

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, November 14, 2025, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

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|-----|--|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of October 17, 2025 | | 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 (S. Roland) | | |
| 6.1 | Revisions to the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution | | Approval |
| 6.2 | Notice of Motion | | Approval |
| 6.3 | OAC Chair's Report on Questions for Senate | | Information |
| 7.0 | Report of the Nominating Committee (G. Little) | | |
| 7.1 | Membership – Selection/Review Committee for the Provost & Vice-President (Academic) | | Action |
| 8.0 | Report of the Senate Committee on Academic Policy (K. Yeung) – Refer to Consent Agenda | | |

- 9.0 **Report of the Senate Committee on Academic Curriculum and Awards (A. Johnson)**
- 9.1 Faculty of Social Science, Department of Anthropology: [Introduction of a Major in Sociocultural and Linguistic Anthropology](#) Approval
- 9.2 King's University College: [Introduction of a Certificate in Theory-to-Action: Applied Social Research](#) Approval
- 9.3 School of Graduate and Postdoctoral Studies: [Major Modification to the Master of Engineering \(MEng\) in Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering](#) Approval
- 10.0 **Report of the Senate Committee on University Planning (S. Schmid)** – No Report
- 11.0 **Report of the University Research Board (P. Pexman)** 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) [Order of Ceremony – Spring Convocation 2026](#) Information
- 13.1(b) [2024-2025 Annual Report of the Senate Review Board Academic](#) Information
- 13.1(c) [Senate Membership – Vacancies Filled by Appointment](#) Information
- 13.2 Items from the Senate Committee Academic Policy
- 13.2(a) [Revisions to the Policy on “Course Outlines”](#) Approval
- 13.2(b) [Undergraduate Sessional Dates \(2026-2027\)](#) Information
- 13.2(c) [Senate Academic Policies Website Reorganization](#) Information
- 13.2(d) [Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies](#) Information
- 13.2(e) [Renaming of Graduate and Postdoctoral Studies Academic Policies](#) Information

13.3 Items from the Senate Committee on Academic Curriculum and Awards

13.3(a)	Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honours Specialization, Specialization, and Major in Food Management and Marketing (Brescia)	Approval
13.3(b)	School of Graduate and Postdoctoral Studies: Major Modification to Research Thesis-Based Master of Science (MSc) and Doctor of Philosophy (PhD) Programs within the Schulich School of Medicine & Dentistry	Approval
13.3(c)	SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Gender, Sexuality, and Women's Studies; Global Studies (Huron University College); and Thanatology (King's University College)	Information
13.3(d)	SUPR-G Report: Cyclical Review of the Graduate Program in Chemistry	Information
13.3(e)	New Donor-Funded Scholarships, Awards and Prizes	Information

14.0 [Items removed from Consent Agenda](#)

15.0 [Question Period](#)

16.0 New Business

17.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

A land acknowledgement will be offered at the start of the Senate meeting.

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of October 17, 2025

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on October 17, 2025, be approved as circulated.

ATTACHMENT(S):

[Minutes of the October 17, 2025 Meeting](#)



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

October 17, 2025

The meeting was held at 1:35 at the Great Hall, Somerville House.

SENATORS:

Y. Al-Ani	M. Green-Barteet	P. Pexman
A. Ali	R. Gros	T. Rajan
J. Antonelli	N. Harney	R. Ramachandran
A. Awawdeh	J. Herrera	S. Roland
K. Backtash	A. Hearn	J. Redden
C. Barteet	B. Hill	B. Rubin
G. Beckett	M. Joanisse	S. Schmid
B. Begg	M. Khimji	L. Shahin
K. Big-Canoe	H. Kirk	A. Shepard
J. Birkinshaw	D. Kotsopoulos	S. Sibbald
S. Boe	S. Knabe	K. Siddiqui
A. Bryson	T. Layton	N. Silvester
N. Campbell	H. Li	D. Smith
K. Choi	M. Lebo	M. Stahl
C. Chung	L. Logan	F. Strzelczyk
K. Coley	B. Lovie	J. Walsh
L. Davis	A. Lukawski	X. Wang
M. Davison	T. Mantler	L. Weller
M. El-Sakka	M. Mills	J.H. Wright
D. Ferri	M. Modeski	K. Yeung
R. Forrester-Jones	Z. Nadeem	N. Zabian
R. Gillis	D. Neufeld	
J. Gemson	A. Nocilla	
C. Giannacopoulos	V. Parsa	
L. Graham	I. Paul	
L. M. Gribble	A. Pero	

Observers:

C. Bressette, R. Chelladurai, S. Hayne Beatty, S. Hendrixx,
K. Henricus, J. Hutter, S. Lewis, E. Marshall, M. McGlynn,
V. Sarkany, M. Yenson

LAND ACKNOWLEDGEMENT

A. Ali offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of September 19, 2025

A. Bryson, University Secretary, advised Senate on a correction to the meeting Minutes with respect to the report of the Nominating Committee, amending that Laura Melnyk Gribble was acclaimed to the Senate Review Board Academic (SRBA) for a term ending June 30, 2027.

It was moved by R. Gros, seconded by P. Pexman,

That the minutes of the meeting of September 19, 2025, be approved as amended.

CARRIED

REPORT OF THE PRESIDENT

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, opened his verbal remarks by highlighting the success of Peter Howitt, Western graduate, and former and honorary professor, who was awarded the Nobel Prize in Economics.

A. Shepard continued his report with information on the upcoming Fall Open House, an event for prospective students taking place on November 16, and expressed his appreciation to the students, faculty, and staff who volunteer their time and support.

Additionally, the President provided an overview highlighting EDID Awareness Month at Western and current government relations, with attention to the forthcoming federal budget and its potential impacts for the University.

A. Shepard concluded his report commenting on the launch of Western's new All-In fundraising campaign.

REPORT OF THE PROVOST

In addition to the written report provided in advance of the meeting, F. Strzelczyk, Provost & Vice-President (Academic), reported that Western and Navitas have signed an agreement to establish Western International College, which will be located on the University's west campus (formerly Brescia).

F. Strzelczyk continued her report with a presentation on teaching and learning strategic action areas and advised Senators on ways to engage in these initiatives.

F. Strzelczyk concluded her report announcing that the nominations are open for both the Distinguished University Professors and the Faculty Scholars Awards and are being solicited

by the Office of the Vice-Provost (Academic Planning, Policy & Faculty).

REPORT OF THE VICE-PRESIDENT (RESEARCH)

In addition to the pre-circulated report, P. Pexman, Vice-President (Research) presented a brief update on recent initiatives and projects under her portfolio, highlighting the importance of application pressure as a factor contributing to successful research grant outcomes.

Additionally, P. Pexman commented on the progress achieved within the Horizon Europe granting program, noting the first results are expected in spring 2026.

P. Pexman concluded her report by acknowledging the outstanding achievements of Western's researchers and thanked members of the Western community whose contributions helped move nominations and applications forward.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee (OAC), S. Roland presented the report of the Committee.

