

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

SENATE AGENDA

**Friday, December 6, 2024, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall**

- | | | | |
|-----|---|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of November 8, 2024 | | Approval |
| 2.1 | Business Arising from the Minutes | | |
| 3.0 | Report of the President | | Information |
| 4.0 | Report of the Provost | | Information |
| 5.0 | Report of the Vice-President (Research) | | Information |
| 6.0 | Report of the Operations / Agenda Committee (D. Kotsopoulos) | | |
| 6.1 | Membership – Senate Nominating Committee | | Action |
| 7.0 | Report of the Nominating Committee (D. Kotsopoulos) | | |
| 7.1 | Membership – Senate Committee on Academic Policy | | Action |
| 7.2 | Membership – Senate Review Board Academic (SRBA) | | Action |
| 8.0 | Report of the Senate Committee on Academic Policy (K. Yeung) | | |
| 8.1 | Revisions to the Policy on “Adding and Dropping Courses” | | Approval |
| 9.0 | Report of the Senate Committee on Academic Curriculum and Awards (S. Roland) – Refer to Consent Agenda | | |

- 10.0 **Report of the Senate Committee on University Planning (D. Laird)**
 - 10.1 [Budget Planning Guidelines for Faculties](#) Information
- 11.0 **Report of the University Research Board (P. Pexman)**
 - 11.1 [Tri-Agency Scholarships and Fellowships Update](#) Information
- 12.0 **Report of the Academic Colleague (S. Roland) – No Report**
- 13.0 **The Unanimous Consent Agenda**
 - 13.1 Items from the Operations / Agenda Committee
 - 13.1(a) [Schedule of Senate and Senate Committee Meetings \(2025-26\)](#) Information
 - 13.1(b) [Senate Election Schedule for 2025](#) Information
 - 13.2 Items from the Senate Committee on Academic Policy
 - 13.2(a) [Revisions to the “Academic Calendar” Policy](#) Approval
 - 13.2(b) [Revisions to the Policy on the “Structure of the Academic Year”](#) Information
 - 13.2(c) [Annual Report on Scholastic Offences \(2023-2024\)](#) Information
 - 13.3 Items from the Senate Committee on Academic Curriculum and Awards
 - 13.3(a) School of Graduate and Postdoctoral Studies: [Withdrawal of the Graduate Diploma \(GDip\) in Mining Law, Finance, and Sustainability](#) Approval
 - 13.3(b) [2023-2024 Annual Report of the Office of Academic Quality and Enhancement](#) Information
 - 13.3(c) Sessional Dates:
 - 13.3(c)(i) [Summer Undergraduate Sessional Dates \(2026\)](#) Information
 - 13.3(c)(ii) Faculty-Specific Sessional Dates: [Revised Sessional Dates – Ivey Business School, HBA Program \(2024-2025\)](#) Information

Senate Agenda
December 6, 2024

- | | | | |
|------|--|--|-------------|
| | 13.3(c)(iii) | Faculty-Specific Sessional Dates (2025-2026) | Information |
| | 13.3(d) | New Donor-Funded Scholarships, Awards and Prizes | Information |
| 13.4 | Items from the Senate Committee on University Planning | | |
| | 13.4(a) | Western Libraries Annual Report | Information |
| 14.0 | Items removed from Consent Agenda | | |
| 15.0 | Discussion and Question Period | | |
| 16.0 | New Business | | |
| 17.0 | Adjournment | | |

ITEM 1.0 – Land Acknowledgement

ACTION: APPROVAL INFORMATION DISCUSSION

Alfonso Nocilla will offer a land acknowledgement or other observance.

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

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

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

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

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

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

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

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the minutes of the meeting held on November 8, 2024, be approved as circulated.

ATTACHMENT(S):

[Minutes of the November 8, 2024 Meeting](#)

MINUTES OF THE MEETING OF SENATE

November 8, 2024

The meeting was held at 1:33 at the Somerville House, Great Hall

SENATORS:

A. Agyapong	J. Garland	A. Meyer
C. Alcantara	J. Gemson	M. Mills
S. Bahadoor	L. Graham	I. Namukasa
M. Bassnett	R. Graham	A. Nocilla
S. H. Beatty	M. Green-Barteet	V. Parsa
G. Beckett	C. Hall	I. Paul
J. Beecroft	N. Harney	P. Pexman
B. Begg	A. Hearn	G. Philip
K. Bertrand	K. Henricus	A. Puvirajah
J. Birkinshaw	J. Herrera	L. Rehmann
A. Botterell	J. Ijam	W. Ritchie
A. Bryson	J. Jin	D. Robinson
J. Campbell	M. Joannis	B. Rubin
B. Cheadle	E. Kamimura	M. Sanita Lima
K. Choi	M. Kim	S. Schmid
A. Christie	H. Kirk	L. Shaw
B. Chronik	D. Kotsopoulos	A. Shepard
M. Cleveland	D. Laird	K. Siddiqui
N. Coates	J. Lamarche	A. Simon
K. Coley	L. Lingard	Z. Sinel
A. Cooke	G. Little	F. Strzelczyk
E. Da Costa	A. Liu	X. Wang
S. D'Arcy	A. Lukawski	J. Yoo
L. Davis	T. Mantler	N. Zabian
M. Davison	O. Matthews	A. Zecevic
M. El-Sakka	M. McGrath	
D. Ferri	D. Meister	

Observers:

C. Bressette, R. Chelladurai, C. Chung, J. Doerksen, E. Kalaydjian, N. Keyghobadi, S. Lewis, M. Medapati, O. Oloya, S. Roland, V. Sarkany, J. Scott, C. Waugh, J. Weststar, M. Yenson

LAND ACKNOWLEDGEMENT

H. Kirk offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of October 11, 2024

It was moved by E. Da Costa, seconded by P. Pexman,

That the minutes of the meeting of October 11, 2024, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

In addition to the written report provided with the agenda, A. Shepard, President and Vice-Chancellor, highlighted several past and upcoming campus events, including Fall Convocation and Fall Preview Day.

A. Shepard continued his report by encouraging Senators to explore on-campus conference opportunities for the upcoming year and to actively engage with their colleagues to foster collaboration and dialogue.

A. Shepard announced a call for applications for the Sustainability Impact Fund, with the deadline of November 18, 2024.

A. Shepard acknowledged the recent passing of Elder Dan Smoke, Murray Sinclair and Amanda Kennedy.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) opened her remarks by informing Senate that Mark Daley, Chief AI Officer, was appointed NSERC Scholar in Residence for Artificial Intelligence for a two-year term.

F. Strzelczyk continued her report by highlighting Western's numerous successes, including the opening of the Ronald D. Schmeichel Building for Entrepreneurship and Innovation, launch of the Canadian Severe Storms Laboratory (CSSL) and the creation of the Fields-Western Collaboration Centre.

F. Strzelczyk continued her report with a presentation on the Budget Planning Process and Fiscal Environment (Appendix A), addressing both the internal and external context, planning for the short to medium term, and providing comparisons with other Ontario universities. Additionally, the Provost invited Senators to participate in the budget Town Halls planned for later in November.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

P. Pexman, Vice-President (Research), presented her report, which included information regarding recent events, funding opportunities, and the upcoming visit from the Canadian Council on Animal Care (CCAC) for an interim assessment.

P. Pexman also advised that Dan Lizotte was appointed for a five-year term as the Director of the Rotman Institute of Philosophy.

P. Pexman concluded her report by acknowledging the unprecedented number of grant applications submitted through Western Research.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

ITEM 10.1 – Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan

O. Oloya, Associate Vice-President (Equity, Diversity & Inclusion) and L. Oliver, EDI Specialist presented the EDIDA Strategic Plan for recommendation to the Board of Governors.

O. Oloya outlined the plan's development process, explaining each stage from initial conception to the finalized version. He also emphasized the valuable input gathered through an extensive consultation process, which involved engaging various stakeholders. O. Oloya emphasized that there will be a phased approach to implementation of the plan with tentative timelines outlined for each stage. He also identified how the key objectives could be achieved.

It was noted that once approved, each unit will receive a copy of the EDIDA Action Plan. In phase one, each unit is invited to select a set of strategies from the list of strategic priorities. These strategies should be chosen based on the specific needs and priorities of the unit, ensuring actionable implementation of the Strategic Plan.

L. Oliver described the steps and timeline for implementing the Strategic Plan across the University in phase one.

Following the presentation of the Strategic Plan, an extensive discussion ensued. Members raised several questions including in respect of:

- the budgetary implications for implementing and maintaining the plan, as well as resources to be allocated.
- accountability of the EDI Office and support that could be provided.
- how the data collected through the survey and the feedback received were incorporated into the Strategic Plan.
- a lack of reference to religious inclusion and diversity in the plan.
- clarification regarding the structure of the implementation committee.

O. Oloya addressed the questions, emphasizing that the focus is not on prescribing specific actions but rather on allowing units the flexibility to discuss their perspectives on the selected strategies. Also, it was noted that this work aims to create a safe and inclusive space where

everyone feels a sense of belonging. He emphasized the importance of engaged dialogue where every person is valued and has the opportunity to contribute meaningfully, rather than prescribing actions within the plan. Additionally, O. Oloya reassured Senate of strong support from the Office of EDI.

F. Strzelczyk addressed the questions related to budget planning, advising that units while discussing their budgets should be mindful of the EDIDA Strategic Plan.

It was moved by M. Cleveland, seconded by M. Sanita Lima,

That Senate recommend the approval of the Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan to the Board of Governors.

CARRIED

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board, P. Pexman briefly commented on the topics discussed at the October URB meeting, including a presentation on the activities of the Western Institute for Earth and Space Exploration. She commented on the recent successes of the Institute and future areas of research focus.

P. Pexman concluded her report with an update on Horizon Europe research funding opportunities. In addition, she announced an upcoming workshop for researchers aimed at providing more information about the program.

REPORT OF THE ACADEMIC COLLEAGUE

The Report of the Academic Colleague was presented for information.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

ITEM 13.1(a)(i) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Senate Committee on Academic Policy

It was moved by G. Little, seconded by J. Ijam,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective November 8, 2024, the terms of reference of the Senate Committee on Academic Policy be revised as shown in Item 13.1(a)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.1(a)(ii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Senate Committee on Academic Curriculum and Awards (ACA)

It was moved by G. Little, seconded by J. Ijam,

That on the recommendation of the Operations/Agenda Committee (OAC), Senate approve that effective November 8, 2024, the terms of reference of the Senate Committee on Academic Curriculum and Awards (ACA) be revised as shown in Item 13.1(a)(ii).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.1(a)(vii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Senate Review Board Academic

It was moved by G. Little, seconded by J. Ijam,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective November 8, 2024, the terms of reference of the Senate Review Board Academic (SRBA) be revised as shown in Item 13.1(a)(vii).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a)(iii) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Undergraduate Academic Courses (SOC).
- ITEM 13.1(a)(iv) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Administrative Subcommittee to Review Scholarships (SRS).
- ITEM 13.1(a)(v) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Program Review – Graduate (SUPR-G).
- 13.1(a)(vi) – Senate Committee Terms of Reference Review: Revisions to the Terms of Reference of the Subcommittee on Program Review – Undergraduate (SUPR-U).

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 13.2(b) – Revisions to the Policy on “Convocation; Graduation Diplomas and Certificates

It was moved by G. Little, seconded by J. Ijam,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective November 8, 2024, the policy on “Convocation; Graduation Diplomas and Certificates” be revised as shown in Item 13.2(b).

CARRIED BY UNANIMOUS CONSENT

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

It was moved by G. Little, seconded by J. Ijam,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective November 8, 2024, the Graduate and Postdoctoral Studies policy on “Registration” be revised as shown in Item 13.2(c).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Policy on Unanimous Consent:

- ITEM 13.2(a) – Correction to the Policy on “Adding and Dropping Courses”.
- ITEM 13.2(d) – School of Graduate and Postdoctoral Studies: Revisions to the Procedure for Thesis Examinations and Final Submission.

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

ITEM 13.3(a) – Faculty of Social Science, Department of History: Withdrawal of the Honours Specialization in History (Brescia), Specialization in History (Brescia), Major in History (Brescia), and Minor in History (Brescia)

It was moved by G. Little, seconded by J. Ijam,

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

That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2028, and

That the modules be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(b) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Civil and Environmental Engineering

It was moved by G. Little, seconded by J. Ijam,

That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Engineering (MEng) in Civil and Environmental Engineering be revised as shown in Item 13.3(b).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(c) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Economics.
- ITEM 13.3(d) – Undergraduate Sessional Dates (2025-26).

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Information Items Reported by SCUP on Unanimous Consent:

- ITEM 13.4(a) – McIntosh Gallery Annual Report.

DISCUSSION AND QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 14.0 prior to the meeting. The questions and responses are summarized below:

A Senator raised a question about the plans to maintain a safe, bias- and harassment-free environment on campus in light of the US elections and the increase in misogynistic rhetoric and the surge of hateful language towards the 2SLGBTQ+ community in the US. A. Shepard reassured Senators of Western's unwavering commitment to supporting human rights and fostering a safe environment for all individuals. Additionally, the President outlined several pathways for reporting any violations.

Western's hiring process:

In response to a question of clarification regarding Western's policy on interviewing and hiring processes, F. Strzelczyk confirmed that Western is committed to fair, transparent, and competitive hiring practices in compliance with Canadian employment laws. Additionally, she commented on the importance of clear criteria, noting that each candidate is assessed based on their qualifications, experience, and suitability for the position.

The Undergraduate Curriculum Planning Framework:

S. Lewis, Vice-Provost (Academic Programs), responded to questions regarding the guidelines for minimum enrollment in undergraduate courses, as outlined in the Undergraduate Planning Framework. She clarified how these guidelines are applied to balance resource allocation with

student demand and noted that this strategy is aimed at mitigating the need for late course cancellations. S. Lewis explained that the framework uses a balanced approach to course sizes, with both large introductory courses and smaller upper-level courses for specialized subjects. Moreover, Deans have flexibility to run courses that fall below the minimum enrollment threshold.

[Secretariat Note: The Undergraduate Curriculum Planning Framework has now been posted under Curriculum Development: https://vpacademic.uwo.ca/Plans_Priorities.html].

It was moved by P. Pexman, seconded by G. Little,

That Senate approve that Sergio Rodriguez and Dave Ghantous be granted speaking rights at the November 8, 2024, Senate meeting.

CARRIED

Reduction of the Microsoft storage capacity:

D. Ghantous, Director, Infrastructure Services, addressed several questions and concerns raised by Senators and Official Observers in response to the recent announcement of a significant reduction to Microsoft storage allocations. He advised that these changes were driven by Microsoft's decision to implement significant revision to its storage policies for educational institutions around the world. D. Ghantous noted that the storage is still available, and the only change anticipated is the incremental cost for purchasing additional storage that exceeds the limits. However, a grace period will be provided, during which these expenses will be centrally funded. Additionally, it was mentioned that guidelines for securing additional space and details about the transitional period will be published.

S. Rodriguez, Director, Client Services, addressed a question concerning the implications of eliminating OWL Sakai as a means of managing and sharing data along with the proposed reduction in Microsoft storage. He shared information regarding an ongoing pilot project for Western researchers to address all needs and find alternative solutions.

It was moved by J. Ijam, seconded by N. Zabian,

That the discussion and question period of the Senate meeting be extended by 15 minutes.

CARRIED

Student Identification in OWL Brightspace:

S. Lewis addressed a question regarding the possibility to integrate student ID numbers as the primary identifier in OWL Brightspace and explained that the decision to eliminate its use was based on privacy concerns related to sensitive data. However, work to mitigate the issues outlined in the question is still ongoing.

Brescia Library Integration:

In response to a question regarding the former Brescia Library and access to materials, G. Little, Vice-Provost and Chief Librarian, outlined the process of relocation of the physical materials, as well as the measures in place to minimize any inconvenience during the transitional period. Regarding the study space, it was mentioned that work is underway around the campus to meet the growing demand for study spaces. F. Strzelczyk commented on the plans for the space that was the Beryl Ivey Library.

Graduate student funding:

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), addressed the questions regarding graduate student funding and the financial health of the University. R. Chelladurai described the budget planning process as well as the external and internal context that all Ontario educational institutions face. Additionally, he advised that it is standard procedure during budget planning to review expenditures at the Faculty level, including reconsideration of graduate funding allocations. A. Shepard addressed a follow-up question regarding the funding sources for the capital projects on campus and explained the difference between the capital and operating budgets along with the strategic priorities for Western.

MAPP Policy 1.1 Consultation Process:

In response to a question regarding plans for the consultation on the revisions to MAPP Policy 1.1, J. Doerksen, Vice-Provost (Students), informed Senate that the first phase of the consultation process has started, and session for Senators would begin immediately following the Senate meeting.

ADJOURNMENT

The meeting adjourned at 3:55 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Update on Planning Process and Fiscal Environment

Senate

November 8, 2024

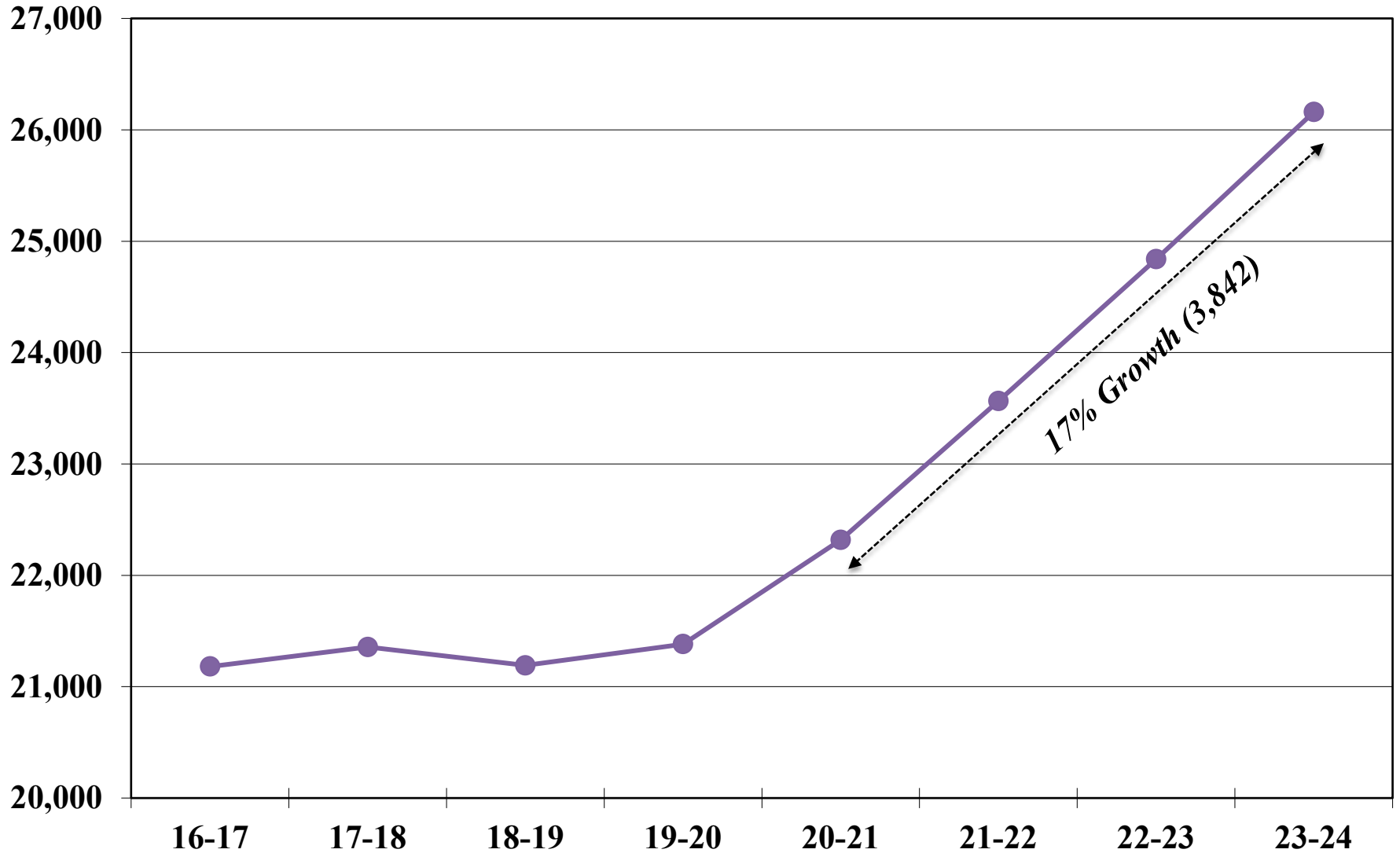
- Provincial Base Grant **frozen at 2016-17 level** (Block Grant)
- Domestic Tuition Rates
 - Rolled back 10% in 2019-20 and **frozen through 2026-27**
 - Some flexibility with Out-of-Province Tuition and Undergraduate Computer Science / MOS
- Cap on International Student Study Permits
- Modest One-Time Government Funding recently announced
- Fall 2024
 - Strategic Mandate Agreement Renewal (SMA 4)
 - Greater portion of frozen Base Grant to be linked to Performance

Context: Internal

- Moving to the Final Year of our 3-Year Plan
- Budget Approach/Structure remains unchanged
- Enrolment-related Revenue Sharing remains in place (such revenues are declining)
- Fiscal Situation will make it difficult to increase Base Expenditures
- Focus on Strategic Priorities and Core Activities

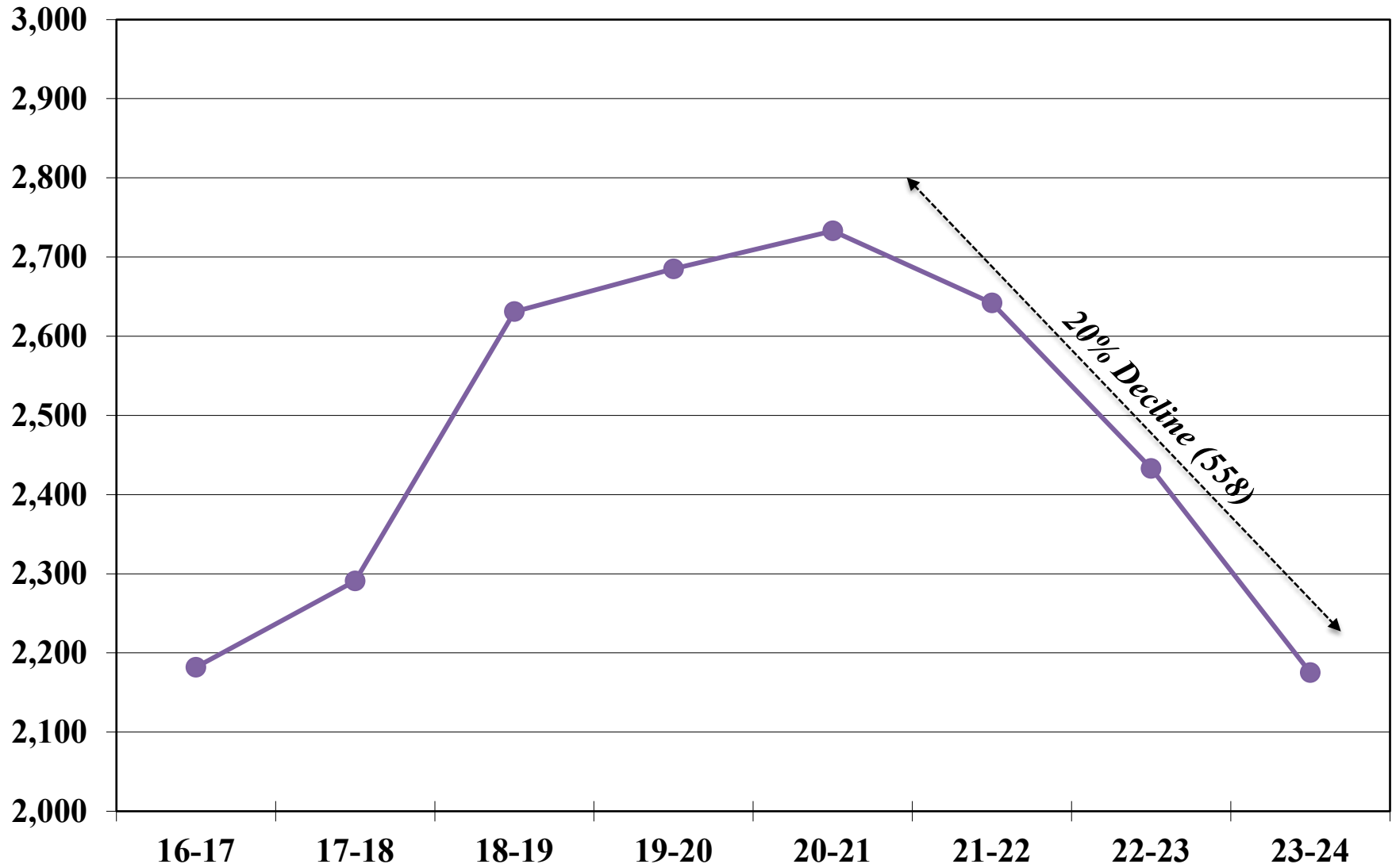
Total # of Undergrad Domestic Fee-Paying Students

