change. Inspired by their own challenges and opportunities, the Nursing Class of 1973 acknowledges the financial challenges that new generations of BScN undergraduates will continue to face as they strive to reach their potential for excellence in the profession of Nursing.

Ivey Business School

Vivek & Neha Kalwani HBA Leadership Award
Awarded to a full-time student entering the HBA1 program at the Ivey Business School based on academic excellence and leadership impact through community involvement. Preference will be given to candidates who are first-generation students and/or members of equity-deserving groups. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at $5,000
Effective: 2025-2026 – 2029-2030 academic years inclusive

Faculty of Law

Koskie Minsky Litigation Award of Excellence
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement in the Litigation capstone course, or other courses in Litigation. The Faculty of Law will select the recipients.

Value: 1 at $5,000 awarded annually
Effective Date: 2025-2026 to 2027-2028 academic years inclusive

This award is made possible by a generous donation from Koskie Minsky.

Don Wright Faculty of Music

<u>Michael Cavanagh Memorial Award</u>
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to BMus Music Performance Voice candidates in year 2 or beyond who demonstrate performance excellence. The Don Wright Faculty of Music will select the recipients.

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

This award has been established by Jackalyn Short, BMus'86 in memory of her late husband, Michael David Cavanagh (1961-2024). Born in Winnipeg, Manitoba, Mike was a world renowned opera director and also Director of Opera for the Royal Swedish Opera. His innovative, ambitious, and often-comedic work has been celebrated on stages across the globe, yet his true heart lay at home with his family in London, Ontario where he also enjoyed teaching and directing at The Don Wright Faculty of Music. This award is aimed at supporting students who share a love of Opera and are pursuing excellence in vocal performance.

<u>Zorka Novak Smet 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 the BMus program who demonstrate performance excellence in a strings instrument (violin, viola, cello, double bass). The Don Wright Faculty of Music will select the recipients.

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

Zorka Novak Smet established this award to commemorate her sister, Sylvia Novak (daughter of Vinko and Ella Novak). Sylvia was a violinist who graduated in 1971 from the Don Wright Faculty of Music. In the final year of her program, she developed rheumatoid arthritis (RA), particularly affecting her fingers with pain and deformities that did not respond to medical treatment. Two years after she graduated, this horrible disease forced her to cease her violin-playing career.

Schulich School of Medicine & Dentistry

<u>Dr. H. Leonard Sussman and Mrs. Pam Sussman Continuing Award in Medicine</u>

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry, who have demonstrated financial need and academic achievement. The recipients must be Canadian citizens or permanent residents. Preference will be given to students who have worked through adversity, showing dedication and determination in their pursuit of a medical career. This award will continue for up to four years provided that the recipients meet the eligibility criteria of progressing in the MD program and continuing to demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year.

Value: 6 at $5,000, awarded annually, continuing for four years
Effective Date: 2025-2026 academic year

This award was established through a generous gift from Dr. H. Leonard Sussman and Mrs. Pam Sussman.

Fichter – Maglin Clinical Neurological Sciences Impactful Research Award
Awarded to residents in the Department of Clinical Neurological Sciences, Schulich School of Medicine & Dentistry, based on academic achievement and research impact. Preference will be given to candidates in neurosurgery (with a research focus on infant brain hemorrhage and hydrocephalus) who are recognized for their research presentation at a meeting or conference. The Department of Clinical Neurological Sciences, Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at $1,200 awarded annually
Effective Date: 2025-2026 academic year

This award was established by a generous gift from Maglin Site Furniture through Children's Health Foundation. The award is intended to further the education and research of a Paediatric neurosurgery resident working on infant brain hemorrhage and hydrocephalus.

Robert G. Tsushima Graduate Scholarship in Physiology and Pharmacology
Awarded to full-time Doctoral students in the Physiology & Pharmacology program or students that have recently graduated from the Physiology & Pharmacology program, Schulich School of Medicine & Dentistry. Awards will be based on academic achievement and research excellence. The Graduate Studies Awards Committee in the Department of Physiology & Pharmacology will select the recipients. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies.

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

This award was established by Dr. Robert G. Tsushima, Ph.D. Pharmacology, in

recognition of his outstanding educational experiences, research training, and leadership opportunities, particularly remarkable mentorship provided by Dr. Margaret 'Marni' P. Moffat. Dr. Moffat was a valued faculty member in the former Department of Pharmacology & Toxicology at Western University.

Faculty of Social Science

<u>Brescia Faculty Legacy Bursary in Social Science</u>
Awarded to full-time undergraduate students in the Faculty of Social Science based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

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

This award was established by the generosity of the Brescia Faculty Association whose members wished to leave a legacy supporting students for generations to come.

New Western-Funded Scholarships, Awards and Prizes

Faculty of Information and Media Studies

Master of Library and Information Science Fellowships for Black and Indigenous Students

Awarded to full-time graduate students entering the Master of Library and Information Science (MLIS) program who self-identify as Black or Indigenous (First Nations, Inuit or Métis), based on academic achievement, community involvement and a desire to build a career in the library and information science profession. Recipients must be Canadian citizens or permanent residents of Canada. The Faculty of Information and Media Studies (FIMS) and Western Libraries are committed to increasing diversity in the library and information science profession. Recipients will also receive experiential learning and mentorship opportunities through a two-term paid co-op placement within Western Libraries. Recipients will be selected in accordance with the FIMS Awards and Scholarships Policy.

Value: 2 at $12,000 (spread over three terms)
Effective Date: May 2024

ITEM 5.1(b) – 2024-25 Operating Budget (Preliminary Year-End) as at April 30, 2025

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

A preliminary (unaudited) year-end update on the University's 2024-25 Operating Budget is provided.

ATTACHMENT(S):

2023-24 Operating Budget Update (Year-End) as at April 30, 2025

2024-25 Operating Budget Update (Year-End)
As at April 30, 2025

The attached table provides the (preliminary unaudited) year-end update on the University's 2024-25 Operating Budget – and compares the updated figures to the budget as presented to the Board of Governors in May 2025. Major changes are as follows:

Revenues (lines 7 to 10)

a. Government grants (line 7) are higher by $8.3 million due to targeted funding for expansion of undergraduate Nursing, including retro-active amounts associated with previous years expansions.

b. Tuition Revenue (line 8) is higher by $1.1 million due to modestly lower-than-estimated January term attrition compared to the previous years.

c. All other revenues (line 9) – across a number of line items – were higher by $1.3 million.

d. The net result is that total operating revenue is $10.7 million higher than the original budget (line 10).

Expenditures (lines 11 to 16)

e. Employee benefit costs were $2.7 million higher than the budgeted amount – primarily due to Canada Pension Plan enhanced contributions and higher dental claims (line 11).

f. A portion of the incremental Nursing-related government grants flows to the Faculty of Health Sciences in 2024-25 (line 12). An additional amount will also flow to the Faculty next year (i.e. 2025-26).

g. Funding to offset the impact of currency fluctuations on Library Acquisitions ($1.4 million) is shown in line 13.

h. Costs associated with administering Accommodated Exams continue to increase. In 2024-25, an additional $831,000 was required – relative to the budgeted amount (line 14).

i. All Other Expenditures (line 15) – in total – were higher by $147,000.

j. The net result is that total operating expenditures are $7.4 million higher than the original budget (line 16).

Operating Reserve (line 6)

k. As a result of the above changes in revenue and expenditures, the Operating Reserve is $55.0 million – compared to the $51.7 million shown in the May 2025 budget.

Western University
2024-25 Operating Budget Update
as at April 30, 2025

($000)

		As Presented to the Board \<d\>	(Preliminary) Actual	Increase/Decrease $	Increase/Decrease %
	\<a\> Summary				
1	Revenues \<b\>	939,961	950,658	10,697	1.14%
2	Expenditures \<c\>	939,866	947,217	7,351	0.78%
3	Surplus / (Deficit)	95	3,441	3,346	
4	Operating Reserve -- Beginning of Year	51,593	51,593	0	
5	Surplus / (Deficit)	95	3,441	3,346	
6	Operating Reserve -- End of Year	51,688	55,034	3,346	

\<b\> Revenue Changes

				$	
7	Government Grants: Targeted Nursing Expansion			8,333	
8	Tuition Revenue			1,078	
9	All Other			1,286	
10	Total Revenue Changes			10,697	

\<c\> Expenditure Changes

				$	
11	Employee Benefit Costs			2,711	
12	Faculty of Health Sciences - Nursing Expansion Funding			2,226	
13	Library Acquisitions - Currency Exchange Rate Adjustment			1,436	
14	Accommodated Exams			831	
15	All Other			147	
16	Total Expenditure Changes			7,351	

\<d\>   The 2024-25 projected budget was presented to the Board in May 2025.

ITEM 5.1(c) – 2024-25 Ancillary Financial Report (Preliminary Year-End) as at April 30, 2025

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Ancillary Financial Report is provided semi-annually to the Board through the Property and Finance Committee for information.

ATTACHMENT(S):

Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies: Fiscal 2024-25 Preliminary Actual Financial Results (Compared to Fiscal 2024-25 Projections)

Western University

Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies

Fiscal 2024-25 Preliminary Actual Financial Results
(Compared to Fiscal 2024-25 Projections)

The attached table compares the 2024-25 preliminary actual financial results for Student Fee-Funded Units, Ancillaries, Academic Support Units, and Associated Companies to the projected results presented to the Property and Finance Committee and Board of Governors in April 2025.

Commentary is provided below for major variances from projected results. ***Line references correspond to the line numbers appearing in the attached table.***

Sport & Recreation (Lines 4-7) – Revenues and expenses in the Sport & Recreation pillar of Student Experience surpassed projections, driven by greater-than-expected participation in recreational programming, sporting events, and community youth programs.

Off-Campus Housing & Housing Mediation Services (Line 19) – Revenues higher due to higher-than-anticipated volume of rental advertising services and lower expenses due to vacancies.

Parking Services (Line 27) – Revenues exceeded projections due to increases in citations and visitor parking revenue.

Surface Science Western (Line 34) – The deficit this year is due to a decline in automotive work, particularly from US clients. They are currently pursuing marketing and business development strategies to engage new clients, with a focus on the battery industry.

Western University

Student Fee-Funded Units, Ancillary Units, Academic Support Units, and Associated Companies
2024-25 Preliminary Results Summary ($ 000)

		2024-25 Projected			2024-25 PreliminaryActuals			% Change		Reserve Balances at April 30, 2025	
		Revenues	**Expenses**	**Rev-Exp**	**Revenues**	**Expenses**	**Rev-Exp**	**Revenues**	**Expenses**	**Operating**	**Capital**
1	**A - Student Fee-Funded Units**										
2	***Student Experience Fee-Funded Ancillary Units***										
3	*Sport & Recreation Pillar*										
4	Recreation	6,019.5	5,968.3	51.2	6,594.0	6,542.0	52.0	9.54%	9.61%	413.7	1,516.5
5	Sport	7,974.4	8,001.3	-26.9	8,164.8	8,148.5	16.3	2.39%	1.84%	150.2	150.0
6	Spirit & Connection (Thompson Recreation & Athletic Centre)	1,346.5	1,384.8	-38.3	1,506.1	1,503.4	2.7	11.85%	8.56%	99.2	934.4
7	Spirit & Connection (Spirited Activities & Events)	1,724.3	1,694.2	30.1	2,059.8	2,042.7	17.1	19.46%	20.57%	103.5	
8	*Wellness & Well-being Pillar*										
9	Health & Wellness	7,453.2	7,419.9	33.3	7,671.5	7,594.9	76.6	2.93%	2.36%	1,433.4	600.3
10	Wellness & Equity Education	761.8	633.9	127.9	786.7	704.5	82.2	3.27%	11.14%	422.3	200.0
11	Student Support & Case Management	547.2	511.4	35.8	560.8	498.9	61.9	2.49%	-2.44%	366.8	82.6
12	*Leadership & Learning Pillar*										
13	Academic Support & Engagement	2,067.6	2,301.6	-234.0	2,132.7	2,346.9	-214.2	3.15%	1.97%	498.6	
14	Careers & Experience	1,816.9	1,810.4	6.5	1,853.9	1,827.6	26.3	2.04%	0.95%	492.7	
15	***All Other Fee-Funded Ancillary Units***										
16	Financial Aid Office	1,520.0	1,519.2	0.8	1,550.7	1,550.1	0.6	2.02%	2.03%	411.3	
17	International Student Services	612.9	611.9	1.0	631.3	631.1	0.2	3.00%	3.14%	0.8	
18	Indigenous Student Centre	949.3	943.7	5.6	963.4	881.6	81.8	1.49%	-6.58%	627.4	
19	Off-Campus Housing & Housing Mediation Services	550.9	612.9	-62.0	673.2	504.7	168.5	22.20%	-17.66%	614.6	
20	Western Foot Patrol	238.5	238.2	0.3	254.9	248.0	6.9	6.88%	4.11%	63.5	71.4
21	**Sub-Total**	**33,583.0**	**33,651.7**	**-68.7**	**35,403.8**	**35,024.9**	**379.0**	**5.42%**	**4.08%**	**5,698.1**	**3,555.2**
22	**B - Ancillary Units**										
23	Employee & Family Health Clinic	655.0	624.5	30.5	695.2	642.7	52.5	6.14%	2.91%	41.4	
24	Housing Services	107,227.6	99,161.6	8,066.0	111,602.9	102,665.5	8,937.5	4.08%	3.53%	49,083.9	30,000.0
25	Retail and Hospitality Services	27,152.5	29,330.0	-2,177.5	27,603.3	29,243.0	-1,639.7	1.66%	-0.30%	-6,220.2	
26	Spencer Leadership Centre	9,891.0	8,905.5	985.5	9,619.9	8,701.3	918.6	-2.74%	-2.29%	0.0	1,399.7
27	Parking Services	6,749.1	6,500.3	248.8	7,514.2	6,792.4	721.8	11.34%	4.49%	5,607.4	
28	**Sub-Total**	**151,675.2**	**144,521.9**	**7,153.3**	**147,415.6**	**139,343.5**	**8,072.1**	**-2.81%**	**-3.58%**	**48,512.5**	**30,000.0**
29	**C - Academic Support Units**										
30	Animal Care & Veterinary Services	7,111.9	7,160.0	-48.1	7,208.5	6,992.2	216.3	1.36%	-2.34%	2,140.4	296.0
31	Boundary Layer Wind Tunnel	2,488.9	2,226.3	262.6	2,572.5	2,167.5	405.0	3.36%	-2.64%	750.0	1,005.3
32	University Machine Services	1,921.0	1,818.4	102.6	2,068.5	1,932.0	136.5	7.68%	6.25%	136.5	0.0
33	Fraunhofer Innovation Platform	1,263.8	1,263.8	0.0	1,163.9	1,163.9	0.0	-7.90%	-7.90%	0.0	123.1
34	Surface Science Western	2,390.0	2,389.9	0.1	2,048.0	2,177.6	-129.6	-14.31%	-8.88%	175.8	724.3
35	Western Continuing Studies	6,508.3	5,603.8	904.5	6,292.2	5,308.1	984.1	-3.32%	-5.28%	3,226.4	0.0
36	**Sub-Total**	**21,683.9**	**20,462.2**	**1,221.7**	**21,353.6**	**19,741.3**	**1,612.3**	**-1.52%**	**-3.52%**	**6,429.1**	**2,148.7**
37	**D - Associated Companies**										
38	Western Research Parks (incl. ADEISS & AMP)	5,110.4	5,140.8	-30.4	5,091.6	4,840.1	251.5	-0.37%	-5.85%	6,202.2	
39	Ivey Business School Foundation	36,267.1	30,668.5	5,598.6	35,073.4	29,758.3	5,315.1	-3.29%	-2.97%	26,676.1	
40	Ivey Business School Asia	1,876.5	2,926.8	-1,050.3	2,271.5	3,281.7	-1,010.2	21.05%	12.13%	-2,595.9	
41	**Sub-Total**	**43,254.0**	**38,736.1**	**4,517.9**	**42,436.5**	**37,880.1**	**4,556.4**	**-1.89%**	**-2.21%**	**30,282.4**	**0.0**
42	**Grand Total**	**250,196.1**	**237,371.9**	**12,824.2**	**246,609.5**	**231,989.7**	**14,619.8**	**-1.43%**	**-2.27%**	**90,922.1**	**35,703.9**

ITEM 5.1(d) - Semi-Annual Ratio Report on Non-Endowed Funds

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The semi-annual report presents the quarterly activity of the non-endowed funds and monitors the ratio of investments to obligations against the target ratio of 1.08. As at March 31, 2025 the ratio was 1.26 and exceeds the target ratio.

ATTACHMENT(S):

Semi Annual Ratio Report on Non-Endowed Funds

Semi-Annual Ratio Report on Non-Endowed Funds

The attached report shows the non-endowed fund activity from 2013/2014 to March 31, 2025. The balance in the Undistributed Investment Returns Account at March 31, 2025 was $210.2 million. At March 31, 2025, the 12-quarter moving average of non-endowed investments to the obligations of the portfolio was 1.26 (column 10) compared to the target ratio of 1.08.

❑ Net returns / (losses) (column 1) amounted to ($11.8) million.

❑ Allocations to accounts (column 2), was $3.8 million and represents income distributed to the non-endowed fund balances. The non-endowed rate is based on the 30-day Treasury bill rate less administrative and management fees of 0.42%. The rate is adjusted quarterly and is applicable to non-endowed fund balances with the exception of Robarts. The non-endowed rate for the period January – March 2025 was 3.62%. In the case of Robarts, in accordance with the operating agreement, the long-term portion of their fund balance earns the rate of return generated by the Operating & Endowment portfolio.

❑ The allocation to the operating budget (column 3) was zero as approved by the Board.

❑ Other Allocations (column 4) for the period ending March 31, 2025 was a special allocation to Capital in the amount of $1.2 million.

❑ The non-endowed investments decreased $29.3 million (column 6).

❑ The total market value of the non-endowed fund's portion of the externally managed portfolio at March 31, 2025 amounted to $900.8 million (column 7).

❑ The obligations of the portfolio amounted to $690.6 million at March 31, 2025 (column 8).

❑ The ratio of investments to obligations stood at 1.30 (column 9) at March 31, 2025.

Western University
Non-Endowed Funds: Quarterly Values

Quarter	Net Returns (1)	To Accounts (2)	Allocations To Operating Budget (3)	Other (4)	Change in amount Owed (5)	Net Change (6)	Total Investments (7)	Total Obligations (8)	Ratio of Investments to obligations (9)	Ratio of Investments to obligations Average for 12 Quarters (10)
2015/2016	0.7	(0.1)	0.0	(0.5)	13.9	14.1	489.0	275.5	1.77	1.72
2016/2017	21.4	(0.8)	0.0	(0.1)	(4.8)	15.7	569.1	307.4	1.85	1.80
2017/2018	10.4	(0.7)	0.0	(12.5)	3.4	0.6	582.7	275.8	2.11	1.92
2018/2019	12.0	(1.5)	0.0	(1.1)	(4.0)	5.4	593.0	292.6	2.03	2.00
2019/2020	0.5	0.5	0.0	(65.0)	57.4	(6.6)	612.9	530.8	1.15	1.74
2020/2021										
July 2020 Q1	38.1	(0.7)	0.0	0.0	21.6	59.0	636.6	535.1	1.19	1.68
October 2020 Q2	4.3	0.0	0.0	0.0	(2.4)	1.9	638.5	532.7	1.20	1.61
January 2021 Q3	64.6	0.0	0.0	0.0	(13.5)	51.1	689.6	519.2	1.33	1.54
April 2021 Q4	46.5	(7.0)	0.0	(72.3)	50.6	17.8	707.4	569.8	1.24	1.45
2021/2022										
July 2021 Q1	48.9	(2.3)	0.0	0.0	26.0	72.6	780.0	595.8	1.31	1.40
October 2021 Q2	28.1	0.0	0.0	0.0	(10.1)	18.0	798.0	585.7	1.36	1.35
January 2022 Q3	3.4	(1.9)	0.0	0.0	(3.7)	(2.2)	795.8	582.0	1.37	1.30
April 2022 Q4	(27.6)	(3.1)	0.0	(47.3)	47.4	(30.6)	765.2	629.4	1.22	1.24
2022/2023										
July 2022 Q1	(0.9)	(0.3)	0.0	(1.7)	33.5	30.6	795.8	662.9	1.20	1.24
Oct 2022 Q2	(21.4)	(1.2)	0.0	(3.6)	(19.6)	(45.8)	750.0	643.3	1.17	1.24
Jan 2023 Q3	50.6	(2.5)	0.0	0.0	(19.2)	28.9	778.9	624.1	1.25	1.25
Apr 2023 Q4	30.2	(4.6)	0.0	(14.3)	(55.4)	(44.1)	734.8	568.7	1.29	1.26
2023/2024										
July 2023 Q1	19.9	(5.4)	0.0	(1.1)	46.8	60.2	795.0	615.5	1.29	1.27
Oct 2023 Q2	5.2	(6.5)	0.0	(1.2)	(11.2)	(13.7)	781.3	604.3	1.29	1.28
Jan 2024 Q3	60.0	(6.3)	0.0	(1.0)	(6.3)	46.4	827.7	598.0	1.38	1.28
Apr 2024 Q4	53.2	(11.1)	0.0	(169.4)	98.0	(29.3)	798.4	696.0	1.15	1.27
2024/2025										
July 2024 Q1	50.6	(7.3)	0.0	0.0	26.3	69.6	868.0	722.3	1.20	1.26
Oct 2024 Q2	38.3	(7.8)	0.0	0.0	(13.7)	16.8	884.8	708.6	1.25	1.25
Jan 2025 Q3	58.0	(7.2)	0.0	0.0	(5.5)	45.3	930.1	703.1	1.32	1.25
Mar 2025 Q4	(11.8)	(3.8)	0.0	(1.2)	(12.5)	(29.3)	900.8	690.6	1.30	1.26

General notes:

[A] For 2013/2014 through to 2018/2019 the figures are the average for the four quarters.

Columns (1) to (6) refer to changes during the quarter, column (7) to (10) refer to the end of each quarter.
All figures are millions of dollars, except columns (9) and (10). Column (9) is the ratio of column (7) to column (8).
Column (10) is the average of the ratios in column (9) over 12 quarters (i.e. over 3 year period).

Notes:

(1) Net investment returns, including changes in unrealized capital gains, net of consulting and investment management fees. This total includes returns on internally managed funds and other sundry investment earnings less overdraft interest and interest paid to employee benefit accounts.