ITEM 6.1 – Revisions to the Terms of Reference of the Senate Committee on University Planning (SCUP)

It was moved by S. Roland,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective October 17, 2025, the terms of reference of the Senate Committee on University Planning be revised as shown in Item 6.1.

CARRIED

ITEM 6.2 – Questions for Senate

S. Roland presented the Chair's report on the questions for Senate received by OAC in advance, in accordance with the process established in the Adopted Policies and Procedures. She advised Senate that questions routed to Senate will be addressed at the Question Period and those questions that were not forwarded to Senate were identified as being addressed by the appropriate unit, as outlined in the report.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, A. Nocilla (Vice-Chair) provided the Nominating Committee report.

ITEM 7.1 – Membership – Operations/Agenda Committee (OAC)

Susanne Schmid was acclaimed to the Operations/Agenda committee as a Senate member for a term ending June 30, 2026.

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

No nominations were received for the vacant positions on the SRBA.

ITEM 7.3 – Membership – Selection/Review Committee for Associate Vice-Presidents (Research)

Kate Choi, Amanda Grzyb and Dale Laird were acclaimed to the Selection/Review Committee for Associate Vice-Presidents (Research).

There were two nominations from the floor of Senate for the student seat on the Committee. Only one student confirmed their nomination. Jack Webb was acclaimed to the Selection/Review Committee for Associate Vice-Presidents (Research).

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the Policy report.

ITEM 8.1 – Implementation of the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

S. Lewis, Vice-Provost (Academic Programs), provided a presentation on the implementation of the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” with a review of data from the 2024- 2025 Fall/Winter Term. She highlighted the key differences between the previous policy, discussed the impact of the changes, and provided an update on the implementation of the new central portal for managing requests. S. Lewis noted that since the introduction of the new policy, there has been a reduction in the overall number of approved requests, although the volume of requests coming forward remains high.

S. Lewis addressed a question of clarification from a Senator, commenting on the distinctions between accommodations provided through Accessible Education and the short-term or unexpected circumstances that are managed under the Policy on Academic Consideration.

In response to a question regarding the denied requests and the role of faculty instructors in reviewing and granting academic consideration requests, S. Lewis advised on the roles of instructors and academic advisors in the academic consideration approval process.

Additionally, S. Lewis advised on the steps that have been taken to ensure the consistent and fair implementation of the new process across all Faculties and commented on the cases in which students may submit multiple requests, explaining how these are monitored and tracked.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

On behalf of ACA, A. Johnson presented the report of the Committee.

ITEM 9.1 – School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Specialization in Mental Health and Addictions Research

It was moved by R. Gros, seconded by S. Schmid,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, a Collaborative Specialization in Mental Health and Addictions Research be introduced as shown in Item 9.1.

CARRIED

ITEM 9.2 – Schulich School of Medicine & Dentistry: Revisions to the Policy on “Progression Requirements – MD Program”

It was moved by R. Ramachandran, seconded by B. Rubin,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the policy on "Progression Requirements – MD Program" be revised as shown in Item 9.2.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

On behalf of SCUP, S. Schmid presented the report of the Committee.

ITEM 10.1 – Update on University Budget Planning Process

F. Strzelczyk, Provost & Vice-President (Academic), provided a verbal update on the budget planning process, noting that this year marks the conclusion of the three-year budget cycle. The Provost advised that the next budget cycle will be a two-year planning period, reflecting the overall financial constraints and declining revenues that are expected to continue for the next two years.

In response to a question regarding revenue sharing, F. Strzelczyk clarified how the growth in teaching could be measured in terms of the number of majors and overall enrollment numbers.

Ruban Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), responded to a question concerning the policy of guaranteeing courses for first-year students, providing an explanation of how the University ensures this commitment is fulfilled.

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented a summary of the URB's recent activities and discussions at its first 2025-26 meeting, including an update on

core research facilities and the establishment of an agreement for sharing access to core research facilities between Western University and McMaster University.

Additionally, P. Pexman commented on the two new Indigenous allyship guides that Western has launched.

Academic Colleague Report

The written report was provided as part of the agenda for the meeting.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- Revisions to the Terms of Reference of the University Research Board (URB)
- Appointment of Officers of Convocation
- Senate Membership – Vacancies Filled by Appointment

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

ITEM 13.2(a)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) in Classics

It was moved by K. Yeung seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Master of Arts (MA) in Classics, be revised as shown in Item 13.2(a)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.2(a)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering

It was moved by K. Yeung seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Master of Engineering (MEng) in Electrical and Computer Engineering be revised as shown in Item 13.2(a)(ii).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.2(a)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Pathology and Laboratory Medicine

It was moved by K. Yeung seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Science (MSc) and Doctor of Philosophy (PhD) in Pathology and Laboratory Medicine be revised as shown in Item 13.2(a)(iii).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.2(a)(iv) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Environment and Sustainability (MES)

It was moved by K. Yeung seconded by P. Pexman,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Environment and Sustainability (MES) be revised as shown in Item 13.2(a)(iv).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.2(b) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Economics (Huron University College), Management and Organizational Studies (Huron University College), and French (King's University College)
- ITEM 13.2(c) – New Donor-Funded Scholarships, Awards and Prizes

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

Information Items Reported by SCUP on Unanimous Consent:

- ITEM 13.3(a) – McIntosh Gallery Annual Report

QUESTION PERIOD

Question related to the Western International College location

In response to a question regarding the Western International College location, F. Strzelczyk commented on the decision-making process and advised that the west campus is planned to be used as a space for extended student support, which will also include Western Continuing Studies and the Office of the Vice-Provost (Academic Programs).

Additionally, the Provost indicated that the west campus could effectively accommodate small-sized classes for the Western International College.

In response to a follow up question, the Provost confirmed that the main Programs involved in the Western International College were consulted.

Question related to Essay Courses

S. Lewis addressed a question regarding plans to review the criteria for essay courses as outlined in the Policy on “Course Numbering Policy, Essay Courses, and Hours of Instruction”, particularly considering growing concerns about AI (Appendix A). S. Lewis commented that steps have been taken to address the concerns raised and provided remarks on future plans to enhance the teaching and learning experience, emphasizing that this work is within the purview of the Senate Committee on Academic Policy.

Question related to Western’s emergency communication system

Bill Chantler, Director, Campus Safety & Emergency Services, provided a detailed report on the incident that occurred on August 25, 2025, at Weldon Library, outlining the circumstances and immediate measures taken in response to ensure safety of the broader campus community. He also commented on the emergency protocol that was followed and provided observations on its effectiveness. Additionally, B. Chantler commented on the challenges that were identified during the incident and stated that measures will be implemented to address them.

Question regarding minimum class size requirements for graduate programs

In response to a question regarding minimum class size requirements, F. Strzelczyk clarified that currently the Curriculum Planning Framework does not pertain to graduate courses as it was designed primarily for undergraduate program planning, acknowledging the distinct nature of graduate classes.

Question regarding transcript release fees for graduate students

Marisa Modeski, University Registrar, stated that submission of an up-to-date transcript is an official requirement of the Tri-Agency scholarship application process. The fees are associated with the service provided by MyCreds, Canada’s official digital credential platform, managed by the Association of Registrars of the Universities and Colleges of Canada (ARUCC).