Appendix A

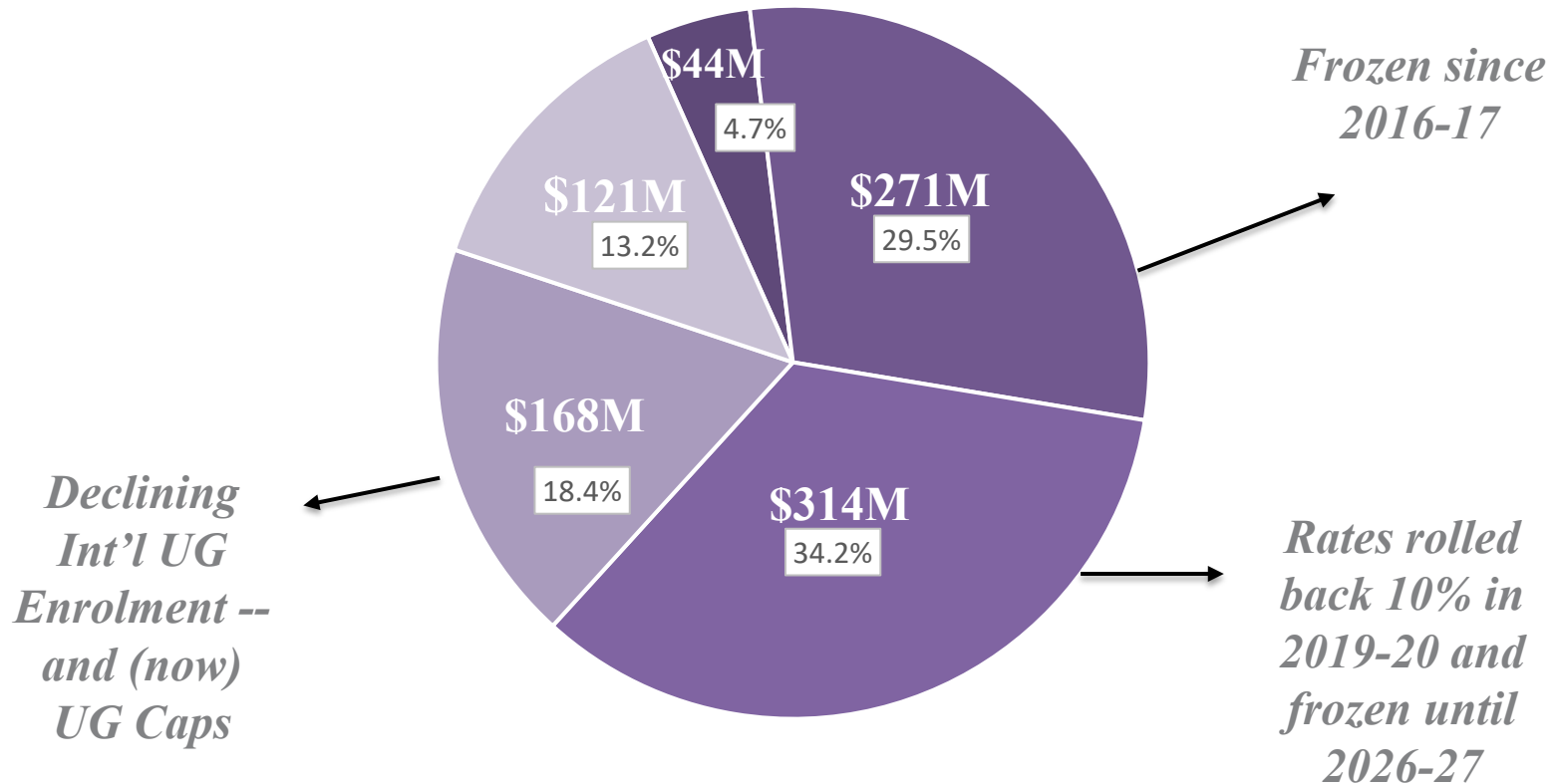


Total # of Undergrad International Fee-Paying Students

Appendix A



Distribution of 2023-24 Operating Revenues (\$918M)

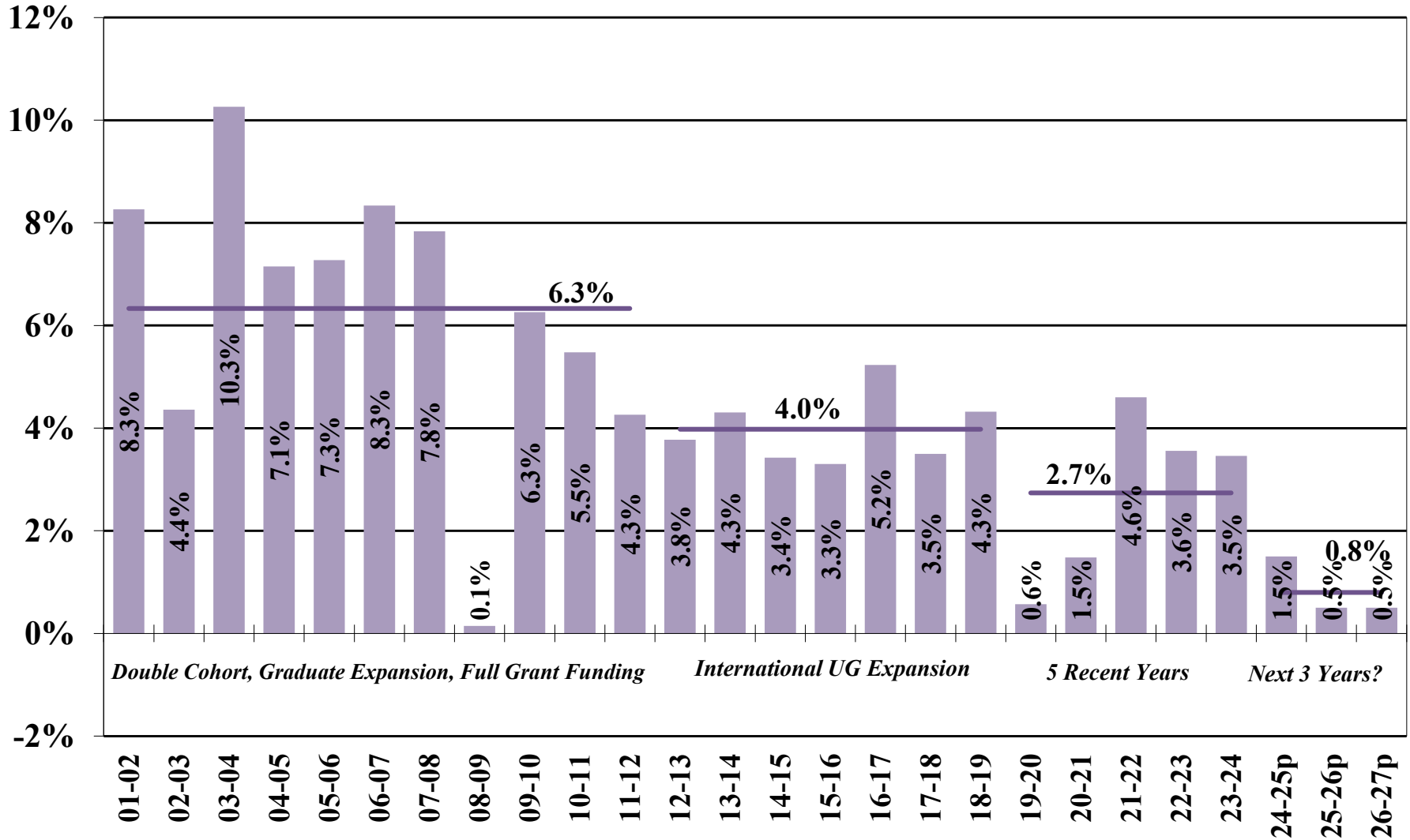


■ Special Purpose/Targeted Grants ■ Core Operating Grants ■ Domestic Tuition ■ Int'l Tuition ■ All Other

Operating Revenues:

Appendix A

Annual % change – 2001-02 to 2026-27



Planning for the Short-to-Medium Term Appendix A

- Fiscal Outlook
 - Less than 1% Annual Revenue Growth
 - Costs continue to increase in the 4%+ range
 - Including Employee Compensation
 - If we're not pro-active,
 - Revenue and Expense Lines will cross
 - Resulting in a structural deficit

Budgets at Other Ontario Universities Appendix A

- 2024-25 Budget Deficits

Univ A	\$90.8M	Univ B	\$26.5M
Univ C	\$26.8M	Univ D	\$74.5M
Univ E	\$32.3M	Univ F	\$35.7M
Univ G	\$18.9M		

Actions taken by these Universities

Additional cuts	Curriculum/course streamlining	Hiring Freezes/pauses
Reduce non-salary spending	Shared services / eliminate duplication	Pause/cancel capital projects
Increase overhead contributions from all revenue lines/sources	Retirement programs	Staff reduction through attrition

Planning for the Short-to-Medium Term ^{Appendix A}

- We need to be Proactive with Optimizing Resources
 - Academic Efficiencies need be High on our Priority List
 - Small Classes
 - Small-enrolment Modules

ITEM 2.1 – Business Arising from the Minutes

ACTION: APPROVAL INFORMATION DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators
From: Alan Shepard
Date: November 29, 2024
Re: Monthly report for December 2024

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of November 1, 2024.

Enrolment: Final 2024-2025 enrolment numbers as reported to the Ministry are below:

- Western and Affiliated University Colleges total full-time enrolment: 42,971
- Constituent University full-time enrolment: 37,868
 - Undergraduate: 29,218
 - Graduate: 7,221
 - Other: Medical Residents:1,048; Concurrent Programs: 381
- International full-time enrolment Western and Affiliated University Colleges: 5,445
- International constituent university full-time enrolment: 4,661

One year anniversary of the Blue-Ribbon Panel report: on November 15, the Council of Ontario Universities (COU) marked the one-year anniversary of the Blue-Ribbon Panel's report on Financial Sustainability in the Post-Secondary Education Sector by releasing a [statement highlighting increased financial pressures](#). The COU estimates up to 100,000 Ontario high school students are at risk of not getting into a university program of their choice. The COU also estimates federal study permit changes will reduce revenue in the sector by nearly \$1 billion.

Climate and Sustainability Strategy: The President's Advisory Committee on the Environment and Sustainability (PACES) is leading the development of a new climate and sustainability strategy. A campus-wide survey is collecting feedback until December 7, a special launch event is planned for January 20, 2025, and focus groups with the Western community will take place throughout winter and spring 2025. Details at sustainability.uwo.ca.

Moscovich Recital Hall named in honour of \$2.5 million gift: Professor Emeritus Jim Moscovich (Classical Studies) and his wife, Barbara Moscovich, MA'68, Dip'71 (Education) made a major investment in the Don Wright Faculty of Music to support The Moscovich Fund for Innovation in

Music. This fund will support visiting artists and artists-in-residence programming, inviting internationally renowned musicians to work with students and engage with the community. The Faculty named a recital hall in the Music Building in their honour.

Consultation for policy on use of university facilities for non-academic purposes: The Provost & Vice-President (Academic) and Vice-President (Operations & Finance) are continuing to lead a consultation process to inform proposed revisions to Western's [MAPP Policy 1.1](#). Stage one consultations are nearly complete. In early 2025, as part of stage two, a revised draft policy will be circulated for feedback.

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

- Professor Emeritus **Jeffrey Gandz** (Ivey) received the Ian O. Ihnatowycz Institute for Leadership's 2024 Leader Character Award.
- **Pauline Barmby** (Science) awarded the Fallona Family Interdisciplinary Science Award from the Faculty of Science.
- **Erin Hannah** (King's) appointed Editor-in-Chief, *Oxford Research Encyclopedia of Politics*.
- **Jason Dyck** (Libraries) awarded the 2024 José Toribio Medina Award from the *Seminar for the Acquisition of Latin American Library Materials*.
- **Greg Kopp** (Engineering) received the Engineering Medal for Research and Development from the *Ontario Society of Professional Engineers*.
- **Shantanu Basu** (Science) appointed Interim Director of the *Canadian Institute for Theoretical Astrophysics*, beginning January 1, 2025.
- **Josh Ross** (BA'17) won the 2024 Country Music Association's Jeff Walker Global Country Artist Award.
- **Stachen Naomi Lett-Frederick** (EMBA '21) honoured with the Social Change Award: Regional Impact at the RBC Canadian Women Entrepreneur Awards.
- Former Chancellor **Linda Hasenfratz** (BSc'89, MBA'97, LLD'19) elected Chair of the Board of The Association of Equipment Manufacturers.
- **Laura Dottori-Attanasio** (BA'88) named Newcomer of the Year as part of *The Globe and Mail's* 2024 CEOs of the Year initiative.

- **Robert Rooney** (LLB'83) selected as recipient of the 2024 Western Canada General Counsel Lifetime Achievement Award.
- **Peter Van Meerbergen** (BA'91) appointed President & CEO of Educators Financial Group.
- **Karen Bulmer** (BMus'94) named Dean of the School of Music at Memorial University.

Leadership updates:

Jeff Hutter has been appointed Acting Deputy Provost, beginning January 1, 2025, until June 30, 2026.

Review/Selection Committees are established/underway for the Deans of Law, Health Sciences, and Information & Media Studies.

ITEM 4.0 Report of the Provost

ACTION: APPROVAL INFORMATION DISCUSSION

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

ATTACHMENTS:

ITEM 5.0 Report of the Vice-President (Research)

ACTION: APPROVAL INFORMATION DISCUSSION

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

ITEM 6.1 – Membership – Nominating Committee

ACTION: ACTION INFORMATION DISCUSSION

[Must be members of Senate]

Workload: Meets monthly, the Wednesday of the week before Senate at 9:30 a.m.

Composition:

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

Current Elected Members:

Terms ending June 30, 2025:

Nica Borradaile (Schulich), Kate Choi (SS), Alexandra Lukawski (GRAD),

Terms ending June 30, 2026:

Kathleena Henricus (UNDG), Donna Kotsopoulos (Edu), Alfonso Nocilla (Law), Susanne Schmid (Schulich)

Required:

One (1) member of Senate to complete the term vacant due to resignation. No more than one faculty member may be from a single Faculty or School. The School of Graduate and Postdoctoral Studies is not considered a School in this context.

Note:

Faculty Senators from Engineering, Arts and Humanities, Health Sciences, Music, Science, FIMS, and Ivey are eligible to be nominated.

Student and Staff Senators from any Faculty/Unit are eligible to be nominated.

Nominees: _____ Senator Term to June 30, 2025

ITEM 7.1 – Membership – Senate Committee on Academic Policy

ACTION: ACTION INFORMATION DISCUSSION

Workload: Meets monthly, the Monday of the week before Senate at 9:30 a.m.

Composition: 12 members elected by Senate:

Nine (9) faculty members, at least three (3) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. At least four (4) faculty members must have membership in the School of Graduate and Postdoctoral Studies. Three (3) students: one graduate and two undergraduate.

Current Senate-Elected Members:

Terms continuing to June 30, 2025:

Mark Cleveland (SS), Lorraine Davies (SS), Kathleena Henricus (UNDG), Alexander Meyer (AH), Xianbin Wang (Eng), Alexander Zero (GRAD)

Terms continuing to June 30, 2026:

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

Required: **One (1)** faculty member, no more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College.

Note: **Faculty members from Education, Engineering, Health Sciences, Law, Music, Science, Schulich, FIMS or Ivey are eligible to be nominated.**

Nominees: _____ Chris Kapulkin (Sci) _____ (Faculty) Term to June 30, 2026

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

Nominees: _____ Jessica Etou (Sci) _____ (Student, UNDG) Term to June 30, 2025

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

ACTION: ACTION INFORMATION DISCUSSION

Workload: Individual appeal meetings and hearings are arranged by the University Secretariat as required. The work of SRBA continues through the summer.

Time Commitment: Unfortunately, the Secretariat is unable to anticipate what a member's time commitment might look like in any given year. However, members are asked for their availability when building panels for new appeals, providing the option to opt out if the member is busy with other obligations. Appeal meetings are typically one hour long. Oral hearings are typically scheduled for either one half day or one full day.

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

**Current Senate-Elected Members:
Terms continuing to June 30, 2025:**

Chair: Lina Dagnino (Schulich)

Undergraduates Students:

Grace Achonu-Johnson (SS, UNDG), Alexandra Agyapong (SS, UNDG), Sydney Buhrow (Sci, UNDG), Ethan Da Costa (SS, UNDG), Eva Kamimura (SS, UNDG), Ankita Mishra (Sci, UNDG)

Graduates Students:

Dana Broberg (Schulich, GRAD), Abdelmoneim Elnaggar (Eng, GRAD), Pilar Rodriguez Mata (AH, GRAD), Manuel Spiller (SS, GRAD)

Faculty: Miriam Capretz (Eng), Isha DeCoito (Edu), John Di Guglielmo (Schulich), Randal Graham (Law), Danielle Lacasse (Vice-Chair) (Law), Stephen Renaud (Schulich), Rob Stainton (AH), John Wilson (Ivey)

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

ACTION: APPROVAL INFORMATION DISCUSSION

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

EXECUTIVE SUMMARY:

The purpose of the proposed update to the policy on “Adding and Dropping Courses” is to extend the period during which students can drop courses without penalty, addressing equity concerns and providing greater flexibility for students facing academic or personal challenges. This extension aims to support informed decision-making, reduce grade appeals, and formalize existing practices already implemented by several faculties.

The rationale for the proposed update includes:

1. Equity, Diversity, and Inclusion Considerations

- We now place significant value on equity, diversity, and inclusion, acknowledging that students come from diverse backgrounds with varying responsibilities. The University is moving toward acknowledging excellence from students not carrying a full course load of 5 courses (scholarships, awards, progression requirements).
- Academic advising often recommends students adjust their course loads to fit their personal circumstances, but many students initially register for more courses than they can manage. It is often near the end of the term, when final exams approach, that students may realize they are far behind in many courses. Yet, there is no option for them to reduce their course load without accepting an F grade.

2. Challenges with Midterm Grades as the Main Indicator

- An increasing number of students are writing accommodated exams. Accommodated Exam Services requires a 10-day notice for students to request their accommodated make-up midterm. Therefore, instructors are asked to set the make-up midterm at least 10 days after the regular midterm, and students writing the make-up midterm are disadvantaged when they do not get the midterm grades before the November 12 and March 7 withdrawal deadlines.
- Midterm grades alone are not always sufficient for students to determine whether they can pass a course. For example, students who have missed essential learning components like labs may be ineligible to pass, even if their midterm performance seems adequate. These students currently have no

option to withdraw past the deadline, resulting in them receiving an F grade despite knowing they cannot meet the course's requirements.

3. Flexibility to Reduce Course Load Near Finals

- As the end of the term approaches, students may realize they are unable to adequately prepare for all final exams. A later withdrawal deadline would allow them to drop certain courses and focus on passing others, preventing poor performance across all courses.

4. Reduction in Grade Appeals

- The current policy leads to numerous grade appeals from students who perform poorly on final exams due to extenuating circumstances. Students are often told that by choosing to write the exam, they must accept the grade.
- In many cases, students realize too late that they will not succeed but are forced to continue due to the early withdrawal deadline. For example, they used Undocumented Absence for a midterm that requires documentation for absences. Extending the deadline would give students more time to assess their situation and make better choices, reducing the need for appeals.

5. Current Faculty Practice of Approving Late Withdrawals

- Academic Advising Offices in some faculties (e.g., Science and Basic Medical Sciences, Social Science, Health Sciences) have been approving late withdrawal appeals for students who did not write their final exams due to extenuating circumstances (including those mentioned earlier). This practice fits within both the purview and the advising models espoused by those faculties.
- Only students who appeal receive leniency, while others may be unfairly penalized. The proposed policy revision would address this inequity.

6. Maintaining Academic Integrity

- Some instructors worry that a later withdrawal deadline could compromise academic integrity by allowing students to withdraw too late. It is, however, questionable that changing the drop date affects assessment or evaluation integrity, beyond forcing students to bear the consequence of failing term work. This change will not affect students who pass the course or those who attempt the final exam and fail.
- The change only impacts students who realize late in the term that they cannot succeed. Currently, these students are forced to accept an F grade. Consideration should be given to whether it is more appropriate to record a withdrawn (WDN) grade on their transcript, reflecting their decision not to complete the course, rather than an F for a course they could not finish.

- Extending the withdrawal deadline would allow students a realistic opportunity to make an informed decision about their course load. This would ensure fairness by giving students a chance to withdraw from courses they know they cannot pass, rather than being forced to accept an F.

Additionally, the statement relating to the add drop period for the January intensive courses in the Faculty of Law is removed as the Faculty no longer offers January intensive courses.

ATTACHMENT(S):

[Revisions to the Policy on “Adding and Dropping Courses”](#)

Adding and Dropping Courses

Policy Category:	Registration, Progression, Graduation
Subject:	Adding and Dropping Courses
Subsections:	*
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025 September 1, 2024
Supersedes:	September 1, 2024; September 1, 2022; September 2017

Courses normally may not be added and dropped after the specified deadline dates. In exceptional cases and on presentation of evidence of medical or compassionate grounds or other extenuating circumstances, the Dean (or designate) of the faculty of registration may grant a petition to waive the regulation.

Deadline dates for adding or dropping a course normally will be calculated according to the table below. If the deadline to drop a course falls on a Saturday, Sunday or Statutory Holiday, it will be extended to the next working day.

A course that has been dropped by the last date specified for adding a course shall be expunged from the records. A course that has been dropped after the last date specified for adding a course but before the last date for dropping a course without academic penalty (or subsequently, if a petition is granted by the Dean) shall be recorded as "WDN."

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

Students in "W" accelerated language courses may transfer to the equivalent full year course with the permission of their Faculty prior to November 1.

Add / Drop Information

TYPE OF COURSE	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DATE OR DAY TO DROP Date or Number of business days from and including the start date of the session
Fall/Winter 24-week course	Fall/Winter full year	7	January 30 November 30
Fall 12-week course	Fall/Winter first-term	7	November 30 For the 2024-25- academic year- only: November 30 Effective- September 1, 2025 and onwards: November 12
Fall 6-week course	Fall/Winter first-term first quarter or first-term second quarter	5	10
Winter 12-week course	Fall/Winter second-term	7	March 30 For the 2024-25- academic year: March 30 Effective- September 1, 2025 and onwards: March 7
Winter 6-week course	Fall/Winter second-term first quarter or second-term second quarter	5	10

Adding and Dropping Courses

SUMMER COURSES	SESSION	LAST DAY TO ADD Number of business days from and including the start date of the session	LAST DAY TO DROP Number of business days from and including the start date of the session
Spring/Summer 12-week course	Summer Evening Summer Distance	5	25
Spring/Summer 6-week course	Intersession Summer Day Summer Evening Summer Distance	5	15
Spring/Summer 3-week course	Intersession Summer Evening Summer Day	2	10

Some of the quarter courses offered by the Ivey Business School do not fit into the standard time lines. For these courses, the last day to add a course will be ten (10) business days from and including the start date of the session; the last day to drop a course without penalty will be 50% of the way through the course (from and including the start date of the session) excluding Reading week.