(2) Allocations from the fund to all account fund balances and associated companies, except the Operating budget and Other allocations (column 4)

(3) Allocations to the Operating budget.

(4) April 2024 includes allocation of investment income to MSOF and Sinking Funds (40.6); special alllocation to MSOF (100.0); special allocation to capital (31.6) netted by debenture cost to carry (-3.0) and market adjustment on RBC SWAP interest agreement of (.2)

(5) The change in the amount owed to other funds for the quarter is the net cash flows into the accounts less any transfers to Western's bank account.

(6) Quarterly net change, is the sum of columns (1) to (5) and is the change in the value of the fund in column (7), which is the change in the market value of investments during the quarter.

(7) Total non-endowed externally managed funds. Endowed funds are not included.

(8) Total of the non-endowed externally managed funds that are owed to University accounts and other creditors.

(9) The ratio of column (7) to column (8).

(10) The average of this ratio over the previous 12 quarters. The Board target for this ratio is an average of 1.08.

ITEM 5.1(e) – James G. McLeod Professorship in Family Law

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

On behalf of the Board of Governors, the Property and Finance Committee approved the revised Terms of Reference for the James G. McLeod Professorship in Family Law established in November 2007 at the Faculty of Law.

EXECUTIVE SUMMARY:

Originally, the Professorship supported appointments during the January Term. The University no longer offers January Term courses, so this change is required to enable the Faculty of Law to allocate funds available for spending in the endowment.

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 Chair/Professorship/Fellowship.

Under the open process, the proposal is submitted to the Senate Committee on University Planning 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
An endowment to support the Professorship was established in 2007 through generous donations from many donors who wished to honour the legacy of James G. McLeod.

Effective Date
July 1, 2025

Purpose
Western Law will recruit and appoint McLeod Professors to teach special topic courses on issues in the field of Family Law. This will directly meet the need for focused education for students in this area and allow flexibility to vary both teachers and topics over time.

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 be to teach special topic courses in the Faculty of Law.

Allowable Expenses

Funds available will continue to be used to support travel, housing/accommodation and support costs while at Western, in addition to providing an honorarium for the McLeod Professor.

The Dean of the Faculty of Law, 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.

ITEM 5.2(a) - Western Retirement Plans Report

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This report covers the calendar year January 1, 2024 to December 31, 2024 and was prepared using data as of December 31, 2024. The Academic and Administrative Staff Pension Boards are responsible for the administration and oversight of two pension plans (the Academic Staff Pension Plan and the Administrative Staff Pension Plan). The Pension Boards are accountable to the Board of Governors to ensure all fiduciary and statutory requirements are met relating to the pension plans.

1. Plan Overview

- Contributions are defined through collective bargaining and allocated to investment funds at the member's direction.
- Huron University College also participated in the respective plans for their faculty and administrative staff. Brescia University College ceased participation in the respective plans on May 1, 2024, and faculty and staff of Brescia who accepted an offer from Western continued in the plan under Western payroll.
- $1,545 million in assets in total.
- 8,255 member accounts in total, including former faculty and staff choosing to leave their investment of funds in the plan for a service fee.
- Pension income for members is based on their accumulated balance of investments and flexible income vehicles at retirement.
- Fourteen (14) investment options; Members make all investment allocations for their account.

Pension Member Performance[1]
As at December 31, 2024

Member Historical Median Returns
- 1 year: 15.2%
- 3 year: 6.0%
- 5 year: 7.9%

Individual Account One Year Returns
- Maximum: 36.1%
- Average: 15.2%
- Median: 15.2%
- Minimum: -8.4%

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[1] Excludes members with ending balances of less than $3,000

Plan Overview cont.

Distribution of Plan Assets
As at December 31, 2024

TOTAL	**$1,544.65**	**100.0%**
Balanced Funds	**$568.68**	**36.8%**
Balanced Growth	$511.29	89.9%
Balanced Income	$57.39	10.1%
Diversified Equity Fund	**$798.72**	**51.7%**
Canadian Equity	**$161.35**	**20.2%**
BG Fundamental Cdn Equity	$80.71	10.1%
CC&L Canadian Equity Q Growth	$80.64	10.1%
US Equity	**$80.00**	**10.0%**
BlackRock US Equity (Reg Only)	$80.00	10.0%
Non North American Equity	**$79.75**	**10.0%**
Boston Partners International Equity Pool	$39.97	5.0%
MFS International Equity II	$39.78	5.0%
Global Equity	**$320.22**	**40.1%**
Fidelity Glb Low Vol Eq Instl Trust (IP)	$79.93	10.0%
Fiera Capital Oakmark Global Pooled	$100.66	12.6%
T. Rowe Price Global Growth Equity	$99.63	12.5%
Arrowstreet Capital Global Small Cap (AM)	$40.00	5.0%
Emerging Markets Equity	**$79.22**	**9.9%**
CC&L Q Emerging Markets Equity	$79.22	9.9%
Real Estate/Infrastructure	**$78.18**	**9.8%**
Brookfield Super-Core Infra Partners	$38.56	4.8%
CBRE Global Alpha QFPF Parallel Fund (AM)	$39.62	5.0%

Canadian Equity Fund	**$97.69**	**6.3%**
BG Fundamental Cdn Equity	$48.87	50.0%
CC&L Canadian Equity Q Growth	$48.82	50.0%
US Equity Hedged Fund	**$59.52**	**3.9%**
WindWise S&P500 Index Hedged	$59.52	100.0%
US Equity Unhedged Fund	**$89.54**	**5.8%**
BlackRock US Equity (Reg Only)	$89.54	100.0%
Non North American Equity Fund	**$35.13**	**2.3%**
Boston Partners International Equity Pool	$17.61	50.1%
MFS International Equity II	$17.53	49.9%

Sustainable Global Equity Fund	**$27.19**	**1.8%**
Mirova Global Sustainable Equity	$27.19	100.0%
Islamic Global Equity Fund	**$2.13**	**0.1%**
BlackRock MSCI ACWI Islamic Eq Index	$2.13	100.0%
Diversified Bond Fund	**$326.37**	**21.1%**
Al		36.1%
Al		23.9%
Bl		25.1%
R		14.9%
Canadian Bond Fund	**$17.27**	**1.1%**
BlackRock Universe Bond Index	$17.27	100.0%
Long Term Bond Fund	**$15.93**	**1.0%**
BlackRock Long Bond Index	$15.93	100.0%
Money Market Fund	**$36.70**	**2.4%**
SLF Money Market Fund	$36.70	100.0%
Sun Life GDIA	**$38.46**	**2.5%**
Sun Life GDIA	$37.56	97.7%
SLFT GDIA	$0.89	2.3%

Note: Amounts are in Millions and Balanced Funds are not included
in the University of Western Ontario total plan market value.

(SFR) Suggested For Removal
(AM) Additional Monitoring   (W) On Watch

Investment management fees
Fees have remained stable from the prior year, at 0.49% on average including HST. Managing fees helps members to grow their savings more efficiently.

As At December 31, 2024

Western Pension Fund	Western's Calculations 2024			
	Investment Management	Custodian	Fund Operating Expense	Expected Avg. Fee
Balanced Income	0.39%	0.02%	0.11%	0.53%
Balanced Growth	0.46%	0.02%	0.09%	0.57%
Diversified Bond	0.34%	0.02%	0.13%	0.50%
Diversified Equity	0.51%	0.02%	0.07%	0.60%
Money Market	0.02%	0.02%	0.01%	0.06%
Canadian Bond	0.06%	0.02%	0.00%	0.08%
Canadian Long Term Bond	0.06%	0.02%	0.00%	0.08%
Sustainable Global Equity Fund	0.79%	0.02%	0.06%	0.87%
Islamic Global Equity	0.18%	0.02%	0.65%	0.86%
Canadian Equity	0.25%	0.02%	0.04%	0.31%
US Equity Hedged	0.08%	0.02%	0.03%	0.13%
US Equity Unhedged	0.06%	0.02%	0.00%	0.08%
Non-North American Equity	0.52%	0.02%	0.06%	0.60%
Total	0.40%	0.02%	0.07%	0.49%

2. **Key Updates**

Brescia University College
On May 1, 2024, Brescia University College ceased being a Participating Employer in the Western Pension Plans. Employees of Brescia who accepted employment at Western as part of the Integration provisions had uninterrupted membership and their continuous service in the plan was recognized.

Responsible Investing and the Western Pension Plans
The Sustainable Global Equity Fund, managed by Mirova, was opened for investment on February 1, 2024. The objective of the Sustainable Global Equity Fund is to achieve long-term financial outperformance with greater sustainability impact by:

- investing in companies whose economic activity contributes a positive impact to the achievement of one or more of the United Nations Sustainable Development Goals ("SDGs") and/or reduces the risk of not achieving one or more of the SDGs;
- prioritizing a positive social and environmental impact in the investment process while ensuring that the portfolio companies follow good governance practices;
- actively engaging with companies to encourage strategies in line with the SDGs;
- seeking portfolio alignment with a 2-degree Celsius global warming scenario.

On April 3, 2024, the Socially Responsible Global Equity Fund (which sought to screen-out investment in companies with risks related to ESG factors) was closed. All remaining investors received communications and were re-invested in the Sustainable Global Equity Fund.

The Islamic Global Equity Fund, added in June 2023, continues to provide an investment option that is in compliance with Islamic investment principles. As a diverse and inclusive employer this is an important option which enables more members to fully participate in the pension plans. Prior to this fund option, some members invested in the Socially

Responsible Global Equity Fund, as some of the investment exclusions aligned with the prohibited investments under Islamic finance. This option is aligned with the Board's principles of being responsive to plan member preferences and in offering members choice.

The Board continues to monitor and engage with all investment managers to understand how they are considering the financial impact of ESG factors on risk and return as they make their security selections for the portfolios with the goal of ensuring that material ESG risks and opportunities are properly considered and managed.

Diversified Equity Fund
In the second quarter of 2024 a real asset mandate was implemented for the Diversified Equity Fund with a 5% infrastructure allocation (to Brookfield Asset Management) and a 5% real estate allocation (to CBRE Investment Management). The change was approved by the Pension Boards in late 2023.

Real Assets, specifically Infrastructure and Real Estate, can offer additional diversification because of low correlation to other asset classes, lower volatility of returns, and inflation protection. They are also aligned with a long investment horizon. The risks of this asset class include elevated costs, idiosyncratic risk at the individual property level, illiquidity risk and political risk (changes in laws and regulations). The Pension Board believes the benefits of the asset class are optimized and the risks are manageable within the fund-of-funds or portfolio approach, such as the Diversified Equity Fund.

In the first quarter of 2024, Boston Partners International Equity replaced AB International Value Equity, investing with a value style (5% of the fund). There was no change to the overall strategy for this fund. A similar manager change was made for the Non-North American Equity Fund.

The fund management fee increased from approximately 0.57% to 0.61%, including HST, once all changes to underlying investment mandates were fully implemented. Changes to this fund also impacted the Balanced Growth and Balanced Income portfolios.

Fixed Income Review
In 2024, the Pension Boards conducted a review of the fixed income options, with a focus on the Diversified Bond Fund. The Pension Boards approved changes to move to accessing global fixed income through a Global Multi-Asset Credit (MAC) mandate which is expected to be more diversifying and less correlated with the rest of the fund. The shift also sees an increase in Canadian Core Plus Fixed Income mandates due to a better risk-adjusted return profile than traditional global fixed income mandates. "Plus" refers to the inclusion of investment strategies beyond the traditional core holdings of high-quality government and corporate bonds, and MAC allocates across a broader range of credit assets.

The Long-Term Bond Fund was renamed the Canadian Long Term Bond Fund to provide at-a-glance clarity that it is a portfolio of Canadian dollar denominated bonds issued by Canadian federal, provincial or municipal governments, and Canadian corporations.

All changes were implemented in 2025.

Romspen Mortgage Investment Fund

Romspen Mortgage Investment Fund has been a mandate within Western's Diversified Bond Fund since 2012. They invest primarily in short-term commercial mortgages throughout North America. Its lending is at higher interest rates and non-performing loans are anticipated with the strategy, which is expected to compensate investors with higher returns over time. Romspen is one of three investment managers managing one of the four underlying strategies for the Diversified Bond Fund. The Diversified Bond Fund also represents 70% of the Balanced Income Fund and 30% of the Balanced Growth Fund. In 2022, Romspen restricted redemptions to help protect against volatility in the market. Redemptions remain suspended in the fund and are expected to remain suspended over the next 12 months. To address the overweight position in the fund, the board approved the decision to stop the dividend reinvestment program effective September 26, 2022. The fund's current distribution rate is $0.02/unit. There have been no changes to the liquidity of Western's Diversified Bond Fund, Balanced Growth Fund, or Balanced Income Fund.

Romspen manages approximately 15% of the Diversified Bond Fund. This is above the target weight of 10% but within the permissible range of 5% to 15%. Romspen has achieved an average return of 6.7% per year for the 10 years ending December 31, 2024 (gross of fees).

Western has been actively engaging Romspen in order to get more transparency for the investors and also to provide advice on the fund management with the goals of providing liquidity to investors and increase the fund's distributions.

Cyber Security

Sun Life added multi-factor authentication (MFA) to plan member accounts in 2023. In 2024 Western added MFA to the single sign-on (SSO) option, where active employees can sign in to their Sun Life account using their Western credentials. All Sun Life access points for members and administrators now have MFA. In September 2024 the Pension Board met with the Senior Vice President and Chief Security Officer from Sun Life to learn about their cyber security protocols. Management staff for the pension plans and Western's cyber security team now meet with Sun Life's cyber security team quarterly. There have not been any security incidents.

3. **Member Decisions:**

- **Plan Asset Mix** – allocation of assets between cash, fixed income and equities has continued to reflect the relative movement of the markets and not active trading by plan members.

	2024
Cash	4.9%
Fixed Income	23.2%
Equities	71.9%

- **Member investment choices** – although the average number of funds used per member remains low (1.9 funds for Administrative Plan members and 2.2 funds for Academic Plan members), the built-in diversification of the most frequently used option (Balanced Growth Fund) ensures members are benefitting from broad diversification. Most plan members are not actively selecting their investments. With this, participation in the Balanced Growth Fund, as the default option, continues to grow. The Fund has the most assets and the greatest number of investors. Based

on member behaviour, the Balanced Growth Fund is expected to continue to attract the most members and assets going forward.

- **Plan participation rates**- beginning in 2021, the University has been working to negotiate changes to the participation provisions in collective agreements to more strongly support enrolment:
  o Most regular, full-time Staff and all Faculty are required to join the plan from date of hire and there is currently a 100% participation rate.
  o Most non-regular full-time Staff who are eligible to join the pension plan are now automatically enrolled, with an option to waive participation. In 2024, for employees who are eligible for auto-enrolment, there was a 99% participation rate; and for employees who are eligible to opt-in to the plan, there was a 21% participation rate.

4. **Communication and Education**

In 2023 Sun Life launched 360 Plan Advice, which connects plan members of any age with Financial Services Consultants able to create a fulsome financial plan using Sun Life's *One Plan* tool. In 2024, the One Plan tool was released directly to members, expanding their personal planning capability. One Plan is now available as an advised plan (created by a Sun Life Consultant), do-it-yourself, or do-it-yourself with support. Members closer to retirement continue to have access to Retirement Consultants who are specialists in the decumulation phase. All support is provided from salaried, licenced consultants within the Group Retirement Services division.

Each January, members receive a comprehensive and personalized annual statement for the prior year. Quarterly, electronic statements are posted to a plan members' account. New members in each quarter receive a reminder about the important steps to take to set up for success, including naming beneficiaries, selecting investments, and electing additional voluntary contributions. Throughout the year all members receive prompts to take action, reminders of customized retirement planning/projection tools, and details on relevant workshops and how to access support.

Annual Member Update Meeting
Each year, on behalf of the Joint Pension Board, Management staff in Finance and Human Resources host a Member Update meeting to address member question and share about developments from the prior year, and underway.

In February 2024 (for 2023), the meeting featured a guest presentation by Mirova, the manager for the new Sustainable Global Equity Fund. In February 2025 (for 2024), the meeting featured a demonstration by Sun Life of the new One Plan financial planning tool.

On-going Education Opportunities
- On demand, custom recordings for Western plan members (updated and re-branded in 2023):
  o Understand the Value of your Western Pension Plan
  o Investing: The Essentials
  o Choosing your Investments
  o Rebalancing your Pension Plan Investment Mix (new)

- o Becoming Retirement Ready (series)- Part 1: Assessing your Retirement Readiness; Part 2: Planning for Retirement Risks; Part 3: Living your Retirement Plan

- Sun Life Wellness Webinar Series: www.sunlife.ca/mymoney
  - o New topics have been added and recordings of sessions are being rolled out to expand access.

- One-on-One support:
  - o All members for general account management through the Sun Life Client Care Centre;
  - o All members for detailed financial planning with a Financial Services Consultant;
  - o Members within 5 years of retiring, for detailed retirement planning support from a Sun Life Retirement Consultant;
  - o All support is available from 8 a.m. to 8 p.m. on business days.

5. **Projects Underway as at December 31, 2024*:***
   - Investments:
     - o Implementation of the changes to the Diversified Bond Fund approved by the Board.
     - o Review the Diversified Equity Fund for optimization following changes.

   - Communications:
     - o Communication to plan members of investment changes being implemented in early 2025.

   - Governance:
     - o The initial 10-year agreement for the Sun Life Retirement & Savings Plan for Western Retirees ended May 1, 2025 Western has two, five-year renewal options. The plan continues to operate with the same provisions while renewal is underway. New options at Sun Life are being evaluated under the renewal.
     - o The Canadian Association of Pension Supervisory Authorities (CAPSA), is a national association of pension regulators which has development guidelines for the administration of capital accumulation plans (including defined contribution pension plans). In the fall of 2024, CAPSA released a revised guideline pertaining to the responsibilities of plan sponsors, plan members, and services providers, and a new guideline on risk management. Management staff is leading the Board through a review of the guidelines and implications for the pension plans.

6. **Pension Governance and Operations**

   Each of the pension boards consist of 7 members: 4 elected by the membership and 3 appointed by the University. These boards work jointly in the design of investment, communication, and administrative policy (Joint Pension Board). The design and implementation of policy is completed with significant assistance from staff in human resources and financial services.

Joint Pension Board (2024-2025):

<u>**Elected Academic Board Members**</u>
- Stephen Foerster, Professor, Ivey (2008)
- Saurin Patel, Associate Professor, Ivey and Chair of the Academic Pension Board(2021)
- Joseph Shaw, Lecturer, Geography & Environment (2022 to December 31, 2024)
- Shahbaz Sheikh, Professor, DAN Management (2021)

<u>**Elected Administrative Board Members**</u>
- Ab Birch, Director, Financial Systems (1997)
- Sonya Cuprjak, Manager, Financial Information Systems & Support, Financial Services (2024)
- Rachel Halaney, Chief Administrative Officer, Schulich School of Medicine and Dentistry and Chair of the Administrative Pension Board (2020)
- Jim Loupos, Director, Internal Audit, Financial Services (2009)

<u>**University Appointed Members (common to both Boards)**</u>
- Louise Koza, Director, HR & Digital Operations, Secretary, Academic Pension Board and Administrative Pension Board (2003)
- Eric Mallory, Associate Vice-President, Financial Services (2019)
- Jane O'Brien, Associate Vice-President, Human Resources (2000)

Staff Supporting the Pension Program:

<u>**Human Resources**</u>	<u>**Finance**</u>
Cara Bourdeau, Senior HR Consultant, Total Rewards	Tahir Aziz, Associate Director, Pension Investments
Kyle Digby, Benefits Specialist	Martin Bélanger, Director Investments
Louise Koza, Director, HR Digital & Operations	Tom Keenleyside, Associate Director, Investments
Bekki Ollson, Total Rewards Consultant	

Service Providers:

<u>**Provider**</u>	<u>**Services**</u>
Sun Life Financial	Pension: custodian, record keeping, education and financial advice. Other: Preferred provider of Retirement Income Fund
Mercer Canada	Investment Consulting
Brown Mills Klinck Prezioso LLP	Legal counsel
KPMG	Auditors

ITEM 5.2(b) – Annual Report on the Non-Discrimination/Harassment/Sexual Misconduct Policy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Human Rights Office (HRO) prepares an annual report per MAPP Policy 1.35 - Non-Discrimination/Harassment/Sexual Misconduct. The report focuses on harassment, discrimination and sexual misconduct addressed by the Human Rights Office and the Office of the Associate-Vice President, Human Resources.

The report is provided to the Board of Governors through the Audit Committee for information in accordance with the Audit Committee Terms of Reference.

ATTACHMENT(S):

Human Rights Office: Annual Report May 1, 2024 – April 30, 2025

Western

Human Rights Office
ANNUAL REPORT
May 1, 2024 – April 30, 2025

Human Rights Office – 2024-2025 Annual Report

The Human Rights Office (HRO) prepares an annual report as per the *MAPP 1.35 Non-Discrimination/ Harassment/Sexual Misconduct Policy*. The report focuses on harassment, discrimination and sexual harassment and sexual misconduct addressed by the Human Rights Office and the Office of the Associate-Vice President, Human Resources.

Policy Update

Effective February 6, 2025, Western's Non-Discrimination/Harassment/Sexual Misconduct Policy was updated to meet the new requirements under *Bill 166, Strengthening Accountability and Student Supports Act, 2024.* The University held consultation meetings in December 2024 and January 2025 with employee groups and student executives on the proposed requirements to meet compliance with the legislative requirements.

About the Human Rights Office (HRO) at Western

The services of the HRO are available to all members of Western's community. Under the Policy, the HRO facilitates the development, implementation and ongoing management or coordination of Western's policies and programs relating to discrimination, harassment, workplace harassment or sexual harassment and sexual misconduct. Western's policies comply with the Ontario Human Rights Code and Occupational Health and Safety Act.