Discussion regarding financial pressures and the quality of higher education

A Senator proposed a discussion, focusing on how financial pressures may affect the quality of higher education, including resource allocation, student experience, and the implications of AI use on assessment and learning outcomes. The Provost commented on the financial challenges facing the higher education sector across the country, including the large budget deficits at some U6 institutions. Additionally, she noted that Faculties are reshaping and restructuring their budgets to address these challenges.

OTHER BUSINESS:

Notice of Motion

M. Green-Barteet presented the following Notice of Motion:

Whereas, the University of Western Ontario Act (1982, amended 1988) states that Senate may “pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board.”

Whereas, Western University became a signatory to the United Nations Principles of Responsible Investing (UNPRI) on 19th December 2023, in which Principle 1 states: “We (the signatory) will incorporate Environmental, Social & Governance (ESG) issues into investment analysis and decision-making processes.”

Whereas, Western University’s own Official Responsible Investing Beliefs state: “A Responsible Investing approach and consideration of ESG issues can enhance long-term performance” & “Responsible Investing (RI) is a journey that requires continuous learning, innovation, and a dynamic and adaptive approach.”

Whereas, On 2nd May 2024, the UN Working Group on Business and Human Rights presented a report “urging investors to integrate human rights considerations into their environmental, social, and governance (ESG) and sustainability approaches, to align them with the UN Guiding Principles on Business and Human Rights.”

Whereas, Western maintains investments in weapons manufacturers and corporations complicit with international illegal occupations, such as Lockheed Martin, a company explicitly condemned by UN experts as of 2024 for arming groups that may be complicit in crimes against humanity.

Whereas the United Nations and International Labour Organization’s (ILO) evidence of forced labour and resource exploitation, requires robust investor due diligence to avoid complicity.

Whereas, Section 7.6 (Divestment) of Policy 2.26 states: “Divestment will be considered where engagement has failed or is not feasible.”

Whereas, on December 4, 2024, Western University’s Student Council (USC), on January 30, 2025, the Western Universities’ Society of Graduate Students (SOGS) and on May 22, 2025, Western University’s Faculty Association (UWOFA) passed motions urging Western University to implement human rights considerations into its responsible investing policy and to divest from weapons manufacturers and companies that engage in or are complicit in human rights abuses.

Whereas, Western University actioned divestment from corporations complicit with the South African Apartheid Regime, after the President’s Advisory Committee published its

Whereas, The Senate of Western University passed a motion on 16th May 2008 to provide advice to the Board of Governors, through the President & Vice-Chancellor that the Board of Governors divest and remain divested from companies complicit with the Sudanese government in response to the Darfur Genocide.

Whereas Western University currently lacks a holistic and comprehensive human-rights investment policy that applies across contexts, beyond conflict-specific precedents.

Be it resolved that, the Senate of Western University discuss the issue of Responsible Investing & Human Rights at the November 2025 senate meeting with the intent of referring a recommendation to the Board of Governors on this issue, and, that the President and the Vice-Chancellor be charged with the task of presenting the opinion of the Senate to the Board of Governors at the February 2026 Board of Governors meeting.

In accordance with Senate's rules of order, the Chair noted that the notice would be referred to the Operations/Agenda Committee for consideration at its October 29 meeting.

ADJOURNMENT

The meeting adjourned at 3:28 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Essay Courses (Undergraduate Degrees)

Appendix A

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

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

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

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

Essay Courses (Undergraduate Degrees)

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

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 7, 2025

Re: Monthly report for November 2025

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of October 10, 2025.

[Fall Preview Day](#) is Sunday, November 16, 2025: Cross-campus activities will invite prospective students and families to connect with professors, participate in campus and residence tours, and visit labs and facilities. We are expecting another record attendance. Thanks to all students, faculty, and staff involved in presenting Western at its best.

Federal Budget supports talent development and research: universities across Canada welcomed the investments announced in the [federal budget](#) on November 4 that will support talent development and tri-council funding essential to moving technology, health care, and other fundamental and applied research forward. The budget outlined a \$1.65 billion talent package to fund a new accelerated chairs program, with companion funding through CFI, in addition to more funding to attract doctoral candidates and post-doctoral fellows.

Immigration changes lift restrictions on graduate students and accelerate PhD recruitment: the federal government released an [Immigration Levels Plan](#) which more carefully balances the need to recruit top global minds with infrastructure needs. While caps and the requirement for a Provincial Attestation Letter (PAL) remain in place for undergraduate students, as of January 2026, graduate students will be exempt from the PAL requirement. In addition, the government committed to an accelerated study permit application process for doctoral candidates. Western was a leader in advocating for exempting graduate students from the PAL system.

New Canada Research Chair named at Western, seven renewed: Professor **Patrick Moynihan** (Schulich) was announced as Western's newest Canada Research Chair, and seven existing chairs were renewed including **Shehzad Ali** (Schulich), **Cristián Bravo Roman** (Science), **Elizabeth (Beth) Greene** (Arts and Humanities), **Yolanda Hedberg** (Science), **Grace Parraga** (Schulich), **Arghya Paul** (Engineering/Science), and **Lisa Saksida** (Schulich). Western will also receive nearly \$13.9 million in research funding to help cover the indirect costs of research.

Ivey Business School ranked first in Canada for high-impact business research: Ivey climbed five spots in *The Financial Times* Research Insights Ranking, placing first in Canada and 25th globally. The ranking identifies Ivey's growing influence in shaping business thinking through research that has the power to inform decision-makers across all sectors.

Western joins Global Virus Network as first Canadian centre of excellence: when construction is complete, the Pathogen Research Centre, a \$44-million facility to bring real-world testing, containment, and treatment manufacturing under one roof, will become one of the Global Virus Network's Centers of Excellence. This coalition of 80 institutions in 40 countries collaborates to increase pandemic preparedness against viral threats and diseases that threaten public health.

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

- **Peter Howitt** (MA'69), former faculty member in Social Science for nearly 25 years, received the Nobel Prize in Economics.
- **Ján Mináč** (Science) named Fellow of the *American Mathematical Society*.
- Dean **Michael Kim** (Music) received the *Korean Canadian Scholarship Foundation's* 2025 Dream Tree Award.
- **Erika Chamberlain** (Law) named editor-in-chief of the *Dominion Law Reports* and elected Chair of the *MADD Canada* board of directors.
- Dean **Julian Birkinshaw** (Ivey) received the CK Prahalad Award for Scholarly Impact on Practice from *The Strategic Management Society*.
- **Jim Weese** (Health Sciences) received the Career Achievement Award from Ohio State University.

- Congratulations to this year's Governor General Gold Medal recipients:
 - Breanne Kearney, PhD'25 (Schulich)
 - Jesse Sutton, PhD'25 (Social Science)
 - Alexander Zero, PhD'25 (Health Sciences)
- **Jennifer Stinson** (BScN'88) honoured with Peter Giligan Canada Gairdner Momentum Award from the *Gairdner Foundation* for her work to advance pain management for children and youth. She is the first nurse clinician-scientist to be a Gairdner Laureate.
- **Ronald D. Schmeichel Building for Entrepreneurship and Innovation** received an Award of Excellence in the City of London's Urban Design Awards.