For “H” (8 week) and “J” (6 week) courses offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program, the last day to add a course will be five (5) business days from and including the start date of the session; the last day to drop a course without academic penalty will be ten (10) business days from the start date of the session.

In the Faculty of Law, the add/drop period for Fall courses is the first five days of the Fall Term. ~~The add drop period for the January intensive courses is the first day of the Winter Term.~~ The add/drop period for courses taking place over the remainder of the Winter Term is the first five days of the balance of Winter term.

ITEM 10.1 – Budget Planning Guidelines for Faculties

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

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

ATTACHMENT(S):

[Planning for 2025-26: Year 3 of Three-Year Planning Process Guidelines for the Faculties](#)

Western University

Planning for 2025-26: Final Year of the Three-Year Planning Process Guidelines for the Faculties

September 27, 2024

A. Introduction

Two years ago, we launched a 3-year budget/plan (for 2023-24 through 2025-26) following the development of Faculty Academic Plans and Support Unit Operational Plans in June 2022, and in alignment with our Strategic Plan, *Towards Western at 150*. The guidelines in this document move us forward to the final year of the 3-year cycle.

The general parameters continue with the approach from the previous two years, as follows:

1. Faculties are initially provided budget forecasts for the final year – including base budgets, enrolment-related revenue-sharing allocations, and known one-time funding.
2. Each Faculty's planning submission will include a brief confirmation (or update) of its Academic Plan – highlighting the Faculty's academic priorities and the links to the University's Strategic Plan, including metrics to track progress towards objectives.
3. Based on the budget forecasts, each Faculty's planning submission will include faculty and staff complement plans for 2025-26, enrolment plan updates, and space/capital requirements.
4. As part of their planning submissions, Faculties will be invited to make proposals for priority initiatives (and associated resource requirements) for the final year of the 3-year planning period. In this cycle, the incremental resources available for distribution will only be one-time funding.
5. The outcome of the current planning process will include 2025-26 recommendations for the Faculties – including budgets, enrolments, faculty/staff complements, and space/capital.
6. This cycle (i.e. planning for 2025-26) will bring the current 3-year planning process to an end. In the fall of 2025, we will launch the next multi-year cycle – and the planning parameters will be outlined a year from now, in the context of the external environment and Western's planning priorities at that time.

We are launching this planning cycle, with the following general (currently known) assumptions regarding revenues:

- Under the Provincial Government's corridor-based block-grant funding system, our overall

core provincial grants will remain frozen at the 2016-17 level. If we increase domestic enrolments, we are doing so with no additional grant funding – just tuition revenue.

- The Province’s tuition framework rolled back domestic tuition rates by 10% in 2019-20 and these rates will be kept constant (at the reduced levels) up to and including 2026-27 – which makes it 8 years of no change to domestic tuition rates.
- In February of 2024, the Provincial Government announced one-time funding investment in Ontario’s Universities. Western’s share of this funding is estimated to be \$14.2 million in 2025-26 and \$20.0 million in 2026-27. We have been informed that this funding will not continue beyond 2026-27 (i.e. the amount will be \$0 in 2027-28 and beyond).
- Enrolments are the primary driver of operating revenues. Our aspiration on the undergraduate component was to increase international enrolments while keeping domestic enrolments constant. However, in late-January 2024, the Federal Government announced its intention to limit study permits for new undergraduate international students entering Canada – which has had a significant impact on our first-year international intake. Our plan for fall 2024 was an intake of 640 international students – and we now project that intake will be just over 500. Very recently, the Federal Government has announced a further 10% reduction in study permits and the inclusion of graduate students in the limited study permit process. We still do not have the details on the new rules on how the study permit process will work – in particular, the impact on international graduate students.

These assumptions on the three major sources of our operating revenue (which make up about 85% of that revenue) lead us forward into a very constrained revenue environment over the next 3 to 5 years. Therefore, we need to use our limited resources in the most effective and efficient manner and continue to focus on our highest priorities.

B. Resources Available to each Faculty and the Budget Planning Exercise for 2025-26

A set of revenue projections for the Faculty for the final year of the 3-year planning period has been provided in Appendix A – and includes the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted by the inflationary budget adjustment (IBA) to provide for University-level cost increases, program expansion funding, and self-funded program revenues.
- Funding associated with **Canada Research Chairs (CRCs)** and **Western Research Chairs (WRCs)**.
- Estimated allocations from **the Enrolment-related Revenue Sharing Mechanism** – based on each Faculty’s projected undergraduate and graduate enrolments as well as undergraduate teaching responsibilities.
- Funding from the program (implemented three years ago) aimed at supporting Faculties with **PhD enrolment growth**.

- One-time funding in support of the Black and Indigenous faculty hired through the **Provost's Academic Renewal Fund (PARF)**.
- Any **previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

The revenue projections for the Faculty shown in Appendix A do not include possible additional resources which may be allocated as an outcome of this planning cycle.

Appendix A shows historical operating revenue information for the Faculty and the 2025-26 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally-funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2024-25 and 2025-26.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2025 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and negotiated salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times during the final year of the 3-year planning period.

C. Elements of the Planning Submission

1. Summary of the Faculty Academic Plan

Deans are asked to include an update on the Faculty's Academic Plan including metrics/data. Discussions at the planning meetings will focus on the Academic Plan priorities, expected outcomes and timelines, measuring progress annually, and aligning resources to outcomes.

2. Enrolment Planning

To support overall University planning and budgeting, Deans are asked to:

- a. In the case of Faculties with direct-entry programs, complete Appendix D to provide the preferred first-year class size broken out by domestic and international. *It should be noted that the final actual first-year intake plans will be formalized in consultation with the Registrar's Office and based on the application patterns and program-specific entrance standard requirements.*
- b. Update/confirm the graduate enrolments provided by the Faculties as an outcome of last year's planning process (shown in Appendix E).

3. **Enrolment-related Revenue Sharing**

In order to support the growth aspirations of the University and the Faculties, we will continue with the sharing of incremental enrolment-related revenues with the Faculties. Appendix C summarizes the preliminary overall enrolment forecasts underlying the revenue-sharing calculations and Appendix F describes the current revenue-sharing mechanism for the final year of the 3-year planning cycle. *In recent years, the Faculties of Arts & Humanities, Information & Media Studies, and Music have experienced declines in undergraduate enrolments. To support these Faculties with renewal initiatives, the undergraduate enrolment baselines for these three Faculties (over which growth will be funded through the revenue-sharing system) were lowered by 10% in 2022-23.*

Our revenue sharing calculations are based on modest increases in international tuition rates and the continuation of government operating grants being frozen.

4. **Faculty/Staff Complement Plan**

Deans are asked to provide a faculty and staff complement plan that supports the priorities identified by completing Appendix B. The Faculty complement plan should include approved/pending Canada Research Chairs (CRCs) and Western Research Chairs (WRCs), describe the contract years for limited-term appointments and renewals, and clearly indicate the Department and academic area of any proposed new hire (not “replacement for X”).

Please note that we have modified Appendix B to allow for better tracking of full-time faculty positions. IPB staff will meet with Faculty Directors of Administration to review the new approach in Appendix B.

5. **Resources to Support New University-wide Academic Initiatives: The Academic Priorities Fund (APF)**

The University will continue its approach of retaining central funds in order to support Academic Priorities that are in direct support of the University’s Strategic Plan. In this cycle, in recognition of our overall revenue situation, the central fund will be one-time-only in nature.

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available in the final year of the 3-year planning period. Proposals should include only academic initiatives and should be directly linked to the University’s strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal. Deans are asked to complete the template in Appendix I for each proposal. Please note that APF proposals (one-time only) are capped at the higher of 0.5% of the Faculty’s 2024-25 base budget or \$150,000.

6. Capital Projects and Space/Facilities

Deans can submit requests for capital funding – to support minor capital projects – up to a maximum of \$300,000 in the final year. Prior to submission of capital funding requests, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention. Requests for incremental space should include a clear description of the need and alignment with the Faculty’s academic priorities and the University’s Strategic Plan. Please use the templates in Appendix J and K for capital and space requests respectively.

Larger space/facilities proposals (e.g. major renovations, building expansion, new facilities) to support the Faculty’s academic priorities – in particular “growth” – should be included in the Academic Plans section (C.1).

7. Budget Planning Template

Appendix A provides the budget planning template for the final year of the 3-year planning period. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and adjust the revenue lines (excluding the base budget line) as necessary. ***Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2024-25). Any deviations in the current year (i.e. 2024-25) may also impact future enrolments. Therefore, Deans are asked to review the enrolment plans and provide updates to IPB if/as necessary – with a focus on graduate enrolments.*** As we get closer to the official November 1 enrolment count date, IPB will update the revenue-sharing estimates. If there are major changes, Deans will be notified of the changes to include in their budget plan.

Our approach of requiring balanced budgets from the Faculties continues. The total budget must be balanced at the end of the 3-year planning period (i.e. cumulative surplus/deficit must be greater than or equal to zero), and the in-year deficit in the final year (2025-26) must be within 1% of the Faculty’s base budget plus revenue sharing for that year.

Important note: In assessing the in-year deficit level (to meet the 1% threshold), major one-time expenses will be excluded from the calculations. Please consult with your Financial Advisor in IPB.

8. Fundraising and Other Restricted Funding Sources

Fundraising (through endowment income and expendable donations) provides substantial additional resources to the University and the Faculties in the areas of Chairs/Professorships, Student Aid, Research Initiatives, Academic Enrichment, and Other Priority Needs. In addition, Faculties also generate revenues through continuing education initiatives and research partnerships. Appendix L provides a high-level summary of these non-operating resources available to your Faculty. Colleagues from Financial Services and IPB will meet with your Directors of Administration to review Appendix L and provide additional detailed information.

Deans are asked to review Appendix L and comment on the opportunities available to integrate these resources into your budget planning – to support your priorities in an optimized manner. As we move forward into a period of constrained revenues, these non-operating resources should be treated as an important funding source to support our priorities.

9. Data, Indicators, Metrics

At the Provost’s Retreat in August 2023, the need to formally incorporate data/indicators/metrics into our planning process and decision making was raised by all Deans. It was agreed that consideration in the planning process of a variety of performance and activity indicators – both common and unit-specific – is an important aspect of linking resource allocations and academic priorities.

A number of already-available data/metrics are being provided through a collection of dashboards available at: https://www.ipb.uwo.ca/planning_support_data/

Deans are asked to comment on these indicators and on future plans/directions. Each Faculty is also invited to identify and provide data reflecting up to five additional indicators which the Faculties themselves view as appropriate for their disciplines. Deans could also provide a description of other activities/initiatives within their Faculties (not captured through empirical indicators) that contribute in a significant manner to the University’s overall mission and strategic plan.

D. University-wide Planning Policies/Considerations

In preparing their planning submissions, Deans should consider the following University-wide planning and budgeting policies/considerations:

- The policy of ***guaranteeing courses to first-year students*** has made a tremendous contribution to Western’s recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western’s first year programs.
- The ***Faculty Turnover Recovery Policy*** will remain suspended during this 3-year planning period. The policy and the parameters will be reviewed at the end of this 3-year cycle.
- Faculties will continue to receive funding (to support ***spousal hiring***) equal to one third of the annual salary plus benefits in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term appointment. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for an off-cycle tenured/probationary hiring approval may be submitted to the Provost. All

provisions of the UWOFA Collective Agreement must be observed. It should be understood that such a request may replace other tenured/probationary positions currently in the plan.

- ***Supplementary Fees*** provide resources to offset specific program-related costs and are approved formally by our Board of Governors. **Changes to existing fees and new fee proposals must be brought forward through the annual planning process.** Please use Appendices G and H for supplementary fee related proposals, in consultation with IPB. *Please note that new fees and changes to existing fees must be brought forward through the planning submissions in order to receive approval by the Board of Governors.*

E. Conclusion

Western's planning process, both at the University-level and the Faculty-level, allows for systematic investment in areas of strength and priority. Our planning approach is the vehicle by which the University Strategic Plan, Faculty Academic Plans, and Support Unit Operational Plans are implemented within the resources available in a competitive environment. Through this process, we also fulfill our ongoing obligation to plan for our University's future in a selective, transparent, and accountable fashion.

Our thanks to you and all your colleagues for your support and commitment to Western – and your contributions to our planning process.

Please submit an Electronic Version (single PDF file) to Ruban Chelladurai 10 days prior to your Planning Meeting Date. This timeline is required in order to complete the final review of the plans.

Senate Agenda

December 6, 2024
 Planning for 2025-26 (Fall 2024) -- Year 3 of 3-Year Plan

ITEM 8.1
 Appendix A

Western University
Faculty of XXXXX
Budget Planning, 2025-2026

	<a>		<c>	<d>	<e>	<f>	<g>
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
	Year-End Actual	Year-End Actual	Year-End Actual	Year-End Actual	Year-End Actual	Projected Year-End	Budget Plan
1 Funds Available							
2 Base Operating Budget (excluding CRCs)							
3 Canada Research Chairs							
4 Other Approved Base Budget Adjustments							
5 Revenue Sharing on Incremental Enrolments							
6 ECF, GEF, and GEF+							
7 One-Time Funding							
8 Operating Revenues/Transfers In							
9 Recoveries							
10 Funds Available excluding Carryforward							
11 Carryforward from Previous Year							
12 Total Funds Available							
13 Expenditures							
14 Full-Time Faculty Salaries							
15 Part-Time Faculty Salaries							
16 Faculty: Contracted Service							
17 Full-Time Staff Salaries							
18 Part-Time Staff Salaries							
19 Staff: Contracted Service							
20 GTA Salaries							
21 Other Graduate Student Salaries							
22 Total Salaries							
23 Employee Benefits: Full-Time Faculty							
24 Employee Benefits: Full-Time Staff							
25 Employee Benefits: Other							
26 Sub-Total Employee Benefits							
27 Total Salaries and Benefits							
28 Non-Salary Expenses							
29 Graduate Student Awards / Scholarships							
30 Provision for Equipment / Computers							
31 Computing Equipment, Software and Maintenance							
32 Travel							
33 Canada Research Chairs Expense							
34 All Other Expenses							
35 Total Non-Salary Expenses							
36 Total Expenditures							
37 Cumulative Surplus/(Deficit)							
38 Less: Carryforward (from line 11)							
39 In-Year Surplus/(Deficit)							

Western University

Faculty of XXXXX

Full-Time Faculty / Staff Complement Planning, 2025-2026

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 (as of Aug. 31/24)	2024-2025 Proj. Year-End	2025-2026 Plan
Faculty								
Tenured/Probationary								
Canada Research Chairs: Tier 1								
Canada Research Chairs: Tier 2								
Continuing / Probationary Teaching Scholars								
Limited-Term/Permanent								
Other (excluding Physicians)								
Sub-Total Faculty								
Partially Non-Operating Funded Included Above (Excluding CRCs)								
Fully Non-Operating Funded Included Above (Excluding CRCs)								
Joint Appointments (Included Above)								
Joint Appointments (Not Included Above)								
Staff								

Notes:

All data are as of April 30th, except for 2024-25, which are as of August 31, 2024.

Data includes all regular full-time appointments, regardless of funding source, and excludes employees on LTD.

Senate Agenda

December 6, 2024

Western : Constituent University
ESTIMATED 2024-25 ENROLMENTS

ITEM 8.1

		Actual					2024-25		
		2019-20	2020-21	2021-22	2022-23	2023-24	Plan	Est'd Nov 1	Difference
1	Constituent University								
2	Full-Time Undergraduates								
3	Arts & Humanities	882	877	853	864	923	1,118	1,033	-85
4	Business (HBA)	1,090	1,057	1,072	1,210	1,336	1,357	1,379	22
5	Dentistry	262	263	264	281	281	284	283	-1
6	Education	697	677	697	703	783	780	889	109
7	Engineering	2,008	2,151	2,293	2,497	2,590	2,663	2,875	212
8	Health Sciences								
9	Foods & Nutrition						159	236	77
10	Family Studies						107	135	28
11	BHSc Program	1,251	1,339	1,424	1,437	1,546	1,632	1,610	-22
12	Kinesiology	1,241	1,285	1,283	1,311	1,293	1,317	1,346	29
13	Nursing	974	989	1,028	1,180	1,326	1,330	1,334	4
13	Law	485	490	482	496	503	510	504	-6
14	Media, Information, & Tech	895	871	899	880	909	950	991	41
15	Medicine								
16	MD Program	683	686	688	689	698	718	711	-7
17	BMedSci Program	1,036	1,161	1,252	1,305	1,199	1,041	1,114	73
18	Music	449	443	434	410	375	348	415	67
19	Science - B.Med.Sci.	1,457	1,731	1,905	1,546	1,500	1,638	1,507	-131
20	Science - Computer Science						400	485	85
21	Science - All Other	3,869	3,804	3,904	4,416	4,763	4,588	4,384	-204
22	Social Science - MOS	2,689	3,056	3,315	3,397	3,457	3,279	3,426	147
23	Social Science - All Other	3,814	3,826	4,033	4,280	4,469	4,893	4,516	-377
24	Total Full-Time Undergraduates	23,782	24,706	25,826	26,902	27,951	29,112	29,173	61
25	Concurrent Programs	288	345	380	370	384	402	372	-30
26	Medical Residents	936	940	968	999	1,023	1,025	1,081	56
27	Full-Time Graduates								
28	Masters	3,946	3,869	4,360	4,231	4,370	4,571	4,650	79
29	Ph.D.	2,219	2,231	2,345	2,415	2,477	2,511	2,573	62
30	Total Full-Time Graduates	6,165	6,100	6,705	6,646	6,847	7,082	7,223	141
31	Total Full-Time Enrolment	31,171	32,091	33,879	34,917	36,205	37,621	37,849	228
32	Part-Time FTEs								
33	Undergraduate	1,988	2,563	2,408	2,537	2,671	2,700	2,736	36
34	Education (AQs)	435	447	460	416	452	450	357	-93
35	Masters	110	122	128	111	96	110	90	-20
36	Ph.D.	32	35	29	32	30	30	28	-2
37	Total Part-Time FTEs	2,566	3,167	3,025	3,096	3,249	3,290	3,211	-79
38	Total Constituent FTEs	33,737	35,258	36,904	38,013	39,454	40,911	41,060	149
Rows 39 to 71 Included above									
39	International Students								
40	Constituent Full-Time								
41	Undergraduates	2,763	2,822	2,761	2,593	2,398	2,330	2,212	-118
42	Medical Residents	130	130	173	189	207	185	232	47
43	Masters (excluding Ivey)	925	695	826	818	905	903	1,017	114
44	MBA (Regular), Ivey MSc	81	159	199	222	239	225	248	23
45	Executive MBA	4	1	2	1	0	0	0	0
46	Ph.D.	665	686	798	875	941	903	961	58
47	Affiliates								
48	Undergraduates	1,256	1,390	1,233	1,144	1,027	980	771	-209
49	Masters	2	4	4	3	3	0	0	0
50	Year 1 Only								
51	Constituent								
52	Arts & Humanities	209	221	248	202	257	285	272	-13
53	Engineering	586	704	774	893	848	850	908	58
54	Health Sciences								
55	Foods & Nutrition						50	39	-11
56	Family Studies						15	13	-2
57	BHSc Program	385	407	421	387	477	445	471	26
58	Kinesiology	339	335	351	351	344	340	367	27
59	Nursing	144	159	142	142	176	174	189	15
60	Media, Information, & Tech	252	226	270	212	244	250	326	76
61	Music	123	117	94	88	98	100	140	40
62	Science - B.Med.Sci.	797	1,092	1,049	1,000	981	1,000	914	-86
63	Science - Computer Science						400	481	81
64	Science - All Other	879	709	967	1,033	1,084	600	506	-94
65	Social Science - MOS	768	1,072	1,052	1,151	1,200	1,105	1,047	-58
66	Social Science - All Other	840	965	1,054	1,009	990	1,000	900	-100
67	Total Year 1 - Constituent	5,322	6,007	6,422	6,468	6,699	6,614	6,573	-41
68	Masters								
69	All Programs (excluding MBAs)	3,491	3,301	3,545	3,429	3,512	3,704	3,804	100
70	Ivey (excl EMBA)	285	466	665	631	653	664	640	-24
71	Executive MBA	170	102	150	171	205	203	206	3

For Information

72	Year 1 Constituent International Students	639	592	610	684	622	640	516	-124
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Fall 2025 Enrolment Planning -- First Year Intake -- Input from Deans

September 27, 2024

Program Name									
	Fall 2021 actual	Fall 2022 actual	Fall 2023 actual	Fall 2024 est (as of Sep 27, 2024)	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029
Total Full-Time First Enrolment History <a>									
Domestic									
International									
Total									
% International									
Input from Deans									
Preferred Total First-Year Class Size									
Max Total First-Year Class Size									
Maximum % International									
or . . . Maximum # of International									

<a> All enrolment counts are as of November 1st of each year.

Deans are asked to fill in the blue-shaded cells

Table 1

Western University

Graduate Enrolment Summary: Faculty of XXXXX

--- To be Updated by Faculty ---

	2021-22 Actual				2022-23 Actual				2023-24 Actual				2024-25 Plan	2024-25 Estimated	2025-26p	2026-27p	2027-28p	2028-29p	2029-30p	
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	
Masters																				
Domestic																				
International																				
Total Masters																				
Ph.D																				
Domestic																				
International																				
Total Ph.D																				
Total																				
Domestic																				
International																				
Total Graduate																				

<1> All figures are as of November 1st of each year.

Appendix F

Enrolment-related Revenue Sharing for 2025-26

A. Previous Revenue Sharing System and Allocations

1. The previous revenue sharing system ended with the 2022-23 Allocations – which were based on 2021-22 enrolments/teaching.
2. The 2022-23 allocations were rolled into Faculty base budgets in early fall 2022 – and became part of the Faculties' 2022-23 base budgets, which were used to launch the current 3-year budget cycle (i.e. for 2023-24 to 2025-26). Interdisciplinary programs are included in the overall Faculty budgets.
3. The current enrolment baselines for the Faculties are the 2021-22 enrolments/teaching. This includes program enrolments, undergraduate direct-entry course registrations, and weighted teaching units (WTUs). A budget per WTU has been calculated for each Faculty using the estimated 2024-25 base budgets and the 2021-22 baseline WTUs (i.e. 2024-25 base budget divided by the 2021-22 WTUs). The 2024-25 base budgets used as part of the planning guidelines are preliminary figures – and the calculations will be adjusted when the final base budgets are available early in 2025.
Note: “Weighted Teaching Units (WTUs)” is a composite measure that captures overall teaching activity in the Faculty – including domestic and international students in all undergraduate and graduate programs. Using the WTUs in measuring the baseline gives the Faculties maximum flexibility in planning/managing enrolments in order to achieve the baseline enrolment level.
4. Falling below the WTU baseline will result in annual one-time budget reductions – on a slip-year basis, as follows:
 - a. For declines down to 97% of the WTU baseline, the reduction will be at a rate of 60% of the Faculty-specific budget per WTU noted in #3 above.
 - b. For declines below the 97% threshold, the reduction will be at a rate of 100% of the Faculty-specific budget per WTU figure.
 - c. This approach keeps our mechanism somewhat consistent with the government corridor funding system.
5. Faculties must maintain overall enrolment/teaching levels such that their annual WTUs are at least 97% of the WTU baseline. *This condition must be met, in order for Faculties to be eligible for future revenue sharing.*

B. Revenue Sharing in the Final Year of the 3-Year Cycle

6. There are two separate revenue-sharing systems – one for undergraduate enrolments/teaching and one for graduate enrolments.
7. In order to receive funding from one/both of the two systems, Faculties must meet the criteria set out in A.5. above.
8. If the criteria in A.5. is met, funding will be allocated – on a **slip-year basis** – as follows:
 - a. **Undergraduate:** In the undergraduate component, revenue sharing will recognize both the students’ Faculty of registration as well as the teaching of the direct-entry program students by all Faculties. ***The overall level of undergraduate revenue sharing is 50% of incremental revenues.***

For direct-entry undergraduate programs/teaching, revenue sharing will be as follows:

- 30% of incremental tuition will be provided to the Faculties where the students are registered.
 - In addition, the equivalent of 20% of incremental undergraduate direct-entry tuition (in total) will be distributed based on incremental full-course-equivalent (FCE) course registrations over the baseline year.
 - i.e. funds will be distributed using an “average rate” per incremental FCE – which shall be calculated by dividing the incremental tuition revenue by the incremental full-year FTE enrolment, which will further be divided by the normal full-time student load of 5 FCEs.
 - The average rate per incremental FCE will be set at a minimum (i.e. floor) of \$218 FCE course registration which is based on the current domestic direct-entry undergraduate tuition net of 10% government-required set-aside for student aid. The specifics of the calculation are as follows:

▪ Current (2024-25) tuition rate	\$6,050
▪ Net of 10% set-aside for student aid	\$5,445
▪ Per course registrant (based on normal load of 5)	\$1,089
▪ 20% based on teaching activity	\$ 218
- If the actual rate is higher than the \$218, then the actual rate will be used.
- The combination of these two components equates to 50% of the incremental tuition revenue flowing to the Faculties.
 - Both domestic and international students will be captured in the calculations. Therefore, it should be noted that, if there is growth in one category and decline in the other, there will be a “netting” impact.