The HRO offers the following services:

- Confidential consultation, support, and information available to all Western students, staff, faculty, librarians and archivists and postdoctoral scholars
- Support, education and advice to administrative and academic leaders
- Culture and climate reviews, as appropriate
- Training and presentations

Western University sits on traditional territory. The Human Rights Office acknowledges the Attawandaran (Neutral) peoples who settled the Southwestern Ontario region alongside the Algonquin and Haudenosaunee people, as well as the other longstanding Indigenous groups of this region: the Anishinaabe Peoples, the Haudenosaunee Peoples, the Leni-Lunaape People and Chonnonton People.
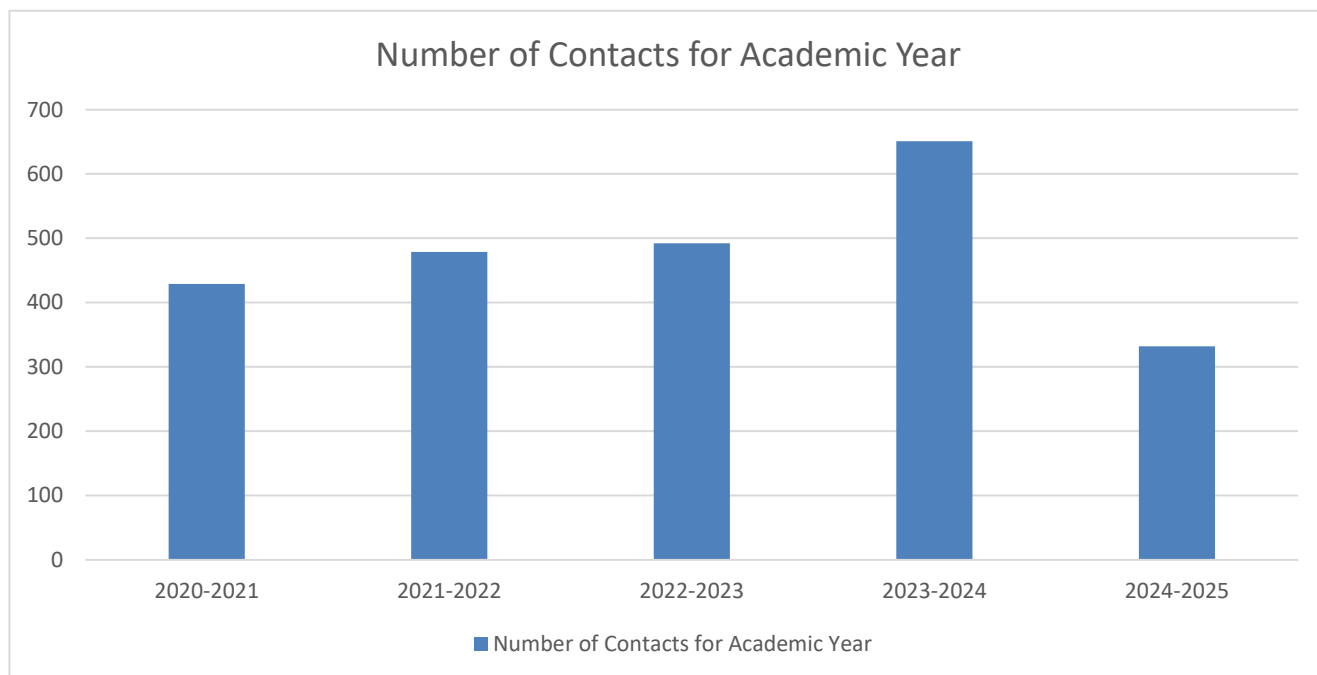
Contacts to the HRO

Over the past academic year, the Human Rights Office recorded **332 direct contacts** via the Office's online reporting tool, email, phone calls and walk ins. **175** of those were through the online reporting form and **157** through email, phone or walk-ins.

Chart 1 below tracks the number of contacts over the past 5 years. The 2023-2024 increase in contacts was due to the events related to the impact of global events upon our campus. The higher number of contacts from the academic years between 2020-2023 were associated with the pandemic and the issues related to accommodations, health and safety concerns and the implementation of mandatory vaccine and masking policies. In contrast, over the past academic year, we have not seen significant external factors directly affecting the work of our office. The concerns and issues raised have primarily reflected the general broader societal and community trends.

Chart 1: Number of Contacts for Academic Year

- **64%** of contacts were from individuals who indicated they directly experienced the behaviours they were reporting to the HRO.
- **20%** of contacts indicated they were witness or were made aware of the concerns they were reporting to the HRO.
- **16%** of individuals contacted the Human Rights Office with general requests for information or advice. This included academic and administrative leaders, student leaders, faculty members and staff seeking clarification on processes, referring individuals and reviewing of materials to ensure compliance with human rights principles and the NDH/SM policy.

Chart 2: Individuals Reporting Concerns
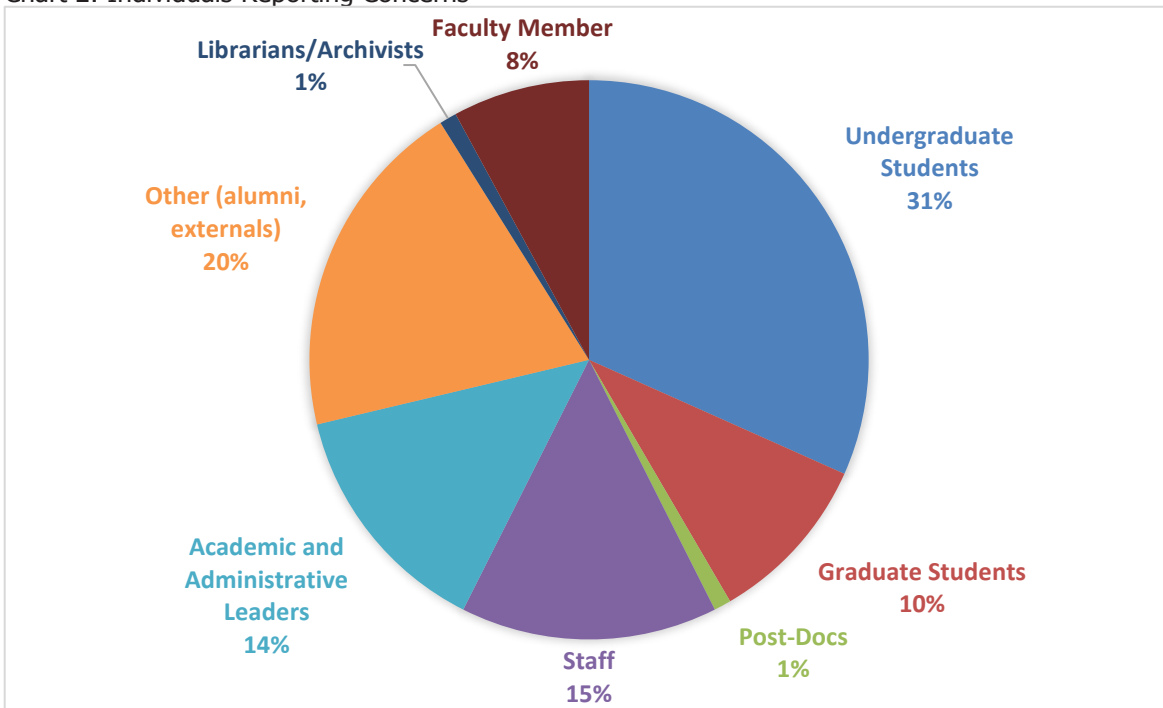
Chart 3: Types of Concerns Reported
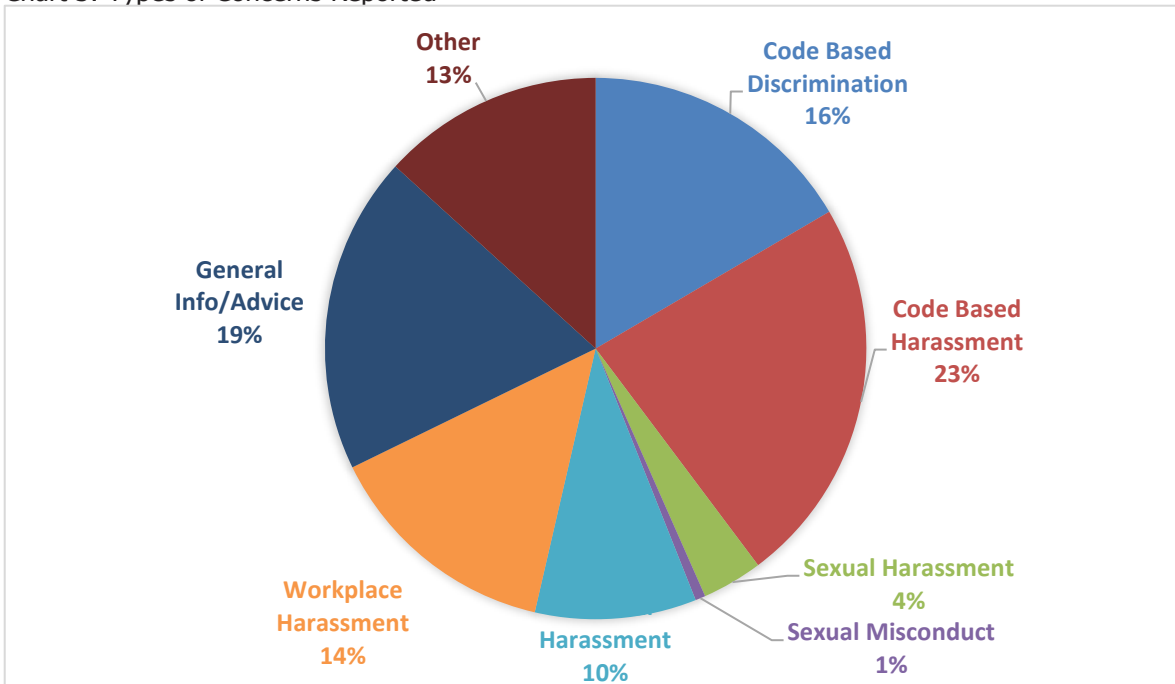
- Chart 2 above illustrates the breakdown of individuals who brought concerns to the HRO. Undergraduate students made up the largest group using the HRO's services, followed by individuals not directly affiliated with the university such as alumni, former staff, parents, concerned citizens etc.

- Chart 3 above illustrates the nature of the concerns reported to the HRO. Individuals often raise multiple concerns to the HRO.

- In addition to harassment, discrimination, workplace harassment or sexual harassment individuals may report other types of conflict that do not fall within the scope of the Policy. Examples of this include interpersonal issues, misunderstandings about role or job clarity,

academic grading concerns, teaching styles of professors, etc. The HRO recognizes that unresolved conflict (s) can negatively impact the workplace and academic environments. In such cases, the HRO will collaborate with and/or refer matters to Western's network of support services that may be better positioned to assist the individual.

Table 1: Code-Based Discrimination and Harassment Grounds from Individual Contacts

Grounds	Contact
Age	3
Creed (inc. accommodation)	6
Disability (incl. accommodation)	17
Family & Marital Status	3
Gender Identity & Expressions	19
Sexual Orientation	3
Race and Race related grounds	66
Sex (incl. harassment, discrimination & sexual misconduct)	36

Table 2: Code Based Discrimination and Harassment Grounds reported by Graduate and Undergraduate Students

Code Based Grounds	Contacts
Age	1
Creed (inc. accommodation)	4
Disability (inc. accommodation)	6
Family & Marital Status	1
Gender Identity & Expression	1
Sexual Orientation	2
Race and Race related grounds	38
Sex (incl. harassment & discrimination & sexual misconduct)	17

Table 3: Code Based Discrimination and Harassment Grounds reported by Employees (staff, faculty, post-docs, librarians)

Code Based Grounds	Contacts
Age	2
Creed (inc. accommodation)	0
Disability (inc. accommodation)	8
Family & Marital Status	2
Gender Identity & Expression	1
Sexual Orientation	1
Race and Race related grounds	7
Sex (incl. harassment & discrimination & sexual misconduct)	8

HRO and the Campus Community

The Human Rights Office is contacted by individuals in a wide range of roles across the Western community. We provide support to all members of the Western community, and regularly engage with

both academic and administrative leaders. Gaining insight into the challenges these leaders face enables us to tailor our support and resources effectively. In addition, we receive inquiries from alumni, members of the Affiliated Colleges, and individuals from the broader community who are not formally connected to Western. In such cases, we make every effort to offer appropriate referrals.

When a concern is brought forward, individuals are offered a confidential consultation with our office. The HRO conducts a preliminary review of the matter and advises the individual on the avenues available for resolution as outlined in university policy. Most concerns are addressed through alternate resolution mechanisms, which may include mediation, facilitated discussions, or HRO-led inquiries designed to ensure the appropriate application of university policies. Some individuals opt to pursue the formal complaint and investigation process, while others may ultimately choose not to proceed with any formal or informal resolution pathway.

This past year the Associate Vice-President, Human Resources administered 39 processes over the current academic year. There were 20 processes carried over from the last academic year ending April 30, 2024. There were 17 new complaints filed and/or initiated in the 2024-2025 academic year beginning in May 1, 2024. The two other matters reflect applications that were brought before the Human Rights Tribunal of Ontario.

Safety Concerns

Where a concern is shared with the HRO that carries the possibility of violence or a threat to an individual's safety, the HRO refers or reports the concern to Campus Safety and Emergency Services (CSES). The HRO referred matters to or contacted CSES on 21 occasions this past year.

End of Year Reflections

As the academic year concludes, the Human Rights Office (HRO) continues to witness evolving and complex concerns within the Western community. Amongst the troubling issues brought to our attention are ongoing incidents of anti-Black racism, including the repeated and casual use of derogatory slurs by students towards their peers at the university or outside in online social spaces. In response, the HRO is working with the Equity, Diversity, and Inclusion (EDI) Office to explore both preventative and responsive strategies. Together, we are examining interventions aimed at addressing these forms of racism more effectively and sustainably.

Another area of significant concern involves the misuse of social media and other electronic communication platforms by undergraduate students to harass or target their peers, such as cyber-bullying and cyber-sexual harassment. These cases often involve group chats, and anonymous or public posts. We continue to work with our colleagues in Student Support Case Management in addressing these concerns appropriately.

It is important to acknowledge that resolving concerns that are brought to our office is rarely a linear process. Many cases require multiple, layered interventions that may span over several months. This extended timeline reflects both the complexity of the issues and the need for careful, trauma-informed approaches that center the needs of those impacted while ensuring procedural fairness for all involved. We are often required to coordinate with various university departments and to fully address the concerns brought to our office to ensure individuals feel supported and heard.

The Human Rights Office assumed the role of Chairing the Gender-Based and Sexual Violence (GBSV) Advisory Committee. Through our work with the members of the committee and working with the Provost's office, with the leadership and support of the Acting Deputy Provost, we continue to guide institutional efforts in response to GBSV across campus.

As we reflect on the year's challenges and progress, we remain committed to advancing equity and human rights at Western through collaboration, education, and principled responses. The work of the Human Rights Office continues to be grounded in the belief that all members of our community deserve to live, learn, and work in a safe, inclusive, and respectful environment.

We express our sincere appreciation for all those who have entrusted us with their experiences and sought our assistance toward resolving matters. We also wish to thank our campus partners who continue to consult with our office in their commitment to support and advance human rights principles.

Western

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ITEM 5.3(a) – Board Annual Work Plan for 2025-26

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Board's annual work plan has been reviewed by the Governance and By-Laws Committee. It is presented to the Board of Governors for information.

ATTACHMENT(S):

Board Annual Work Plan

BOARD ANNUAL WORK PLAN

September 25, 2025

Audit
- Audited Financial Statements for the Year Ended April 30, 2025 (approval)
- Financial Statements Related Corporations (information)
- Corporate Insurance Annual Report (information)*
- Enterprise Risk Management Update (information)*

Property and Finance
- New Scholarships, Awards, Prizes (information)

Fund Raising and Donor Relations
- Fundraising and Engagement Report (Campaign update)
- Naming Opportunities (information/approval)*

Governance and By-Laws/Senior Policy and Operations
- Board Evaluation Survey Results (information)* [may come to the Nov mtg]

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

November 20, 2025

Property and Finance
- Report on Underwater Endowments (information)
- Semi-Annual Ratio Report on Non-Endowed Funds (information)
- New Scholarships, Awards, Prizes (information)
- Investment Committee Report (information)
- Semi-Annual Report on Capital Debt (information)*
- Annual Report on Major Strategic Opportunities Fund (Information)*

Governance and By-Laws
- Board Election Schedule

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Honorary Degree Recipients – Fall 2025 (information)
- Annual Report of the McIntosh Gallery (information)

February 5, 2026

Audit
- Ombudsperson Annual Report (information)

Property and Finance
- Quarterly Report Operating Budget (information)
- Key Financial Indicators (information)
- Annual Report on Trademark Licences (information)
- Ancillary Financial Report (information)
- New Scholarships, Awards, Prizes (information)
- Investment Committee Report (information)
- Expenditure Report – Capital Projects over $2.5M (information)*

Fund Raising and Donor Relations
- Fundraising and Engagement Report (Campaign update)
- Naming Opportunities (information/approval)*

Governance and By-Laws
- 2026-2027 Board and Committee Meeting Schedule (information)*

Senate
- Annual Report of the University Librarian (information)
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Annual Report of the Office of Academic Quality and Enhancement (OAQE)

April 30, 2026

Audit
- Campus Safety and Emergency Services Annual Report (information)
- Health, Safety & Well-being Annual Report (information)

Property and Finance
- 2027-27 University Operating and Capital Budgets and Tuition Fees (approval)
- Annual Report and Recommendations of the Student Services Committee (approval)
- New Scholarships, Awards, Prizes (information)
- Standard and Poor's Credit Rating Report (information)
- Semi-Annual Report on Capital Debt (information)*

Fund Raising and Donor Relations
- Fundraising and Engagement Report (Campaign update)
- 2026/2027 Annual Fundraising Target (approval)*
- Naming Opportunities (information/approval) *

Governance and By-Laws
- Election results

Senate
- Advice re: 2026-27 University Operating and Capital Budgets

- Vice-Provosts' Annual Report on Faculty Recruitment and Retention (information)
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report (Information)
- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2025-2026 (information)
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)

June 18, 2026

Audit
- Annual Report on Information Security (Information)
- Western Retirement Plans Report (information) [may come to the Sept mtg]
- Internal Audit Annual Report (information)*
- Internal Audit Annual Plan (information)*
- Enterprise Risk Management Update (information)* [may come to the Sept mtg]
- Reappointment of External Auditors (information)* [every 5 years]
- Non-Discrimination/Harassment/Sexual Misconduct Policy Annual Report (information) [may come to the Sept mtg]

Property and Finance
- 2025-2026 Operating Budget Update (Year-End) as at April 30, 2026 (information)
- Semi-Annual Ratio Report on Non-Endowed Funds (information)
- Ancillary Financial Report (information)
- Investment Committee Report (information)
- New Scholarships, Awards, Prizes (information)

Fund Raising and Donor Relations
- Annual Campaign Update*
- Naming Opportunities (information/approval)*

Governance and By-Laws
- 2026-27 Board Work Plan (information)

Senior Policy and Operations
- Annual Report on the Code of Student Conduct (information)
- Annual Report on Gender-Based and Sexual Violence (information)
- University Discipline Appeals Membership (UDAC) (information/approval)
- Staffing Report (information)
- Committee Assignments (approval)*

Senate
- Academic Administrative Appointments (information)
- Report of the Council of Universities (COU) Academic Colleague (information)
- Honorary Degree Recipients – Spring 2026
- Annual Report of the Vice-President (Research)

*Items typically presented in closed session

ITEM 5.4(a) – Fund Raising Quarterly Report (Q4)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Fund Raising Quarterly Report shows continuity year-over-year on pledge commitments owing at the beginning of each fiscal year, in addition to net new gift and pledge activity received throughout the fiscal year and payments made on prior year pledge commitments, for an ending balance of future pledge commitments outstanding as we begin FY2026.

ATTACHMENT(S):

Fund Raising Quarterly Report (Q4)

FUND RAISING QUARTERLY REPORT
as at April 30, 2025
(with comparative figures for Fiscal Year 2023 and 2024)

Western

PLEDGE DATA [1]

	May 1, 2024 to April 30, 2025 (000's)			Fiscal Year 2024 (000's)		Fiscal Year 2023 (000's)	
	Target	Actual	Actual as a % of Target	Target	Actual	Target	Actual
Pledges outstanding May 1st	125,181	125,181	N/A	93,271	93,271	73,009	73,009
New Gifts & Pledges (Gross)	100,000	83,489	83.5%	85,000	91,742	75,000	93,301
Pledges cancelled/amended on new/prior pledges	(3,086)	(573)	18.6%	(2,750)	669	(5,094)	(3,604)
Net New Pledges/Gifts	**96,914**	**82,916**	**85.6%**	**82,250**	**92,411**	**69,906**	**89,697**
Contributions received in payment of pledges/gifts[2]	68,190	85,520	125.4%	71,461	60,501	74,236	69,435
Net Pledges Outstanding	**153,905**	**122,578**	**79.6%**	**104,060**	**125,181**	**68,679**	**93,271**

COST PER DOLLAR RAISED

	May 1, 2024 to April 30, 2025 (000's)			Fiscal Year 2024 (000's)			Fiscal Year 2023 (000's)		
	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised	Net Pledges/Gifts	Expenses	Cost per Dollar Raised
Total Expenses/Cost Per Dollar Raised	**83,489**	**11,816**	**$0.14**	**91,742**	**11,047**	**$0.12**	**93,301**	**11,074**	**$0.12**
3-Year Average Cost Per Dollar Raised[3]	**89,511**	**11,312**	**$0.13**	**89,619**	**10,902**	**$0.12**	**86,977**	**10,749**	**$0.12**

RETURN ON INVESTMENT

	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment	Revenue Cash Received	Expenses	Return on Investment
Total Return on Investment	**79,895**	**11,816**	**$6.76**	**56,571**	**11,047**	**$5.12**	**63,914**	**11,074**	**$5.77**
3-Year Average Return on Investment	**66,793**	**11,312**	**$5.90**	**62,756**	**10,902**	**$5.76**	**66,493**	**10,911**	**$6.09**

[1] Includes total activity of:

Western University
The University of Western Ontario Inc.
The University of Western Ontario (UK) Foundation
The University of Western Ontario (HK) Foundation
Richard Ivey School of Business (Asia) Limited

[2] Represents all contributions including cash, gift in kind and gift in purchase discounts entered in BBCRM within reporting period and may differ from the general ledger reporting period.

[3] Three-Year Rolling Average - reflects the major gift factor and the post campaign period. Return on Investment and Cost per Dollar raised are included on April 30th Quarter reports.