Leadership updates:

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

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

[Report of the Provost & Vice-President \(Academic\)](#)

To: Senators

From: Florentine Strzelczyk

Date: November 7, 2025

Re: Report of the Provost & Vice-President (Academic) for November 14, 2025

Dear Senators,

Please see the following updates for November 2025:

Information Sessions on Western's Budget Planning Process

As we approach the end of our three-year budget cycle, Western is preparing for the 2026-27 academic year as part of the new two-year budget cycle. Members of the Western community are invited to two information sessions to learn where we are in the budget planning process and participate in a Q&A. An in-person information session will be held on [November 19](#), and a virtual information session is scheduled for [November 27](#), 2025.

Rematriation of the Thunderbird Eggs

Led by the Office of Indigenous Initiatives, Western community is working closely with Kettle and Stony Point First Nation to ensure culturally and spiritually sacred kettles, also known as [Thunderbird Eggs](#), are returned to the Indigenous community. A collaboration between Elders, knowledge keepers, scientists, and Indigenous leaders on campus, this is an important step in strengthening our relationship with Indigenous communities and responding the Calls to Action of the Truth and Reconciliation Commission. One of the kettles was carefully and successfully transported in early November.

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENT(S):

[Report of the Vice-President \(Research\)](#)

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: November 5, 2025

Re: Report of the Vice-President (Research) for **November 14, 2025**

Dear Senators,

Please find below a brief overview of my update to the Senate on November 14, 2025.

Application Pressure

- Western continues to break application records in our progress towards \$400M in annual research funding.
- Western submitted a record 134 applications to the NSERC Discovery Grants competition – a nearly four per cent increase over 2024.
- Successful Tri-agency funding is crucial to Western's overall research infrastructure, as our level of success in these competitions determines several other funding streams, including:
 - our Government of Canada [Research Support Fund](#) allocation,
 - our federal [Canada Graduate Research Scholarship](#) program quotas,
 - our Canada Innovation Fund allocations, and
 - the number of Canada Research Chairs available to Western.

Canada Research Chairs

- Western attracted one new and renewed seven Canada Research Chairs this October.
- Western's new chair is **Patrick Moynihan**, Schulich School of Medicine & Dentistry – Tier 2 Canada Research Chair in Mechanistic Bacteriology.
- Renewed chairs include:
 - **Shehzad Ali**, Schulich Medicine & Dentistry – Tier 2 Canada Research Chair in Public Health Economics;
 - **Cristián Bravo Roman**, Faculty of Science – Tier 2 Canada Research Chair in Banking and Insurance Analytics;
 - **Elizabeth Greene**, Faculty of Arts and Humanities – Tier 2 Canada Research Chair in Roman Archaeology;
 - **Yolanda Hedberg**, Faculty of Science – Tier 2 Canada Research Chair in Corrosion Science;
 - **Grace Parraga**, Schulich Medicine & Dentistry – Tier 1 Canada Research Chair in Lung Imaging to Change Patient Outcomes;
 - **Arghya Paul**, Faculty of Engineering, Faculty of Science – Tier 2 Canada Research Chair in Advanced Cell-instructive Materials and Biotherapeutics; and
 - **Lisa Saksida**, Schulich Medicine & Dentistry – Tier 1 Canada Research Chair in Translational Cognitive Neuroscience.

Research Information Management System (RIMS) Update

- Western officially launched its [Research Information Management System](#) (RIMS) this month, beginning a phased implementation to be completed December 2026.
- This centralized, semi-automated system draws data from trusted sources, including ORCID, Scopus, PubMed, Web of Science and internal systems to build up-to-date research profiles.
- This system is designed to showcase research accomplishments, streamline research reporting and reduce duplication of work across campus.
- Western Libraries librarians and archivists are leading the implementation of RIMS, the first phase of which is profile building and validating scholarly outputs.
- Phased roll out of profiles will occur across various groups of Western researchers over the coming year.

ITEM 6.1 – Revisions to the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective November 14, 2025, the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution be revised as shown in Item 6.1.

EXECUTIVE SUMMARY:

The School of Graduate and Postdoctoral Studies proposes to revise its Constitution to remove the Chair of the Senate Committee on Academic Policy as a member of the Graduate Education Council.

Since all Graduate Studies policy, procedure and regulation recommendations move to the Senate Committee on Academic Policy it is not necessary for the Chair of the Senate Committee to be a member of the Graduate Education Council.

ATTACHMENT(S):

Revisions to the School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution

**SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES
AND GRADUATE EDUCATION COUNCIL**

Effective Date: November 14, 2025 ~~April 21, 2023~~

Supersedes: April 21, 2023; June 2014

SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES (the School)

- 1.0 The academic and administrative head of the School shall be the Vice-Provost (Graduate and Postdoctoral Studies) (the Vice-Provost). The Vice-Provost shall be assisted by Associate Vice-Provosts whose appointments shall be recommended by the Vice-Provost following selection in accordance with the *Appointment Procedures for Senior Academic and Administrative Officers of the University* and approved by the President & Vice-Chancellor.
- 2.0 Members in the School shall normally be those persons with an academic appointment at The University of Western Ontario and its Affiliated University Colleges who have been approved for membership in accordance with the policies and guidelines established and approved by the Graduate Education Council. They shall normally be of the rank of assistant professor or above and shall be of such academic achievement, experience, and distinction as to enable them to undertake the instruction and/or supervision of students registered in the nominating graduate program.
 - 2.1 Recommendations for membership in the School shall be upon nomination from the chair or director of the graduate program to the head of the nominee's home unit(s) or designate.
- 3.0 Graduate students in the School shall be those students who are registered in the School, having been admitted to an approved program at The University of Western Ontario. Admission to such programs is in accordance with the admission requirements of the School and the graduate program as approved by Senate and the policies and guidelines established and approved by the Graduate Education Council.

GRADUATE EDUCATION COUNCIL (the Council)

4.0 There shall be a Graduate Education Council of the School responsible to the Senate. The Council shall:

- a) serve as a central forum to approve or recommend to Senate academic policies as determined by Senate and set out in the [“Approving Authority Document”](#).
- b) provide a representative and open forum for discussion and sharing of information and topics and give advice on any aspect of graduate education.