For second-entry programs (i.e. JD, MD, DDS, B.Ed.), 50% of incremental tuition will flow to the Faculties – both domestic and international.

Note: "New direct-entry undergraduate courses" must receive explicit Provostial approval – in order to be eligible for revenue sharing funding. Such approval must be received prior to taking the course forward through the Senate committee approval process.

- b. **Graduate – Tuition:** For each incremental student above the 2021-22 enrolment level, 50% of the tuition rate (domestic or international) will flow to the Faculties. For programs with domestic tuition higher than \$10,000 or international tuition higher than \$28,000, 60% of the tuition will flow to the Faculties. The \$10,000/\$28,000 thresholds apply to the 2025-26 allocations – and will be adjusted in subsequent years by the rate of increase/decrease applied to category 2 graduate tuition fees.

C. Other General Parameters

9. Enrolments will be measured as full-year FTE counts (i.e. capturing all 3 terms) – in the undergraduate and graduate revenue sharing calculations.
10. The tuition rates to be used in the undergraduate revenue sharing calculations will be net of the following two central costs:
- To account for the costs associated with international recruitment activities, the rates will be reduced by 2.5%.
 - The University will set aside 10% of incremental domestic tuition revenue and 5% of incremental international tuition revenue to augment centrally-funded undergraduate student aid programs. Therefore, the tuition rates will be adjusted downwards accordingly – 10% for domestic rates and 5% for international rates.
11. Based on government regulations, some international students are exempt from paying the higher international tuition rates (e.g. refugees, children of diplomats). In revenue sharing, these students will be counted as domestic students.
12. The province now allows for increases (up to 5%) for domestic out-of-province students. Western implemented these increases starting with the 2023-24 budget year. For revenue sharing in the current 3-year planning period, domestic out-of-province students will be counted as domestic Ontario students.

D. Glossary

Full-Course Equivalent Course Registrations (FCEs)

At Western, undergraduate courses are offered primarily as half courses or full courses – but also include a small number of quarter courses and three-quarter courses. FCE course registrations in a particular class

(i.e. a section of a course) are calculated by multiplying the number of students registered in that class by the following weights:

Quarter Courses	0.25
Half Courses	0.50
Three-Quarter Courses	0.75
Full Courses	1.00

The above calculation provides the FCE course registration for that course. The sum of the FCE course registrations in all course sections taught by a Faculty results in the total FCE course registrations (FCEs) for that Faculty. This approach is consistent with the approach used by the provincial government in calculating FTEs which are used in government operating grant calculations.

Full-Year Full-Time Equivalent Enrolments (FTEs)

Undergraduate

Undergraduate direct-entry program FTE enrolment in a Faculty is the sum of FTEs in each of the three terms – summer, fall, winter.

- Summer term FTEs are calculated – on a student-by-student basis – by dividing the FCE courses taken by each student divided by the expected normal full-time course load for the student’s program of registration. For example, if a student registered in English in the Faculty of Arts & Humanities takes 3 half courses (which equates to 1.5 FCEs), this student equates to 0.3 FTEs.
- The same approach is taken in the fall and winter terms combined. For example, if a similar student in Arts & Humanities takes 4 half courses in the fall term (which equates to 2.0 FCEs), 5 half courses in the winter term (which equates to 2.5 FCEs), and 1 full course that spans both terms (which equates to 1.0 FCE) – resulting in 5.5 FCEs for that student – then the student equates to 1.1 FTEs.

For undergraduate professional/2nd-entry programs, the fall term FTEs are used as a rough-justice measure of full-year FTEs – with full-time students counted as 1 FTE and part-time students counted as 0.3 FTE.

Graduate

Graduate FTE enrolment in a Faculty is also the sum of FTEs in each of the three terms – summer, fall, winter. In each term, each full-time student is counted as 1.0 FTE and each part-time student is counted as 0.3 FTE – consistent with the approach used by the provincial government. The sum of FTEs in each term are then divided by 3 because each term is 1/3rd of the full academic year – giving a per-term total graduate FTE for that Faculty. The sum of the per-term FTEs for all three terms gives the total graduate FTE for that Faculty. Graduate FTE calculations are done separately for masters and doctoral programs.

Weighted Teaching Units (WTUs)

Weighted Teaching Units capture overall teaching activity within the Faculties. WTUs incorporate graduate enrolments from programs housed within each Faculty, undergraduate enrolments in professional/2nd-entry Faculties, and undergraduate teaching – which is measured by full-course-equivalent (FCE) course registrations, irrespective of the students’ Faculty/program of registration. WTU calculations

include domestic and international students in an equal manner. The specific weights assigned to the various categories are:

Undergraduate Course Registrations (3 terms)	0.4	(equates to 2.0 per FTE student)
Education, Law FTEs (fall term)	2.0	
Medicine (M.D.) FTEs (fall term)	4.0	
Medical Residents (fall term)	1.0	
Dentistry (D.D.S.) FTEs (fall term)	4.0	
Graduate Diplomas	2.5	
Master's FTEs (fall term)	3.5	
Ph.D. FTEs (fall term)	7.0	

The following self-funded programs are excluded from WTU calculations: International Medical Residents, International Dentistry (DDS) Students, Additional Qualification (AQ) enrolments in the Faculty of Education, and all non-credit programs/courses.

Western University

Proposed 2025-26 PROGRAM-RELATED FEES

			2024-25 Amount	Proposed 2025-26 Amount
1	Faculty of XXXXX	<i>Program or Course</i>		
2	e.g. Field Trip Fee			
3	e.g. Workshop Fee			
4	e.g. Internship Fee			
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				

Western University

Supplementary Fee Proposal: New Fee or Change to Existing Fee

Faculty:

Title of Proposal:

Is this a new fee?

Yes

No

Summary of Proposal

Background and Rationale

Contact Person – Name, Phone, email

Western University

Academic Priorities Fund (APF) Request

Faculty:

Title of Proposal:

Rank:

One-Time Funding

	2025-26	Total
Total Cost	<input type="text"/>	<input type="text"/>
APF Request	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>

Description/Summary of Proposal – including Relationship to Academic Plan:

Western University
Capital Project Request

Faculty:	<input type="text"/>
Title of Proposal:	<input type="text"/>
Rank:	<input type="text"/>
FM Quote	<input type="text"/> <i>(please do not submit detailed quote)</i>

Budget Request

	2025-26	Total
Total Cost	<input type="text"/>	<input type="text"/>
Capital Request	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>

Description/Summary of Proposal – including Relationship to Academic Plan:

Western University
Additional Space Request

Faculty:	<input type="text"/>
Description of Space:	<input type="text"/>
Rank:	<input type="text"/>

Type of Space	2025-26 Space Request (s.f.)
Office	<input type="text"/>
Research	<input type="text"/>
Office/Research (Hybrid)	<input type="text"/>

Description/Summary of Proposal – including relationship to Academic Plan:

Faculty Proposal To Fund 50% of Additional Operating Costs (Estimated at \$22/sf; 50% = 11/sf):

Faculty of XXXXXXXX
Fund 4 Balances - Endowment Income, Expendable Donations & Other Restricted Funds

Project Type	2023-24						2024-2025	
	Balance Forward	May 2023 Allocation for Spending	In-Year Expendable Revenue	Recapitalization	Expenses and Transfers	Ending Balance	May 2024 Allocation for Spending	Starting Position for 2024-25
Academic Enrichment								
Chairs, Professorships, Fellowships								
Continuing Education								
Core Facilities								
Highest Priority Needs								
Miscellaneous								
Research								
Student Aid								
Grand Total	-	-	-	-	-	-	-	-

Notes

Allocation for Spending is the annual funding provided by endowments that can be spent as per MAPP 2.11 - Investment Payout Policy
 Revenue includes donations, sponsorships, interest and other revenues

ITEM 11.1 – Tri-Agency Scholarships and Fellowships Update

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Kamran Siddiqui, Vice-Provost (Graduate and Postdoctoral Studies), and Nica Borradaile, Associate Vice-Provost (Graduate and Postdoctoral Studies), will provide a presentation.

ATTACHMENT(S):

[Tri-Agency Scholarships and Fellowships Update](#)

Tri-agency scholarships quotas and submissions

Vanier CGS-D*:

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

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

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

**Vanier will likely be discontinued moving forward*

CGS-D:

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

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

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

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

CGS-M:

- Adjudicated internally based on agency quotas provided directly to Western

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

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

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

Tri-agency fellowships submissions

Banting Postdoctoral Fellowship*:

2024-2025 Submitted: CIHR 3, NSERC 1, SSHRC 1

2024-2025 Successes: NSERC 1, SSHRC 1

2025-2026 Submitted: CIHR 2, NSERC 1, SSHRC 4

**Banting will likely be discontinued moving forward*

Postdoctoral Fellowship:

2024-2025 Submitted: CIHR 21; unknown for NSERC and SSHRC because applicants submit directly to the agencies

2024-2025 Successes: CIHR 5, NSERC 4, SSHRC 5

2025-2026 Submitted: CIHR 21; unknown for NSERC and SSHRC

ITEM 13.0 – The Unanimous Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

Recommended: That the items listed in the Consent Agenda be approved or received for information by the Senate by unanimous consent.

The Senate’s parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure*) - explains the consent agenda:

Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, they can ask to have it removed from the consent agenda** by contacting the University Secretary (at senate@uwo.ca) prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of Senate (1) will advise the Senate of items that are to be removed from the list based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc*

without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

ITEM 13.1(a) – Schedule of Senate and Senate Committee Meetings (2025-26)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The schedule of regular meetings of Senate and its committees for the 2025-26 academic year is being presented to Senate for information, in accordance with the Adopted Policies and Procedures of Senate.

ATTACHMENTS:

[2025-26 Senate Meeting Schedule](#)

[2025-26 Senate Standing Committee Meeting Schedule](#)

MEETINGS OF THE SENATE 2025-2026

Senate Meetings will take place on
Fridays at 1:30 p.m.
unless otherwise noted.

SENATE – 2025-2026
September 19, 2025
October 17, 2025
November 14, 2025
December 5, 2025
January 16, 2026
February 13, 2026
March 13, 2026
April 17, 2026
May 15, 2026
June 5, 2026

Senate and Senate Standing Committees Meeting Schedule – 2025-2026

POLICY (Mondays, 9:30 am)	SCUP (Mondays, 3:00 pm)	URB (Tuesdays, 1:00 pm)	ACA (Tuesdays, 9:30am)	Nominating (Wednesdays, 9:30 am)	OAC (Wednesdays, 3:00 pm)	Senate (Fridays, 1:30 pm)
Sep. 8, 2025	Sep. 8, 2025	-	Sep. 9, 2025	Sep. 10, 2025	Sep. 10, 2025	September 19, 2025
Oct. 6, 2025	Oct. 6, 2025	Oct. 7, 2025	Oct. 7, 2025	Oct. 8, 2025	Oct. 8, 2025	October 17, 2025
Oct. 27, 2025	Oct. 27, 2025	Oct. 28, 2025	Oct. 28, 2025	Oct. 29, 2025	Oct. 29, 2025	November 14, 2025
Nov. 24, 2025	Nov. 24, 2025	Nov. 25, 2025	Nov. 25, 2025	Nov. 26, 2025	Nov. 26, 2025	December 5, 2025
Jan. 5, 2026	Jan. 5, 2026	-	Jan. 6, 2026	Jan. 7, 2026	Jan. 7, 2026	January 16, 2026
Feb. 2, 2026	Feb. 2, 2026	Feb. 3, 2026	Feb. 3, 2026	Feb. 4, 2026	Feb. 4, 2026	February 13, 2026
Mar. 2, 2026	Mar. 2, 2026	Mar. 3, 2026	Mar. 3, 2026	Mar. 4, 2026	Mar. 4, 2026	March 13, 2026
Apr. 6, 2026	Apr. 6, 2026	Apr. 7, 2026	Apr. 7, 2026	Apr. 8, 2026	Apr. 8, 2026	April 17, 2026
May 4, 2026	May 4, 2026	May 5, 2026	May 5, 2026	May 6, 2026	May 6, 2026	May 15, 2026
May 25, 2026	May 25, 2026	May 26, 2026	May 26, 2026	May 27, 2026	May 27, 2026	June 5, 2026

ITEM 13.1(b) – Senate Election Schedule for 2025

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Senate Election Schedule for 2025 is provided for information.

The elections for the undergraduate student constituencies have been set to run in conjunction with the University Students' Council (USC) election.

ATTACHMENT(S):

[Senate Election Schedule for 2025](#)



SENATE ELECTION SCHEDULE FOR 2025

Elections will be held for representatives of the faculty, administrative staff, graduate, and undergraduate student constituencies as outlined below.

The terms of the faculty and administrative staff representatives will be two years (July 1, 2025 to June 30, 2027). The terms of the graduate and undergraduate student representatives will be one year (July 1, 2025 to June 30, 2026).

Faculty and Administrative Staff Constituencies	
Nominations Open	12:00 a.m., Monday, January 13, 2025
Nominations Close	11:59 p.m., Friday, January 24, 2025
Posting of Nominations	Tuesday, January 28, 2025
Balloting – Polls Open	12:00 p.m., Tuesday, February 11, 2025
Balloting – Polls Close	12:00 p.m., Thursday, February 13, 2025
Posting of Results	Friday, February 14, 2025

Graduate Student Constituency	
Nominations Open	12:00 a.m., Monday, January 13, 2025
Nominations Close	11:59 p.m., Friday, January 24, 2025
Posting of Nominations	Tuesday, January 28, 2025
Balloting – Polls Open	12:00 p.m., Tuesday, February 11, 2025
Balloting – Polls Close	12:00 p.m., Thursday, February 13, 2025
Posting of Results	Friday, February 14, 2025

Undergraduate Student Constituency	
Nominations Open	12:00 a.m., Monday, January 13, 2025
Nominations Close	11:59 p.m., Friday, January 17, 2025
Mandatory All Candidates Meeting <i>(organized by the USC)</i>	5:00 p.m., Friday, January 17, 2025
Posting of Nominations	Monday, January 20, 2025
Campaign Period begins	12:00 a.m., Monday, January 20, 2025
Balloting – Polls Open	8:00 a.m., Thursday, January 30, 2025
Balloting – Polls Close / Campaign Period Ends	8:00 p.m., Monday, February 3, 2025
Posting of Results	Thursday, February 6, 2025

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

ACTION: APPROVAL INFORMATION DISCUSSION

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

EXECUTIVE SUMMARY:

The primary intent of the proposed revisions is to bring the “Academic Calendar” policy into alignment with the “Policy on Establishing Senate Academic Policies and Procedures”.

The “Policy on Establishing Senate Academic Policies and Procedures” states that Senate Academic Policies shall be maintained by the University Secretary (see: https://www.uwo.ca/univsec/pdf/academic_policies/general/academic_policies.pdf).

Revisions to the “Academic Calendar” policy are proposed to clarify that the University Secretary maintains the official record of Senate-approved university-wide academic policies on the University Secretariat website.

The Academic Calendar will continue to include copies of Senate Academic Policies relevant to undergraduate studies.

Additional proposed amendments to the “Academic Calendar” policy include:

- Clarification that the Academic Calendar is the official record of *undergraduate* academic programs. Graduate programs are not included in the Academic Calendar.
- Removal of the reference to the administrative Academic Calendar Review Committee.

In November 2014, the former Senate Committee on Academic Policy and Awards (SCAPA) received a report from an Academic Calendar Working Group that recommended that an Academic Calendar policy be formulated and that an administrative Academic Calendar Review Committee be created. The “Academic Calendar” policy was introduced in May 2015. There are no records to indicate that the administrative Academic Calendar Review Committee was ever struck.

The Office of the Registrar and University Secretariat recommend that the reference to this administrative body be removed.

- Revision to the section on “Amendments to the Academic Calendar” to clarify that changes to policies, programs, modules or courses must be made in accordance with Western’s Institutional Quality Assurance Process (IQAP) and applicable Senate policies and Senate committees’ terms of reference.

- Revision to the section on “Graduate Programs, Policies, and Regulations” to clarify that Senate-approved academic policies pertaining to graduate students are available on the University Secretariat website and that School of Graduate and Postdoctoral Studies (SGPS) Regulations pertaining to graduate students are available on the SGPS website.

Editorial amendments to language are also included.

ATTACHMENT(S):

[Revisions to the “Academic Calendar” Policy](#)

Academic Calendar

Policy Category:	General Policy
Subject:	Academic Calendar
Subsections:	Purpose and Scope ; Authorities ; Content of the Academic Calendar ; Responsibility to Publish ; Amendments to the Academic Calendar ; Graduate Programs, Policies, and Regulations
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officers(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	December 6, 2024 May 2015
Supersedes:	May 2015 *

UNDERGRADUATE ACADEMIC CALENDAR

PURPOSE AND SCOPE

The Academic Calendar is the official record of **undergraduate** academic programs ~~and university-wide academic policies~~ as reviewed and approved by Senate and its relevant committees, ~~necessary for the University to fulfill its academic role and mission.~~

The University Secretary maintains the official record of Senate-approved university-wide academic policies on the University Secretariat website.

By the act of registration each student becomes bound by the policies of Western University. Students are responsible for familiarizing themselves with the **academic**

policies, the general information and specific requirements contained in the Academic Calendar, and in the information provided by their Faculty, School or Affiliated University College.

AUTHORITIES

Under the *University of Western Ontario Act, 1982 as amended in 1988 and 2016*, responsibility for academic governance is vested in the Senate. Senate has the final authority to approve new programs, program or module changes, and new and revised academic policies ~~on the recommendation of the Senate Committee on Academic Programs and Awards (SCAPA).~~

The University Secretary may provide direction about which Academic Calendar calendar matters require Senate approval and which matters may be approved by the University Registrar or by another authority.

~~The Registrar may make editorial changes to the Academic Calendar.~~

~~The administrative Academic Calendar Review Committee is responsible to oversee the structure and organization of the Academic Calendar, review content at least annually, mediate disputes and provide recommendations to Registrar for changes related to the Academic Calendar's organization and structure as necessary.~~

CONTENT OF THE ACADEMIC CALENDAR

The Academic Calendar will include, but is not limited to:

- Undergraduate S~~s~~essional dates
- ~~• University-wide academic policies and regulations, including university admission requirements~~
- ~~• University-wide non-academic policies relevant to students, including Code of Student Conduct~~
- Description of all undergraduate/professional academic programs and modules, including:
 - Specific admission requirements and procedures
 - Specific progression and graduation requirements
 - Listing of academic courses
- General information for students on matters within the purview of Senate, approved by the relevant Senate Committee and/or Senate

- General information for students approved by the Registrar

Program-specific academic information is not part of the Academic Calendar and falls outside of Senate's purview. This information may be posted on the academic units' websites.

The official record of University-wide academic policies, including university admission requirements, and University-wide non-academic policies, including the Code of Student Conduct, are maintained on the University Secretariat website.

RESPONSIBILITY TO PUBLISH

- The Office of the Registrar hosts the official version of the Academic Calendar electronically on the University's website. The Office of the Registrar is responsible for the organization and design of the Academic Calendar and may make formatting changes as necessary in consultation with the University Secretary.
- The Office of the Registrar will take reasonable steps to ensure accuracy of the Academic Calendar and will archive the Calendars electronically.

AMENDMENTS TO THE ACADEMIC CALENDAR

The content of the Academic Calendar is established and subsequently amended after Senate's or its relevant committees' approval of curriculum or policy changes.

Changes to policies, programs, modules or courses must be made ~~according to~~ in accordance with Western's Institutional Quality Assurance Process (IQAP) and applicable Senate policies and Senate committees' terms of reference ~~the~~ Procedures.

GRADUATE PROGRAMS, POLICIES, AND REGULATIONS

The list of graduate programs ~~and regulations pertaining to graduate students are~~ is managed by the School of Graduate and Postdoctoral Studies (SGPS) and posted on the University's website.

Senate-approved academic policies pertaining to graduate students are available on the University Secretariat website. SGPS Regulations pertaining to graduate students are available on the SGPS website.

ITEM 13.2(b) – Revisions to the Policy on the “Structure of the Academic Year”

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Two editorial changes to the “Sessional Dates” section of the policy on the “Structure of the Academic Year” are reported to Senate for information.

First, the paragraph regarding COVID-19 and the 2022 timeframe is removed, as this time period has passed.

Second, the section on “Trois-Pistoles Sessional Dates” is removed from the policy as the French Immersion program in Trois-Pistoles has been discontinued.

ATTACHMENT(S):

[Revisions to the Policy on the “Structure of the Academic Year”](#)

Structure of the Academic Year

Policy Category:	General
Subject:	Structure of the Academic Year
Subsections:	Hours of Instruction ; Guidelines for the Structure of the Academic Year ; Remembrance Day Policy ; National Day for Truth and Reconciliation Policy ; Guidelines for the Structure of Undergraduate Spring/Summer Sessions ; Sessional Dates
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedures for the Structure of the Academic Year Policy
Officer(s) Responsible for Procedures:	Vice-Provost (Academic Programs), Vice-Provost (Graduate and Postdoctoral Studies), University Registrar
Related Policies:	*
Effective Date:	September 1, 2025
Supersedes:	September 1, 2024; September 1, 2023; September 1, 2022, January 1, 2022

HOURS OF INSTRUCTION

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

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

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

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

Notes:

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

GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR

Undergraduate Fall/Winter Teaching Terms

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

1. Scheduling and Length of the First and Second Terms

- Each term will be comprised of at least 60 "lecture days."
- The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the session (excluding weekends).
- The first day of classes in the fall term in all teaching divisions should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement), unless the cancellation of classes on those days would result in a term of less than 60 "lecture days." In that case, classes will proceed as usual.

2. Scheduling Study Days and Examinations

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

- The final day of examinations will be no later than December 22 in the first term and April 30 in the second term.
- The final examination period will be at least 12 days in the first term and at least 17 days in the second term.
- No examinations are to be scheduled on Good Friday or Easter Sunday.
- No examinations are to be scheduled on the first two days of Passover unless the avoidance of those dates would extend the final examination period beyond the end of April. In years where examinations are scheduled on the first two days of Passover, affected students may request accommodation and arrange with their instructor(s) and/or Dean for an alternative examination.

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

- Thanksgiving Weekend will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on Thanksgiving. No lectures, tutorials, labs or other regularly scheduled course-related academic activities or evaluations may be held during Thanksgiving Weekend. No undergraduate evaluations may be scheduled or have a deadline during Thanksgiving Weekend. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
- A Fall Reading Week will be scheduled to begin as of 12:00 a.m. on the third Monday after Thanksgiving and end at 11:59 p.m. on the subsequent Sunday.
- A Spring Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to the third Monday in February and end at 11:59 p.m. on the subsequent Sunday.
 - a) No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during either Reading Week.
 - b) No undergraduate evaluations may be scheduled or have a deadline during either Reading Week. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.
 - c) Learning activities such as field work, experiential learning, and clinical placements that are an integral part of the course, and for practical purposes (e.g., travel abroad) must take place during one of the Reading Weeks may be exempt from the restrictions outlined in points a) or b) upon approval of the Dean.