ITEM 5.5(a) – University Discipline Appeal Committee (UDAC) Membership

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Composition:

The Board of Governors shall appoint a Chair and 15 members: 7 members of faculty and 8 students (5 undergraduates and 3 graduate students).

No more than two of the faculty members shall be from the same Faculty. Undergraduate students shall be appointed from a broad range of Faculties and no more than two of the graduate students shall be from the same division.

The Chair shall be appointed annually.

Current Elected Members:

Terms continuing to June 30, 2026:

Chair:	Chris Sherrin (Law)
Undergraduate:	Jack Harris (Huron), Shiven Sharma (Eng)
Graduate:	Dana Broberg (Schulich), Cara Davidson (HS)
Faculty:	Randal Graham (Law), Melody Viczko (Edu), Andrew Walsh (SS)

Terms continuing to June 30, 2027:

Faculty:	Mi Song Kim (Edu), Ken Kirkwood (HS)

Terms continuing to June 30, 2028:

Faculty:	Amy Horton (HS)

Required: Three (3) undergraduate students from a broad range of Faculties (terms from July 1, 2025 to June 30, 2026)

Nominees:	Bruce Yu (SS)	(Student, UNDG)	Term to June 30, 2026
		(Student, UNDG)	Term to June 30, 2026
		(Student, UNDG)	Term to June 30, 2026

Required: One (1) graduate student (term from July 1, 2025 to June 30, 2026)

Nominees:	Mohamed Essa (Schulich)	(Student, GRAD)	Term to June 30, 2026

Required: One (1) member of faculty (term from July 1, 2025 to June 30, 2028)

Nominees:		(Faculty)	Term to June 30, 2028

UDAC Nominee Biographies

Undergraduate Students

Bruce Yu	*Faculty of Social Science*

Bruce brings a strong background in governance and public affairs. He is currently Vice-Chair of the USC's Board and has effectively worked with his fellow Directors and staff on key policy and governance issues. Outside of Western, he is Board Vice-Chairperson for a national education advocacy charity, where he previously served as Executive Director. His combined board experiences have provided him with firsthand insights into effective board leadership. Bruce worked for Ontario's Minister of Education, advising on policy development and communications. He also brings experience adjudicating workplace investigations and holds a Certificate in Education Law from Osgoode Hall Law School.

Graduate Students

Mohamed Essa	*Schulich School of Medicine & Dentistry*

During my undergraduate studies at western, I have never run into issues that required an appeal. However, I have had many colleagues who would often run into this issue. I would always listen to their side of the story and remain non-judgmental. I would then try to encourage my colleagues to think about the decision from the policy perspective. The perspective I would bring to the table is the ability to remain objective still being beneficent. Two sides are what make a story complete and we must listen to both before coming to a decision.

ITEM 5.5(b) – Annual Report on the Code of Student Conduct

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report on the Code of Student Conduct for the period from May 1, 2024 to April 30, 2025 is provided for information.

ATTACHMENT(S):

Code of Student Conduct Report

Code of Student Conduct Report

Annual Report to the Western Board of Governors for the period of May 1, 2024 - April 30, 2025. Prepared by Student Support & Case Management on behalf of the Vice Provost (Students).

Complaints

Complaints under the *Code of Student Conduct* (the *Code*) may be resolved informally, formally investigated, reviewed with supports or referrals provided, or dismissed. Table 1 lists the total number of Code complaints over the last four years. Cases are categorized by type of process applied:

- Formal Proceedings - resulting in Findings
- Formal Proceedings - resulting in No Findings
- Formal Proceedings – with outcome pending
- Informal Resolutions
- Cases with Assistance/Supports provided; or Dismissed

The category **"Cases with Assistance/Supports provided or Dismissed"** encompasses a broad range of matters, including those that fall outside the jurisdiction or threshold of the *Code*, as well as cases in which the Code of Student Conduct Office provides in-depth and proactive conflict resolution support. This support often includes coaching and advisory services to faculty and staff, aimed at resolving appropriate conflicts early and prior to escalation into formal Code-related complaints.

During the 2024-2025 academic year, the Code of Student Conduct Office placed a strategic emphasis on upstream initiatives in prevention, education, and support. This included a more rigorous and nuanced analysis of jurisdiction and threshold criteria to ensure that each case was directed through the most suitable process, whether investigative or non-investigative. These combined efforts have contributed to a reduction in the number of formal proceedings during this reporting period. The Code of Student Conduct Office will continue to promote awareness, education and collaboration in its work with students, faculty and staff.

Table 1: Total Code Complaints

Type of Process	Number of Complaints in 2021-2022 Reporting Period (excluding Vaccine Policy cases)	Number of Complaints in 2022-2023 Reporting Period	Number of Complaints in 2023-2024 Reporting Period	Number of Complaints in 2024-2025 Reporting Period
Formal Proceedings Resulting in Findings of Misconduct	20	27	20	7
Formal Proceedings Resulting in No Findings of Misconduct	40	15	14	6
Formal Proceedings with Outcome Pending (ongoing investigations)[1]	N/A	N/A	7	8
Informal Resolutions	19	15	15	20
Cases with Assistance/ Supports Provided, or Dismissed[2]	43	48	47	59

Origin of Complaint

Table 2 outlines the most common sources for *Code* complaints during the last three years. These data help inform the educational, support, and prevention strategy of Student Support and Case Management (SSCM) office.

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[1] New category added reflects investigations that have commenced and remain in progress during the reporting period.

[2] "Assistance/Supports Provided" includes, but is not limited to, cases that did not require investigations or informal resolutions, but involved the provision of consultations/conflict coaching with staff/faculty, coordinating responses with campus partners, and providing supports and referrals. "Cases Dismissed" refers to complaints where the University has chosen not to proceed for reasons of jurisdiction/threshold, anonymity/lack of information, or the Complainant does not wish to proceed.

Table 2: Origin of Complaint

Origin of Complaint	Number of Complaints in 2021-2022 Reporting Period (excluding Vaccine Policy compliance cases)	Number of Complaints in 2022-2023 Reporting Period	Number of Complaints in 2023-2024 Reporting Period	Number of Complaints in 2024-2025 Reporting Period
Students	98	37	46	45
Staff/Faculty	9	58	21	28
Campus Safety and Emergency Services	5	10	14	10
Other[3]	10	5	22	17
	122	**110**	**103**	**100**

Investigations, Violations and Sanctions

Table 3 outlines the number of violations of the *Code* by category of misconduct during the 2023-2024 reporting period, as well as the prior four years. (Note, that one *Code* complaint can involve more than one misconduct category).

Table 3: Violations of the Code of Student Conduct by type*
The table does not include incidents that were dismissed

Category of Violation	2021-2022 Reporting Period	2022-2023 Reporting Period	2023-2024 Reporting Period	2024-2025 Reporting Period
Disruption or interference	0	7	4	6
Misconduct against Persons	11	10	18	8
Misconduct involving Property	4	5	6	4
Misrepresentation or False Information	1	1	1	0
Alcohol or Drug Related	1	0	0	0
Improper Use of Dangerous objects and Substances	0	1	0	0
Contravention of University Regulations	2	2	2	1
Contravention of Other Laws	1	1	1	2
Total Violations	**20**	**27**	**32**	**21**

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[3] "Other" refers to complaints received from non-Western community members.

Sanctions

Sanctions are proportionate to the offense. Where possible, sanctions include educational and restorative measures.

Sanctions Imposed 2024-2025
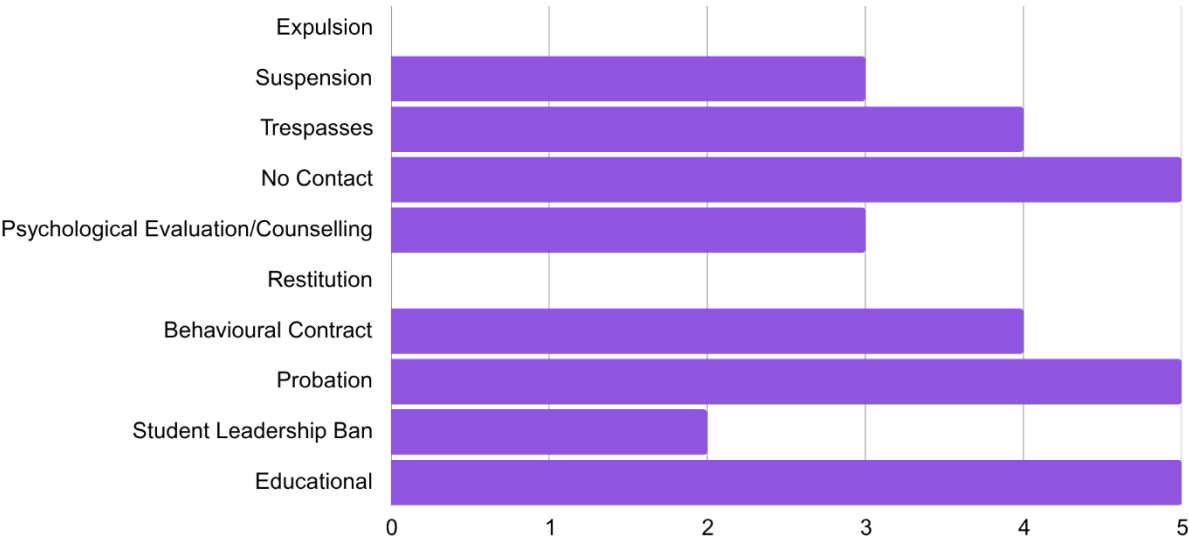
Appeals

Students who have been sanctioned under the *Code* may appeal the finding of misconduct and/or the sanctions imposed to the University Discipline Appeal Committee. During the May 1st 2024 to April 30, 2025 period, there were no appeals filed with UDAC.

ITEM 5.5(c) – Annual Report on Gender-Based and Sexual Violence

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The Annual Report on Gender-Based and Sexual Violence (GBSV) for the period from May 1, 2024 to April 30, 2025 is provided for information.

EXECUTIVE SUMMARY:

In March 2019, the provincial government mandated post-secondary institutions to provide their Board of Governors with an annual report on work underway to address Gender-Based and Sexual Violence (GBSV).

This report provides the annual update on the progress made from May 1, 2024 to April 30, 2025 (Cycle 8). For reference, previous cycles of data reporting are as follows:

- Cycle 1: January 1, 2017 – April 30, 2018
- Cycle 2: May 1, 2018 – April 30, 2019
- Cycle 3: May 1, 2019 – April 30, 2020
- Cycle 4: May 1, 2020 – April 30, 2021
- Cycle 5: May 1, 2021 – April 30, 2022
- Cycle 6: May 1, 2022 – April 30, 2023
- Cycle 7: May 1, 2023 – April 30, 2024

The purpose of this report is to outline the preventative programming and responsive care interventions that were provided to students at Western this past year, and to provide a snapshot of how GBSV efforts will continue to be developed.

ATTACHMENT(S):

Annual Report on Gender-Based and Sexual Violence

Gender-Based and Sexual Violence

Annual Report to the Western Board of Governors

For the period May 1, 2024 to April 30, 2025

Prepared by Wellness & Equity Education and Student Support and Case Management, on behalf of the Vice-Provost (Students)

Section One: Prevention, Education & Training

Mustangs for Consent
The GBSV Prevention Education Team continued to offer this national precedent setting program for incoming first year students. Through 2.5hrs of asynchronous and small group skills-based training, over 5400 first year students were trained on GBSV, consent, and Western's GBSV policies prior to their arrival on campus.

Upper Year Training
The new suite of upper year training was debuted to Student Leaders and other priority populations on campus, including graduate students, professional programs, and students on international placements. These trainings moved beyond information to focus on increasing students' capacity in using the power within their role on campus to better support survivors disclosing, challenging moments of tension with peers/colleagues and increasing their confidence for bystander intervention.

Outreach & Events
Outreach continued to be a priority for the GBSV Prevention Education team with large-scale events and targeted group programming. Events included (1) the 3rd annual Sexual Wellness Fair, where students gained valuable information about campus and community sexual health services through games and interactive booths, (2) Healthy Neurodivergent Relationships for neurodivergent students to hear from Paige Layle, an Autistic speaker on the importance of healthy relationships for the neurodivergent community, (3) Rest & Resiliency, an event for students to come, to build self-care packages, colour, relax, and learn more about healing after an experience of gender-based violence, and/or trauma, and (4) Eco-Feminism & GBSV Event that offered students an opportunity to critically analyze the need for a feminist perspectives in environmental justice and formulate a framework for discussing issues of gender, ecology and violence. This year, group programming included Levellin' Up for male varsity captains and male respondents, and Relationship Basics for female-identified students looking for healthy relationship skills.

1

POPULATION	PROGRAMMING	ENGAGEMENT
Incoming First-year Students	Mustangs for Consent – Consent 101	7,947 students
	Mustangs for Consent – Undressing Consent	5,440 students
Student Leaders	Lead for Good	2,375 students
Athletes	Levellin' Up, Let's Dig In & Beyond the Locker Room	1,355 students
Graduate Students	Supporting Safer Professional Practice & Supporting Safer Classrooms	1,051 students
Staff	Lunch & Learn Sessions & Other Educational Sessions	940 staff
Additional Trainings (Upper year students, placement students, clubs etc.)	Bringing Your Values to Work, Bringing our Values Elsewhere & Disclosure Training	476 students
Outreach	Events, Information Sessions, Booths & Drop-in Groups	1,269 students
TOTAL		20,508 individuals

Section Two: Responsive Care

In the 2024-2025 academic year, the Survivor Support Case Managers received 206 referrals. These referrals resulted in 120 student survivors scheduling initial meetings with the Survivor Support Case Managers. The total number of disclosure forms received by the GBSV Case Managers was 172 in accordance with Western's Notification of Disclosure Protocol. In total, Survivor Support Case Managers provided 454 support meetings within this reporting period. The total number of support meetings includes both new referrals and students who remained on the Survivor Support Case Managers' caseload from the previous academic year. The 2024-2025 academic year also included students transitioning to the caseload of Western's survivor support case managers due to the merger with Western and Brescia. The Survivor Support Case Managers provided 330 advocacy letters to survivors this past academic year. Additionally, the Survivor Support Case Managers provided training to 1,363 employees and student leaders on the Disclosure Protocol during this academic year.

The Survivor Support Case Managers received a significant number of referrals related to stalking and harassment by ex-partners, family members, peers, and individual's unknown to the survivor. This was a trend that emerged last academic year and continued into this year.

This year the Survivor Support Case Managers partnered with Huron College's Gender-Based Sexual Violence Advocacy Specialist to pilot two self-care events for survivors. The Survivor Support Case Managers also partnered with the GBSV Education Team to offer a "Rest & Resiliency" event. Trauma-informed yoga was offered again this academic year.

2

Table 1: Disclosure Forms

	Cycle 1 Jan1, 2017 – April 30, 2018	Cycle 2 May 1, 2018 – April 30, 2019	Cycle 3 May 1, 2019 – April 30, 2020	Cycle 4 May 1, 2020 – April 30, 2021	Cycle 5 May 1, 2021 – April 30, 2022	Cycle 6 May 1, 2022 – April 30, 2023	Cycle 7 May 1 2023- April 30, 2024	Cycle 8 May 1, 2024- April 30, 2025
Total Disclosure Forms	No data available	No data available	No data available	74	164	173	162	172

Table 2: Disclosure Made to Affiliate Campus Resources

	Cycle 1 Jan1, 2017 – April 30, 2018	Cycle 2 March 1, 2018 – April 30, 2019	Cycle 3 May 1, 2019 – April 30, 2020	Cycle 4 May 1, 2020 – April 30, 2021	Cycle 5 May 1, 2021 – April 30, 2022	Cycle 6 May 1, 2022 – April 30, 2023	Cycle 7 May 1, 2023-April 30, 2024	Cycle 8 May 1, 2024- April 30, 2025
Disclosures made to Affiliate Campus Resources	4	11	14	26	56	58	51	48

For Cycle 8, as a result of the Brescia merger, data for disclosures made to affiliate campuses have been combined to protect survivor anonymity.

Table: Student Classification

		Cycle 1 Jan 1, 2017- April 30, 2018	Cycle 2 May 1, 2018- April 30, 2019	Cycle 3 May 1, 2019- April 30, 2020	Cycle 4 May 1, 2020- April 30, 2021	Cycle 5 May 1, 2021- April 30, 2022	Cycle 6 May 1, 2022- April 30, 2023	Cycle 7 May 1, 2023- April 30, 2024	Cycle 8 May 1 2024- April 30, 2025
Students Who Accessed Services		90	122	118	76	151	117	122	117
Student Classification	Domestic	0	114	111	67	137	92	106	110
	International	0	8	7	9	14	25	16	11
	Undergraduate	0	112	101	62	126	89	98	104
	Graduate	0	10	17	14	25	28	24	17
	1st Year	0	32	33	19	47	28	36	28

3

Academic Year	2nd Year	0	45	23	22	32	19	24	29
	3rd Year	0	19	26	13	23	22	23	21
	4th Year	0	16	19	8	24	20	15	26
	Graduate Student	0	10	17	14	25	28	24	17
Registration of Student	Main Campus	0	97	107	68	144	107	108	118
	Affiliate Campus	0	25	11	8	7	10	14	3

1. Starting in Cycle 3, the decision was made to implement discrete tracking to better understand the specifics of referrals being made.

2. In Cycle 3, the number of referrals received and the number of unique students seen were tracked in anticipation of the Notification of Disclosures policy being implemented in Cycle 4.

Section Three: Formal Complaints & Investigations

Formal Complaints

Of the 32 complaints received in the 2024-2025 reporting period, 21 complainants either made complaints anonymously with insufficient information for follow-up, or made the personal decision not to proceed with the resolution of their complaint under the Policy. Of those 32 complaints, eight proceeded to investigation, and one complaint was resolved via informal resolution. In alignment with trauma-informed principles and practices, the decision to proceed with a complaint is entirely up to the complainant and does not require any justification if they choose to withdraw their complaint and/or participation from the process.

Table 4: Number of Complaints Received

	2022-2023 Reporting Period	2023-2024 Reporting Period	2024-2025 Reporting Period
Complaints received by Main Campus	34	28	32
Complaints received by Affiliate Campuses	8	5	1

Table 5: GBSV Complaints by Incident Type

Category of Incident	Cycle 1 May 1, 2017 – April 30, 2018	Cycle 2 May 1, 2018 – April 30, 2019	Cycle 3 May 1, 2019 – April 30, 2020	Cycle 4 May 1, 2020 – April 30, 2021	Cycle 5 May 1, 2021 – April 30, 2022	Cycle 6 May 1, 2022 – April 30, 2023	Cycle 7 May 1, 2023 – April 30, 2024	Cycle 8 May 1, 2024 – April 30, 2025
Sexual Assault	12	21	13	16	29	23	16	13

Sexual Harassment	12	7	11	4	19	13	13	11
Indecent Exposure	1	1	3	1	2	4	4	0
Sexual Exploitation	0	0	2	2	2	3	6	0
Cyber Harassment	1	1	2	0	3	5	8	7
Voyeurism	N/A	N/A	N/A	N/A	N/A	1	0	2
Stalking	N/A	N/A	N/A	N/A	N/A	5	5	1
Domestic Violence	N/A	N/A	N/A	N/A	N/A	1	3	2

Table 6: Sanctions Imposed in GBSV Complaints by Incident Type

Category of Incident	Sanction Type	Cycle 1 May 1, 2017 – April 30, 2018	Cycle 2 May 1, 2018 – April 30, 2019	Cycle 3 May 1, 2019 – April 30, 2020	Cycle 4 May 1, 2020 – April 30, 2021	Cycle 5 May 1, 2021 – April 30, 2022	Cycle 6 May 1, 2022 – April 30, 2023	Cycle 7 May 1, 2023 – April 30, 2024	Cycle 8 May 1, 2024 – April 30, 2025
Sexual Assault	Anonymous Complaints	4	7	9	5	16	11	5	0
	Educational Sanctions	15	15	0	6	9	5	1	0
	Restrictions on Campus	6	10	3	4	8	5	1	0
	Suspension	0	1	1	4	2	1	0	0
	Expulsion	0	0	0	0	1	2	1	0
	Informal Resolution	N/A	N/A	N/A	1	1	1	2	1
Sexual Harassment	Anonymous Complaints	1	0	4	1	3	5	4	0
	Educational Sanctions	8	3	5	0	5	6	2	0

5

	Restrictions on Campus	5	2	2	0	4	6	2	0
	Suspension	1	2	0	0	0	1	0	0
	Informal Resolution	N/A	N/A	N/A	1	1	3	3	0
Indecent Exposure	Anonymous Complaints	1	1	3	0	1	4	2	0
	Educational Sanctions	0	0	0	1	0	1	1	0
	Restrictions on Campus	0	0	0	1	0	1	1	0
	Suspension	0	0	0	0	0	0	0	0
	Informal Resolution	N/A	N/A	N/A	1	1	3	0	0
Sexual Exploitation	Anonymous Complaints	0	0	1	1	2	2	2	0
	Educational Sanctions	0	0	0	1	N/A	1	0	0
	Restrictions on Campus	0	0	1	1	N/A	1	0	0
	Suspension	0	0	0	1	N/A	1	0	0
	Informal Resolution	N/A	N/A	N/A	0	N/A	0	0	0
Cyber Harassment	Anonymous Complaints	1	1	1	0	3	4	2	0
	Educational Sanctions	0	0	0	2	N/A	1	2	0
	Restrictions on Campus	0	0	1	2	N/A	1	2	0
	Suspension	0	0	0	1	N/A	1	0	0
	Informal Resolution	N/A	N/A	N/A	0	N/A	0	1	0
Voyeurism	Anonymous Complaints	N/A	N/A	N/A	N/A	N/A	1	0	0
	Educational Sanctions	N/A	N/A	N/A	N/A	N/A	0	0	0
	Restrictions on Campus	N/A	N/A	N/A	N/A	N/A	0	0	0

6

	Suspension	N/A	N/A	N/A	N/A	N/A	0	0	0
	Informal Resolution	N/A	N/A	N/A	N/A	N/A	0	0	0
Stalking	Anonymous Complaints	N/A	N/A	N/A	N/A	N/A	4	1	0
	Educational Sanctions	N/A	N/A	N/A	N/A	N/A	1	1	0
	Restrictions on Campus	N/A	N/A	N/A	N/A	N/A	1	1	0
	Suspension	N/A	N/A	N/A	N/A	N/A	0	0	0
	Informal Resolution	N/A	N/A	N/A	N/A	N/A	0	0	0
Domestic Violence	Anonymous Complaints	N/A	N/A	N/A	N/A	N/A	1	0	0
	Educational Sanctions	N/A	N/A	N/A	N/A	N/A	0	1	0
	Restrictions on Campus	N/A	N/A	N/A	N/A	N/A	0	1	0
	Suspension	N/A	N/A	N/A	N/A	N/A	0	0	0
	Informal Resolution	N/A	N/A	N/A	N/A	N/A	0	0	1

1. "Anonymous Complaints" are those in which the complainant does not wish to move forward with a complaint process, or where the alleged respondent was unable to be identified. This also includes situations where a respondent may be identified through a third party, but the survivor chooses no action to be taken.
2. Sanctions above were imposed after a finding that GBSV occurred. This chart does not reflect complaints that were investigated but where no finding of GBSV was made. During the 2024-2025 reporting year, three investigations initiated during the 2023-2024 reporting year were discontinued
3. The majority of complaints submitted during the 2024-2025 reporting year were still under investigation at the time of the report, and therefore they are not captured in the totals above.
4. A single complaint may be subject to multiple types of sanctions imposed (i.e., a Respondent may be both suspended and required to attend education).
5. Educational sanctions include, but are not limited to: written apologies, educational seminars, reflection papers, counselling, and/or awareness and education programming.
6. Informal resolution may include some form of agreed-upon outcome between the parties, such as participation in educational programs and/or leadership or location restrictions on campus
7. "N/A" indicates ither an informal resolution was not available at the time, or there were no sanctions imposed involving the category of incident.