4.1 The Council shall be composed of:

- a) the following ex officio (voting) members:
 - (i) Vice-Provost (Graduate and Postdoctoral Studies), who shall be Chair
 - (ii) Associate Vice-Provosts (Graduate and Postdoctoral Studies)
 - (iii) President & Vice-Chancellor (*or designate*)
 - (iv) Provost & Vice-President (Academic) (*or designate*)
 - (v) Associate Dean-Graduate (*or equivalent*) from each Faculty
 - (vi) President, Society of Graduate Students (SOGS)
 - (vii) President, Postdoctoral Association at Western (PAW)
 - ~~(viii) Chair, Senate Committee on Academic Policy (*or designate*)~~
 - (ix **viii**) Vice-Provost & Associate Vice-President (Indigenous Initiatives) (*or designate*)
 - (ix)** Associate Vice-President (Equity, Diversity & Inclusion) (*or designate*)
 - (xi) University Registrar (*or designate*)
 - (xii) Vice-Provost (Western International) (*or designate*)
 - (xiii) Vice-President Research (*or designate*)
- b) the following ex officio (non-voting) members
 - (i) Vice-~~President~~ **Provost** & Chief Librarian (*or designate*)
 - (ii) Director, Centre for Teaching and Learning (*or designate*)
 - (iii) Program Specialist, Graduate Student Life, Student Experience
 - (iv) Associate Director, Careers & Experience, Student Experience (*or designate*)
 - (v) Director, Academic Quality & Enhancement, Office of Vice-Provost (Academic Programs)
 - (vi) Communications Specialist, Office of Associate Vice-President (Equity, Diversity and Inclusion)
 - (vii) Postdoctoral Services Coordinator, School of Graduate and Postdoctoral Studies

School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution

- c) the following (voting) members, elected/appointed by each Faculty* ++:
 - (i) One Faculty Member who is a member of the School
 - (ii) One Graduate Chair (or equivalent from non-departmental faculties) who is a member of the School (see 2.0)
 - (iii) One Graduate Assistant (or comparable role with responsibility for graduate program administration)
 - (iv) One Graduate Student

* Every effort must be made to have an equitable and transparent process for identification of candidates, to ensure breadth of disciplinary representation and that the elected/appointed members reflect Western's commitment to Equity, Diversity, Inclusion, Accessibility, Decolonizing-Indigenization.

++ To the extent possible, representation from Faculties should be elected/appointed by peer constituents.
- d) the following elected/appointed (voting) members:
 - (i) One member of an Affiliated University College, appointed by the Affiliated University Colleges on a rotating basis (2 year cycles)
 - (ii) One Postdoctoral Scholar, chosen by the Postdoctoral Association at Western in consultation with Postdoctoral Services Coordinator of the School
- e) the following guests:
 - (i) Resource persons, as needed, will also be invited
 - (ii) Any member of the university community with an interest in graduate education is considered an observer member and may participate in the discussion but shall neither move/second motions nor vote

- 4.2 The term of office for elected members shall be one-year (renewable) for students and two years (renewable) for faculty/others, as set out in Senate By-Laws. The term of office for elected members shall normally be renewable once for a maximum of two sequential terms.

The membership terms shall be so staggered that approximately even proportions of the faculty/other members retire each year.

- 4.3 The seat of an appointed or elected member of Council may be declared vacant if the member during a membership year is absent from three regular meetings without having been granted Leave of Absence.

School of Graduate and Postdoctoral Studies and Graduate Education Council Constitution

- 4.4 The Council shall meet as required but at least twice annually: once in the fall term and once in the winter term, and at such other times as the Council, Chair, or Senate may prescribe.
 - 4.5 As set out in Senate By-Laws, **quorum** shall be one-half of the voting members, including at least one-half of the elected or appointed members.
 - 4.6 Approval of resolutions shall require a **majority of those voting** in a regularly constituted meeting of the Council.
 - 4.7 Senate delegates authority to the Council to approve and recommend policies as detailed in the Sep 16, 2022 Senate minutes. All policy changes shall be reported to Senate annually at the June meeting of Senate.
 - 4.8 The Council may establish such committees as it considers necessary. The Council may delegate authority to its committees, but such committees shall be responsible to the Council.
- 5.0 The following standing committees of the Council shall, assist and advise the Vice-Provost on graduate affairs related to graduate education and postdoctoral study, including policy:
- Academic Policy Committee
 - Mentorship Advisory Committee
 - Postdoctoral Affairs Advisory Committee
 - Professional Development Advisory Committee

The terms of reference and composition of the standing committees are accessible on the SGPS website: grad.uwo.ca. They may be revised and committees added or deleted by the Graduate Education Council as it deems necessary.

The Vice-Provost or an Associate Vice-Provost shall chair the Academic Policy Committee. The Chairs of the Professional Development Advisory Committees, the Mentorship Advisory Committee, and the Postdoctoral Affairs Advisory Committee shall be appointed by the Vice-Provost.

PROGRAM GRADUATE AFFAIRS COMMITTEES

- 6.0 Each graduate program within the School shall establish a graduate affairs committee constituted in accordance with the size and needs of the graduate program to be administered. Such committees shall be responsible to the program concerned.

**School of Graduate and Postdoctoral Studies and Graduate Education
Council Constitution**

- 6.1 The membership of a graduate affairs committee must include:
- a) one or more graduate students elected or appointed, according to procedures determined by the program concerned,
 - b) a faculty member with membership in the School and who is actively engaged in graduate education to chair the committee, preferably for a period of two years or more,
 - c) the Graduate Chair (or equivalent), who may also be the chair of the committee,
 - d) sufficient faculty members with membership in the School to reflect the size and scope of the graduate program.
- 6.2 Consultation with students about matters of program policy is expected.
- 6.3 Student members of the committee will be required to withdraw when matters concerning individual students are concerned.
- 7.0 The by-laws and regulations for the conduct of the proceedings of the Council, the standing Committees, and all other committees or subcommittees within the School shall be, where practicable, those adopted by Senate.
- 8.0 Proposed amendments to the Composition shall be circulated to all members of Council along with the agenda, at least one week in advance of the meeting in which approval will be sought. Approval shall be by a majority vote. If approved, the amendments shall be recommended to Senate for final approval.

ITEM 6.2 – Notice of Motion

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

MOTION: That the Senate discuss the issue of Responsible Investing & Human Rights at the November 2025 Senate meeting with the intent of referring a recommendation to the Board of Governors on this issue, and, that the President & Vice-Chancellor be charged with the task of presenting the opinion of the Senate to the Board of Governors at the February 2026 Board of Governors meeting.

EXECUTIVE SUMMARY:

Senators M. Green-Barteet and A. Hearn introduced the Motion presented above at the October 17, 2025, Senate meeting.

The Notice of Motion was referred by the Chair of Senate to the Operations/Agenda Committee (OAC) for consideration. OAC considered the Notice of Motion and determined that it is appropriate for it to be considered by Senate.

The Notice of Motion currently does not include a recommendation to be referred to the Board. If Senate the motion is carried, there will be a two-step process:

1. Senate will engage in the discussion and formulate any recommendation, or opt not to do so; and
2. Any recommendation formulated from the discussion will return to the December Senate meeting to be debated and voted on.

BACKGROUND INCLUDED WITH THE NOTICE OF MOTION:

The University of Western Ontario Act (1982, amended 1988) states that Senate may “pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board.”

Western University became a signatory to the United Nations Principles of Responsible Investing (UNPRI) on 19th December 2023, in which Principle 1 states: “We (the signatory) will incorporate Environmental, Social & Governance (ESG) issues into investment analysis and decision-making processes.”