School of Graduate and Postdoctoral Studies

- The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:
 - Fall term, normally beginning September 1 and ending December 31;
 - Winter term, normally beginning January 1 and ending April 30;
 - Summer term, normally beginning May 1 and ending August 31.
- Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

REMEMBRANCE DAY POLICY

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

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

NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

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

GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS

1. The Spring/Summer Session shall be comprised of three periods:
 - Twelve-week period - May to August (Summer Evening and Spring/Summer Distance Studies)
 - Six-week period - May to June (Intersession)
 - Six-week period - July to August (Summer Day)

Structure of the Academic Year

2. The last day of online registration for Summer Evening, Spring/Summer Distance Studies, Intersession and Summer Day will be two days before the start of classes.
3. Scheduling of classes will be within the following hours:
 - a) 8:00 a.m. to 9:40 p.m. for the May/June (Intersession) period;
 - b) 8:00 a.m. to 3:40 p.m. for the July/August (Summer Day) period;
 - c) 5:30 p.m. to 10:30 p.m. for the May to August (Summer Evening) period; and
 - d) no classes will be held on statutory holidays.

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

4. A first-term full (1.0) or half (0.5) course (comprising twelve or six weeks for Summer Evening and Spring/Summer Distance Studies, and six weeks for Intersession and Summer Day) will normally begin:
 - for Summer Evening and Spring/Summer Distance Studies, the first Monday in May after May 2
 - for Intersession, on the Monday following the first day of Summer Evening
 - for Summer Day, on the first Monday in July after Canada Day.

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

5. There will be two study days for Summer Evening, Summer Day and Spring/Summer Distance Studies courses between the end of classes and the examination period (including weekends). For Intersession, there will be two study days.
6. Examinations for Summer Evening, Intersession and Summer Day will be held over two days and for Spring/Summer Distance Studies, over four days, with the exception of the School of Nursing's Accelerated Year 4 program.

SESSIONAL DATES

~~Due to the COVID-19 world pandemic, dates within the January 1, 2022 to August 31, 2022 timeframe may be temporarily amended. For updated information check <https://www.registrar.uwo.ca>~~

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

~~Trois-Pistoles Sessional Dates~~

~~As a guideline, the Trois-Pistoles Intersession and Summer Day session start dates will coincide with the start dates of Intersession and Summer Day on main campus. Each session will run for five weeks with both the add and drop deadlines set as the fourth day of the session. The sessions will begin on Mondays in order to ensure weekend arrivals of students and to facilitate orientation in Trois-Pistoles. For the most up to date Sessional Dates please visit the Trois-Pistoles website: <http://frenchimmersion.uwo.ca/courses/five-week.html>~~

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

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report on Scholastic Offences for the period from July 1, 2023 to June 30, 2024 is presented to Senate for information.

The Scholastic Offences Report is compiled by the Office of the Vice-Provost (Academic Programs) from data reported from the Faculties.

ATTACHMENT(S):

[Annual Report on Scholastic Offences \(2023-2024\)](#)

FACULTY / SCHOOL / AFFILIATED UNIVERSITY COLLEGE	OFFENCE	SANCTION
Arts and Humanities	Plagiarism (4)	<ul style="list-style-type: none"> Four students received a grade of 0% on the assignment.
	Contract cheating or use of contract cheating website during assessment (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the exam for the use of AI generated content.
	Unauthorized collaboration on assignment or examination (1)	<ul style="list-style-type: none"> One student received a grade penalty of 50%.
	Improperly obtaining through theft, bribery, collusion or otherwise, or unauthorized possession of an examination paper prior to the date/time for writing such an examination (1)	<ul style="list-style-type: none"> One student received a one-year suspension.
	Submitting a false medical or other such certificate (1)	<ul style="list-style-type: none"> One student received a reprimand and a warning that a further offence would lead to expulsion.
Education	No offences to report	
Engineering	Plagiarism (15)	<ul style="list-style-type: none"> 11 students received a grade of 0% on the report/assignment. One student received a 30% grade penalty on the lab assignment. Two students received a grade of 0% on the assignment for the use of AI generated content without attribution.

		<ul style="list-style-type: none"> One student had the assignment reweighted to 4% and received a grade of 0% for the use of AI generated content without attribution.
	Unauthorized collaboration on assignment or examination (29)	<ul style="list-style-type: none"> 29 students received a grade of 0 on the assignment.
	Cheating on an examination (11)	<ul style="list-style-type: none"> Five students received a grade of 0% on the mid-term/final exam. One student was not permitted to apply for a supplemental exam and had to repeat the course. One student received a grade of F in the course. Three students received a grade of 0% on the final exam and a course grade of F. One student received a grade of 0% on the midterm worth 15% of course grade.
	Submitting false or fraudulent assignments or credentials (1)	<ul style="list-style-type: none"> One student received a grade of 0 on the assignment.
	Falsifying records, transcripts or other academic documents (1)	<ul style="list-style-type: none"> One student received a grade of 0% on the lab assignment and an F in the course.
Health Sciences	Cheating on an examination (25)	<ul style="list-style-type: none"> Nine students received a grade of 0 on the exam. Eight students received a 50% grade penalty on the exam. Four students received a grade of 0 in the course. Three students received a warning. One student received a 5% grade penalty on the final grade.

	Contract Cheating or use of Contract Cheating Website During Assessment (4)	<ul style="list-style-type: none"> • Three students received a warning. • One student received a grade of 0 on the assessment.
	Plagiarism (8)	<ul style="list-style-type: none"> • Two students received a grade of 0 on the assessment. • One student received a grade of 0 on the assignment. • One student was permitted to resubmit the assignment with a 10% grade penalty. • One student was permitted to resubmit the assignment. • Three students received a grade of 0 on the assignment for the use of AI generated content without attribution.
	Possession of Unauthorized device during examination (10)	<ul style="list-style-type: none"> • One student received a grade of 0 in the course. • Seven students received a grade of 0 on the exam. • One student received a grade penalty of 4.5% on the exam. • One student received a warning.
	Submitting a false medical or other such certificate (2)	<ul style="list-style-type: none"> • One student received a grade of 0 for the course. • One student received a 20% grade penalty in each course.
	Submitting false or fraudulent assignments or credentials (1)	<ul style="list-style-type: none"> • One student received a one-year suspension.
	Submitting for credit academic work for which credit has previously been obtained (1)	<ul style="list-style-type: none"> • One student received a grade of 0 on the assessment.

Information and Media Studies	Plagiarism (7)	<ul style="list-style-type: none"> • Six students received warning letters. • One student received an official reprimand and was allowed to resubmit the assignment with a 50% grade penalty.
	Cheating on an examination (1)	<ul style="list-style-type: none"> • One student received an official reprimand and a grade of 0% for the exam question.
	Submitting a false medical or other such certificate (1)	<ul style="list-style-type: none"> • One student received an official reprimand and the request for academic consideration was denied.
	Submitting false or fraudulent assignments or credentials (1)	<ul style="list-style-type: none"> • One student received an official reprimand and was permitted to rewrite paper for a maximum grade of 50%.
Ivey School of Business HBA Program and Business Foundations	Plagiarism (1)	<ul style="list-style-type: none"> • One student was permitted to re-submit the assignment and receive a new grade. The student issued a formal apology to the instructor for the use of AI generated content without attribution.
	Submitting for credit academic work for which credit has previously been obtained (8)	<ul style="list-style-type: none"> • Seven students received a grade of 0 anywhere that content was plagiarized. An overall course grade of 55% was applied and students issued a formal apology to the instructor. • One student received a 25% grade penalty on the final exam.
	Unauthorized collaboration on assignment or examination (1)	<ul style="list-style-type: none"> • One student received a 10% grade penalty.
Law	Plagiarism (1)	<ul style="list-style-type: none"> • One student received a grade of F on the assignment.

Music	Plagiarism (2)	<ul style="list-style-type: none"> Two students received a grade of 0 for the assignments.
Schulich School of Medicine and Dentistry (BMSc/BSc)	Cheating on an examination (8)	<ul style="list-style-type: none"> Six students received a grade of 0 on the examination. One student received a 5% grade penalty on the examination. One student received a grade of F in the course.
	Plagiarism (1)	<ul style="list-style-type: none"> One student received a grade of 0 on the assignment.
	Submitting false or fraudulent assignments or credentials (1)	<ul style="list-style-type: none"> One student received a grade of 0 on assignment and a 10% grade penalty on the final course grade.
Schulich School of Medicine and Dentistry (MD & DDS)	Submitting false or fraudulent assignments or credentials (1)	<ul style="list-style-type: none"> One student was required to attend remediation discussions, an internal professional flag was placed on the student's academic file.
Science	Plagiarism (2)	<ul style="list-style-type: none"> One student received a 15% grade reduction on the test. One student received an F in the course (third offence).
	Unauthorized collaboration on assignment or examination (57)	<ul style="list-style-type: none"> Three students received a grade of 0% on the midterm test. 11 students received a grade of 0% on the assignment. One student received a grade penalty of 15%. One student received a grade of 0% on the final exam. One student received a grade of 0% on the final exam and an F in the course. One student received a grade penalty of 6% of the course grade.

		<ul style="list-style-type: none"> • 36 students received a grade of 0% on the assignment in question. • One student received 50% of the grade obtained on each assignment. • One student received a grade of F in the course (second offence). • One student received a grade penalty of 15%.
	<p>Cheating on an examination (28)</p>	<ul style="list-style-type: none"> • One student received a grade penalty of twice the value of the assignment. • One student received a grade penalty of 50% on the grade received. • Six students received a grade penalty of 50% on the grade received on the exam. • Eight students had a grade of 0% on the final exam. • One student received a grade of F in the course and a one-year suspension from May 1, 2024-April 30, 2025. • One student received a grade of 0% on the mid-year exam. • Two students received a grade of 0% on the exam. • Four students received a grade of 0% on the midterm exam. • One student received a suspension for one year from May 1, 2024, and was withdrawn from a summer course. • One student received a grade of 0% on the exam and a grade of F in the course. • One student received a grade of F in the course. • One student received a 50% penalty on grade received for examination.
	<p>Contract cheating or use of contract cheating website during assessment (5)</p>	<ul style="list-style-type: none"> • One student received a 5% grade penalty on final grade. • Two students received a grade of 0% on the assignment. • One student received a grade of 0% on the exam.

		<ul style="list-style-type: none"> One student received a grade of F on the project and an F in the course.
	Submitting false or fraudulent assignments or credentials (4)	<ul style="list-style-type: none"> One student received a grade of 0% on the assignment. One student received a five-grade point course grade reduction out of a total of 100 points. One student received a grade of 0% on three assignments. One student received a ban on participating in any Internship Programs within the Faculty of Science for the duration of their first degree.
	Submitting a false medical or other such certificate (11)	<ul style="list-style-type: none"> One student had offence recorded on file; a request to remove withdrawn course on record was denied. One student failed the course, offence was recorded on file. Three students received a grade of F in the course. Two students received a grade of F in two courses involved. Two students received a grade of F in the three courses involved. One student received a two-year suspension starting May 1, 2024. One student received a grade of F in the course and was required to withdraw.
	Breach of examination policy (1)	<ul style="list-style-type: none"> One student received a 5% grade penalty on exam.
Social Science	Plagiarism (33)	<ul style="list-style-type: none"> One student received a grade of 0 on the assignment. * One student received a grade of 0 on the assignment and was restricted from Economics courses from November 2023-April 2025 due to unpermitted use of generative AI. *

		<ul style="list-style-type: none"> • One student received an F in the course. • 25 students received a grade of 0 on the assignment. • Three students received a 50% grade penalty. • One student received a 10% grade penalty. • One student received an F in the course and was restricted from the faculty's courses for one year.
	<p>Cheating on an examination (38)</p>	<ul style="list-style-type: none"> • 13 students received a 50% grade penalty. * • Three students received 0% on the exam. * • Two students received a 3% grade penalty. * • One student received a 4% grade penalty. * • One student received a 40% grade penalty. * • One student received a 60% grade penalty. * • Two students received a 50% grade penalty on the exam. • 13 students received a grade of 0% on the exam. • Two students received a grade of F in the course.
	<p>Submitting a false medical or other such certificate (21)</p>	<ul style="list-style-type: none"> • Seven students received a grade of 0 on the exam. • Two students received a grade of 0 on two exams. • One student received a grade of 0 on the assignment and exam. • One student received a 50% grade penalty. • Five students received an F in the course. • One student received a grade of F in two courses.

		<ul style="list-style-type: none"> • One student received a grade of F in three courses.
	Submitting for credit academic work for which credit has previously been obtained (1)	<ul style="list-style-type: none"> • One student received a grade of 0 on an assignment.
School of Graduate and Postdoctoral Studies	Plagiarism (21)	<ul style="list-style-type: none"> • Three students were permitted to rewrite the assignment. • One student received an F in the course (2nd offence). • One student was permitted to revise and resubmit milestone. • One student received a grade penalty on the plagiarized portions of the assignment. • Two students received a grade of 0% on the assignment question and were required to write an academic integrity case study. • Four students received a grade of 0% on the assignment with a maximum of 50% on the make-up assignment and were required to write an academic integrity case study. • Three students received a grade of 0% on the assignment. • One student received a grade of 49% on the assignment (2nd offence). • Three students received a grade of 0% on the assignment and were recommended to withdraw (2nd offence). • Two students received a 25% grade penalty on the assignment.
	Unauthorized collaboration on assignment or examination (2)	<ul style="list-style-type: none"> • One student received a 5% grade penalty on the assignment. • One student received a formal reprimand.

	Research Misconduct (1)	<ul style="list-style-type: none"> One Student was required to withdraw.
Brescia University College	Plagiarism (3)	<ul style="list-style-type: none"> One student received a 20% grade penalty on the assignment due to the unpermitted use of generative AI. One student received a 50% grade penalty on the assignment due to the unpermitted use of generative AI. One student received a grade of 0% on the take home final examination due to the unpermitted use of generative AI.
Huron University College	Plagiarism (16)	<ul style="list-style-type: none"> Five students received a grade of 0% on the assignment. Seven students received a grade of 0% on the essay assignment. One student was permitted to resubmit the assignment with the resubmission grade at 50% of the original weighting. One student received a grade of 0% on the paper. One student withdrew from the course. One student received a 50% grade penalty on the essay assignment.
	Cheating on an examination (5)	<ul style="list-style-type: none"> Five students received a grade of 0% on the exam.
King's University College	Plagiarism (31)	<ul style="list-style-type: none"> 26 students received a grade of 0 on the assignment. One student received a reduced grade of 34%. One student received a reduced grade of 40%. Two students received a grade of F on the assignment. One student received a reprimand.

	Unauthorized collaboration on assignment or examination (1)	<ul style="list-style-type: none"> One student received a grade of 0 on the assignment.
	Cheating on an examination (15)	<ul style="list-style-type: none"> Thirteen students received a grade of 0 on the assignment. One student received a grade reduction of 40%. One student received a grade of F on the assignment.
	Contract cheating or use of contract cheating website during assessment (1)	<ul style="list-style-type: none"> One student received a reprimand and warning.
	Submitting a false medical or other such certificate (2)	<ul style="list-style-type: none"> One student received a grade of 0 on the assignment. One student received a grade of F in the course.

*Offences occurred in 2022-23

Total Number of Scholastic Offences

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of Scholastic Offences	182	228	328	481	430	423	426

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

ACTION: APPROVAL INFORMATION DISCUSSION

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

EXECUTIVE SUMMARY:

Enrolment in the Graduate Diploma (GDip) in Mining Law, Finance, and Sustainability failed to meet its admissions targets.

In 2017-2018, the Faculty of Law admitted 10 students; in 2018-2019, 12 students; in 2019-2020, six students; in 2020-2021, 10 students; in 2021-2022, seven students; and in 2022-2023, seven students. There were no enrollments in 2023-2024 or 2024-2025.

The initial plan for the program anticipated an upward trajectory of enrolments, but this did not occur due to low demand in the target audience. Furthermore, the Faculty of Law does not currently have the faculty resources necessary to run this program.

The Faculty of Law is requesting that admission to the GDip be discontinued and that the GDip be withdrawn.

A sunset clause is not needed as there are no students currently enrolled in the program or eligible to transfer into the program.

ITEM 13.3(b) – 2023-2024 Annual Report of the Office of Academic Quality and Enhancement

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

Attached is the 2023-2024 Annual Report of the Office of Academic Quality and Enhancement.

This report forms Western’s Institutional Quality Assurance Report.

It is brought forward by the Subcommittee on Program Review – Undergraduate (SUPR-U) and the Subcommittee on Program Review – Graduate (SUPR-G) to the Senate Committee on Academic Curriculum and Awards (ACA) for information and transmittal to Senate and the Board of Governors.

ATTACHMENT(S):

[2023-2024 Annual Report of the Office of Academic Quality and Enhancement](#)

2023-2024



Annual Report

Office of Academic Quality and Enhancement (OAQE)

*Supporting Academic Excellence and Innovation
Through Continuous Program Enhancement*

Academic programs are dynamic – they are continuously shaped by changes in the discipline, by department, faculty and institutional priorities, and by changes in the workplace, in student demand and in relation to innovations in pedagogy and instructional technology. In addition to ongoing programmatic updates from year-to-year, the cyclical program review process, as well as the new program proposal process, there are opportunities to step back and carefully examine these dynamic factors. This important program review and development work helps to ensure intentionality and consistency across curriculum, student support, policy and unit operations.

The Office of Academic Quality and Enhancement (OAQE) and its partners are further building supports for this dynamic programmatic reality in several ways. 1- Introduced this past year, [Lightcast software](#) can produce [employment reports](#) that show employment opportunities and projections for upcoming and recent graduates. With parameters guided by the program learning outcomes, reports can be tailored to suit a program's specific needs. Interested undergraduate programs can contact OAQE@uwo.ca, and graduate programs can contact cloosley@uwo.ca. 2- Western Libraries is reshaping the library reports provided in support of program reviews to outline what is offered as well as a prospective plan that could further enhance library support in relation to each program's specific objectives. 3- As part of a pilot offering in winter 2024, the OAQE coordinated optional focus groups with program students led by trained student leaders. The resulting reports shared back with programs in support of their self-study preparations have proved insightful. Programs clearly heard from the student voice about strengths to leverage and areas that could be improved – a helpful blend of feedback to support celebration, reflection, visioning and planning.

As with the dynamic reality of Western, King's and Huron academic programs, the OAQE and its partners ensure that the equally dynamic nature of quality assurance and program development is reflected in its own processes and practices. A principal catalyst for the OAQE's own self-study, visioning and planning has been the provincially led quality assurance audit that wrapped up with the receipt of the final report in August 2024. This caps a two-year audit process that you can learn more about by visiting the [OAQE website here](#). In essence, we are pleased to share that the audit revealed several commendations in addition to some recommendations and suggestions. Overall, Western's thorough work and sustained commitment to quality assurance were highlighted through examples of committee work, increasingly robust and streamlined processes, and collaborative program supports. More on the outcomes of Western's quality assurance audit in a dedicated section later in this report.

Using the momentum and feedback received from the provincial audit as a springboard, the 2024-2025 academic year will see planning, revisiting the [OAQE Strategy Map](#) and the gradual implementation of suggestions received. As part of this next wave of concerted planning and change, the OAQE will be reaching out to its key partners to discuss shared objectives and areas where the OAQE can further build its supports and streamline its processes. I look forward to these conversations!

Jovan Groen, Ph.D.

Director of Academic Quality and Enhancement
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New Programs

- Minor in Entrepreneurship, Huron
- Major in China Studies, Huron
- Major and Minor in Animal Ethics and Sustainability Leadership, Huron
- Honours Specialization in Financial Economics, King's
- Certificate in Ecological Justice and Climate Ethics, King's
- Certificate in Climate Change and Society
- Certificate in Entrepreneurship
- Certificate in Purpose Driven Leadership

Graduate

- Teaching and Learning, MTL
- Professional Practice, Clinical Leadership and Education, GDip
- Climate Risk Assessment and Opportunity, GDip
- Master of Climate Risk Assessment and Opportunity, MCR

14 Undergraduate Programs
(11 completed | 4 in progress)

2 @ 

7 @ 
Western

2 @ 

Cyclical Program Reviews



5 Graduate Programs
(3 completed | 2 in progress)

37 Across All Programs

49% (18) Changes to Program Requirements or Learning Outcomes

24% (9) Addition of a New Field, Minor Module or Certificate

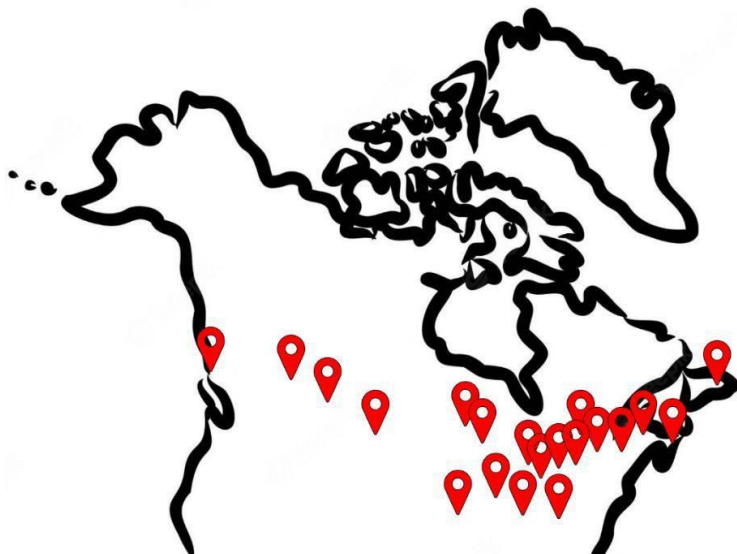
19% (7) Program, Field or Module Closure

2% (1) Integration of a Work-Integrated Learning Option

5% (2) Change in Degree Designation



Major Modifications



Institutional Origin of This Year's 50 External Reviewers

Western's Academic Quality & Enhancement Team

Artie Harricharran | Administrative Coordinator | Office of Academic Quality and Enhancement



aharric3@uwo.ca



Ext. 84944

Alicia Kemp | Administrative Specialist | Office of the Vice-Provost Academic Programs



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Candace Loosley | Administrative Coordinator | School of Graduate and Postdoctoral Studies



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Ext. 85257

Jovan Groen | Director | Office of Academic Quality and Enhancement



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Visit the OAQE website @ <https://oage.uwo.ca/>

Key Partners

- Office of the Vice-Provost Academic Programs
- School of Graduate and Postdoctoral Studies
- Centre for Teaching and Learning
- University Secretariat
- Office of Institutional Planning and Budgeting
- Office of the Registrar
- Western Libraries
- Office of the Vice Provost, Academic Planning, Policy & Faculty
- Office of Equity, Diversity & Inclusion
- Office of Indigenous Initiatives
- Western Alumni



Western's OAQE works to ensure the quality of the University's undergraduate and graduate academic programs by leading quality assurance and enhancement processes in partnership with academic leaders and administrators across all departments, faculties, schools, and support units.

Audit of Western's Quality Assurance Processes and Practices

The outcome of this year's audit of Western's quality assurance (QA) processes is a testament to the commitment and ongoing work of Western's QA community – for which key members are the faculty and program leaders who shepherd the reflection, deliberation, visioning and planning processes. As noted in the audit report:

“The Audit Team recognized that much has been done across the University since the last Cyclical Audit [in 2013-14] to strengthen the institution's work on quality assurance and its processes and practices. A strong commitment to QA and to continuous improvement across the campus was clearly evident through the documentation submitted for audit as well as through the discussions during the site visit.”

“The University has incorporated the notion of continuous improvement [...] in its academic programs and this understanding has been embraced by the campus community. Western is also proactive in introducing innovative practices (e.g. the [QA Academy](#)) to strengthen the awareness of the value of QA and its assessment.”