Investigations

Of the 32 complaints received this year, eight complaints proceeded to a fact-finding investigation. Under the *Policy,* all investigations are to be conducted by an experienced investigator with training

in trauma-informed investigation techniques (including trauma-informed interviewing). At the end of the investigation, the investigator summarizes the evidence and their findings of fact in a report, provided to the Vice-Provost (Students). The Vice-Provost (Students) reviews the report and determines whether there was a *Policy* violation, and if so, which sanction(s) would be proportionate in the circumstances. Either party may appeal either the finding under the *Policy* and/or the sanctions imposed, should they meet the limited grounds of appeal set out in the *Policy*.

The Senior Advisor, GBSV conducted four internal investigations, while four complaints were referred to an external investigator. The decision to refer complaints to an external investigator is made in consultation with Western's Legal Counsel and the Vice-Provost (Students).

Informal Resolution

The Senior Advisor, GBSV offers informal resolution where appropriate to complainants during the initial intake phase of the complaints process, and successfully resolved three complaints via informal resolution during this reporting period. As described in the *Policy*, a successful informal resolution requires the participation of both parties in the process. Further, the presence of certain factors, such as complexity, power imbalance, and/or multiple complainants, may render an informal resolution impossible or inappropriate.

Respondent Rehabilitation and Support

The Office of Student Support & Case Management has been providing support to respondents on a free and confidential basis. Case Managers help respondents navigate University resources such as academic counselling, mental health counselling, housing, and financial aid.

For the past four reporting periods, SSCM has also piloted fully funded external counselling options for respondents as part of a sanction or on a voluntary basis. During the current reporting period, SSCM did not refer any respondents to a community-based counsellor who specializes in working with people who have committed sexual violence/harm. This is a reduction in referrals compared to previous years, due to respondents electing to participate in educational programs offered by Wellness & Equity Education. Student Experience has again included this request for funding as part of its Women's Safety Grant proposal for the 2025-2026 academic year.

ITEM 5.6(a) – Report of the Academic Colleague

ACTION:　　☐ APPROVAL　　☒ INFORMATION　　☐ DISCUSSION

EXECUTIVE SUMMARY:

April 2025 Meeting

The Academic Colleague convened over two days, April 15-16, 2025, engaging in substantive dialogue on pressing issues affecting Canadian higher education and research. The meetings comprised an evening session dedicated to a guest lecture and a subsequent morning session for strategic planning and discussions on future initiatives. The proceedings underscored the university community's commitment to fostering an environment supportive of scientific integrity, equitable practices, and adaptive responses to evolving political and social landscapes.

The opening forum featured a presentation by Dr. Sarah Laframboise, Executive Director of Evidence for Democracy, addressing the implications of U.S. federal policies on Canadian academic pursuits.

Profound impacts of U.S. policies on Canadian research were elucidated, including significant reductions in funding for transnational collaborations, threats to environmental regulations, censorship and erosion of scientific rigor, restrictions on international movement of researchers, and declining public trust in science. Dr. Laframboise highlighted the utilization of the Evidence for Democracy tracker as a crucial tool for monitoring these effects.

The discourse extended to international recruitment strategies, whereby nations are actively enticing American researchers through enhanced grants and visa facilitation. Within the Canadian context, financial limitations—such as diminished research and development expenditure, budgetary constraints faced by Ontario universities, and caps on international students—pose formidable barriers to capitalizing on potential "brain gain."

The discussion also addressed the growing concern around Equity, Diversity, and Inclusion (EDI) in the United States.

Topics addressed during the discussion portion included:

- The potential shift of international undergraduate students opting to study in Canada, driven by American policy climate.
- The risk that U.S.-driven merit-based reforms could influence Canadian policy, emphasizing the importance of evidencing positive EDI impacts.
- Recognition that Canada predominantly collaborates with U.S. researchers; reciprocal collaboration remains limited.

- Concerns regarding possible missed career opportunities amid travel restrictions and the measures universities might implement to safeguard researcher mobility.

Colleagues continued the discussion the following day and delineated thematic structures for the forthcoming presentation to the Members of Council of Ontario Universities. The planned themes encompassed:

- The overarching impact of US policies on research and researchers.
- Implications of the above for undergraduate education and training.
- Social consequences stemming from current academic landscapes.
- Affirmation of commitments to EDI, emphasizing ongoing initiatives.

Additional institutional updates addressed ongoing reviews regarding equity and civil discourse, fiscal sustainability amidst budgetary pressures, leadership transitions, and collective bargaining processes.

The Community of Ontario Universities (COU) was represented by Chief of Staff Dominika Flood, who provided a synopsis of advocacy efforts targeting the provincial government, particularly concerning targeted funding for STEM disciplines as indicated in the upcoming provincial budget.

Committee reports from the Budget and Audit Committee and the Governance and Nominations Committee also delivered updates on recent deliberations and strategic priorities.

May 2025 Meeting

The recent meeting of the Academic Colleagues provided critical insights into emerging trends, strategic initiatives, and policy developments affecting Ontario's higher education landscape. This report synthesizes key discussions and decisions from the meeting, with particular emphasis on impact storytelling, institutional advocacy, and system-wide challenges and opportunities pertinent to the sector.

Impact Storytelling and Research Communication

A central focus of the meeting was the advancement of impact storytelling within Ontario's academic community. Dr. Barbara Fallon, Associate Vice-President, Research at the University of Toronto, delivered a presentation elucidating innovative approaches to conveying research impact. She highlighted the University's efforts to systematically map impact pathways—from inputs such as funding and infrastructure to ultimate impacts like societal change—using frameworks such as the Impact Pathway Model and the RISE Toolkit developed by OISE. These tools serve to enhance researchers' capacity to articulate the broader significance of their work, thereby fostering stronger engagement with stakeholders and the public.

Discussions underscored the importance of developing practical resources, including impact templates and targeted workshops, to support faculty in describing their research influence. Consideration was also given to the potential for narrative-style CVs to serve as effective vehicles for impact demonstration in academic and funding contexts. Challenges identified included varying discipline-specific capacities for impact communication and the need to integrate equity, diversity, and inclusion considerations into impact storytelling.

Institutional Engagement and Capacity Building

Participants recognized the increasing demand from faculty for guidance on impact communication, as well as the necessity of building institutional capacity in these areas. The engagement of staff and scholars in impact initiatives was identified as a strategic priority to foster a culture of dissemination and societal relevance.

Systemic and Policy Update

The session included comprehensive updates on the broader postsecondary landscape provided by COU President and CEO Steve Orsini. Notable themes included:

Fiscal and Policy Challenges: Declining international student enrolments due to visa processing delays remain a significant concern, prompting COU and Universities Canada to advocate at the federal level.
Provincial Investments: Recent provincial allocations support STEM enrolments and primary care training, possibly underscoring our government's priorities.
Advocacy Strategies: COU emphasizes the importance of portraying universities as vital economic and social assets, advocating for increased baseline funding and enrolment expansion. Polling data suggest that public support correlates positively with awareness of the sector's financial needs.
External Partnerships and Public Image: Engagement with organizations such as the Ontario Chamber of Commerce and Canadian Manufacturers and Exporters aims to bolster advocacy efforts. Additionally, a new working group is examining initiatives to enhance the public image of universities through strategic communications.

Efficiency and Accountability Measures

Discussions on operational efficiency focused on the potential development of sector-wide metrics and the impact of the Ministry's Efficiency and Accountability Fund (EAF) reviews. These are intended to optimize resource utilization without compromising academic excellence.

The meeting reaffirmed the need for Ontario universities to reinforce effective impact communication, advocate robustly for sustained funding, and adapt to systemic

pressures through strategic initiatives. Our ongoing efforts as a sector, in these domains, will be pivotal in maintaining our leadership and fulfilling our mission.

ATTACHMENT(S):

None.

ITEM 5.6(b) – Annual Report of the Vice-President (Research)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Vice-President (Research) annually reports to the Senate in accordance with the University Research Board (URB) Terms of Reference. The annual report is provided to the Board of Governors for information.

ATTACHMENT(S):

Annual Report of the Vice President (Research)

Western

2025
Year-in-Review

University Research Board

Penny Pexman
Vice-President (Research)

May 6, 2025

Western

1

Progress on
Strategic Objectives

Western

Tackle the Grand Challenges of our Time
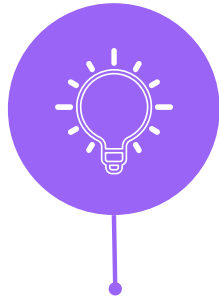
Foster Interdisciplinarity

→ Bone & Joint Institute

→ Rotman Institute of Philosophy

→ Western Institute for Neuroscience

→ Western Space

→ Western Academy for Advanced Research
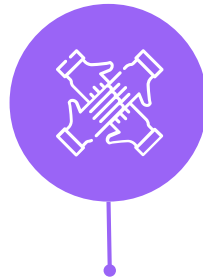
Western

Connect our Work to the World

Establish & Strengthen Relationships

→ Global Engagement Plan

→ Horizon Europe

→ Innovation & Strategic Partnerships

→ Nuclear Hub & Batteries Hub

→ Hospital Affiliation Agreement

Western

Enhance Research Support

Catalyze Research Success

→ Human Research Ethics Review

→ Automated Grant Feedback Tool

→ Internal Grant Mechanisms

→ Grants Repository
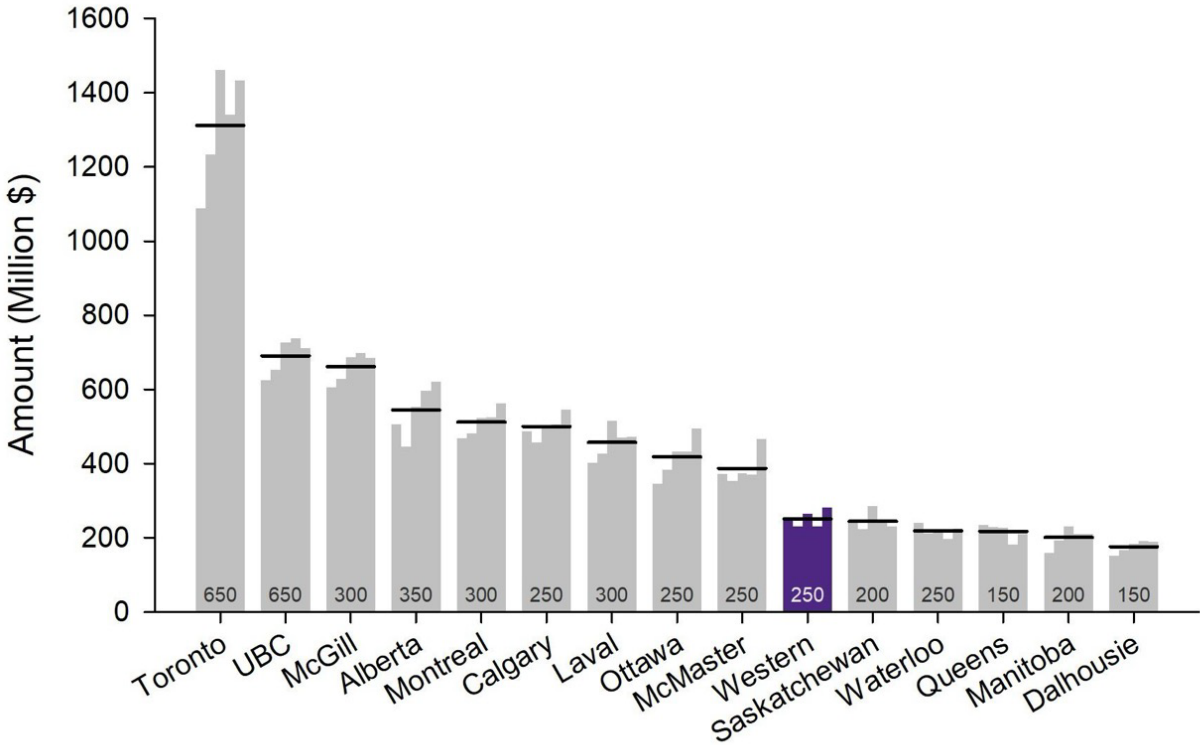
→ Centralized Project Management

Western

Research Funding :: 2019-2024

Western
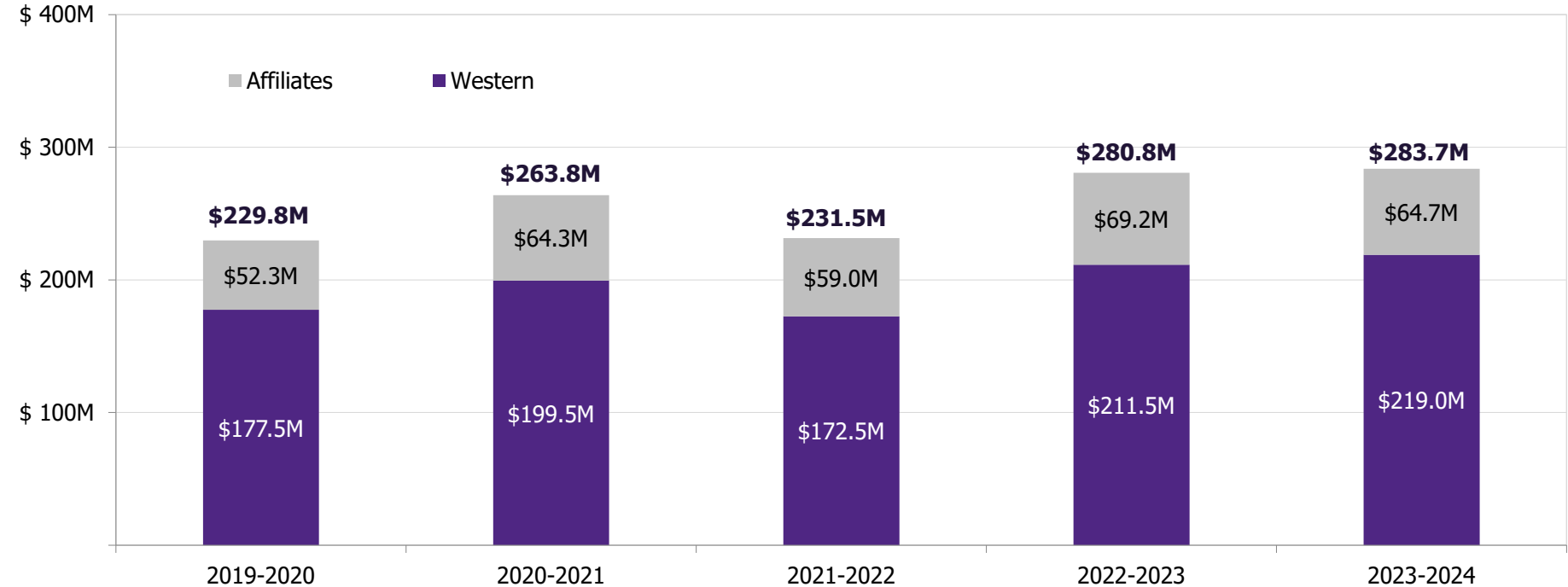
Sponsored Research Income :: 2019-2023
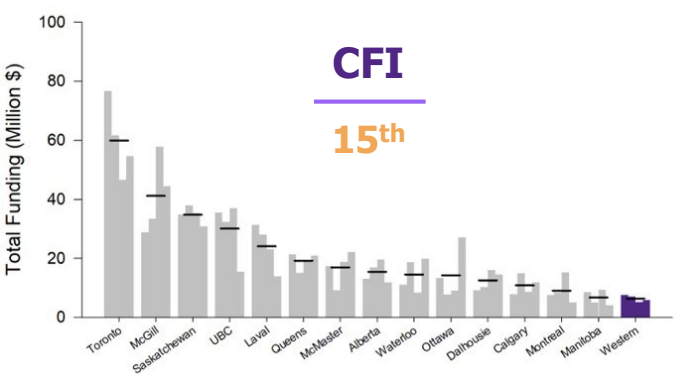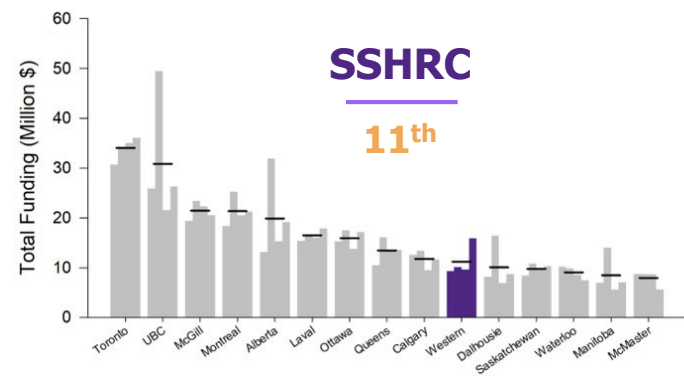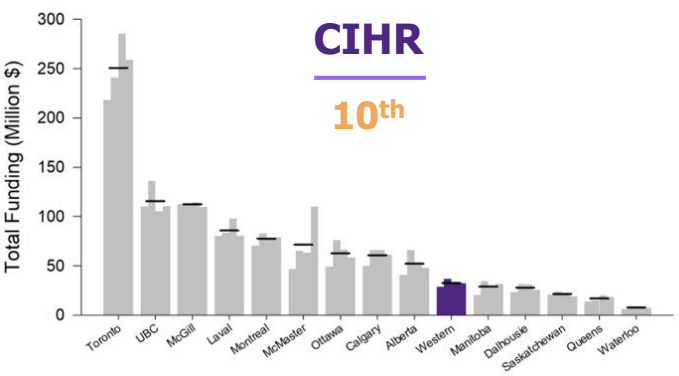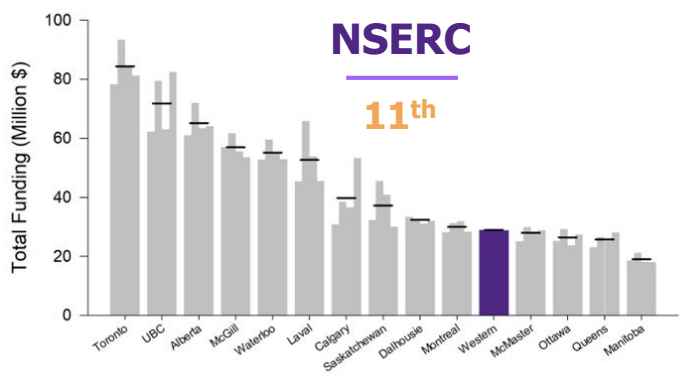

$250.6M

5-year Average

10th

U15 Rank

Western

U15 Tri-Agency & CFI Funding :: 2019-2023

Western

NSERC :: 2020-2024

2020		2024
225		**296**
Applications		Applications
55%		**51%**
Success Rate		Success Rate
$21.8M		**$31.8M**
Amount Awarded		Amount Awarded