Western University’s own Official Responsible Investing Beliefs state: “A Responsible Investing approach and consideration of ESG issues can enhance long-term

performance” & “Responsible Investing (RI) is a journey that requires continuous learning, innovation, and a dynamic and adaptive approach.”

On 2nd May 2024, the UN Working Group on Business and Human Rights presented a report “urging investors to integrate human rights considerations into their environmental, social, and governance (ESG) and sustainability approaches, to align them with the UN Guiding Principles on Business and Human Rights.”

Western maintains investments in weapons manufacturers and corporations complicit with international illegal occupations, such as Lockheed Martin, a company explicitly condemned by UN experts as of 2024 for arming groups that may be complicit in crimes against humanity.

The United Nations and International Labour Organization’s (ILO) evidence of forced labour and resource exploitation, requires robust investor due diligence to avoid complicity.

Section 7.6 (Divestment) of Policy 2.26 states: “Divestment will be considered where engagement has failed or is not feasible.”

On December 4, 2024, Western University’s Student Council (USC), on January 30, 2025, the Western Universities’ Society of Graduate Students (SOGS) and on May 22, 2025, Western University’s Faculty Association (UWOFA) passed motions urging Western University to implement human rights considerations into its responsible investing policy and to divest from weapons manufacturers and companies that engage in or are complicit in human rights abuses.

Western University actioned divestment from corporations complicit with the South African Apartheid Regime, after the President’s Advisory Committee published its report in 1987.

The Senate of Western University passed a motion on 16th May 2008 to provide advice to the Board of Governors, through the President & Vice-Chancellor that the Board of Governors divest and remain divested from companies complicit with the Sudanese government in response to the Darfur Genocide.

Western University currently lacks a holistic and comprehensive human-rights investment policy that applies across contexts, beyond conflict-specific precedents.

ATTACHMENT(S):

None

ITEM 6.3 – OAC Chair’s Report on Questions for Senate

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate’s Adopted Policies and Procedures provide the following:

4.2.1 Questions and Issues for Discussion

(a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.

(b) The Chair of OAC shall submit a Chair’s report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

OAC has reviewed the questions and considered whether the submitted questions fall within the scope of Senate’s mandate. If the questions do not fall within Senate’s mandate, the Committee has determined the most appropriate unit or office on campus to which the questions can be redirected for an accurate and informed response.

In considering Senate’s mandate, OAC has referred to [Sections 29 and 30 of the UWO Act](#).

Questions routed to Senate in the chart below will be addressed at the Question Period.

	<u>Question Submitted</u>	<u>Routing</u>
1.	Miranda Green-Barteet, Senator: In light of the current national debate about the role of EDIDA in post-secondary education (e.g., Parliament’s deliberations on the use of EDI criteria in federal research funding, and the Alberta Expert Panel’s recommendation that universities curtail EDI initiatives), how is Western assessing the potential implications of this shifting policy environment for its academic priorities? Specifically, given that the "Teaching and Learning Strategic Action Areas" listed in the Provost’s report, the “All In” campaign (referenced in the President’s report) and the EDIDA Strategic Plan (previously approved by Senate), all reference EDIDA principles as central to program design and institutional excellence, can the Provost speak to:	Senate – a matter of academic policy

	• how Western plans to sustain its commitments to EDIDA in teaching, learning, and research should federal or provincial funding frameworks evolve; and • what level of institutional autonomy Western expects to have in advancing EDIDA goals if external pressures or policy shifts challenge these commitments?	
2.	Mahmoud El-Sakka, Senator: According to: https://news.westernu.ca/2024/11/western-convocation-moves-downtown/ It was announced that “Western’s convocation ceremonies are moving downtown to Canada Life Place for the next five years, starting in June 2025.” The announcement also stated: “To reflect the feedback of the vast majority of participants in the consultation process, the task force recommended convocation ultimately return to campus. It acknowledged the need to start a capital planning process to explore options to build or retrofit a multi-purpose facility on campus for future convocation ceremonies.” “Long-term: Return convocation to campus through capital planning process” As of today, one year has passed since the last convocation was held at Alumni Hall on October 25, 2024. This one year represents 20% of the designated five-year period to bring back convocation to its home on campus. I would appreciate receiving a progress report on the steps taken during this first year toward fulfilling the commitment to return convocation ceremonies to campus.	Senate – Convocation is within its mandate
3.	Tanner Layton, Senator: Although the Ministry of Education is largely to blame for creating the current crisis in the Arts and Humanities (Ontario has the lowest education funding of any province in Canada), what is the Council of Ontario Universities doing to advocate for the faculty--a top-ranked Arts faculty in Canada--more broadly, as well as for Arts faculties across the province?	Not appropriate for Senate – there is no one at Senate who can speak on behalf of COU Routed to COU
4.	Miranda Green-Barteet, Senator: In light of potential budget shortfalls and the announcement of the “All in Campaign,” which aims to raise 1 billion dollars, Senators need to have a more fulsome understanding of fundraising at the university. How much is raised each year toward general operating costs? Are there plans to try to boost annual giving to support general operating costs?	Senate – as it relates to the University budget on which Senate gives advice to Board

5.	Miranda Green-Barteet, Senator: Higher education continues to grapple with students ongoing and increased reliance on AI. As was reported last year, the incidents of plagiarism and academic offences are on the rise. At the recent Faculty of Arts and Humanities Council meeting, the Associate Dean Academic reported a significant increase in the number of cases of plagiarism, most due to student use of AI. Given this, why does the version of Microsoft Office that the university uses allow students access to Copilot and encourage students to use AI associated with the Office suite?	Senate – a matter of academic policy
6.	Cody Barteet, Senator: Recently conflicting information was provided to the Deans and Associate Deans (Research) for the Faculties of Arts and Humanities and Social Science, that then was conveyed to the Graduate Chairs of the various departments. Susan Lewis and Kamran Siddiqui informed the Deans that enrolment threshold limits were being imposed upon graduate seminars; starting September 2026, graduate seminars must have a minimum of 6 students to run. However, at the October Senate meeting, when specifically asked about this, the Provost stated there were no enrolment minimums. Can clarity be provided as this may have significant impact on various departments that are currently planning course offerings for the 2026-27 academic term?	Senate – a matter of academic policy

ITEM 7.1 – Membership – Selection/Review Committee for the Provost & Vice-President (Academic)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The composition and terms of reference for Selection Committees, as determined by the Senate and Board of Governors, are set out in these Appointment Procedures for Senior Academic and Administrative Officers of the University.

Composition:

- the President & Vice-Chancellor, who shall be Chair
- a Vice-President, Dean, or member of Faculty appointed by the President & Vice-Chancellor
- 5 persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.
- 1 person elected by the Board of Governors

Required: Five (5) persons elected by the Senate, one of whom shall be a student. Of those elected, no two members of faculty may be from the same Faculty, and only one may be a Dean.

Nominees:	<u>Cherin Chung (GRAD)</u>	(GRAD)
	<u>Kim Clark (SS)</u>	(Faculty)
	<u>James Lacefield (Eng)</u>	(Faculty)
	<u>Geoff Wild (Sci)</u>	(Faculty)
	<u>John Yoo (Schulich)</u>	(Dean)

**ITEM 9.1 – Faculty of Social Science, Department of Anthropology:
Introduction of a Major in Sociocultural and Linguistic Anthropology**

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Major in Sociocultural and Linguistic Anthropology be introduced by the Department of Anthropology in the Faculty of Social Science as shown in Item 9.1.