Among the suggestions received, the audit team invited Western to consider expanding the pool and training of new internal reviewers for site visits; refining the process for appointing external reviewers; exploring additional ways to engage all program representatives in the mid-cycle progress reporting stage; more directly involving academic units in the preparation of implementation plans; and finding additional opportunities for engaging alumni in the cyclical program review process.

Springboarding from the new QA supports mentioned earlier in the report, from enhancements in association with the audit suggestions, and from ongoing improvements stemming from collaborations with OAQE partners, the years ahead will be animated with constructive change and innovation.

The full audit report is available on [the OAQE website](#). In the new year, a webpage will be added to outline a plan of action for the implementation of the audit suggestions and related enhancements to further bolster Western's quality culture.

2023-2024 Program Review Final Assessment Reports

Notable trends across program reviews completed over the past year include greater inclusion of the student voice in the self-study and a continued increase in the robustness of reflections and actions associated with the integration of Equity, Diversity, Inclusion, Decolonization and Indigenization into the teaching and learning experience.

Emerging themes in the feedback that students and alumni have provided to programs as part of the review process include the following.

- **Impactful Program Features:**
 - **Committed Instructors:** Engaged and passionate professors who care about both the subject matter and their students.
 - **Relevance and Diversity in Curriculum:** Integration of contemporary issues and diverse perspectives into the curriculum were noted as beneficial for student engagement and preparedness for the workplace.
 - **Hands-on Learning:** Practical, hands-on components such as labs, small group sessions, and real-world applications were highlighted as particularly impactful on student learning outcomes.
 - **Sense of Community:** Building and maintaining a supportive program culture through effective communication, inclusion of student leaders, and fostering a sense of belonging among students was emphasized.
 - **Support Services:** Availability and quality of support services such as academic counseling and mentoring initiatives were highlighted as critical for student success.
- **Areas in Need of Program Enhancement:**
 - **Clear communication:** Need for better communication with students about program requirements, deadlines and availability of support. Often websites housed outdated information and contact details.
 - **Regular Feedback Mechanisms:** To help with ongoing program enhancements, it was suggested to administer regular surveys or meetings with students throughout the year to gather more continuous feedback on program experiences.
 - **Connections with the Workplace:** Limited exposure to connections with the industry or the community. Might there be more partnership opportunities – to bring students into the community or bring persons from the workplace into the classroom?

Illustrating a concerted effort by programs to address historical inequities, enhance diversity representation, and create inclusive learning environments that respect and integrate diverse perspectives and knowledge systems, the following themes emerged across this year's self-studies and program proposals.

- **Curriculum Development and Revision:** Many programs have developed or revised courses to incorporate themes of race, gender, Indigenous perspectives and decolonization.
- **Faculty Diversity and Training:** Efforts are being made to increase the diversity of faculty through targeted hiring practices. Faculty members are also undergoing bias training to ensure a more inclusive learning environment.
- **Community Engagement and Partnerships:** Several programs emphasize community engagement, particularly with Indigenous communities, aiming to create inclusive relationships and incorporate Indigenous perspectives into their activities and curriculum.
- **Student Support and Inclusivity:** Programs are implementing support structures for students from equity-deserving groups, including specialized support groups, revised admissions processes and holistic reviews of applicants to ensure diversity.

The following programs were reviewed during this academic year. The full versions of each of the Final Assessment Reports (FARs) can be found on [the OAQE website](#) by using the hyperlinks embedded in the program names below.

Cyclical Program Reviews

Don Wright Faculty of Music

- I. [Music, DMA, MA; Music Theory, MA; Musicology, MMus, PhD](#) (Approved in February 2024)

Faculty of Arts & Humanities

- I. [Visual Arts, BA](#)
- II. [Visual Art, MA, MFA, PhD](#) (Approved in November 2023)
- III. [Gender, Sexuality & Women's Studies, MA., PhD](#)

Western Law

- I. Law LL.M., Ph.D., M.S.L (Pending final approval)

Faculty of Science

- I. [Computer Science, BSc](#)
- II. [Integrated Science, BSc](#)
- III. [Astronomy & Physics](#), MSc, PhD (Approved in November 2023)
- IV. [Environment and Sustainability](#), MES (Approved in November 2023)

Faculty of Social Science

- I. [Political Science, BA](#)
- II. Economics, BSc (Pending final approval)
- III. Economics, MA, PhD (Pending final approval)
- IV. [History, MA, PhD](#)

Schulich School of Medicine and Dentistry

- I. Undergraduate Medical Education (Pending final approval)

Richard Ivey Business School

- I. Business, HBA (Pending final approval)

Huron University College

- I. [Psychology, BA](#)

King's University College

- I. [Bachelor of Social Work, BA](#)
- II. [English, BA](#)
- III. [Master of Social Work, MSW](#)

Inter-Affiliate Programs

- I. [Jewish Studies, BA](#) (Huron-King's)

ITEM 13.3(c)(i) – Summer Undergraduate Sessional Dates (2026)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, the Senate Committee on Academic Curriculum and Awards (ACA) approved the Summer Undergraduate Sessional Dates 2026, as shown in Item 13.3(d)(i).

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

ATTACHMENT(S):

[Summer Undergraduate Sessional Dates \(2026\)](#)

Summer Undergraduate Sessional Dates (2026)

May 2026						
S	M	Tu	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2026						
S	M	Tu	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
S	M	Tu	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

August 2026						
S	M	Tu	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Official Holiday (no classes)
May 18: Victoria Day
July 1: Canada Day
August 3: Civic Holiday

DISTANCE STUDIES/SUMMER EVENING	INTERSESSION	SUMMER DAY
May 4 12-week courses and 6-week first-term courses begin.	May 11 6-week courses and 3-week first-term courses begin.	July 6 6-week courses and 3-week first-term courses begin.
May 8 Last day to add or drop a 12-week course, or a 6-week first-term course.	May 12 Last day to add or drop a 3-week first-term course.	July 7 Last day to add or drop a 3-week first-term course.
	May 15 Last day to add or drop a 6-week course.	July 10 Last day to add or drop a 6-week course.
May 25 Last day to withdraw from a 6-week first-term course resulting in a grade of 'WDN.'	May 25 Last day to withdraw from a 3-week first-term course resulting in a grade of 'WDN.'	July 17 Last day to withdraw from a 3-week first-term course resulting in a grade of 'WDN.'
June 8 Last day to withdraw from a 12-week course resulting in a grade of 'WDN.'	May 29 3-week first-term courses end.	July 24 3-week first-term courses end.
June 12 First-term 6-week courses end.	June 1 3-week second-term courses begin.	July 24 Last day to withdraw from a 6-week course resulting in a grade of 'WDN.'
June 15 Second-term 6-week courses begin.	June 1 Last day to withdraw from a 6-week course resulting in a grade of 'WDN.'	July 27 3-week second-term courses begin.
June 19 Last day to add or drop a 6-week second-term course.	June 2 Last day to add or drop a 3-week second-term course.	July 28 Last day to add or drop a 3-week second-term course.
July 6 Last day to withdraw from a 6-week second-term course resulting in a grade of 'WDN.'	June 12 Last day to withdraw from a 3-week second-term course resulting in a grade of 'WDN.'	August 10 Last day to withdraw from a 3-week second-term course resulting in a grade of 'WDN.'
July 24 12-week courses and 6-week second-term courses end.	June 19 6-week courses and 3-week second-term courses end.	August 14 6-week courses and 3-week second-term courses end.
EXAMINATIONS		
July 27 to July 28 (Summer Evening) July 27 to July 30 (Distance Studies)	June 22 to June 23	August 17 to August 18
<u>Last Day to Drop</u> = Courses dropped by this date will not appear on a transcript. Courses dropped after this date will appear on a transcript with a grade of 'WDN' (withdrawn, without academic penalty).		
<u>Last Day to Withdraw</u> = 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.'		

ITEM 13.3(c)(ii) – Faculty-Specific Sessional Dates: Revised Sessional Dates – Ivey Business School, HBA Program (2024-2025)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Ivey Business School has revised the 2024-2025 sessional dates for the HBA program to extend HBA Intersession to April 29 due to scheduling issues over the Easter weekend. The revised sessional dates are attached.

ATTACHMENT(S):

[Revised 2024-2025 Sessional Dates – Ivey Business School, HBA Program](#)

2024-2025 HBA SESSIONAL DATES – IVEY BUSINESS SCHOOL

*Please note that dates are tentative and subject to change

2024	
August 8 – September 13	Add/Drop (A/B Courses)
August 29	HBA1 Transfer Orientation Program
August 30	HBA1 Program Begins (Mandatory)
September 3	HBA1 Classes Begin (Mandatory)
September 3-6	HBA2 IFP Classes (Mandatory)
September 9	HBA2 Elective Classes Begin
September 30	National Day for Truth and Reconciliation – No Classes
October 14	Thanksgiving – No Classes
October 15-19	Fall Break Week
October 21-28	HBA1 and HBA2 Exam Week
October 31	IFP Working Day (Mandatory)
November 1	IFP Working Day (Mandatory)
November 11	Last Day to drop A (Ivey half course) without penalty
November 11-12	IFP Client Meetings (Evenings)
November 15	IFP Client Meetings (All Day)
November 19, 20, 22	IFP Working Days
November 29	IFP NVP Presentations (Mandatory)
December 5	HBA1 and HBA2 Classes End
December 7-13	HBA1 Exam Period (Including Snow Days)
December 9-15	HBA2 Exam Period (Including Snow Days)
2025	
January 6	HBA1 Classes Resume
January 6	HBA2 Classes Resume
January 6-10	Add/Drop B (Ivey half courses)
February 1-8	HBA1 Exam Week
February 7-14	HBA2 Exam Week
February 19-23	Spring Break Week
March 7	Last Day to drop B half course without penalty
March 27	HBA2 Classes End
March 29 – April 4	HBA2 Exams (including Saturday)
April 2	HBA1 Classes End
April 4-11	HBA1 Exams
April 14-29 14-26	HBA Intersession (including Saturday)

ITEM 13.3(c)(iii) – Faculty-Specific Sessional Dates (2025-2026)

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The following 2025-2026 Faculty-specific sessional dates are attached for information:

- Dentistry – Schulich School of Medicine & Dentistry
- Medicine – Schulich School of Medicine & Dentistry
- Faculty of Law

ATTACHMENT(S):

[Faculty-Specific Sessional Dates \(2025-2026\)](#)

2025-2026 SESSIONAL DATES

Doctor of Dental Surgery Program and Advanced Standing Program for International Dental Graduates

August 25-29, 2025	Orientation Week Years 1, 2, and 3
August 25-29, 2025	Orientation Week Year 1 ASP
September 2, 2025	Academic Year Begins - All Years
September 30, 2025	National Day for Truth and Reconciliation (non-instructional day)
December 20, 2025 - January 4, 2026	Winter Break - All Years
January 5, 2026	Classes Resume - All Years
March 16-20, 2026	March Break - All Years
May 1, 2026	Academic Year Ends for Year 2 and 4
May 15, 2026	Academic Year Ends for Year 1
June 5, 2026	Academic Year Ends for Year 3
June 2026	Convocation (date to be determined)

Medicine 2025-26 Sessional Dates:

Academic Calendar Dates

Academic Year begins for Year 3:	August 18, 2025
Academic Year begins for Year 4:	September 2, 2025
Orientation Week Year 1:	Aug 26 – Aug 28, 2025
Academic Year begins for year 1/2:	September 2, 2025
Winter Break for Year 1/2 Start/End:	Dec. 20, 2025 – Jan. 5, 2026
Winter Break for Year 4 Start/End:	Dec. 20, 2025 – Jan. 5, 2026
Classes resume for year 1/2:	January 5, 2026
Classes resume for year 4:	January 5, 2026
March Break for Year 1/2 Start/End:	Mar 16 - Mar 20, 2026
Academic Year ends for year 4:	May 8, 2026
Convocation:	date to be determined
Academic Year ends for year 1/2:	June 5, 2026
Academic Year ends for Year 3:	August 28, 2026

NOTE: No classes will be scheduled on any statutory holiday or National Truth and Reconciliation Day (September 30, 2025).

No assessments or classes will be held on December 19th, 2025

Sessional Dates – 2025-2026

2025

September 1	Labour Day Holiday
September 2	Orientation Day
September 3	Fall Term Classes Begin
September 3 – 9	Fall Term Add/Drop Period
September 30	National Day of Truth and Reconciliation (no classes)
October 13	Thanksgiving Day Holiday
Oct. 27 – Oct. 31	Fall Study Break
December 5	Fall Term Classes End
December 8 – 19	Fall Term Examination Period
December 19	Fall Term Ends

2026

January 5 – 23	January Intensive Period (First-Year Students Only)
January 12	Winter Term Begins (Upper-Year Students)
January 12 – 16	Winter Term Add/Drop Period
January 26	Regular Winter Term Classes Begin (First-Year Students)
February 16 – 20	Winter Study Break
April 3	Good Friday (no classes)
April 10	Winter Term Classes end
April 13 – 24	Winter Term Examination Period
April 24	Winter Term Ends

ITEM 13.3(d) – New Donor-Funded Scholarships, Awards and Prizes

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the establishment of the terms of reference for the new scholarships, awards and prizes shown in Item 13.3(d), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

[New Donor-Funded Scholarships, Awards and Prizes](#)

New Donor-Funded Scholarships, Awards and Prizes

Faculty of Arts and Humanities

English and Writing Studies PhD Bursary

Awarded to full-time graduate students enrolled in a doctoral program in the Department of English and Writing Studies, Faculty of Arts and Humanities based on financial need. Preference will be given to candidates who are entering Year 5. An application form is available from the Graduate Coordinator in the Department of English and Writing Studies. A committee in the Department of English and Writing Studies will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 4 at \$1,500 awarded annually
Effective Date: May 2024 to April 2029 inclusive

This award has been established by Professor Joel Faflak (B.A. Honours '81, M.A. '91, & Ph.D. '99) to support initiatives in the Department of English and Writing Studies, particularly related to graduate student research, teaching, and professionalization. This bursary offers financial support for doctoral students beyond their four-year funding package, but nearing completion of the research and writing of their doctoral thesis.

Schulich School of Medicine & Dentistry

Dr. Grace Yuen Memorial Award

Awarded to a full-time undergraduate student graduating from the Doctor of Dental Science (DDS) program in the Schulich School of Medicine & Dentistry, based on academic achievement. The Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$2,000, awarded annually
Effective Date: 2024-2025 to 2028-2029 academic years inclusive

This award was established by Dr. Ramez Salti (DDS 2007), in memory of his dear friend, colleague, mentor and personal dentist, Dr. Grace Yuen (DDS 2011). Grace was passionate about inclusion, fairness and excellence in service for her patients & others. A talented musician and artist, who spoke multiple languages, Grace died in 2023 before turning 40. Grace's dental artistry lives on in her patients' smiles and her professionalism & spirit through this award. "They say the brightest stars burn out the fastest." With this award, I hope to keep Grace's light bright so that she can continue to guide others as she did me." RSalti

ITEM 13.4(a) – Western Libraries Annual Report

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The Western Libraries Annual Report is presented to Senate for information, per the terms of reference of the Senate Committee on University Planning (SCUP).

ATTACHMENT(S):

[Western Libraries Annual Report](#)



Western  Libraries

Impact Report | 2023/24

A Message from Geoffrey

This is my first annual report as Vice-Provost & Chief Librarian. I joined Western Libraries in July 2024 and am honoured to be at the head of a community of skilled librarians, archivists and staff. Together we animate and advance the university's mission in teaching and learning, research, and community engagement. I am taking the next several months to learn about Western Libraries and its staff and will be holding a series of engagement events with my colleagues. I also look forward to creating strong links with the deans and other university leaders, as well with the members of our student advisory council.

This report describes some of the amazing people who belong to the Libraries' team, as well as initiatives, activities and events that have occurred during the last year. While this report looks back on our achievements, Western Libraries is also focused on the future. Work continues on Phase 2 of the Weldon Revitalization and just before this report goes to press, we will recognize the five recipients of Western Libraries undergraduate research awards. These awards are given to students who demonstrate strong, thoughtful and creative use of library or archival sources and they are just one example of the ways in which we support student success and research excellence. You can read more about this program and last year's winners in this report.

Much of the work that goes on in academic libraries is invisible. We pride ourselves on a seamless experience for our users and we seek to eliminate barriers or delays to collections, information and services. That sometimes means that our work and expertise is not well understood by our communities. My hope is that this report helps you learn more about the skill and commitment that we bring to our work.



My message must close with a tribute to my predecessor, Catherine Steeves. Catherine achieved much during her two terms including implementing the organizational renewal initiative, launching our current strategic plan, *Forward Together*, and the envisioning and completion of the first phase of the Weldon revitalization project that has transformed, physically and literally, one of the largest academic library buildings in Canada. She has an immense legacy and I am honoured to follow her.

A handwritten signature in black ink that reads "G. Little".

Geoffrey Robert Little
Vice-Provost & Chief Librarian

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Contributors:

Articles written by, or adapted from, Sara Poulin, Jennifer Robinson, Tanis Schumilas, Western News. Photographs by Juan Cuellar Rubio, Christopher Kindratsky, Rayanne Tipert. Design by Juan Cuellar Rubio.

Meet Geoffrey Robert Little

“Libraries are a place to access collections and expertise. But they’re also a place where people can experience quiet time or meet friends or work in groups. I think that’s a real testament to their importance and enduring value,” Little said.

Tell us a little about yourself.

I grew up in Guelph, Ontario, and my first job, aside from delivering newspapers, was shelving books at the public library. Except for three years in the Ontario Public Service, I’ve worked in libraries since I was about sixteen years old. My studies and career have taken me from Guelph to Toronto to Birmingham, England, back to Toronto, to New Haven, Connecticut, to Montreal and now to London. I have three siblings and (at the moment) two nieces and two nephews. My partner, August Klintberg, and I share our lives with a handsome five-year-old Irish terrier named Fox.

What drew you to the role of vice-provost & chief librarian at Western University?

In its mission statement, Western Libraries calls itself an academic commons, which to me speaks to openness, equality and an invitation to participate. That was incredibly attractive. I had worked with President Shepard during his tenure at Concordia and knew him to be a dynamic and thoughtful leader who understands the central role of the university library. The photos of the Weldon Revitalization were also a big draw. Who wouldn’t want to work in such a beautiful space?

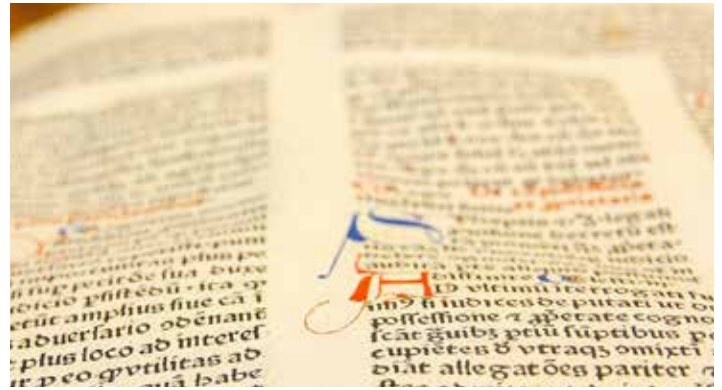


What opportunities and challenges do you see ahead for Western Libraries?

Western’s leadership has been clear that it wants to increase the amount of research funding coming into the university. That will have implications for Western Libraries. Services like research data management, GIS support, publishing and dissemination resources, and digital preservation are no longer ‘nice to have,’ but essential, in addition to work we’re doing in teaching and learning and collections stewardship. Western Libraries is already a leader in many of these areas, but the demands will only grow. We need to plan carefully to ensure that our services, and the experts who deliver them, are properly supported and resourced.

What are you most excited about for your first term as vice-provost & chief librarian?

In the short term, I am excited to learn about Western Libraries as well as Western University. Longer term, completing the Weldon revitalization program is high on my list. I also want to learn more about our archival and rare book collections and how they are being leveraged to enrich the student experience as well as generate new scholarship. Growing links with the local community, including



Indigenous communities in southern Ontario, is another exciting opportunity. Finally, I am looking forward to working with the deans and vice-provosts on issues and projects connected to Western’s academic planning and prioritization.

What are you most proud of in your career so far?

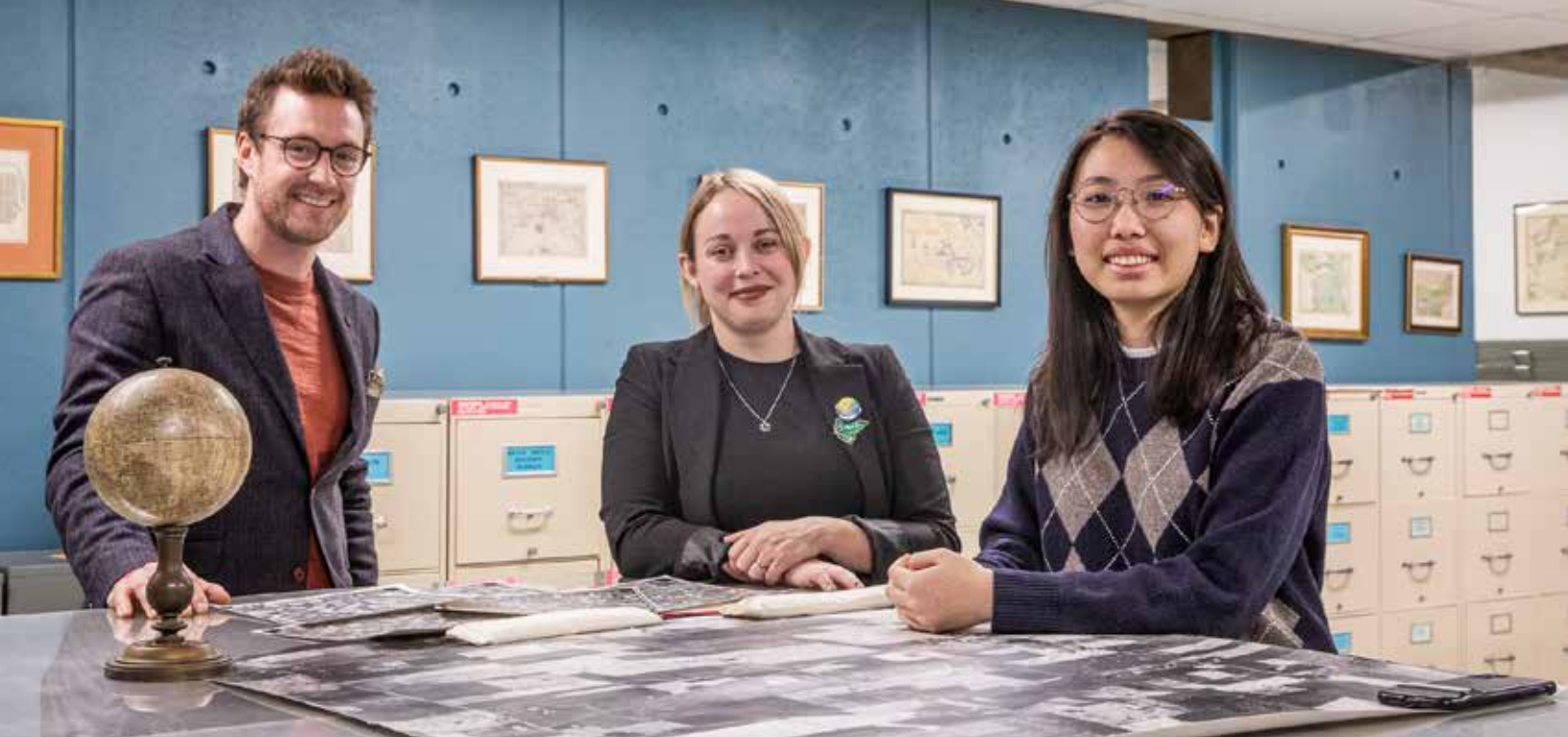
I am one of the co-founders of Concordia University Press, a non-profit open access scholarly publisher launched in 2016. I was also the press’s founding director until I left for Western. It was exciting to create a new publishing house from scratch and to establish its editorial and marketing programs. I am very proud of what we accomplished and the books and authors that we published.

What do you like to do when you’re not working?