Western

SSHRC :: 2020-2024

2020

111
Applications

52%
Success Rate

$4.8M
Amount Awarded

2024

151
Applications

37%
Success Rate

$6.6M
Amount Awarded

Western

CIHR :: 2020-2024

2020

188
Applications

25%
Success Rate

$25.6M
Amount Awarded

2024

188
Applications

21%
Success Rate

$18.9M
Amount Awarded

Western

Research Revenue :: Towards $400M

+$10.7M
CFI

+$9.7M
Industry

+12.8M
Other Federal

+26.5M
Province

Western & Affiliates 3-year avg.: **$265M**

$283.7M
2023-24

$400M

+$24.1M
Not-for-Profits

+$2.4M
Donors

+$23.9M
Tri-Agency

+$39M
Affiliates

+$7.7M
Other

3
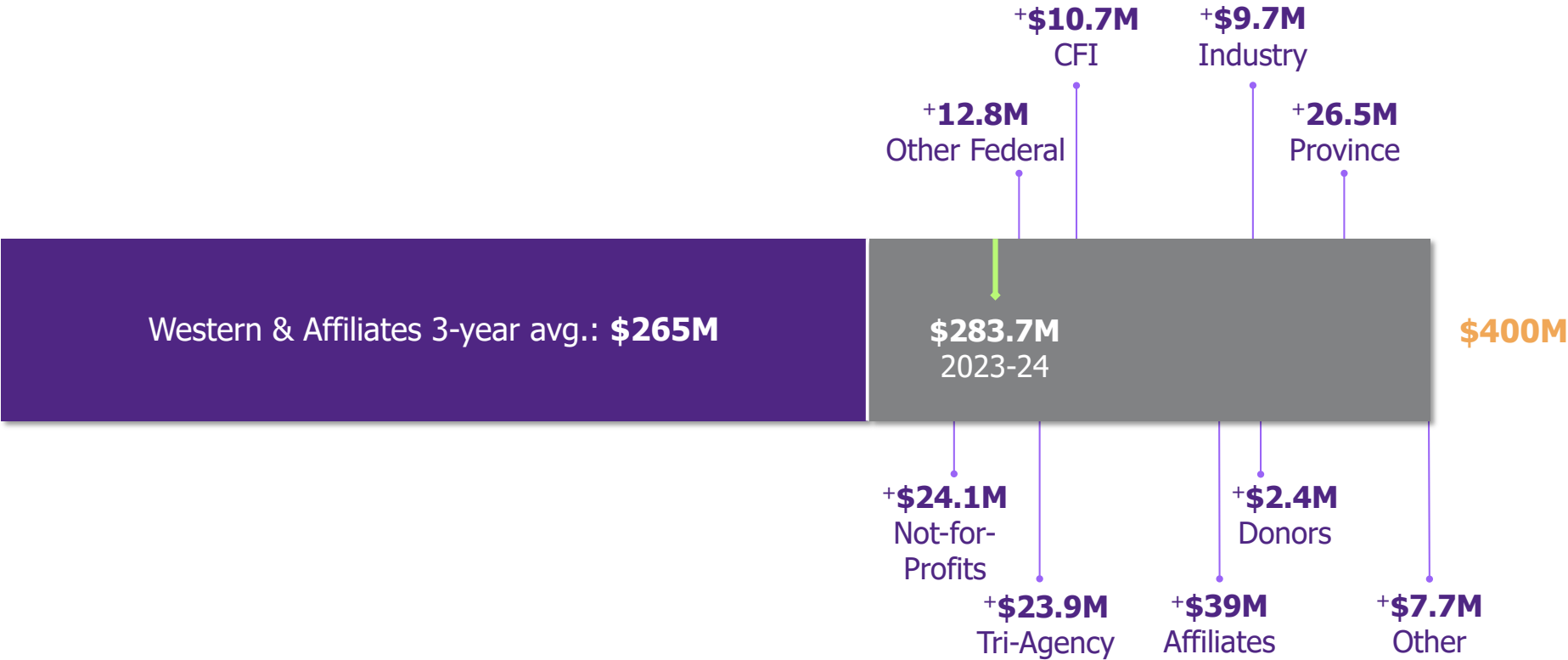
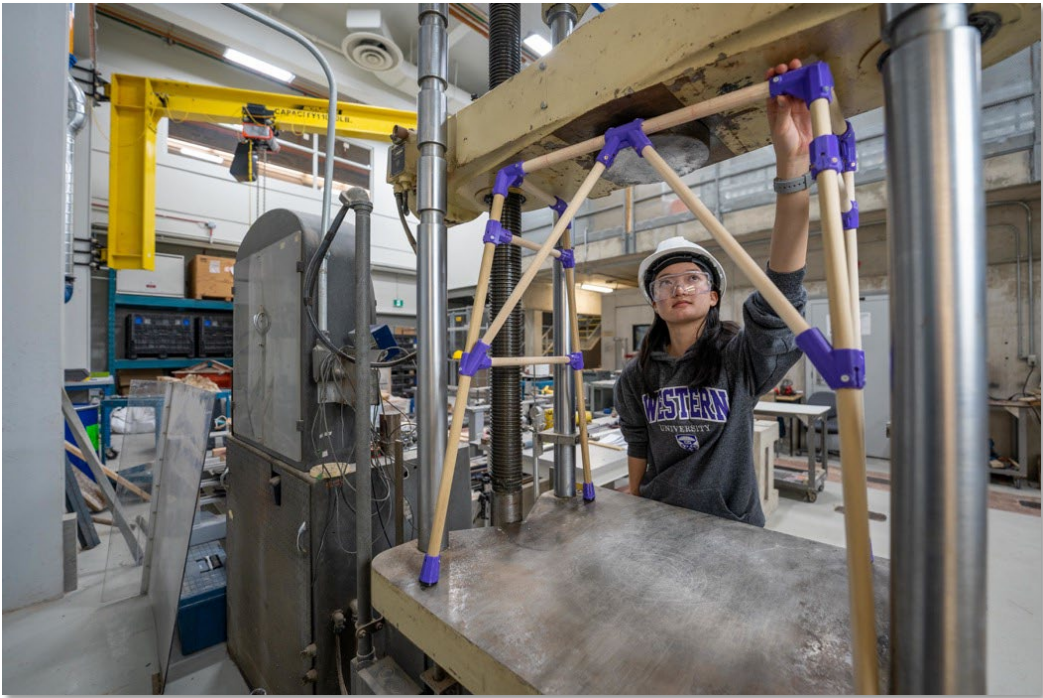**Looking Ahead**

Western

Looking Ahead

Core Facilities & Bioconvergence Centre

Looking Ahead

Increase
Global Engagement

Western

Looking Ahead

Grow Western's
Postdoctoral Community

Questions
& Comments

ITEM 5.6(c) – Revisions to the Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Western Research is conducting a review of research MAPP policies and procedures.

Summary of changes to the procedure:

- Separated procedures for Institutes, Centres, and Groups to avoid confusion and to better delineate the differences
- Updated the language to better match the wording in the policy document for consistency and alignment
- Removed reference to items not within the purview of the units, including new faculty appointments, proposed AWL, details about incorporation & commercialization, students and courses
- Improved clarity about the role of the VPR's office and the Deans

ATTACHMENT(S):

Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups (with tracked changes)

Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups (clean copy)

PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

Governing Policy:	Policy 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups
Subsections:	Research Institutes; Research Centres; Research Groups
Responsible Officer:	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Effective Date:	June 6, 2025
Supersedes:	October 19, 2020

_____

A.   **RESEARCH INSTITUTES ~~& CENTRES~~**

~~The following information is to be included in a proposal to establish or renew a centre or institute:~~

1.   **Proposal to Establish a New Institute**

Proposals to establish Research Institutes are submitted to the Vice-President (Research) (VPR) and will be reviewed by the Committee on Research Institutes (CRI). The proposal should include the section enumerated below with respect to definition and scope, membership, governance, and resources. Additional resources and guidelines are available at uwo.ca/research.

DEFINITION & SCOPE

1.   ~~**Purposes and Functions**~~

   a)   Proposed name and term (start and end date - normally does not exceed five years).

   b)   Priority research areas / themes (e.g., grand/complex research challenges).

   ~~c)   Faculties/Departments/School or external institutions directly involved (Please provide documentation indicating support for the proposal for each or all as appropriate)~~

c) Rationale and justification.

d) Primary objectives and functions to support interdisciplinary research and scholarship.

> N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and the Faculties/Departments/Schools involved.

e) List of partnering or affiliated Faculties/Departments/Schools, Western core research facilities/research centres/research groups, and external institutions/organizations directly involved.

> N.B. Append documentation indicating support for the proposal for each partner or affiliate when appropriate.

f) ~~Primary academic and/or non-academic functions~~

f) Expected contributions to the ~~University's mission~~ core strategic interests of the University with details about the alignment to Western, Western Research, and partner Faculty's Strategic Plans.

g) Key performance indicators of national and international impact and excellence.

> N.B. The final selection of reporting requirements is at the discretion of the VPR.

2. ~~Membership~~

MEMBERSHIP

h) Overview of the breadth of engagement across disciplines, faculties, and external partners.

i) Description of membership ~~Sources, proposed~~ period of tenure, categories, ~~and~~ criteria ~~for membership~~, fees (if any), and benefit eligibility.

j) Append a list of member ~~n~~Names, institutional affiliation, and qualifications /area of expertise~~, and expected contribution of principal members~~.

k) ~~New faculty appointments proposed~~

l) ~~Alternative faculty workload arrangements proposed~~

3. ~~Governance, Administration and Organizational Relationships~~

GOVERNANCE

k) Description of the proposed governance structure including reporting lines and terms of reference (i.e., specify mandate, composition, meeting frequency) at minimum for the director, research advisory committee and governing board.

l) List of governance structure members including names, institutional affiliations, qualifications, and responsibilities.

m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

N.B. Provide evidence that necessary agreements between the University and the external institution have been approved by the VPR and attach copy of agreement or proposed agreement).

a) ~~Description and membership of governance structure or governing body~~

b) ~~Frequency of meetings of governing body~~

c) ~~Names, institutional affiliations, qualifications, and responsibilities of all officers of the Centre/Institute~~

d) ~~Level of participation of external institutions in governing body, and/or administration of the Centre/Institute. (Provide evidence that necessary agreements between the University and the external institution have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement)~~

e) ~~If incorporation is sought, set out reasons for incorporation as appropriate for consideration by the Board of Governors of the University~~

4. ~~Students and Courses~~

a) ~~Level and type of involvement of undergraduate or graduate students in centre/institute activities~~

b) ~~If Graduate students are involved, provide documentation as appropriate indicating that consultation has occurred between the centre/institute, the School of Graduate and Postdoctoral Studies and to the Faculties/Departments/Schools involved with respect to: (i) advertizing of positions or opportunities; (ii) admissions; (iii) student support; (iv) student~~

supervision

c) Contribution to the development of new courses, seminars or other instructional programs (Provide documentation with respect to Faculty/Departmental/School support for new instructional initiatives) (NOTE that any and all proposed course/program additions/changes must be pursued through normal departmental/Faculty/senate channels)

RESOURCES

5. **Physical Requirements**

n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 6 5 years.

o) Space requirements at other institutions or locations as appropriate.

N.B. (Please provide documentation of any arrangements in place to secure such space).

p) Demands on library, computing or other University services such as purchasing, accounting, human resources, payroll, and so forth

6. **Staffing Requirements**

p) Requirements for administrative, and/or technical personnel support from the University including role title and description, supervisor's title within the Institute, and source of compensation.

N.B. For employees of external institutions/organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

q) Details of all proposed support staffing arrangements, as follows: For each support staff member, please indicate: i) proposed employer (e.g. University vs. Centre/Institute); ii) role or duties; iii) source of compensation. For employees of external institutions or corporations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/corporation, respectively, vis-à-vis such employees. For employees of Centres/Institutes which are, or intend to become incorporated, please provide copies of agreements or draft agreements outlining the obligations of the University and the Centre/Institute, respectively vis-à-vis such employees

7. **Financing and Support**

q) Provide a five-year budget plan ==outlining funds required for core operations and for supplemental programmatic activities.== ~~Summary of funding sources, including prospective fundraising, "in-kind" support requested from Faculties/Schools/Departments, central administration of the University, or external sources (at startup and for the first three years of operation). In the case of financial/in-kind support from external institutions, provide evidence that necessary agreements between the University and the external institution have been approved by the University's General Council or have been submitted for approval and attach copy of agreement or proposed agreement.~~

    i. ==Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.==

    ii. ==Include a summary of funding sources such as prospective external grant support, prospective fundraising, "in-kind" support requested from University units or external sources at startup and for the first three years of operation.==

b) ~~Estimated total budget of the Centre/Institute (at start-up and for the first five years of operation)~~

c) ~~Proposed mechanisms for administration of funds received (including research funds)~~

d) ~~Nature and source of proposed remuneration for officers/members of the Centre/Institute, as appropriate~~

8. ~~**Intellectual Property and Commercialization**~~

a) ~~Details of proposed arrangements with members (faculty, staff, or students), including members from external institutions, relating to the ownership and/or commercialization of intellectual property created through work undertaken at the Centre/Institute, including a statement recognizing the requirement to follow all guidelines set out by Senate and the UWOFA Collective Agreement.~~

b) ~~Details of proposed arrangements for the conduct of private sector contract research~~

9. ~~**Additional Items to be addressed at renewal**~~

a) ~~Provide documentation of the review process undertaken. Faculty dean should approve process~~
    ~~i. Review should consider and address Centre activity, external and self assessment of director, consideration of renewal of director,~~
    ~~ii. Renewal should be prepared by the director~~

b) ~~The Dean is responsible for reviewing completed application and then makes a recommendation to the Vice President, Research (VPR), regarding Centre renewal and the renewal of the Director. If a change in Centre leadership is anticipated or recommended, the Dean's recommendation must identify a new leader or lay out a clearly defined process and timeline for a change in leadership.~~

c) ~~The Centre renewal report/application along with the letter of recommendation from the Dean should be submitted to the Office of the Vice President, Research, three months in advance of the end of the current mandate as indicated in the most recent VPR approval letter. In order to meet this deadline, Centres are advised to begin the review process at least 6 months prior to the end of the current mandate.~~

d) ~~For additional information please see page listing *"Items to be included in Submissions and renewals"*~~

3.   Institute Reporting

Annual reporting by Institute directors is at the discretion of the VPR. Annual reports typically provide an update on progress related to the primary objectives and functions of the institute with a description of short-term future plans that advance the core strategic interests of the University. Additional resources and guidelines are available at uwo.ca/research.

4.   Institute Modifications, Review, Extensions, and Review Outcomes

MODIFICATIONS

Institute directors must inform the VPR of any major changes to priority research areas/ themes, objectives/functions, administration/governance, and/or resources of an Institute as they arise during the active term of an Institute.

REVIEW

Three months in advance of the end of the term of an Institute, the VPR will inform the Institute governing board and the University Research Board (URB) about the status of the Institute. The VPR is responsible for defining and organizing the review process in consultation with the Institute director. Typically, the review process begins at least 12 months prior to the end of term. In general, the review should consider Institute activity and impact, assess the director's performance, and make recommendations regarding next steps.

a) The VPR will organize a site visit for the External Review Board (ERB) in consultation with the Institute director.

b) The VPR will establish key performance indicators for the director and Institute programing in consultation with the Institute governing board to be assessed by the ERB.

c) The Institute director will provide the ERB, via the VPR, a **Review Package** that includes at minimum:

    iii. a copy of the original Institute proposal

    iv. annual reports

    v. a term impact summary report with a description of how the primary objectives and functions of the Institute were achieved and its contributions to the core strategic interests of the University. Additional resources and guidelines are available from the VPR's office.

    vi. a strategic plan for the next term (e.g., definition & scope, governance, resource requirements & sources of funding – see institute proposal section above for guidance).

d) The VPR is responsible for reviewing the ERB report and making a recommendation regarding next steps (see Policy 7.9 for details). Normally, the VPR will share the ERB's report or major recommendations from the ERB's report with the Governing Board (GB) and Institute director.

EXTENSION

Requests for an extension of an Institute term should come as a letter or email communication from the director to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, etc.) and the suggested length of the extension. With respect to timeline, directors should take into consideration the requirement to submit a renewal package three months prior to the end of an Institute term.

RENEWAL

If renewal is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying the new term details, governance, research priorities, and resources.

RESTRUCTURING

If restructuring to another unit type (e.g., centre, core facility, group) is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying an effective date of transition, which would include allowances

for following the procedures for establishing the recommended unit type.

DISSOLUTION

If a dissolution is recommended by the ERB, the VPR will consult with the Institute GB before solidifying an effective date of closure. If the renewal deadline has been reached and no renewal application is forthcoming (and no extension has been negotiated), the VPR, after consultation with the Institute GB, will recommend to the University Research Board (URB) that the Research Institute be dissolved with details about an effective date of closure.

B.   RESEARCH CENTRES

1.   **Proposal to Establish a New Centre**

Faculty members interested in establishing a Research Centre must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

DEFINITION & SCOPE

a) Proposed name and term (start and end date - normally does not exceed five years)

b) Priority research areas / themes

c) Rationale, justification

d) Primary objectives and functions to support multi/interdisciplinary research and scholarship

> N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and the Faculties/Departments/Schools involved.

e) Partnering Faculties/Departments/Schools and external institutions/ organizations directly involved

> N.B. Please provide documentation indicating support for the proposal for each partner as appropriate. Where applicable include details about requested research eligibility status and indirect cost allocation percentage.

f) Expected contributions

g) Key performance indicators of impact and excellence

> N.B. Final reporting requirements are at the discretion of the Dean(s).

MEMBERSHIP

h) Overview of the breadth of engagement across disciplines, faculties, and external partners.

i) Description of membership period of tenure, categories, criteria, fees (if any), and benefit eligibility.

j) Append a list of member names, institutional affiliation, and qualifications/area of expertise.

GOVERNANCE

k) Description of the proposed governance structure including reporting lines (if multiple components are proposed) and terms of reference (i.e., specify mandate, composition, meeting frequency)

l) List of governance structure members (names, institutional affiliations, qualifications, and responsibilities)

m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

> N.B. Provide evidence that necessary agreements between the University and the external institution/organization have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement.

RESOURCES

n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 5 years

o) Space requirements at other institutions or locations as appropriate

> N.B. Please provide documentation of any arrangements in place to secure such space.

p) Requirements for administrative, and/or technical personnel support from the University – include role title and description, supervisor's title within the institute, and source of compensation.

N.B. For employees of external institutions or organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

q) Provide a five-year budget plan

i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.

ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, "in-kind" support requested from University units or external sources at startup and for the first three years of operation.

2. Dean Recommendation to the VPR re: New Centre Proposals & Modifications

PROPOSAL SUPPORT

After assessing proposals, if a relevant Dean is in support of the proposed new Centre, a recommendation is made by the Dean to the VPR's office for approval. A **Dean Recommendation Letter** should include details about the proposed name and term, director, research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details). The full proposal should be attached for information.

MODIFICATIONS

Dean or designate (e.g., Associate Dean Research - ADR) are required to report in writing (by letter or email) to the VPR's office any changes in status as they arise during the active term of a Centre. This may include changes in the name or term, directorship, governance structure, research priorities, anticipated impact, and/or research eligibility status. Please include a copy of the original VPR approval letter with the requested modification.

3. Centre Reviews, Extensions, and Review Outcomes

REVIEWS

Three months in advance of the end of the term of a Centre, the Dean or designate (e.g., ADR) must inform the VPR about the status of the Centre. The Dean or designate (e.g., ADR) is responsible for defining and organizing the review process in consultation with the Centre director. Typically, the review process begins at least

6 months prior to the end of term. In general, the review should consider Centre activity and impact, assess the director's performance, and make recommendations regarding next steps. The review package requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

a) the original Centre proposal

b) an impact summary report for the most recent term

  i. Description of how the Centre achieved its primary objectives and functions related to the priority research areas/themes:

   • collaborations among members

   • multi- and interdisciplinary research and scholarship productivity

   • impact at the national or international level

  ii. Overview or highlights about research outputs:

   • Publications

   • Presentations

   • Other knowledge mobilization activities

   • Grant and donation activity including internal and external submissions, amount of funding secured or pending

c) a plan for the upcoming term (e.g., definition & scope, governance, resource requirements & sources of funding – see B-1 section on centre proposals above for guidance).

Upon review completion, the Dean will forward information about the status of the centre to the VPR. The review report should be appended for information.

EXTENSIONS

Requests for an extension should come as a letter or email communication from the Dean or designate (e.g., ADR) to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, potential change in research eligibility status, etc.) and the suggested length of the extension (i.e. specifically ending March 31, 20XX or October 31, 20XX). With respect to timeline, Dean's should take into consideration the requirement to submit a renewal package 3 months prior to the end of the term.

RENEWAL

If renewal is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken, the proposed name and term, director (if a change in Centre leadership is recommended the Dean must identify a new leader and term timeline), research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details).

RESTRUCTURING

If restructuring is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken and the proposed unit transition type (e.g., from centre to institute or group). The letter should also specify a timeline for the suggested transition which must include allowances for following the procedures for establishing the recommended unit type.

CLOSURE

If Centre closure is recommended, the **Dean Recommendation Letter** should specify the effective date of termination.

C.   **RESEARCH GROUPS**

~~A brief description of the proposed Research Group, accompanied by a list of its members and a letter of support from the Dean(s) of the Faculty(ies) involved, must be submitted to the Office of the Vice-President (Research). Research Development Services maintains a record of all Research Groups and should be informed if, at a future date, the Research Group ceases to exist.~~

1.   **Proposal to Establish a New Group**

Faculty members interested in establishing a Group must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included: proposed name and term, rational and justification, research priorities, list of its members (name, affiliation, expertise), leadership structure, resources requested, and reporting process.

2.   **Dean Recommendation to the VPR re: New Group Proposals & Modifications**

PROPOSAL SUPPORT

After assessing a proposal, the relevant Dean makes a recommendation to the VPR's office for approval. A **Dean Recommendation Letter** is required to include details about the proposed name and term, leadership, membership, and research priorities.

MODIFICATIONS

Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office as they arise.

3.   **Group Reviews, Renewals, Extensions, and/or Closure**

The review process, renewal packages contents, extension process, and/or closures are at the discretion of the Dean(s). The Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office.

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Last Reviewed: May 2025

Items to be Included in Submissions and renewals

1) Centre purpose and function
   a. Rationale and justification (description of Centre, function, etc.);
      i. Description of Centre function
      ii. Goals and objectives
   b. Description of governance structure, including
      i. Names, institutional affiliations, qualifications and responsibilities of officers
      ii. List of meetings of the governing body since the last review/establishment of Centre;
   c. Centre membership
      i. List of Faculties/Departments/Schools or external institutions directly involved (Member or student/postdoc affiliations);
      ii. List of current active Centre members with indication of affiliation (Western department and faculty or other affiliation);
      iii. List of external partners, including partner organizations;
      iv. List of associated undergraduate students, graduate students, and postdocs, indicating Western affiliation (department and faculty) and supervisor /committee members who are Centre members;
2) Report on Activities since the previous renewal
   a. Description of how Centre has achieved objectives (as above) including
      i. Overview/highlights of collaborations between and among Centre members, students, and external partners
      ii. Overview/highlights of research productivity
      iii. Evidence of impact at the national or international level
      iv. Overview/highlights of Centre activities
         1. Activities that engage members and students, such as seminar series, reading groups, etc.
         2. Outreach activities (e.g., public lectures)
   b. Research activity/outputs. Provide details on research activities and outputs that are directly related to Centre purpose. These should generally involve collaboration between at least 2 Centre members, external partners, and/or students; in those cases where only one Centre representative is involved, inclusion should be justified with a brief description. *NOTE:* In citations or specific item descriptions indicate **Centre Members in bold,** external partners with underlining, and *students in italic font.*
      i. Publications
      ii. Presentations
      iii. Other knowledge mobilization activities
      iv. Collaborative external grant activity including contracts (PI must be a Centre member, and should involve at least 1 additional Centre members, external partners, and/or student; in those

cases where the PI is the only Centre-affiliated participate on a grant, provide clear justification for inclusion of the grant as a Centre activity)

1. Applications submitted, indication of status;
2. For successful applications, brief statement on the significance of the project and outcomes

3) Plans for the *upcoming* term:

a. Primary research objectives,
b. Primary academic and/or non-academic activities and engagement,
c. Expected contributions to the University's mission.

PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

Governing Policy:	Policy 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups
Subsections:	Research Institutes; Research Centres; Research Groups
Responsible Officer:	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Effective Date:	June 6, 2025
Supersedes:	October 19, 2020

A.   RESEARCH INSTITUTES

1.   <u>Proposal to Establish a New Institute</u>

Proposals to establish Research Institutes are submitted to the Vice-President (Research) (VPR) and will be reviewed by the Committee on Research Institutes (CRI). The proposal should include the section enumerated below with respect to definition and scope, membership, governance, and resources. Additional resources and guidelines are available at uwo.ca/research.

DEFINITION & SCOPE

a) Proposed name and term (start and end date - normally does not exceed five years).

b) Priority research areas / themes (e.g., grand/complex research challenges).

c) Rationale and justification.

d) Primary objectives and functions to support interdisciplinary research and scholarship.

> N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and

the Faculties/Departments/Schools involved.

e) List of partnering or affiliated Faculties/Departments/Schools, Western core research facilities/research centres/research groups, and external institutions/organizations directly involved.

> N.B. Append documentation indicating support for the proposal for each partner or affiliate when appropriate.

f) Expected contributions to the core strategic interests of the University with details about the alignment to Western, Western Research, and partner Faculty's Strategic Plans.

g) Key performance indicators of national and international impact and excellence.

> N.B. The final selection of reporting requirements is at the discretion of the VPR.

MEMBERSHIP

h) Overview of the breadth of engagement across disciplines, faculties, and external partners.

i) Description of membership period of tenure, categories, criteria, fees (if any), and benefit eligibility.

j) Append a list of member names, institutional affiliation, and qualifications/area of expertise.

GOVERNANCE

k) Description of the proposed governance structure including reporting lines and terms of reference (i.e., specify mandate, composition, meeting frequency) at minimum for the director, research advisory committee and governing board.

l) List of governance structure members including names, institutional affiliations, qualifications, and responsibilities.

m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

> N.B. Provide evidence that necessary agreements between the University and the external institution have been approved by the VPR and attach copy of agreement or proposed agreement).

RESOURCES

n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 5 years.

o) Space requirements at other institutions or locations as appropriate.

> N.B. Please provide documentation of any arrangements in place to secure such space.

p) Requirements for administrative, and/or technical personnel support from the University including role title and description, supervisor's title within the Institute, and source of compensation.

> N.B. For employees of external institutions/organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

q) Provide a five-year budget plan outlining funds required for core operations and for supplemental programmatic activities.

   i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.

   ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, "in-kind" support requested from University units or external sources at startup and for the first three years of operation.

2. **Institute Reporting**

Annual reporting by Institute directors is at the discretion of the VPR. Annual reports typically provide an update on progress related to the primary objectives and functions of the institute with a description of short-term future plans that advance the core strategic interests of the University. Additional resources and guidelines are available at uwo.ca/research.

3. **Institute Modifications, Review, Extensions, and Review Outcomes**

MODIFICATIONS

Institute directors must inform the VPR of any major changes to priority research areas/ themes, objectives/functions, administration/governance, and/or resources of an Institute as they arise during the active term of an Institute.

REVIEW

Three months in advance of the end of the term of an Institute, the VPR will inform the Institute governing board and the University Research Board (URB) about the status of the Institute. The VPR is responsible for defining and organizing the review process in consultation with the Institute director. Typically, the review process begins at least 12 months prior to the end of term. In general, the review should consider Institute activity and impact, assess the director's performance, and make recommendations regarding next steps.

a) The VPR will organize a site visit for the External Review Board (ERB) in consultation with the Institute director.

b) The VPR will establish key performance indicators for the director and Institute programing in consultation with the Institute governing board to be assessed by the ERB.

c) The Institute director will provide the ERB, via the VPR, a **Review Package** that includes at minimum:

   i.   a copy of the original Institute proposal

   ii. annual reports

   iii. a term impact summary report with a description of how the primary objectives and functions of the Institute were achieved and its contributions to the core strategic interests of the University. Additional resources and guidelines are available from the VPR's office.

   iv. a strategic plan for the next term (e.g., definition & scope, governance, resource requirements & sources of funding – see institute proposal section above for guidance).

d) The VPR is responsible for reviewing the ERB report and making a recommendation regarding next steps (see Policy 7.9 for details). Normally, the VPR will share the ERB's report or major recommendations from the ERB's report with the Governing Board (GB) and Institute director.

EXTENSION

Requests for an extension of an Institute term should come as a letter or email communication from the director to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, etc.) and the suggested length of the extension. With respect to timeline, directors should take into consideration the requirement to submit a renewal package three months prior to the end of an

Institute term.

RENEWAL

If renewal is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying the new term details, governance, research priorities, and resources.

RESTRUCTURING

If restructuring to another unit type (e.g., centre, core facility, group) is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying an effective date of transition, which would include allowances for following the procedures for establishing the recommended unit type.

DISSOLUTION

If a dissolution is recommended by the ERB, the VPR will consult with the Institute GB before solidifying an effective date of closure. If the renewal deadline has been reached and no renewal application is forthcoming (and no extension has been negotiated), the VPR, after consultation with the Institute GB, will recommend to the University Research Board (URB) that the Research Institute be dissolved with details about an effective date of closure.

B.   RESEARCH CENTRES

1.   Proposal to Establish a New Centre

Faculty members interested in establishing a Research Centre must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

DEFINITION & SCOPE

a) Proposed name and term (start and end date - normally does not exceed five years)

b) Priority research areas / themes

c) Rationale, justification

d) Primary objectives and functions to support multi/interdisciplinary research and scholarship

> N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute

activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and the Faculties/Departments/Schools involved.

e) Partnering Faculties/Departments/Schools and external institutions/ organizations directly involved

> N.B. Please provide documentation indicating support for the proposal for each partner as appropriate. Where applicable include details about requested research eligibility status and indirect cost allocation percentage.

f) Expected contributions

g) Key performance indicators of impact and excellence

> N.B. Final reporting requirements are at the discretion of the Dean(s).

MEMBERSHIP

h) Overview of the breadth of engagement across disciplines, faculties, and external partners.

i) Description of membership period of tenure, categories, criteria, fees (if any), and benefit eligibility.

j) Append a list of member names, institutional affiliation, and qualifications/area of expertise.

GOVERNANCE

k) Description of the proposed governance structure including reporting lines (if multiple components are proposed) and terms of reference (i.e., specify mandate, composition, meeting frequency)

l) List of governance structure members (names, institutional affiliations, qualifications, and responsibilities)

m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

> N.B. Provide evidence that necessary agreements between the University and the external institution/organization have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement.

RESOURCES

n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 5 years

o) Space requirements at other institutions or locations as appropriate

> N.B. Please provide documentation of any arrangements in place to secure such space.

p) Requirements for administrative, and/or technical personnel support from the University – include role title and description, supervisor's title within the institute, and source of compensation.

> N.B. For employees of external institutions or organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

q) Provide a five-year budget plan

i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.

ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, "in-kind" support requested from University units or external sources at startup and for the first three years of operation.

2. **Dean Recommendation to the VPR re: New Centre Proposals & Modifications**

PROPOSAL SUPPORT

After assessing proposals, if a relevant Dean is in support of the proposed new Centre, a recommendation is made by the Dean to the VPR's office for approval. A **Dean Recommendation Letter** should include details about the proposed name and term, director, research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details). The full proposal should be attached for information.

MODIFICATIONS

Dean or designate (e.g., Associate Dean Research - ADR) are required to report in writing (by letter or email) to the VPR's office any changes in status as they arise

during the active term of a Centre. This may include changes in the name or term, directorship, governance structure, research priorities, anticipated impact, and/or research eligibility status. Please include a copy of the original VPR approval letter with the requested modification.

3.   <u>Centre Reviews, Extensions, and Review Outcomes</u>

REVIEWS

Three months in advance of the end of the term of a Centre, the Dean or designate (e.g., ADR) must inform the VPR about the status of the Centre. The Dean or designate (e.g., ADR) is responsible for defining and organizing the review process in consultation with the Centre director. Typically, the review process begins at least 6 months prior to the end of term. In general, the review should consider Centre activity and impact, assess the director's performance, and make recommendations regarding next steps. The review package requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

a) the original Centre proposal

b) an impact summary report for the most recent term

   i.   Description of how the Centre achieved its primary objectives and functions related to the priority research areas/themes:

   - collaborations among members

   - multi- and interdisciplinary research and scholarship productivity

   - impact at the national or international level

   ii. Overview or highlights about research outputs:

   - Publications

   - Presentations

   - Other knowledge mobilization activities

   - Grant and donation activity including internal and external submissions, amount of funding secured or pending

c) a plan for the upcoming term (e.g., definition & scope, governance, resource requirements & sources of funding – see B-1 section on centre proposals above for guidance).

<u>Upon review completion, the Dean will forward information about the status of the centre to the VPR. The review report should be appended for information</u>.

EXTENSIONS

Requests for an extension should come as a letter or email communication from the Dean or designate (e.g., ADR) to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, potential change in research eligibility status, etc.) and the suggested length of the extension (i.e. specifically ending March 31, 20XX or October 31, 20XX). With respect to timeline, Dean's should take into consideration the requirement to submit a renewal package 3 months prior to the end of the term.

RENEWAL

If renewal is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken, the proposed name and term, director (if a change in Centre leadership is recommended the Dean must identify a new leader and term timeline), research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details).

RESTRUCTURING

If restructuring is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken and the proposed unit transition type (e.g., from centre to institute or group). The letter should also specify a timeline for the suggested transition which must include allowances for following the procedures for establishing the recommended unit type.

CLOSURE

If Centre closure is recommended, the **Dean Recommendation Letter** should specify the effective date of termination.

C.   RESEARCH GROUPS

1.   <u>Proposal to Establish a New Group</u>

Faculty members interested in establishing a Group must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included: proposed name and term, rational and justification, research priorities, list of its members (name, affiliation, expertise), leadership structure, resources requested, and reporting process.

2.   **<u>Dean Recommendation to the VPR re: New Group Proposals & Modifications</u>**

PROPOSAL SUPPORT

After assessing a proposal, the relevant Dean makes a recommendation to the VPR's office for approval. A **Dean Recommendation Letter** is required to include details about the proposed name and term, leadership, membership, and research priorities.

MODIFICATIONS

Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office as they arise.

3.   **<u>Group Reviews, Renewals, Extensions, and/or Closure</u>**

The review process, renewal packages contents, extension process, and/or closures are at the discretion of the Dean(s). The Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office.

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Last Reviewed: May 2025

ITEM 5.6(d) –Revision to MAPP 7.14 – Research Involving Human Participants

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of Senate, the Board of Governors, approve the revision to MAPP 7.14 – Research Involving Human Participants, as shown in Item 5.6(d).

EXECUTIVE SUMMARY:

MAPP 7.14 has been revised under Section III (e) to reflect that Senate, in addition to the Board, will receive the annual report regarding the activities of the Research Ethics Boards.

ATTACHMENT(S):

MAPP 7.14 – Research Involving Human Participants

POLICY 7.14 – Research Involving Human Participants

Policy Category: Research

Subject: Human Ethics

Approving Authority: Board of Governors

Responsible Officer: Vice-President (Research)

Responsible Office: Office of the Vice-President (Research)

Related University Policies: MAPP 7.0 – Academic Integrity in Research
Activities

Effective Date: June 17, 2021

Supersedes: June 30, 2009

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I.   PURPOSE

To cultivate an environment in which the conduct of Research involving Human
Participants, performed by faculty, staff or students of or in affiliation with The
University of Western Ontario (Western), follows the highest ethical standards.

To promote an awareness and understanding of how the Core Ethical Principles
of Respect for Persons, Concern for Welfare, and Justice are applied within the
current version of the Tri-Council Policy Statement: Ethical Conduct for
Research Involving Humans (TCPS) as well as all applicable regulations,
guidelines, and standards pertaining to human participant protection: and

To establish an independent human research ethics review process charged
with the task of promoting the ethical pursuit of Western's research objectives.

II. SCOPE

This policy applies to all research involving humans conducted by faculty, staff
or students of or in affiliation with Western (Western Human Research).

III. AUTHORITY AND RESPONSIBILITY

a) The Research Ethics Boards (REBs) are accountable to the Board of Governor's with respect to the processes the REBs follow in pursuit of their mandates.

b) The Vice-President (Research) is designated as the senior administrative officer of Western responsible to ensure Western's REBs are provided with necessary and sufficient ongoing financial and administrative resources to fulfill their regulatory duties.

c) Western's Research Ethics and Compliance Office (RECO) is responsible to provide administrative support and to facilitate the REBs' management of the approval and monitoring processes for Western Human Research.

d) The REBs shall act independently of the Board of Governors when making decisions regarding the ethics of Western Human Research. Neither the Board of Governors nor any other entity may override a REB's decision to approve, reject, request modifications to, or terminate any proposed or ongoing research. Notwithstanding this point, the REBs are accountable to the Board of Governors with respect to the processes the REBs follow in pursuit of this policy.

e) For the final meeting of the Board of Governors each year, Director of Research Ethics and Compliance shall submit a report to the Board of Governors through the University Research Board (URB) **and Senate** regarding the REBs' activities. This report shall include information regarding the number of protocols reviewed by both REBs, the efficiency of the review process, and related procedural matters.

f) The RECO is responsible to provide leadership to serve Western's research community of faculty, staff and students who share responsibility for undertaking human participant research in alignment with all external and institutional requirements and statutory requirements.

g) Western's REBs may be designated as another institution's REB of Record or, conversely, another institution's research ethics board may be designated as the Western REB of Record (e.g., for the purpose of multi-centre research). In each case, it is subject to approval by one of the relevant Western REB and the Vice-President (Research). The designated REB acting as the Board of Record carries out the mandate of the designating institution's REB provided it meets and maintains acceptable research ethics review qualification or accreditation standards.

IV. RESPONSIBILITY OF THE RESEARCH ETHICS BOARDS

a) Western's REBs are established to protect the rights and welfare of human participants who take part in Western Human Research.

b) The REBs shall review the ethical acceptability of all Western Human Research, regardless of where the research is conducted.

c) The REBs will provide initial review and ongoing oversight of research projects to ensure that they meet the ethical principles and that they comply with all applicable regulations, guidelines, and standards pertaining to human participant protection. The REBs shall comply with and apply:

    i. The principles of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) for all research;

    ii. As applicable to the research, the requirements of the International Conference on Harmonisation (ICH) Good Clinical Practice (GCP); Part C, Division 5 of the Food and Drug Regulations; Part 4 of the Natural Health Products Regulations; Part 3 of the Medical Devices Regulations, the provisions of the Ontario Personal Health Information Protection Act (PHIPA) and research requirements under O. Reg. 329/04;

    iii. When applicable to the research, the requirements of the *U.S. federal regulations* to the extent that they exceed the applicable Canadian regulations and guidelines.

d) Western's REBs have the authority to ensure that all research they review is designed and conducted in an ethically acceptable manner.

This includes:

    i. rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans that the REB deems to be noncompliant with the applicable regulations, guidelines, and standards pertaining to human participant protection, or

    ii. approving any research that the REBs deems to comply with the applicable regulations, guidelines, and standards pertaining to human participant protection.

V. NON-COMPLIANCE

a) Failure to comply with Western's policies and procedures may prevent approval of pending ethics applications and/or may result in the revocation of approval of current studies being revoked by the REBs. As warranted by the severity of circumstances, an REB may also send notification of such failure to comply to the Vice-President (Research), the researcher's Dean, Chair or Director, Institute Heads, and appropriate funding and licensing agencies.

b) Failure to comply with this policy may result in the revocation of grant funding.

All guidelines, forms and instructions are accessible on the website at
http://www.uwo.ca/research/ethics

Glossary of Terms

Core Ethical Principles of Respect for Persons, Concern for Welfare, and Justice – Respect for human dignity requires that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due. Respect for human dignity is expressed through three core principles: Respect for Persons, Concern for Welfare, and Justice. These core principles transcend disciplinary boundaries and, therefore, are relevant to the full range of research covered by the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018)

Human Participant – An individual whose data, biological materials, or responses to interventions, stimuli, or questions by a researcher are relevant to answering the research question(s). Also referred to as a "human participant," and in other policies/guidance as "subject" or "research subject (as defined by TCPS2 [2018] https://ethics.gc.ca/eng/tcps2-eptc2_2018_glossary-glossaire.html).

Multi-centre – The research is reasonably expected to be conducted at more than one centre participating in the delegated REB model.

Research – An undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation (as defined by TCPS2 [2018] https://ethics.gc.ca/eng/tcps2-eptc2_2018_glossary-glossaire.html).

Research Ethics Board of Record (REB of Record) – The qualified Research Ethics Board that has been delegated authority for the ethics review and ethical oversight of a research study.

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) – A joint policy of Canada's three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC), or "the Agencies". The TCPS covers research involving human participants in person, by mail-out or internet. TCPS also applies to research involving human tissue and personal data collected from human participants. (see: https://ethics.gc.ca/eng/tcps2-eptc2_2018_introduction.html#1)

Western's Research Ethics Boards (REBs) –
- Non-Medical Research Board (NMREB): reviews research studies that predominately deal with social, behavioral, and cultural research in a non-clinical, non-patient-based population.
- Health Science Research Ethics Board (HSREB): reviews research studies that take place predominately inside a medical or health care environment or involve a patient population.

ITEM 5.6(e) – Student Mental Health Strategy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Student Mental Health strategy represents Western University's commitment to supporting students by positively influencing the trajectory of their mental health. It responds to feedback provided through broad consultation of the Western community and identifies four strategic areas:

- Empower students to thrive
- Promote preventative practices
- Cultivate a mentally-well campus
- Advance Western as a leader in student mental health

Raising campus awareness and engagement are key to achieving the outcomes the Mental Health strategy envisions.

ATTACHMENT(S):

Student Mental Health Strategy

Student Mental Health Strategy

Healthy Minds, Vibrant University

2025-2030

Western

Table of Contents

Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lunaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

We acknowledge and honour the enduring relationship Indigenous Peoples have to this beautiful land.

As we create and implement Western's Student Mental Health Strategy, we acknowledge past and current injustices and microaggressions Indigenous Peoples experience and the harmful impacts colonialism and prejudice can have on mental health.

In our commitment to Truth and Reconciliation, Western will continue to create safer spaces where trauma-informed and culturally sensitive mental health is prioritized, and Indigenous students can access the support they need to thrive—both individually and as a community.

Letter to the Western Community

Dear Western Community,

The brain and mind drive every action, thought, and emotion. When they are healthy and engaged, learning thrives—but stress, mental illness, and addiction can hinder performance. Cultivating positive student mental health is essential, directly enhancing cognitive function, motivation, and academic success. It is foundational for students to achieve their full potential.

Western's Student Mental Health Strategy (2025-2030) reflects our deep commitment to students' well-being and their evolving needs, ensuring they have the necessary support to meet the academic rigor and excellence that define Western University.

Through extensive consultations, campus representatives identified a need for a greater focus on prevention, communication skills, substance and device misuse, and external factors – geopolitical, environmental, familial, and economic – that impact student well-being. We extend our gratitude to everyone who contributed, from members of the committees to those who attended focus groups and responded to the surveys.

The development of the plan was a community effort, and the implementation will be as well. We invite campus partners to take an active role in implementing these strategies in ways that align with and enhance their work. Together, we can have a great impact, ensuring that every student has access to the support they need, right here on campus.

We are proud to build upon the work Western has already done to support student mental health. Since the 2018 plan, Western has achieved significant milestones: purpose-built Health & Wellness Services at Thames Hall; accessible education initiatives; an upgraded medical record system; and expanded counseling services, alongside robust partner programs at King's and Huron. All of this work has significantly enhanced student support.

And there is more for us to do.

Our plan is guided by core values – the centrality of mental health to learning, prevention, collaboration, compassion, excellence, social justice, and innovation. We also emphasize new campus-wide collaborations, willingness to experiment, and continuous learning to enrich student mental health support.

Next, we will establish an Implementation Action Team with student and campus partner representation. Student voices were instrumental in shaping the plan, and their continued involvement will be vital to its success.

Join us on this journey. Together, we can proactively support student mental health and contribute to a thriving community.

With gratitude,

John Doerksen, *Vice-Provost (Students)*

Chandlee Dickey, *Clinical Director, Mental Health Team*

Debbie Chiodo, *Mental Health Consultant*

Rachel Stack, *Director, Wellness & Well-being*

Sonya Malone, *Workplace Health Physician*

Message from President Alan Shepard

When our students thrive, they are unstoppable. We've seen that time and time again.

But when stress or other life events get in the way, it can be difficult to overcome those barriers.

That's why Western is embracing this new strategy to continue building a community with connection, belonging, collaboration, and compassion at its core.

A proactive approach that will ensure Western students have the very best environment to take care of themselves and their friends, to access exceptional care when they need it, and ultimately, to achieve their academic goals.

Students are at the very centre of our mission – their voices and experiences will continue to guide the evolution of mental health at Western.

It's up to all of us to embrace this plan, strengthen our community, and empower our students to be the best they can be.

Not only to help them succeed while they're here, but to support them in developing healthy strategies for their lives and careers to come.

Alan Shepard

President & Vice-Chancellor

Executive Summary

Western University strives to be a leading academic community, where all students belong, learn, and thrive. Mental health is a key component of this vision – as mental health and wellness are essential to achieving that goal.

The Student Mental Health Strategy (2025-2030) relies on all members of the Western community – students, staff, and faculty – to actively contribute to our vibrant culture. As well, Western's structures, policies, and procedures must support student mental health and cultivate a healthy community. By organizing our plan around students and the broader campus community, each individual and program can understand their vital role in advancing our shared mission.

Our mission is to support student well-being by providing high-quality care and proactive preventative education and programs, and cultivating an inclusive and supportive community. Through collaboration, innovation, and student-centered initiatives, we aim to remove barriers, build resilience, and empower students to thrive cognitively, socially, and personally.

To achieve this mission, the plan introduces the following strategic priority areas, reflecting a proactive and holistic approach to student well-being:

» Empower Students to Thrive

» Broaden Outreach to Promote Preventative Practices

» Cultivate a Mentally-Well Campus

» Advance Western as a Leader in Student Mental Health

These strategic priorities underscore Western University's commitment to creating a resilient, inclusive, and supportive campus where every student can thrive.