EXECUTIVE SUMMARY:

The Department of Anthropology is proposing to introduce a new Major in Sociocultural and Linguistic Anthropology to replace the recently withdrawn Major in Sociocultural Anthropology and Major in Linguistic Anthropology.

ATTACHMENT(S):

[New Calendar Copy – Major in Sociocultural and Linguistic Anthropology](#)

[Extracted from the New Undergraduate Module Proposal – Major in Sociocultural and Linguistic Anthropology](#)

NEW CALENDAR COPY

MAJOR IN SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY

Admission Requirements

Completion of first-year requirements, including 0.5 course from Anthropology 1021A/B or Anthropology 1025F/G and 0.5 course from Anthropology 1022A/B or Anthropology 1026F/G. A minimum mark of 60% is required in each course.

*Upper-year students who have not completed 1.0 course as indicated above may substitute 0.5 or 1.0 course from Anthropology 2000-2999 (except Anthropology 2222F/G, Anthropology 2226A/B, Anthropology 2229F/G, Anthropology 2245F/G, Anthropology 2246F/G, Anthropology 2249F/G, Anthropology 2250A/B, Anthropology 2251A/B, and Anthropology 2252A/B) in making up the 1.0 admission requirement, as long as they were completed with a mark of at least 60%. These second-year qualifying entry course(s) cannot be counted for subsequent module credit.

Module

6.0 courses:

0.5 course from: Anthropology 2226A/B, Anthropology 2229F/G.

2.5 courses: Anthropology 2222F/G, Anthropology 2245F/G, Anthropology 2249F/G, Anthropology 3223F/G, Anthropology 3350F.

0.5 course from: Anthropology 2246A/B, Anthropology 2250A/B, Anthropology 2251A/B, Anthropology 2252A/B, Anthropology 2253A/B, Anthropology 2254A/B.

0.5 course from: Anthropology 2273A/B, Anthropology 2275A/B, Anthropology 2278A/B, Anthropology 2279F/G, Anthropology 3351G.

1.0 additional course from: Anthropology at the 2000-level or above.

1.0 additional course from: Anthropology at the 3000-level or above.

***Extracted from the New Undergraduate Module Proposal –
Major in Sociocultural and Linguistic Anthropology***

The Department of Anthropology offers a robust undergraduate program with four subfields of specialization: Archaeology, Biological Anthropology, Linguistic Anthropology, and Sociocultural Anthropology. The Department has worked hard to “bake in” its commitment to teaching all four fields across the undergraduate program. For example, several years ago the Department revised its introductory courses into two streams - one introductory course on Archaeology and Biological Anthropology and one introductory course on Sociocultural and Linguistic Anthropology. The modules have not quite reflected these two streams. The Department currently has a range of modules including the separate Major in Linguistic Anthropology and Major in Sociocultural Anthropology (both recently approved by Senate to be withdrawn, effective September 1, 2025) and a combined Major in Archaeology and Biological Anthropology. This new Major in Sociocultural and Linguistic Anthropology offers parity across these streams, reduces the Department’s overall number of modules, and provides a clearer pathway for students in our program.

The new module better aligns with the program learning outcomes. This is reflected in the set of required courses for the module, which include courses in both fields of speciality (sociocultural and linguistic anthropology) as well as courses on gender, race, sexuality, and disability, courses on Indigenous languages and cultures, and courses on research methods. These are all key areas that have been identified in the Program Learning Outcomes (PLOs), and the new module more clearly sets out courses and a general pathway to ensure students meet those PLOs.

Overall, the proposed new module decreases the Department’s module offerings, streamlines its program, and makes its program more efficient. This change establishes parity between the linguistic anthropology and sociocultural anthropology subfields and the other two subfields, archaeology and biological anthropology. Those subfields are already presented in a combined module (Major in Archaeology and Biological Anthropology), so this change also makes structural sense for the program.

The proposed new module will replace two modules that the Department has withdrawn – the Major in Sociocultural Anthropology and the Major in Linguistic Anthropology. The proposed new module does more than just integrate the two fields of linguistic anthropology and sociocultural anthropology. It also adds new requirements (compared to the two withdrawn modules) that focus on research methods and other key skills. The Department believes that this new proposed module will help it achieve its goal of training students to be solvers and that students in the module will be well-prepared for future study and for a multitude of different careers.

Objectives

As with the Department's other modules, this proposed module strikes a balance between specific required or "core" courses and a set number of courses to be taken from a range of electives. This allows students to find their own pathway through the program, while also ensuring that each student's learning is anchored around those core courses and key disciplinary training.

By the end of the Anthropology undergraduate program, students will be able to:

- Define and describe the subfields of anthropology and summarize different theoretical and methodological approaches in anthropology.
- Critically read and summarize anthropological literature from academic and popular sources and synthesize different approaches to the study of human cultures.
- Explain/Apply relevant cultural, linguist, archaeological, and/or biological anthropological approaches to analyze and interpret data in context.
- Identify and explain diverse beliefs and values with respect and understanding.
- Recognize, explain, and respect human difference and diversity in the past and the present, locally and globally.
- Critically examine problematic and harmful notions about human difference using anthropological perspectives.
- Express/Apply the principles of anthropological research design.
- Recognize ethical issues in past anthropological research and identify and evaluate/employ anthropological and related research methods.
- Effectively engage in independent and collaborative work with fellow students and/or community partners in an ethical manner and in ways that acknowledge and respect different ways of knowing.
- Communicate anthropological evidence, concepts, methods, and analyses accurately and reliably in a range of media and/or formats (e.g., oral presentations, written arguments, lab reports, podcasts, posters) to a variety of audiences.
- Critically reflect on the personal and disciplinary limits of anthropological knowledge and develop an appreciation for uncertainty and ambiguity within interpretation and analysis.
- Question their own assumptions and positionality, identify missing or underrepresented voices in anthropology, and recognize anthropology's colonial, racist, and white supremacist origins and legacies.
- Recognize the historical connection of anthropology to forms of power; reflect on the history of colonialism, imperialism, and underdevelopment; and identify its effects on present-day populations.
- Explain/Apply cultural relativist, intersectional, and decolonial approaches in anthropology.

ITEM 9.2 – King’s University College: Introduction of a Certificate in Theory-to-Action: Applied Social Research

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Certificate in Theory-to-Action: Applied Social Research be introduced by King’s University College as shown in Item 9.2.

EXECUTIVE SUMMARY:

The Certificate in Theory-to-Action: Applied Social Research is designed to provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. Students will gain valuable experience identifying, applying, evaluating, and critiquing systems of knowledge production in senior theory courses, reflect on the social sciences as sites of colonization, operationalize their sociological knowledge through research methods in a reflexive manner, and then carry out their own independent and/or group research projects in 3000-level methods courses and in a new 4000-level course, *Committing Sociology*.