With moving and starting a new job I feel like I haven’t had much free time. I’ve always been a swimmer, so I’ve been taking advantage of the rec centre pool. I also like to read (usually before bed) and this fall I have been working my way through Anthony Trollope’s *Chronicles of Barsetshire* series as well as the novels of Beryl Bainbridge. August and I have Hyland Cinema memberships, and we’ve enjoyed watching classic films on the big screen. We’re also looking forward to being closer to theatre in Stratford and Niagara.



« A candid moment on the roof of the Webster Library at Concordia University in April 2024



⌘ Map librarian Zack MacDonald, GIS specialist Liz Sutherland and student library assistant Eunice Chu (L to R).

Air Photo App Takes Flight

[An app](#) making thousands of historical photos – captured from the skies – accessible to the public with just a few clicks will offer a unique glimpse into southwestern Ontario’s past.

The uses are nearly endless: from history buffs to curious citizens, the application developed by Western Libraries opens an entire new world of local knowledge. “For people who aren’t professionals in history, these photos are especially cool,” said Eunice Chu, a student library assistant at the Map and Data Centre in The D.B. Weldon Library.

Fourth-year student Chu, who specializes in geographic information science, built the application in six months.

“Anyone who has a computer or a phone can access the materials. It makes it very convenient for people who don’t do professional research – anyone who wants to understand the differences between the historical photos and the present day can use the app,” Chu said.

The images represent one of the largest air photo collections in Canada. There are more than 10,000 available through the app and roughly 60,000 in Western Libraries’ [Map and Data Centre](#).

Many come from the National Air Photo Library – government photos from planes flown to collect data from above.

“People started flying because that was the only way to get data from top down. Satellite resolution really wasn’t that great until very recently. To see houses and concessions, you needed to fly an airplane to get air photos,” said Liz Sutherland, Western Libraries GIS specialist.

Today, those photos represent a valuable archive of local history.

Western collection used globally

Those top-down images include a wealth of data, including the organization that sponsored the flight, when the photo was taken, and any other details

attached to the shot. Some are even geo-referenced, meaning they're attached to real-world coordinates to allow for mapping and further analysis.

Professionals are using the app and its photos to illustrate and analyze agricultural changes, erosion, or research ahead of new construction projects. The Upper Thames River Conservation Authority recently used the app to quickly locate past images of the Sifton Bog.

The easy-to-use app with an expanded collection – covering a large swath of the southwestern Ontario region – is expected to be used by historians, building consultants and planners, academic researchers and interested community members.

The app allows users to search photos and narrow the results using filters. It's much easier, and cheaper, than requesting scanned images from the Map and Data Centre, which was time-consuming for both library users and staff.



Making GIS fun

One of the most compelling features of the app is its ability to break down geographic information systems, or GIS, as an easy-to-understand concept.

The app was developed using [ArcGIS Dashboards](#), a platform faculty, students and staff at Western can use to create their own applications. It's the same system that gives life to [Story Maps](#), which provide highly visual and engaging representations of research in numerous fields.

Western Libraries pays for a subscription and offers live and virtual training, including demonstrations and workshops.

Map librarian Zack MacDonald calls it powerful.

It's easy to experiment with analysis, even for an amateur, thanks to a measurement tool that shows the distance between features in a photo.

Treasure trove of data

The library is eager to educate the Western community about the opportunities of the software with its training tools.

The air photo app is the perfect example.

"People are engaging and learning a little bit about GIS, even if they don't realize. I like being able to introduce people to it without overwhelming them with a ton of definitions and science," Sutherland said.

"It highlights the usefulness of GIS. You're engaging with geography and spatial data in a way that's really easy: you just open the app, you load a photo, you take a look at it, and you're engaging with GIS. I love that."



Recognition for Undergraduate Research

Five undergraduate students are the first to win a [Western Libraries Undergraduate Research Award \(WLURA\)](#) for their outstanding research.

Award recipients, Sarah Al-Saoud, Katarina Jovanovic, Richard Martinez Loyola, Caitlin E. Mungall, and Amber Yixuan Wu, come from a wide range of disciplines across Western. Their research projects cover topics such as neurodevelopmental disorders, children's literature, pictorial encoding, polycystic ovary syndrome and even the origins of life.

The WLURAs are a new initiative by Western Libraries to highlight the diversity of research outputs by undergraduate students. Applications are due each year on April 30.

"There is a tendency to think that only professors and perhaps graduate students 'do research.' But in our university context, undergraduates are engaged in various types of research as well, and some of it is highly sophisticated," said Jason Dyck, current chair of the WLURA adjudication committee.

As a teaching and learning librarian, Dyck works with faculty like Shelley McKellar in history to integrate research skills into classroom learning by designing and delivering information literacy instruction related to a course assignment, such as a research essay. On her experience working with Dyck, McKellar says: "I love this faculty-librarian

collaboration; wonderful for all of us, students will gain skills, write better essays, and faculty marking will be more enjoyable!"

Student reflections in award application packages note the importance of support received in the classroom from librarians like Dyck to guide their research. They also cite the significance of help from services such as chat with a librarian, where students chat in real-time with library staff to receive research direction and advice, such as what databases to use, and how to identify effective search terms.



Winners receive a certificate and a cheque for \$1,000. Their projects are available for viewing on Western's institutional repository [Scholarship@Western](#).

"I'm delighted to see my work published and searchable now on Google Scholar!" said WLURA winner and medical biophysics and biochemistry student Amber Yixuan Wu.



⌘ Caitlin, Katarina, Amber, Sarah, Richard (L to R)

Katarina Jovanovic

Project Title

[False Recognition: Revisiting the Account for Pictorial Encoding](#)

Course

Psychology 1100E (Method in General Psychology)

Instructor

Stephen Van Hedger

Caitlin E. Mungall

Project Title

[Social Supports for Adolescent and Young Adult Polycystic Ovary Syndrome \(PCOS\) Patients: A Scoping Review](#)

Course

Health Sciences 3910G (Fundamentals of Academic Communication in the Health Sciences)

Instructor

Shauna Burke

Sarah Al-Saoud

Project Title

[A Transdiagnostic Examination of Cognitive Heterogeneity in Children and Adolescents with Neurodevelopmental Disorders](#)

Course

Psychology 4891E (Honours Thesis)

Instructor

Loretta Norton

Richard Martinez Loyola

Project Title

[Quetzalcoatl in Children's Mythology](#)

Course

Spanish 3531F (Myths, Legends, and Oral Traditions)

Instructor

Victoria Wolff

Amber Yixuan Wu

Project Title

[On the Origins of Life — Modelling the Initial Stages of Complex Coacervate Droplet Formation](#)

Course

Medical Biophysics 4970E (Project in Medical Biophysics)

Instructor

Styliani Consta

Library Services Spotlight

Interlibrary Loans

You sign in to the library catalogue, request a book or scanned article, and next thing you know, your email dings: your request is ready. It's a seamless process completed at Western Libraries dozens of times a day. But what about the books that Western Libraries doesn't have on the shelf? How do you get this research material? That is where the interlibrary loans team comes in.

Interlibrary loans, the process of sharing library materials across libraries on a local, national and international level, is supported by a team of 17 user services library staff, made up of library assistants and student library assistants. Under the leadership of user services manager Sara Poulin, and coordinator, Jacquelyn Watton, the team ensures researchers across Western's campus and beyond get access to essential materials through various resource sharing agreements.

The interlibrary loans team filled nearly 15,000 requests in the 2023-2024 academic year for Western researchers. This included over 10,000 print books that were sent through the mail and processed at campus libraries for faculty, students and staff to pick up from the hold shelf. Further, over 16,000 books and digital scans were supplied to researchers as far away as New Zealand and as close to home as the London Public Library.

In the years preceding Western Libraries joining the Ontario Council of University Libraries' Collaborative Futures initiative, interlibrary loan usage was on a downward trend. In 2018-2019, interlibrary loans filled less than 10,000 requests, and now activity is more than double this number.

Collaborative Futures, a formal partnership across 20 of Ontario's university libraries that allows Western researchers to seamlessly borrow materials from across the province, has pushed the growth of interlibrary loans an average of 23-27% each year since it began. To support this increase in demand, the interlibrary loans service has been enhanced for Western researchers, including development of a more accessible and easy-to-use request process and introduction of a rapid digitization service with an average turnaround time of less than 24 hours. As a result, it is easier than ever before for researchers to request material from our library partners both provincially and all over the world.

Faculty, students and staff share that using this new and improved interlibrary loans service is "so much smoother" and they are grateful for the "stress off [their] shoulders" when we assist with this critical part of their research process. User services manager Poulin explains why she thinks this work is so vital to researchers on campus:



“I think of the student, who like me, couldn’t travel for their research to use collections we don’t have here at Western. Thankfully, interlibrary loans sourced books from all over the United States, England and even Australia for me. I’m so happy to know our work can make a difference like that for researchers across campus.”

The growth of interlibrary loans over the last five years is a success story not just for Western Libraries but for all our library partners. Knowing that research collections can be quickly and efficiently shared helps each library maximize acquisition budget dollars, which is especially important in a time of budget constraints across

the post-secondary sector. Through this simple act of collaboration, researchers across the world have access to the material they need to inform groundbreaking discoveries and help address the most pressing challenges of today and tomorrow.



Sara Poulin

Meet Sara Poulin, user services manager at the Allyn & Betty Taylor Library. Poulin leads user services staff at the second largest library on campus, supporting faculty, students and staff in the faculties of Science, Engineering, and Medicine. She is also the manager of key Western Libraries’ services, including interlibrary loans and course readings.

Since starting in her role one year ago, Poulin has led her team through many changes including the transition to Western’s new Online Western Learning (OWL) platform, Brightspace, which integrates with the course readings service, and a transition away from RACER (Rapid Access to Collections by Electronic Requesting) interlibrary loans system. The need for continuous evolution of these and other library services is directly tied to the ever-changing

needs of our Western community, according to Poulin. She is excited to have opportunities to help user services staff and Western Libraries support our users however we can.

“My favourite time of the year is the start of a new semester,” she says. “I get to enjoy so many things I love about my job all at once. I meet new students coming into Taylor, support an influx of researcher requests in interlibrary loans, and help instructors prepare their course materials for the upcoming academic year. It’s busy but it’s worth it. I get to help our campus community be successful all while working alongside great colleagues.”



By the Numbers

Collections and use

- **5,843,399** total items, digital and physical book, journals and other materials.
- **342,462** active serial subscriptions, digital and physical journal, newspaper and magazine subscriptions.
- **804,927** other material, scores, audio, video, maps, special collections, theses and dissertations.
- **4,322,608** e-journal views.
- **2,180,382** database searches.
- **632,999** e-book views.
- **65,330** multimedia streams.
- **1,119,150** catalogue searches.
- **51,429** physical items checked out.

Research support and instruction

- **319** instruction sessions and workshops for **12,178** faculty, students and staff.
- **11,512** questions answered by chat and email.
- **1,679** in-depth consultations.

Website

- **1,013,747** unique visits to the library website.



Interlibrary Loans

- **14,928** requests fulfilled by partner libraries for Western researchers.
- **16,364** requests fulfilled for partner libraries.



Course Readings

- **328,203** uses of digital course readings material.
- **22,461** items available through course readings.



This is Us



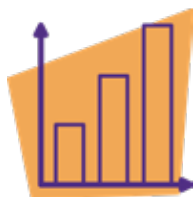
Archives and Special Collections

We acquire, preserve and provide access to special collections and archives, including rare and unique materials in all formats, to support the teaching and research missions of the university. We also engage with and welcome use of the archives and special collections by members of the broader community.



Collections Management, Discovery and Access

We are committed to providing seamless and convenient access to information to support research, scholarship and teaching. We work with users to select and acquire materials to meet their changing needs and ensure thoughtful management and preservation of resources for future scholars.



Research and Scholarly Communications

We collaborate with researchers across campus to advance the creation, management, dissemination and preservation of research and scholarship. We assist with open access publishing, GIS and statistical data, data management, researcher identifiers, research impact and copyright.



Teaching and Learning

We collaborate with faculty on curriculum design and create and deliver a variety of information literacy learning experiences. Our instruction on research strategies, misinformation and disinformation, and knowledge justice, among other topics, empowers students to become successful, information literate graduates able to achieve their full potential as global citizens and leaders.



User Experience

We support evidence-based decisions about the library, keeping user perspectives and observed behaviours at the forefront when it comes to the design and development of library spaces and services.



User Services

We design and deliver a suite of virtual and in-person front-line library services that support the teaching, learning and research goals of the Western community including information and public service, document delivery, collections maintenance and outreach and events services.

All Western Libraries units are supported by administration and operations and library information technology services. These teams provide critical support for staffing, human resources, facilities management, records services, communications and IT services. Information technology support includes staff computing, public website development, library service platform support, public printing, application development and domain management.

We are your information experts, when and where you need us. Western Libraries' teams take your work to the next level.

Community in the Commons

In the early stages of planning the Weldon revitalization project, conversations with users focused on the kinds of activities Western Libraries could support through a renovation. Faculty, students and staff regularly mentioned the need for a large gathering space to host a range of campus programs and events. This feedback inspired the creation of the community room, one of the busiest spaces in the new learning commons on the main floor of The D.B. Weldon Library.

From lecture style presentations to interactive workshops, academic conferences to student club meetings, poster sessions and even therapy dogs, the community room has hosted a wide variety of events since opening its doors in September 2022. One ongoing program hosted in the community room is the peer assisted learning (PAL) study hub run by learning development and success, which sets up shop in the community room two days a week.

Rich Nahhas, student learning specialist, is very pleased with how the space supports this program: “I wish the PAL Centre could be in the community room more often – it just makes sense for students to be helping other students study in the library!”

Nahhas notes that the amenities offered by the room; such as whiteboards, moveable tables and chairs, access to power for personal devices and technology like digital screens, all help make the space comfortable and productive for student volunteers leading the program and students using the space to learn. The visibility of the community room, which features large windows to the outside and interior of Weldon is also an advantage.

“The screens and tech allow us to have a rolling slideshow advertising exactly for which courses help is available,” says Nahhas. “You can see students stop dead in their tracks outside of the community room, and sometimes even outside of the library, to take stock and come in. This has even worked to our advantage in presentations, as students walking by have seen the slides we’re discussing and stop to read them or come in based on the information.”

The community room is overseen by user services staff, led by Tanis Schumilas, acting user services manager, Weldon, who is thrilled by how campus has embraced use of the space: “The community room has quickly become a cornerstone for campus events. We’ve been



amazed by the level of engagement from Western with over 450 events so far. The user services team has worked hard to create a welcoming and versatile space, and it's been rewarding to see it play such a vital role in supporting both academic and social activities. It truly shows what a collaborative effort between library staff and campus partners can achieve."

Western Libraries hosts library programs in the community room such as We Got You Day, where students are offered de-stressor activities like bracelet making, colouring and Lego-building, as well as access to campus supports like student wellness, in the lead up to the final exam period. During exams the community room becomes a popular silent study space, adding 120 additional study seats to what is already available across Western Libraries.

As spaces like the community room, finished during phase 1 of Weldon's multi-million-dollar award-winning renovation, become active hubs for

community engagement, more changes are coming through phase 2. This includes a purpose-built silent study space with 90 seats on the main floor of the learning commons that will be available throughout the academic year. Improvements to teaching spaces and new workspaces for the centre for teaching and learning are also a part of phase 2 and will be available on the second floor by the end of 2024. Improvements to ground floor spaces will continue into January 2025.



Simon Court

Meet Simon Court, user services library assistant. Court's duties include coordinating the Weldon community room, a multi-purpose space for hosting campus community events. He administers bookings, supports the room's technology, and works with faculty, students and staff from across Western to host a variety of functions. Over the past year, Court has overseen a logistical transformation of the space, from instituting a room-use policy and booking request form, to leading other user services staff who help facilitate use of the community room and other library spaces. Court views the community room as the perfect way to strengthen the library as a campus hub and foster a sense of community at Western.

Reconciliation Through Art

Context Warning: this story deals with topics that may be distressing to readers.

Mixed among the books in libraries across London and Middlesex County, visitors might discover a piece of artwork meant to prompt reflection and education. These books, covered in Indigenous fabrics, have the names of missing and murdered Indigenous women, girls and children imprinted on the spine in gold lettering, with invitations for visitors to follow a QR code to learn more.

The project, initiated by national non-profit The Canadian Library, is being embraced by a number of library organizations across the city, including Western Libraries, in their efforts toward truth, reconciliation and decolonization and as a way to honour and build awareness of the thousands of missing and murdered Indigenous women, girls and children. [The Canadian Library's Micro Gallery Project](#) is a community-engaged installation that includes over 6,000 hard-cover recycled books in more than 300 locations across Canada, including libraries, restaurants, retail spaces like IKEA, police departments and non-profit organizations.



“Recognizing that reconciliation is an ongoing and shared commitment which requires all of us to be collectively responsible, we collaborated with local partners here in London to create spaces throughout the city to draw attention to the missing and murdered Indigenous women, girls and children from across this region,” said Katya Pereyaslavskaya, user experience librarian at Western.

At Western Libraries, the books have been brought together in a prominent display in Weldon alongside stories from The Canadian Library website.

Mary Lou Smoke is an Indigenous elder from the Anishinaabe, Lakota and Mi’kmaq Nations. It has been more than two decades since her sister was





murdered. Her sister’s name, Debbie Ann Sloss-Clarke, is one of the many embossed on the books. “The missing and murdered Indigenous women are sisters, mothers, aunts, grandmothers and the best friends of many,” said Smoke. “It’s important to always remember them – their lives were taken away before they had a chance to share their special gifts in this beautiful life that we each have been blessed with. They must not be forgotten.”

The local initiative in London and Middlesex County includes a collaboration between eight libraries, each hosting their own micro galleries. The locations include Weldon, London Public Library’s Central Library, the former Beryl Ivey Library at Brescia University College, Huron University College Library, Cardinal Carter Library at King’s University College, the FIMS Graduate Library, Fanshawe College’s Learning Library Commons and the Middlesex County Library’s Coldstream Branch.

“London is unique in the breadth of this collaboration with so many partners. They are going to be able to share with so many people,” said Shanta Sundarason, the founder of The Canadian Library. “It’s incredible to see them all come together in this way.” All of the locations have been pinned on an [interactive map](#) developed with the help of the geographic information systems team at Western Libraries. Those inspired to create their own micro gallery can also add their location to the map using the form on the site.

All of the books from across Canada will eventually be brought together in one permanent installation.

“You can’t walk past one of these books or a shelf full of them without stopping to look,” said Sundarason. “First and foremost, we wanted these art installations to encourage people to stop and take notice and ask questions. We have found that many people are going on to visit the website to read the stories and to learn more, so we feel we are achieving even more than what we set out to do.”



Micro Gallery

Honouring missing and murdered Indigenous women, girls and children.

A Historical Legacy

Western Libraries recently received its largest donation to date. A \$2 million gift from the estate of Halina and James Russell (Rus) Robinson will give students and scholars access to rich resources in the emerging fields of military and veterans history.

The gift builds on a textbook and materials acquisition fund started by Rus in 1979, which Halina continued to support after his death in 2010 and until she died in 2021. The donation came as a “complete surprise” to Elizabeth Mantz, who maintained regular contact with both Rus and Halina in her role as collections and content strategies librarian.

“I’m sure this was something they would have discussed and agreed upon as their legacy, but I had no idea they were planning to leave a donation of this kind,” Mantz said. “They were such a remarkable couple, very much committed to each other and similar in their gentle, unassuming ways.”

✧ Halina and James Russell (Rus) Robinson

Making Western ‘a magnet for young researchers’

The bulk of the Robinsons’ endowment will fund materials in history and social science, with a special focus on military history.

The collection will include full-text access to two premier history databases, [*America: History and Life*](#) and [*Historical Abstracts*](#), which offer comprehensive information on American, Canadian and world history.

Jonathan Vance, Distinguished University Professor and J.B. Smallman Chair in the department of history, said the signature collection created through Rus and Halina’s generosity will set Western apart.

“It gives students at all levels unparalleled access to the most important literature in military history, making Western a magnet for young researchers interested in the field,” Vance said.





⌘ Collections and content strategies librarian Elizabeth Mantz and Distinguished University Professor Jonathan Vance

During the Second World War, he travelled to England, France and Belgium, and attained the rank of Flight Lieutenant before he was severely injured in Belgium in November 1944. When he was well enough, he returned home to Canada and began his graduate studies at Western.

It was at Western that Halina caught Rus' eye from across the cafeteria in the Natural Sciences Centre. Romance blossomed and shortly after Rus became Western's first PhD graduate in chemistry, he and Halina married. Rus stayed on at Western, teaching chemistry and working for Agriculture Canada until 1985. He authored more than 40 papers during that time.

A woman ahead of her time

Halina, the daughter of a Polish military officer, also survived the Second World War. When the war broke out, she and her mother fled to Warsaw. After being arrested during the

“Every year, more and more digital databases are being marketed, but at considerable cost. This donation allows us to take advantage of the newest research resources as they become available, and boost Western's profile, enabling us to take another step in becoming a leading research institution in North America for military history.”

Western's first PhD graduate in chemistry

For decades Rus made annual gifts to Western Libraries, inspired by his love of history and learning.

Rus' early donations allowed for the purchase of books on the history of radar, military applications and air force history, subjects reflective of his life and interests. Rus grew up in Norwich, Ontario, and after attending the Ontario Agriculture College in Guelph, he joined the Royal Canadian Air Force in 1941, training as a radio technician.



⌘ Upon her retirement, Halina Robinson rediscovered her passion for art.

Warsaw Uprising of 1944, Halina and her mother were transported to Auschwitz-Birkenau, and from there deported to Bergen-Belsen – a Nazi concentration camp where approximately 50,000 imprisoned people died.

Despite grave illnesses brought on by the deplorable conditions at Auschwitz and later at Bergen-Belsen, the pair survived.

When Bergen-Belsen was liberated in 1945, Halina and her mother were sent as displaced persons to Sweden, where Halina studied to become a chemical engineer. After graduating with high marks in 1950 from the Stockholms Tekniska Institut, Halina joined the famed Nobel-Karolinska

Institute to work in the lab of pioneering cancer researchers Drs. George and Eva Klein.

When Halina immigrated to Canada in 1951, she was intent on resuming her engineering career, but in 1951, London, like most of North America, was not yet accepting of female engineers.

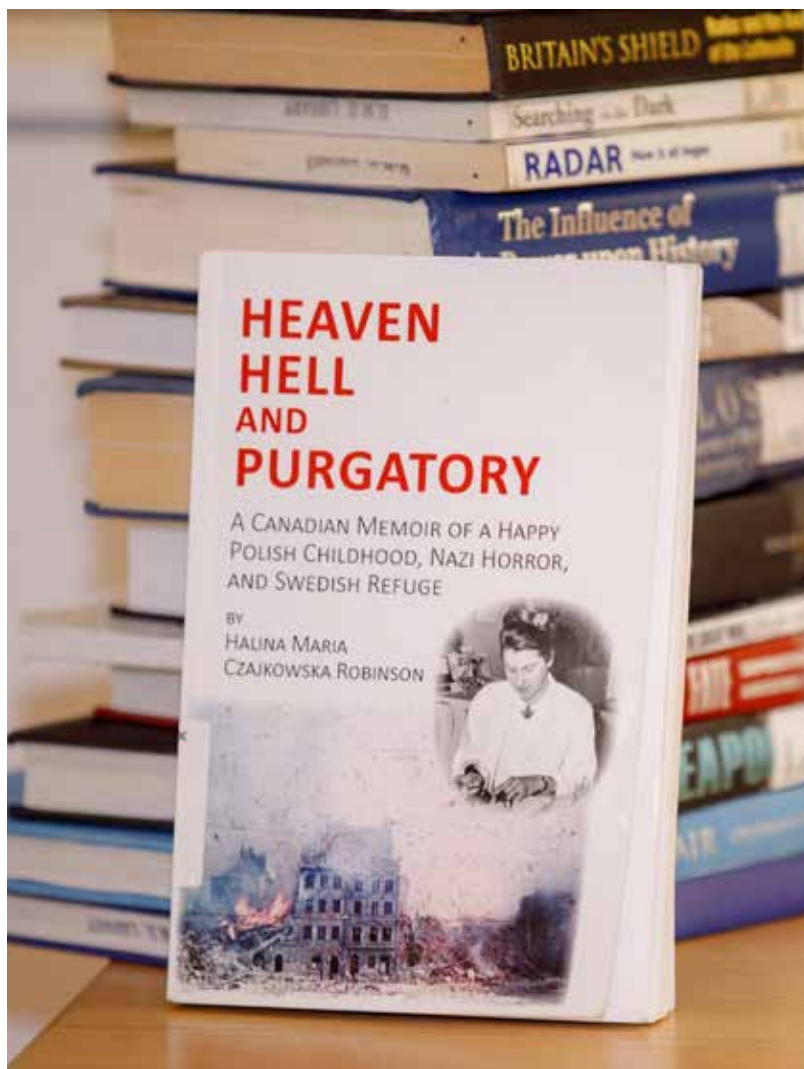
Halina eventually landed a role as a laboratory technologist in the lab of former Western Faculty of Medicine dean James Bertram (J.B.) Collip. There, through her desire to maintain the skills she learned in Sweden, she made a groundbreaking – but unheralded observation – that led to the discovery of the anti-cancer drug Vinblastine.