Advances toward a mentally healthy environment for all **campus community** members.

Outreach to the **broader student population** to promote preventable practices.

Individual students are empowered to thrive.

Western Student Mental Health Strategy

OUR MISSION

Our mission is to support student well-being by providing high-quality care and proactive preventative education and programs, and cultivating an inclusive and supportive community. Through collaboration, innovation, and student-centered initiatives, we aim to remove barriers, build resilience, and empower students to thrive cognitively, socially, and personally.

OUR VISION

A leading academic community where all students belong and thrive

OUR GUIDING VALUES

Centrality of Mental Health to Learning • Collaboration • Compassion • Excellence
Social Justice • Prevention • Innovation

STRATEGIC PRIORITY: Empower Students to Thrive

Good mental health is essential for effective learning. By nurturing their authentic selves, developing lifelong healthy habits, and connecting to care early, students can confidently manage academic and life stresses. Western is committed to providing compassionate and excellent care to support students in building resilience for their future.

GOAL: Support Western Students to Experience a Positive Sense of Self

Students will:

- » Discover their own best authentic self, understand their power, and experience joy.

- » Develop strategies, a sense of agency, and adaptability to confidently manage academic and life stresses as they arise in a dynamic world.

- » Develop lifelong healthy habits involving self-care, learning, exercise, mindfulness, and harm reduction.

- » Connect with care early to help prevent more significant issues.

- » Engage in early and ongoing learning about wellness such as mental health, mental illness, substance misuse, and sleep.

- » Consider impact of substance misuse, excessive device use, and other addictions on own mental health and on the community.

GOAL: Provide Excellent, Compassionate Care

Western will:

- » Provide timely access and choices to effective, state-of-the-art, and compassionate care that is culturally sensitive, and trauma and attachment informed.

- » Address specific issues as they emerge such as eco-distress (distress due to climate change), excessive phone use and gambling, and substance misuse.

» Recognize the interplay of physical and mental health and their impact on academics.

» Ensure health team members have professional development support to address student needs related to physical and mental health, and addictions.

» Strengthen partnerships across the region to expand services and ease transitions for students.

» Ensure that mental health services are anti-racist, anti-oppressive, decolonizing, and culturally focused, making them accessible to students with varying needs, identities, and abilities.

» Develop specialized approaches for groups at higher risk for experiencing excessive stress, including PhD candidates, athletes, people with disabilities, international students, and students who identify as Indigenous, racialized, gender diverse, or other equity deserving groups.

STRATEGIC PRIORITY: Broaden Outreach to Promote Preventative Practices

Intentional prevention is crucial for fostering students' healthy development. By co-creating educational opportunities, enriching peer support, and educating faculty and staff, Western aims to proactively address mental health, substance misuse, and other wellness issues. This holistic approach ensures students receive the support they need to thrive academically and personally.

GOAL: Co-create Creative Educational Opportunities to Encourage Healthy Habits

Collectively, the Western Community will:

» Develop early and ongoing learning opportunities about wellness.

» Foster healthy habits around eating, sleeping, exercising, managing time, socializing, and reflecting.

» Increase awareness of the impacts that poor mental health, excessive device usage, and substance misuse can have on academics, future prospects, and general health.

GOAL: Educate Interested Faculty and Staff on How to Connect Students to Services Early

Collectively, the Western Community will:

» Advocate for the appreciation of the centrality of good mental health to students achieving their academic and life development goals.

» Collaboratively care for one another, recognize warning signs, reach out when a student may be at risk, normalize seeking support, share information so that students are helped early, and work to build trust that our community will be there for our students when they need us.

» Teach interested staff and faculty members on how to respond to a disclosure or identify a mental health or addiction challenge.

» Consider early detection tools that identify students at risk and create a process to identify risky behaviours to help keep our community safer.

GOAL: Recognize Positive Mental Health as a Key Element to Student's Academic Success

Collectively, the Western Community will:

- » Prepare students for major transitions during postsecondary education.

- » Design pathways to help temporarily withdrawn students reintegrate.

- » Appreciate that experiencing failure is an opportunity to learn and grow.

- » Balance the value of in-person classes and experiences with the inclusion benefits of virtual classes to foster connection across campus.

- » Collaborate with campus and community partners to ensure that students' basic food and housing needs are met.

GOAL: Enrich Peer Support Opportunities as Sources of Hopeful Influence

Western will:

- » Ensure students are involved in the co-design of programming to support their diverse identities on campus.

- » Recognize students as experts and collaborators on their personal mental health and academic journeys.

- » Teach student leaders on mental health topics and how to encourage students to seek help.

STRATEGIC PRIORITY: Cultivate a Mentally-well Campus

Western prioritizes a campus-wide focus on mental health by fostering respectful conversations, connecting with the natural beauty of our surroundings, and diligently implementing this strategic plan. Through courageous conversations, advocating for well-being activities and spaces, and engaging the entire community, Western aims to create a supportive and mentally healthy environment for all members.

GOAL: Empower the Western Community to Engage in Courageous Conversations

Collectively, the Western Community will:

- » Encourage respectful and nuanced conversations to facilitate mutual understanding about a multitude of factors influencing the mental health continuum, addictions, and well-being.

- » Strengthen students, staff, and faculty members' conflict resolution skills to enable a psychologically safer environment, appreciating the distinction between uncomfortable and unsafe discussions.

- » Integrate the wisdom and guidance of partner Elders and Knowledge Keepers on campus.

- » Support faculty and staff involvement in expanding their cultural awareness and humility.

- » Acknowledge the potential impact that larger familial, socioeconomic, environmental, and geopolitical forces can have on students' well-being and how Western mitigates that impact.

Student Mental Health Strategy 2025-2030   8

GOAL: Advocate for Activities and Spaces that Foster Well-Being

Collectively, the Western Community will:

» Reduce barriers to collaborative mental health initiatives across campus.

» Collaborate with campus partners to co-create artistic, body movement, and nature-oriented programs to foster belonging and provide alternative spaces for conversations on mental health issues.

» Promote quiet or sensory adaptable indoor and outdoor spaces, for students to practice mindfulness, spiritual reflection, and self-regulation.

» Co-create neutral third places to allow for connection and community building.

» Encourage students to connect with the natural beauty of our campus and surrounding outdoor environment.

» Build graduate school traditions to reinforce a sense of community

GOAL: Engage the Whole Western Community in Work to Advance Student Mental Health

Western will:

» Establish a campus-wide Implementation Action Team with student membership charged with monitoring and enacting the plan.

» Leverage the influence of senior leaders and community members who are inspirational champions and will advocate for the ongoing advancement of this plan.

» Encourage the review of Western's structures, policies, and procedures through a well-being lens.

» Create a continuous quality improvement mindset that supports Western as a learning organization with respect to mental health and addiction.

» Drive communication and project management strategies to support plan implementation including service information and mental health education.

» Embed a sustainability framework and measurement plan that will ensure accountability and identify indicators for success

» Adapt elements of this plan to further support our staff and faculty as we all form an interconnected ecosystem of wellness.

» View this plan in concert with other allied strategic plans across the University.

STRATEGIC PRIORITY: Advance Western as a Leader in Student Mental Health

As a leader in student experience, Western is committed to innovating and disseminating strategies that enhance student well-being. By continuously adapting to new best practices, collaborating with researchers and evaluators, and connecting with community partners, Western aims to advance mental health and addiction strategies locally, nationally, and internationally.

GOAL: Innovate and Disseminate Improvements in Student Mental Health Practices

Collectively, the Western Community will:

» Innovate and spread new and creative strategies to enhance students' well-being.

» Be open to adapting this framework as new best practices come to light.

» Collaborate with campus researchers and program evaluators to identify innovations driven by this plan.

» Connect with organizational partners from across London and surrounding community and colleagues nationally to disseminate and advance mental health and addiction strategies.

Student Mental Health Strategy 2025-2030   10

Appendix A: Background

Emerging Themes from Surveys, Discussions, and Focus Groups

Several prominent themes emerged from the consultations with students, staff, and faculty. The convergence of these themes across campus was illustrative. One consistent point was that approaches and efforts need to be co-designed with students to maximize effectiveness; the Implementation Action Team will honor that imperative.

The following themes were evident:

» **Learning About Mental Health Supports and How to Provide Support:** There is a general lack of awareness of the mental health supports available on campus, hindering students from receiving support. Community members also expressed needing more skills to help distressed students. By leveraging multiple communication and teaching methods, this gap can be narrowed.

» **Enhanced Skills in Navigating Respectful and Courageous Conversations:** All community members indicated that students are not equipped with the necessary conflict resolution skills or communication skills. Students are struggling to successfully have crucial conversations with individuals such as peers and faculty members, which can negatively impact their mental health. Strong communication skills enrich the larger community's conversations.

» **Attention to Addiction Issues:** Addictions are troubling for students, which is common in the postsecondary sector. Specifically, substance misuse, device addiction, and gambling were identified by some respondents as problematic. Through education, campus discussions, and treatment, we can reduce harm and support healthier choices.

» **Larger Forces Impacting Students' Well-being:** Climate change, geopolitical forces, socioeconomic factors, and familial life stories are influencing students' sense of self and safety. While addressing these systemic issues may be beyond this plan's scope, its strategies can help students navigate these impacts and strengthen their resilience.

» **Specialized Approaches for Some Student Groups:** It was identified that select student groups may need tailored approaches. These include PhD candidates, athletes, people with disabilities, international students, and those who identify as Indigenous, racialized, gender diverse, or other equity-deserving groups.

» **The Importance of Belonging:** One of Western's core values is a deep sense of belonging. For some students, developing friendships is challenging and they struggle to find belonging at Western. By creating safer, inclusive spaces for students to gather and share experiences, we can foster a supportive community. We can also explore new ways to interweave reflection practices, encourage campus exploration, and build new traditions.

» **Feeling Good About Oneself:** A fundamental aspect of student mental health is experiencing a positive sense of self. Consultations illustrated that during postsecondary education, students are facing challenges as they stretch to grasp new concepts, complete tasks, negotiate relationships, and develop an authentic self. This plan's holistic approach aims to provide a foundation for positive and safe growth.

Student Mental Health Strategy Committee and Consultation Process

Western University established a Student Mental Health Strategy Committee in 2024 to develop a comprehensive strategy on mental health that built on the 2018 plan. In February 2024, a Core Strategy Team was tasked with developing and carrying out a consultation plan that would capture the experiences, thoughts, and ideas of the University's students, faculty and staff related to mental health and wellness. This team reviewed the former plan, consulted the campus community, analyzed survey and focus group data, and assessed existing university mental health policies. The group also reviewed available literature on provincial, national, and international policies, services, and processes related to promoting mental health and wellness on university campuses.

Two additional groups (an Advisory Team and an Action Team) composed of senior leadership, faculty, staff, and students met four times to review progress, provide feedback and perspectives, and challenge assumptions, shaping the final plan.

Between April 2024 to December 2024, over 2,400 students and 950 staff and faculty participated in surveys, while 90 students responded to a targeted survey on device use. Additionally, 28 campus groups engaged in focus groups, and individual consultations conversations took place with highly-invested individuals. All consultations highlighted concerns, opportunities, and hopes for improving mental health and wellness at Western.

Appendix B: Student Mental Health Strategy Advisory and Action Team Member List (2024)

Advisory Team

Emily Carrothers
Associate Director, Student Wellness, King's University College

Heidi Braaksma
Director, Student Wellness, Huron University

Joanna Bedggood (Former)
Associate Director, Student Wellness, King's University College

John Doerksen
Vice-Provost (Students), Student Experience

Karla Pacheco
Senior Manager, People and Development, University Students' Council

Lesley Oliver
Specialist in Equity, Diversity & Inclusion, Office of Equity, Diversity & Inclusion

Lily Cho (Former)
Vice-Provost & Associate Vice-President (International)

Rosanna Stumpo Bal
Director, Administration, Student Experience

Susan Lewis
Vice-Provost (Academic Programs)

Action Team

Ajit Pyati
Associate Professor, Faculty of Information & Media Studies

Ankita Mishra
University Students' Council Delegate

AnnaLise Trudell
Manager, Wellness & Equity Education, Student Experience

Cherin Chung
President, Society of Graduate Students

Christian Ylagan
Equity, Diversity & Inclusion Education Coordinator, Student Experience

Christine Stapleton
Director, Sports & Recreation, Student Experience

Cortney Goldkar Dakin
Assistant Professor, Faculty of Social Science

Daniel Shrubsole
Associate Dean, Faculty of Social Science

David Viitala
Acting Manager, Residence Student Support, Housing & Ancillary Services

Densika Ravindiralingam
Advocacy Director, Active Minds Western

Elizabeth Hayden
Associate Dean of Graduate & Postdoctoral Affairs, Faculty of Social Science

Elle Cumming
Co-Vice-President of Advocacy, Active Minds Western

Isabella Spensieri
Accessibility Commissioner, Society of Graduate Students

James Stewart
Physician Lead, Health & Wellness Services, Student Experience

Kasavi Kanagasabai
Vice-President, Student Services, Society of Graduate Students

Laura Donelan
Mental Health Counsellor, Wellness & Well-being, Student Experience

Leanne Ford
Manager, Residence Student Support, Housing & Ancillary Services

Leslie Gloor Duncan
Associate Director, Transition, Leadership & Enrichment, Student Experience

Lise Laporte
Senior Director, Western International

Maathangi Rudranantha
University Students' Council Delegate

Maria Farooq (Former)
Vice-President, University Affairs, University Students' Council

Mariana Batista
Vice-President, University Affairs, University Student Council

Marisa Modeski
University Registrar, Office of the Registrar

Nica Borradaile
Acting Associate Vice-Provost, School of Graduate and Postdoctoral Studies

Nicole Campbell
Associate Professor, Schulich School of Medicine & Dentistry

Ramona Fernandez
Mental Health Counsellor, Student Experience

Rebecca Milec
Interim Director, Strategic Communications and Marketing, Student Experience (Former)

Rick Fehr
Program Coordinator, Indigenous Studies

Robyn Hurley
Manager, Student Support & Case Management, Student Experience

Roma MacDonald
University Students' Council Delegate

Shveta Suresh
University Students' Council Delegate

Stavros Liokakos
University Students' Council Delegate

Victoria Smye
Director & Associate Professor, Arthur Labatt Family School of Nursing

Core Strategy Team

Arbor Morris
Mental Health Counsellor, Office of Indigenous Initiatives (Former)

Chandlee Dickey
Clinical Director, Mental Health Care, Student Experience

Debbie Chiodo
Director, Data Management & Evaluation, Centre for Addiction & Mental Health

Janna Ferguson
Director, Assessment & Planning, Student Experience (Former)

Rachel Stack
Director, Wellness & Well-being, Student Experience

Silvia Wood
Administrative Assistant to Director, Wellness & Well-being, Student Experience

Sonya Malone
Workplace Health Physician, Western University

Additional Contributors

Aisha Haque
Director, Centre for Teaching & Learning

Alana Heenan
Digital Engagement Coordinator, Student Experience (Former)

Alexe Scholtes
Western Student

Anna Burt
Western Student

Catherine Ireland
Director, Sport, Student Experience

Christy Bressette
Vice-Provost & Associate Vice-President (Indigenous Initiatives)

Deborah Turnbull
Team Lead, Nursing, Student Experience

Derek Worden
Senior Advisor, Strategic Initiatives, Housing & Ancillary Services

Emilie Kalaydjian
President, University Students' Council

Emma Campbell
Western Student

Student Mental Health Strategy 2025-2030   14

Erica Galea
Operations Manager, Wellness & Well-being, Student Experience

Erin Huner
Director, Culture & Inclusion, Ivey Business School

Florentine Strzelczyk
Provost & Vice-President (Academic)

Jackson Findlay
Western Student

Jennifer Meister
Acting Associate Director, Conduct & Conflict Management (Former)

Jim Racine
Residence Conduct Coordinator, Housing & Ancillary Services

Ken Kirkwood
Associate Professor, Faculty of Health Sciences

Laasya Patibandla
Western Student

Lindsay Ducharme
Engagement Coordinator to the Provost

Lisa Daniels
Director, McIntosh Gallery

Maitland Jean Roy
Western Student

Maxine Nicolais
Western Student

Meira Machado
Western Post-Doctoral Student

Nina Zitani
Curator, Zoological Collections, Department of Biology

Papy Abdie
Manager, Student Engagement, Student Experience

Riley Hinson
Associate Professor, Faculty of Social Science

Ruth Lanius
Professor, Schulich School of Medicine & Dentistry

Sairah Khan
Western Student

Sara Mai Chitty
Curriculum & Pedagogy Advisor

Sarah Fullerton
Vice President, Orientation & Programming, University Students' Council

Sharon Wei
Associate Professor, Faculty of Music

Stephanie Hayne Beatty
Director, Leadership & Learning, Student Experience

Tracy Isaacs
Special Advisor to the Provost - Gender-Based & Sexual Violence (Former)

Trish Regier
Manager, Undergraduate Student Services, Faculty of Social Science

Victoria Ceolin
Western Student

Wendy Ellis
Associate Professor, Kings University College

Appendix C: Campus Groups that were Invited to Mental Health and Wellness Consultations to Inform Plan Development*

- » Faculty, Staff and Librarians
- » Graduate Studies, Policy and Planning
- » Housing and Ancillary Services
- » Leadership & Learning, Student Experience
- » McIntosh Gallery
- » Office of Equity, Diversity & Inclusion
- » Office of Indigenous Initiatives
- » Office of Sustainability
- » Office of the Provost
- » Office of the Registrar
- » Researchers involved with COVID-19, eco-distress, substance use, and trauma (separate discussions)
- » School of Graduate and Postdoctoral Studies
- » Sophs (Faculty)

- » Sports & Recreation, Student Experience
- » Student Emergency Response Team (SERT)
- » Student Health Clinic, Physician Team
- » Student Health Clinic, Nursing Team
- » Student Mental Health Care Team
- » Student Support & Case Management Team
- » Undergraduate Academic Programs Office
- » Undergraduate Student Services
- » Wellness Equity & Education Team
- » Western International
- » Western Legal Counsel
- » Western student club presidents of equity deserving groups
- » Western Special Constable Service (WSCS)

NOTE: Not all invitees participated in full.

Appendix D: Additional Resources

1. **THE NATIONAL STANDARD OF CANADA CSA Z2003:20**, Mental health and well-being for post-secondary students, Standards Council of Canada, Mental Health Commission of Canada. [Website](#).

2. **Centre for Innovation in Campus Mental Health (CICMH)**: Comprehensive resource finder including guides, toolkits, and research reports on university student mental health. [Website](#).

3. **Higher Education Quality Council of Ontario (HEQCO)**: "Supporting Student Mental Health in Ontario: Exploring Best Practices and Identifying Gaps." [Publication](#).

4. **Journal of Further and Higher Education**: "Look After the Staff and they Would Look After the Students' Cultures of Wellbeing and Mental Health in the University Setting" 2022 https://doi.org/10.1080/0309877X.2021.1986473

5. **Canadian Centre for Occupational Health and Safety**: "Measures for Promoting Mental Health in the Workplace." [Website](#).

ITEM 5.6(f) – Renaming of Western Continuing Studies as Western School of Professional and Continuing Education

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Information regarding the renaming of Western Continuing Studies as Western School of Professional and Continuing Education is provided for information.

ATTACHMENT(S):

Memorandum to the Senate Committee on University Planning

Western 🛡️

MEMORANDUM

To: Senate Committee on University Planning – FOR INFORMATION

From: Susan Lewis, Vice-Provost (Academic Programs)

cc: Florentine Strzelczyk, Provost and Vice-President (Academic)
           Amrit Ahluwalia, Executive Director, Western Continuing Studies

Date: April 28, 2025

Subject: Renaming of Western Continuing Studies as Western School of
           Professional and Continuing Education (SPACE)

Western Continuing Studies (WCS) offers non-credit programming for learners across the lifespan, engaging our community and bringing Western expertise and knowledge to an audience that spans the globe. WCS programming includes: (1) post-degree programs in partnership with the Faculties of Information and Media Studies, Health Sciences, Arts & Humanities, and Social Sciences; (2) programs accredited by external boards including the College of Pedorthics of Canada, the Board of Canadian Registered Safety Professionals, and the Human Resources Professionals Association; (3) non-credit English-language programming for students and professionals; and (4) the Micro-credential Innovation Lab that supports short duration non-credit programming. Each of these programs requires disciplinary oversight of their curriculum and resources to meet learner needs, industry standards, and accreditation requirements.

The continuing education sector has seen a transformation over the past two decades characterized by closer integration with the main campus, strong alignment with external accrediting boards, and expansion of micro-credentialing and alternative credentials more broadly. In response, many continuing education units have adopted the "School" nomenclature, including:

•   University of Toronto: School of Continuing Studies
•   McGill University: School of Continuing Studies
•   York University: School of Continuing Studies
•   Toronto Metropolitan University: Chang School of Continuing Education
•   Georgetown University: School of Continuing Studies
•   New York University: School of Professional Studies
•   Harvard University: Extension School
•   Brown University: School of Professional Studies

Western University, International & Graduate Affairs Building, Rm. 1N20, 1151 Richmond St., London, ON, Canada N6A 3K7
t. 519.661.1331 www.westernu.ca

431

Rationale

The renaming of Western Continuing Studies as the Western School of Professional and Continuing Education (SPACE) promotes quality education across the lifespan and aligns with sector practices.

The timing of the name change coincides with the unit's physical relocation to West Campus (September 1, 2025) and its expansion of offerings at Western's downtown Toronto site planned for 2025/26. It is advantageous to align the name change with these important events, in terms of communications, branding, and reputational advancement.

ITEM 5.6(g) – Advice re: Affirming Declarations of Indigenous Citizenship or Membership at Western University

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate, at its meeting on April 25, 2025, received a report and presentation from Christy Bressette, Vice-Provost & Associate Vice-President (Indigenous Initiatives) on the newly drafted MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University.

The report was presented for information and feedback. There were no proposed changes to the policy.

Subsequent to the April Senate meeting, there was a request that Senate be provided the opportunity to present its advice to the Board, under the authority of Section 30(f) of the *UWO Act*:

> The Senate may ... pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board elsewhere in [the] Act.

Senate, at its meeting on June 6, 2025, approved a recommendation that it offer its advice to the Board by recommending approval of the new MAPP Policy - Affirming Declarations of Indigenous Citizenship or Membership at Western University.

ATTACHMENT(S):

None.

ITEM 6.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.