Upon her retirement, Halina returned to creating art, a passion she was forced to forgo as a child, when her life was overtaken by war.

Besides volunteering at Museum London and taking courses in art history at Western, Halina also took the time to write her memoir, [*Heaven, Hell and Purgatory*](#), released in 2020.

Mantz remembers Halina as a “very positive person” and both she and Rus as dedicated and humble donors to Western, with a focus on giving students the materials they need to gain their education.

“This wonderful gift continues their legacy of doing remarkable things for people they’ve never met.” Mantz said. “It speaks to the lives they lived, and the power they had within.”



⌘ In 2020, Halina Robinson released her memoir *Heaven Hell and Purgatory*



Reflections on Experiential Learning



Yeliz Baloglu Cengay

During my co-op with research and scholarly communication I participated in a range of projects fostering skills in teamwork, independence and technical proficiency. My primary role focused on support for research data management and data services. I worked on projects such as the London Census Data Collection, the creation of online training modules for Borealis and digitization initiatives like the Milton at Western exhibit. I had the opportunity to co-lead data workshops, moderate online sessions and assist with NVivo consultations.

I also contributed to developing the open textbook *Research Data Management in the Canadian Context*. These experiences improved my data collection and analysis skills and enhanced my understanding of digital preservation, open publishing and scholarly communication.

As I transition into the next phase of my career, my co-op experience has profoundly influenced my course choices and solidified my career goals within data librarianship and digital scholarship. I am deeply grateful to my supervisors and the entire research and scholarly communication team for their unwavering support, guidance and the invaluable opportunities they provided throughout this journey.



Emily Kirk

During my co-op with archives and special collections, I had the opportunity to work on two exciting projects to preserve born digital and digitized content. My first project was the preservation and digitization of audio-visual records, where I developed skills to determine preservation risks and to handle delicate audio-visual records. My second project was preserving Western's electronic theses and dissertations in Scholarship@Western using Scholar's Portal's Permafrost service, giving me experience working with large amounts of metadata. Both these projects will facilitate researcher access to important content into the future.

My supervisors kindly shared their expertise and encouraged me to pursue professional development opportunities to further support my learning. I look forward to applying the skills and perspectives I have gained through my co-op toward my future academic and professional career!



Suzy Lee

I had the opportunity to work with the user experience (UX) team on a series of projects to help improve the user-friendliness of the Western Libraries website. One of these projects involved creating a new page template for library location pages to help users find consistent information across all sites. All my projects helped me hone specialized skills needed to conduct UX research, such as leading user testing sessions and taking session findings and turning them into actionable changes. It was gratifying to see my changes implemented on the website, and to know that I am helping make small steps towards improving the online experience.

The guidance and support of my supervisors helped me grow my confidence and solidify my career interests towards academic librarianship. I am excited to utilize the power of iterative design to improve other libraries going forward!

Western Libraries understands the importance of experiential learning and we are committed to providing meaningful opportunities for students to develop their skills and strengthen their employability. We are grateful for the fresh ideas and modern skills our students bring to the table and for the many meaningful contributions they make to our organization.

Contributions to Research

At Western Libraries, we don't just support researchers, we are researchers. Our librarians, archivists and staff regularly produce and contribute to research and scholarship. Here's a [list](#) of some of the important work our team accomplished in 2023.



Kristin Hoffmann

Meet Kristin Hoffmann, research and scholarly communication librarian. Hoffmann currently supports the library's publishing program of 37 scholarly and student-run journals and helps researchers navigate the landscape of open access publishing.

As well as supporting other researchers, Hoffmann is a researcher herself, publishing extensively on the librarians' role as researchers. Hoffmann is seen as a leader in this field of study, and in related work to support librarians' and archivists' research. She has been invited to speak and give workshops at institutions across Canada about research support initiatives.

"My most recent project focused on Canadian academic librarians and archivists who are doing

research in subject areas other than librarianship or archival practice. Nearly one-third of us have done research in other subject areas. I wanted to bring attention to the range of research that librarians and archivists do, because our research is important for our professional roles and for the research life of the university." Hoffmann plans to continue her research with an exploration of individual librarians' and archivists' research trajectories.

Awards

Cassady, Samuel, Jacqueline (Jax) Cato, Liz Mantz, David McCord, et al. 2023. "Sustainability in Library Collection Development: Western Libraries Green Audit Project." SSHRC Explore Grant.

Dyck, Jason. 2023. "Novenas: Print, Piety, and Patria in Spanish America, 1519–1821." Reese Fellowship in American Bibliography and the History of the Book in the Americas. Bancroft Library, University of California, Berkeley.

Dyck, Jason. 2023. "Novenas: Print, Piety, and Patria in Spanish America, 1519–1821," Short-Term Fellowship. John Carter Brown Library, Providence, Rhode Island.

MacDonald, Zack. 2023. "Building Immersive Discovery Layers: Investigating the Impact of Immersive Technologies on Information Discovery, Access, and Retrieval." Western Strategic Support SSHRC Seed, Western University, London, Ontario.

Xie, Shiyi. 2023. "Equity, Diversity, and Inclusion Initiatives and Canadian Science, Technology, Engineering, Mathematics (STEM) Academic Librarianship: Current Status and Practices." Sheila Suen Lai Research Grant Award, Chinese American Librarians Association

Publications

Barsky, Eugene, **Elizabeth Hill**, Tatiana Zaraiskaya, Lucia Costanzo, and Minglu Wang. 2023. "[Canadian Research Data Management: History and Landscape](#)." in *Research Data Management in the Canadian Context: A Guide for Practitioners and Learners*. University of Western Ontario: Western Libraries.

Campbell, Heather and Dan Sich. 2023. "[Library Curriculum as Epistemic Justice: Decolonizing Library Instruction Programs](#)." *Canadian Journal of Academic Librarianship*, 9.

Campbell, Heather. 2023. "[Leading From Between: Finding Meaning as a Third Space Librarian](#)." In *Thriving as a Mid-Career Librarian: Identity, Advocacy, and Pathways*, edited by Brandon West and Elizabeth Galoozis. Chicago: ACRL, 311-325.

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Dyck, Jason. 2023. "[Aztec Antichrist: Performing the Apocalypse in Early Colonial Mexico](#)." *Hispanic American Historical Review*, 103(4): 718-720.

Dyck, Jason. 2023. "[The Franciscans in Colonial Mexico](#) ed. by Thomas M. Cohen, Jay T. Harrison, and David Rex Galindo (review)." In *The Journal of Arizona History*, 64(1): 53-55.

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Belton, Tom, Amanda Jamieson, Amanda Oliver, and Anne Quirk. October 2023. "Research Library Impact Framework (RLIF) initiative." Canadian Library Assessment Workshop, London, Ontario.

Campbell Heather, Kim Carson, Bobby Glushko, Christy Sich, and Dan Sich. August 2023. "Embracing Vulnerability: Interrogating Colonialism as a Team." Digital Pedagogies Institute, Virtual.

Campbell, Heather, Dan Sich, Lea Sansom, and Kim Carson. February 2023. "Decolonizing Library Instruction: Getting Started." Ontario Library Association Super Conference, Toronto, Ontario.

Campbell, Heather. May 2023. "We Have What We Need: A Practical Guide for Decolonizing Our Work at Western." Spring Perspectives on Teaching Conference, Western University, London, Ontario.

Campbell, Heather and Dan Sich. February 2023. "Academic Library Curriculum as Knowledge Justice." Ontario Library Association Super Conference, Toronto, Ontario.

Carlisle-Johnston, Emily and Courtney Waugh. June 1-2, 2023. "'The Hidden Trade-off': Learning to Spot Openwashing in the Wild." CAPAL 23, Toronto, Ontario.

Cassady, Samuel, Jacqueline (Jax) Cato, Liz Mantz, David McCord, et al. February 2023. "Western Libraries Green Audit Project." Ontario Library Association Superconference, Toronto, Ontario.

Churchill-Baird, Noah, Emily Carlisle-Johnston, and Kristin Hoffmann. May 2023. "Going Wayback: Digitally Preserving a Defunct Student Journal." Library Publishing Forum, Online.

Dyck, Jason. January 6, 2023. "Writing on the Frontier: Juan de Albizuri and the Canon of Jesuit Mission Historiography." The Catholic Church, State, Labor, and Identity Struggles in Latin America, The Conference of Latin American History, Philadelphia, Pennsylvania.

Hendriks, Shawn, et al. November 8, 2023. "Adapting Your Library's OA Strategy For The Future." Charleston Library Conference, Charleston, South Carolina.

Hill, Elizabeth and Kristi Thompson. June 1, 2023. "RDM goes OER: Community-Sourcing a Canadian Open Educational Resource on Research Data Management." IASSIST conference, Philadelphia, Pennsylvania.

Hoffmann, Kristin. June 1-2, 2023. "A Survey of Librarians, Archivists, and Research not Related to Librarianship or Archival Studies." CAPAL 23, Toronto, Ontario.

Hoffmann, Kristin and Selinda Adelle Berg. May 12, 2023. "A Kaleidoscope of Reflections on Librarians as Researchers." Library Research Support Committee inaugural event, Brock University, St. Catherines, Ontario.

Hoffmann, Kristin, Emily Carlisle-Johnston, and Noah Churchill-Baird. May 2023. "Let's Chat! How Do You Support Student Journals to be Sustainable and Ongoing?" Library Publishing Forum, Online.

Hoffmann, Kristin, Leanne Olson, Jesse Carliner, and Aneta Kwak. June 1-2, 2023. "Learning Together: Online Research and Writing Communities for Academic Librarians." CAPAL 23, Toronto, Ontario.

Janzen, Lyndsey. November 14, 2023. "Where are We From Again? An Amateur Adventure into GIS, Family History at the Limits of Google." GIS Days. Western University, London, Ontario.

Lawlis, Lisa and Anne Quirk. July 2023. "Finding Aids and the London Free Press Collection: A Preliminary Analysis." Society of American Archivists Research Forum, Online.

MacDonald, Zack. July 2, 2023. "Foundations for Linked Data in Historical Building Information Models and Immersive Historical Environments." International Medieval Congress, Leeds, United Kingdom.

MacDonald, Zack and Liz Sutherland. June 15, 2023. "GPS and the Jungle: Building Capacity for Participatory Mapping in Post-War El Salvador." Carto, University of Calgary, Calgary, Alberta.

MacDonald, Zack and Andrew Moore. May 12, 2023. "Shaping the Ground under their Feet: Toward Automated Approaches to Reconstructing Medieval Environments for Historical Research, Educational Games, and Immersive Simulations." International Congress on Medieval Studies, Kalamazoo, Michigan.

Marshall, Elizabeth. May 10, 2023. "Engaging Outside the Library – Supporting Students and Departments." Academic Business Library Directors Annual Meeting, Evanston, Illinois.

McMillan, Brian, and Hannah Pinhorn. May 19, 2023. "Reconsidering Music Library Space Post-COVID." CAML Annual Conference, Laval University, Quebec City, Quebec.

McMillan, Brian. March 2023. "Celebrating Mahler: The Gustav Mahler-Alfred Rosé Collection." Exhibit organized in conjunction with the UWO Symphony performance of Mahler's 4th Symphony, Don Wright Faculty of Music, Western University, London, Ontario.

McKeown, Ashley, V. Logan Kennedy, and **Heather Campbell**. May 2023. "Supporting Baccalaureate Students in Identifying and Integrating Knowledge Justice Sources Into Their Nursing Practice." Canadian Association of Schools of Nursing Education Conference, St John's, Newfoundland.

Paterson, Joanne. October 14, 2023. "[A Gentle Introduction to the Holdings of Western Archives](#)." London and Middlesex County Branch of the Ontario Genealogical Society, London, Ontario.

Paterson, Joanne. June 12, 2023. "[Visualizing family history data](#)." Dazzling Data: Tools and Strategies for Presenting Data. OLITA Digital Odyssey.

Thompson, Kristi. May 2023. "Understanding Data Anonymization." The IASSIST Conference, Philadelphia, Pennsylvania.

VanderSchans, Arielle & Courtney Waugh. October 27, 2023. "Scholarship@Western -- Share Your Paper." Canadian DS Librarians Community of Practice Annual Unconference. Online.

Waugh, Courtney, Emily Carlisle-Johnston. March 15-18, 2023. "Open or Openwashing? Findings from a Content Analysis of Publisher Websites." Association of College and Research Libraries, Pittsburgh, Pennsylvania.

Waugh, Courtney, Shawn Hendriks, Emily Carlisle-Johnston, Samuel Cassady, and Noah Churchill-Baird. March 5-9, 2023. "Assessing OA Membership Offers: Retrospective Analysis, Reflection, and Reframing." Electronic Resources and Libraries. Online.

Xie, Shiyi and Grace Liu. June 25, 2023. "Equity, Diversity, and Inclusion Implications for Canadian STEM Academic Librarianship." American Library Association Annual Conference and Exhibition, Chicago, Illinois.

Xie, Shiyi and Grace Liu. June 24, 2023. "Finding a New Normal: Library Policies and Practices." American Library Association Annual Conference and Exhibition, Chicago, Illinois.

Xie, Shiyi. January 31, 2023. "What Impacts Library Teaching? Meeting the Challenges." Chinese American Librarians Association (CALA) Canada Chapter 2023 Annual Program, Toronto, Ontario.



Western  **Libraries**

Office of the Vice-Provost & Chief Librarian
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ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: APPROVAL INFORMATION DISCUSSION

EXECUTIVE SUMMARY:

The following items have been removed from the Consent Agenda by request:

- ITEM 13.2(c) – Annual Report on Scholastic Offences (2023-2024) – request and questions received from Johanna Weststar, Official Observer:
 1. Why have the number of offences increased so much at the start of this reporting period. If related to the pandemic teaching and learning environment, why have the numbers not returned to 'normal levels.'
 2. Given that we have been engaging in a lot of conversations about finding efficiencies so that we can focus on our academic priorities, are there any plans to review what can be done systematically to reduce scholastic offences and/or the administrative (and therefore financial) burden that they place on faculty, staff and administrators?

 - ITEM 13.4(a) – Western Libraries Annual Report - request received from Melanie Mills, Senator.
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ITEM 15.0 – Discussion and Question Period

1. Ben Rubin and Anne Simon, Senators:

The Senate Academic Policy on Scheduling of Examinations and Responsibility for Printing (Dec 2018) charges Department Chairs (or Deans) with the responsibility of ensuring that exams are ready to be printed and sets deadlines. It makes the Registrar responsible for delivering printed copies to the exam room. In practice, the responsibility of preparing exams to print lies with the course instructor, as it must. Current practice is that the Registrar's Office will only deliver exams to the room for daytime exams, so in practice, instructors often bear that responsibility, as well.

The Policy does not specify a budgeting model for printing exams, but the allocation of responsibility implies that the source of the funds is either the OOR or the Department, depending on whether the instructor makes the exam ready for printing by the deadline. One obvious reason for having an exam printing deadline is that Graphic Services can't print all our exams at the last minute. However, that reason does not explain why different budgets should bear the cost.

An important downside of this two-budget approach is that it sometimes results in worse exams. Departments are forced to pressure their faculty members to meet the deadline even when there are good reasons not to. For example, in some classes, sometimes the instructor has more time after classes end and can invest that time into writing better exam questions. Sometimes, end-term course content is not decided until classes end; perhaps it is partly based on student presentations. Department pressure can be quite strong, especially for part-time instructors who understandably could feel that not preparing for the exam by the Registrar's deadline could decrease their chance of being rehired. Can we change out Senate Policy and budgeting so that exam printing is paid for in a consistent way, regardless of whether the printing is done by Graphic Services or by the instructor? If not, why not? If so, what would be involved in such a change?

2. Jacques Lamarche, Senator:

I would like the President and Provost to share what plans they have for cutting administrative budgets above the faculty/Dean level. Given that many of us are being asked to drastically reduce our budgets and increase our class sizes in FAH and Social Science, it would be nice to know what plans to match those sacrifices - being asked of students and faculty - there are among our leaders. In particular, she was shocked to learn that we have created a new position - Deputy Provost - at the precise moment when we supposedly cannot keep teaching 4th year seminars to fewer than 15 students. New upper administrative spending appears incongruous and contradicts the message that there is no money to sustain our core mission. The only justification offered for the Deputy Provost position is that it exists at most other U15s in Ontario. Aren't those the same Universities that are currently in the red and in serious financial trouble? Why would we emulate their administrative bloat at this time?

3. Julie Byrd Clark, Senator:

The university has stated that it is committed to making Indigenous Education a priority, and is actively committing to *indigenizing the academy* in line with its commitments to implement

Truth and Reconciliation Commission Calls to Action. In all transparency, I ask, what is the university doing to replace the four academic faculty positions in Indigenous Education? In other words, what is the university's concrete plan to honour its commitment to Indigenous peoples and reconciliation efforts to support Indigenous Education and replace those lost full-time faculty positions, given Western's commitment to Indigenous people in addressing ongoing systemic barriers unique to Indigenous Education and research.

***Please note that the Indigenous Education program in the Faculty of Education has gone from seven full-time faculty members in 2021-2022 to only two full-time faculty members (one on sabbatical) in 2024-2025. In addition, our Research office has informed that funding to support Indigenous scholars carrying out Indigenous research is being cut from central administration.

How can this lack of support be consistent with the University's commitment to inclusivity and with truth and reconciliation?

4. Johanna Weststar, Official Observer:

Following up on the release of the EDIDA Strategic Plan, I would like to ask about how Western is ensuring that we are taking a fulsome and proactive equity-rooted approach to health and safety on campus to meet the commitments outlined in the Strategic Priority of "Safe and Inclusive Spaces, Places, & Experiences". As seen in the Government of Canada's October 2024 publication entitled 'COVID-19 and people with disabilities in Canada', protecting ourselves and each other against COVID and other respiratory illnesses is a fundamental equity issue. Middlesex-London Region is currently in a 'High Risk' period for respiratory illness, and recent data estimate that 1 in 41 Ontarians have COVID right now, that COVID remains a top 10 cause of death and hospitalization, that more than a third of Canadians who have had three or more COVID infections have experienced long COVID, that younger and middle-age patients are more severely affected than older patients when it comes to neurological manifestations of long COVID, and that fewer than 5% of Canadians are vaccinated against COVID per recommendations. We have a positive obligation on campus to reduce and remove the burden of respiratory illness for everyone and create equitable spaces where protection and accommodation are the norm and not the exception. This includes following public health directives such as strong recommendations to mask, promotion and enabling of hybrid options, continued monitoring and reporting of ventilation and air quality, and having policies and practices which actually encourage and enable people to stay home when they are unwell. What steps are actively being taken at Western to meet the recommendations outlined by the Government of Canada with respect to COVID-19 and people with disabilities and uphold our commitment to equity and inclusion with regard to health and safety on campus?

5. Alfonso Nocilla, Senator:

The Provost recently informed the Faculty of Law that the search process for a new Dean of Law will be a closed process. This represents a significant change from past practice. In response, Faculty Council passed the following motion:

"The Faculty of Law of Western University opposes the use of an entirely closed search process for identifying and hiring its next Dean. In accordance with principles of collegial governance, it calls for short-listed candidates to be identified within the Faculty and for its members to have the opportunity to provide feedback on those candidates."

What steps will the University and the Provost take in response to the decision of the Faculty of Law? In the future, will the University and the Provost reconsider the use of

entirely closed searches for leadership positions in faculties that are opposed to closed searches?"

6. Julie Byrd Clark, Senator:

In response to questions asked and comments made by my colleagues and fellow Senators in Arts and Humanities (Jacques Lamarche, Heather Kirk) at Senate this Fall term, which also directly affect the Faculty of Education's Teacher Education programs, particularly the French as a Second Language Teacher Education program (where we educate and prepare future teachers of French), why were faculty members in the Faculty of Education not consulted or directly informed about this decision to cut the French Immersion programme in Trois-Pistoles? Many of our students have benefitted from this community-engaged experiential learning programme. As you know this program operated for almost a century.

7. Johanna Weststar, Official Observer:

Western has recently communicated the new policy to include the costs of textbooks and other course materials to course outlines in conformity to one piece of the new Bill 166 'Strengthening Accountability and Students Supports Act.' Given that the Bill has received considerable criticism by many across the higher education landscape - including the Council of Ontario Universities (COU) and the Ontario Confederation of University Faculty Associations (OCUFA) - for its wide-reaching nature, its likelihood to create administrative and therefore financial burden on universities, and its overreach into university autonomy and governance on matters that we in the academic community already have well in hand, can the Administration please provide its perspective on this Bill, its impact on Western's policies and practices and an overview about its approach to compliance on all aspects of the Bill?

Excerpt from Senate's Adopted Policies and Procedures:

4.1 Purpose

The Discussion Question Period has two functions:

- 4.1.1 To allow members to ask questions about the progress of current Senate business, re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.
- 4.1.2 To provide time for open discussion and debate of issues related to Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2 General Regulations

- 4.2.1 No motions may be put or considered during this period on the agenda.
- 4.2.2 The length of the Discussion and Question Period is limited to 30 minutes unless

extended by a majority vote of Senate.

- 4.2.3 Questions or issues will be dealt with in the order in which they are received, although related questions or issues received in advance of the meeting may be grouped together by the Secretariat. Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- 4.2.4 Members who submit more than one question or issue will be asked to indicate their order of precedence. At the Senate meeting, second and subsequent questions or issues presented by any member will be dealt with after all other members have an opportunity to have their first question or issue discussed.
- 4.2.5 At the Senate meeting, questions or comments should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- 4.2.6 In order to ensure that all those who wish to raise a matter have the opportunity to do so, presentation of issues and questions should be brief and to the point. Members are discouraged from reading or reiterating the material that has already been presented in written form.
- 4.2.7 If there are issues or questions that have not been put at the end of the 30 minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Discussion and Question Period of the following meeting of Senate, unless withdrawn by the members who initially submitted the questions or issues.

4.3 Process

4.3.1 Questions

- (a) It is suggested, though not required, that members who wish to ask questions at this point in the agenda, submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. Questions received within this time frame will be included in a reposted agenda in advance of the meeting.
- (b) The Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.
- (c) Questions not submitted at least 48-hours prior may need to be deferred to the next meeting for response.
- (d) If after an answer is received, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.

- (e) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

4.3.2 Issues for Discussion

- (a) It is suggested, though not required, that members who wish to raise an issue for discussion at this point in the agenda, submit the issue to the University Secretary at least 48 hours prior to the meeting at which it is to be raised. Notice of issues for discussion received within this time frame will be included in a reposted agenda in advance of the meeting.
 - (b) Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising. The Secretariat must be provided with an electronic copy of such documentation for Senate's records. Documentation received at least 48 hours before the meeting will be circulated to members of Senate with the notice of the issue to be discussed.
 - (c) If at the end of the 30 minute period there are still members who wish to speak on an issue under discussion, and the period is not extended, discussion will be resumed at the following meeting of Senate as part of that meeting's Discussion and Question Period.
 - (d) If after discussion of an issue is concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate vice-president.
-