ATTACHMENT(S):

[New Calendar Copy – Certificate in Theory-to-Action: Applied Social Research](#)

[Extracted from the New Undergraduate Certificate Proposal – Certificate in Theory-to-Action: Applied Social Research](#)

NEW CALENDAR COPY

CERTIFICATE IN THEORY-TO-ACTION: APPLIED SOCIAL RESEARCH

The Certificate in Theory-to-Action: Applied Social Research at King's University College is designed to provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. This Certificate program will ensure students gain valuable experience applying their knowledge as they carry out their own independent and/or group research projects.

Admission Requirements

Completion of first-year requirements with no failures and a minimum cumulative average of 65%. Students must also be registered in a module in Sociology or Criminology.

Program Requirements:

To qualify for the Certificate in Theory-to-Action: Applied Social Research, students must achieve an overall average of 65% in the following 4.0 courses:

0.5 course: Sociology 2108F/G.

2.5 courses: Sociology 2205A/B, Sociology 2206A/B, Sociology 3306A/B, Sociology 3310F/G, Sociology 4404F/G.

0.5 course from: Sociology 4405F/G, Sociology 4409F/G.

0.5 course: Sociology 4446F/G.

***Extracted from the New Undergraduate Module/Certificate Proposal –
Certificate in Theory-to-Action: Applied Social Research***

The Certificate in Theory-to-Action: Applied Social Research at King's University College is designed to provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. This Certificate program will ensure students gain valuable experience applying their knowledge as they carry out their own independent and/or group research projects.

The proposed Certificate is in sync with several program learning outcomes. The Department of Sociology at King's University College believes an applied social research Certificate will help prepare students for both graduate school and for the job market. As noted below, labour market analytics indicate demand, and particularly local demand, for quantitative and qualitative research skills. This Certificate is a formal way to recognize the social research skills that the Department's graduates develop and hone over the course of their degree.

The 2022 IQAP external reviewers' report recommended the "department develop a certificate made up of the department's social research methods and statistics courses to be awarded to students who complete these courses with the potential addition of an applied student research project".

In summer 2024 the Department of Sociology surveyed current students to understand their experiences of the sociology and criminology programs and get their feedback on a range of ideas. The Department specifically asked current Honours Specialization and Honours Double Major students about the proposed Certificate. All students who responded to this question (n=6) indicated that the proposed Certificate would be beneficial to the program. This suggests some student demand.

Labour Market Analytics data provided by the Office of Academic Quality and Enhancement (OAQE) in summer 2024 suggest Ontario is a hotspot for social research positions, with wages higher than the national median. Furthermore, the reports project the four NOC codes to experience growth over the next seven years. When adding quantitative and qualitative research skills, analytical skills, and SPSS proficiency the median advertised salary jumps by \$10,000. This could indicate demand for these specific skills. This is especially notable locally, where Western University and the University Health Network are two of the top five or so companies looking for job applicants with these skills provincially. Lastly, Western's posting intensity is listed at 4:1 which suggests there is some urgency in filling these social research roles.

The proposed Certificate would serve students in existing Sociology modules. Indeed, the Department hopes this Certificate might attract additional students to the Honours Specialization in Sociology and assist with medium and long-term sustainability / viability of that module. The Department does not anticipate any resource implications.

Objectives

The Certificate in Theory-to-Action: Applied Social Research at King's University College will provide students with the theoretical and practical tools to design, conduct, interpret, and critically evaluate quantitative and qualitative social research. Students will gain valuable experience identifying, applying, evaluating, and critiquing systems of knowledge production in senior theory courses, reflect on the social sciences as sites of colonization, operationalize their sociological knowledge through research methods in a reflexive manner, and then carry out their own independent and/or group research projects in 3000-level methods courses and in the new 4000-level course, *Committing Sociology*.

Program Learning Outcomes

Knowledge

- Identify and apply various (Honours Specialization = evaluate and critique) systems of knowledge production (e.g., empirical, theoretical, indigenous) about the social world.
- Interrogate common-sense assumptions about local and global narratives of the social world and identify the connections between personal and societal issues.
- Demonstrate the ability to critically assess the historical and continuing impact of colonialism and colonial structures on Indigenous peoples both within Canada and globally as well as awareness of Indigenous perspectives and knowledge.

Literacies and Interdisciplinarity

- Operationalize sociological knowledge through quantitative and qualitative research methods in a reflexive manner.
- Collect and evaluate qualitative and quantitative data in order to develop substantive knowledge.
- Evaluate the legitimacy of data sources and situate data within theoretical perspectives.

Communication

- Communicate sociological analyses in relevant formats, including written, oral, visual, and/or digital, using appropriate theoretical, scholarly, and/or empirical sources.

Resilience and Life-Long Learning

- Engage self and others in ongoing critical reflection of taken-for-granted assumptions of human experiences through developing a growth mind-set that fosters perseverance towards challenging tasks.

Global and Community Engagement

- Situate problems of social inequality within institutional contexts and at a range of social scales (e.g. local, national, global) and explore meaningful solutions.

- Demonstrate an ability to integrate sociological inquiry and empirical research to raise awareness of local and global inequities with broader application in public-policy and community settings.

Critical Inquiry and Creative Thinking

- Demonstrate an ability to identify the various components of complex social issues.
- Identify the intersections between different structural dimensions such as age, gender, race, class, and sexuality in enabling or constraining individual experiences.

Professionalism and Ethical Conduct

- Demonstrate appropriate professional, interpersonal, and collaborative skills and competence / familiarity with institutional research ethics protocols.
- Recognize the need to apply sociological knowledge outside of the classroom in a manner that values and respects different groups.

ITEM 9.3 – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2026, the following programs be revised as shown in Item 9.3.

Master of Engineering (MEng) in Chemical and Biochemical Engineering

Master of Engineering (MEng) in Civil and Environmental Engineering

Master of Engineering (MEng) in Electrical and Computer Engineering

Master of Engineering (MEng) in Mechanical and Materials Engineering

EXECUTIVE SUMMARY:

The Faculty of Engineering is proposing the addition of new curriculum options in Professional Master's of Engineering (MEng) programs to formalize pathways through Western International College (WesternIC).

ATTACHMENT(S):

Major Modification to the Master of Engineering (MEng) in Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering

Major Modification to the Master of Engineering (MEng) in Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and Materials Engineering

New curriculum options are proposed in the following Professional Master's of Engineering (MEng) programs to formalize the graduate pathways through Western International College (WesternIC):

- Master of Engineering (MEng) in Chemical and Biochemical Engineering
- Master of Engineering (MEng) in Civil and Environmental Engineering
- Master of Engineering (MEng) in Electrical and Computer Engineering
- Master of Engineering (MEng) in Mechanical and Materials Engineering

This Major Modification adds six new curriculum options to the existing MEng Programs representing three new pathways:

- Course-based option: Master's Qualifying Pathway
- Project-based option: Master's Qualifying Pathway
- Course-based option: Advanced Graduate Pathway
- Project-based option: Advanced Graduate Pathway
- Course-based option: Graduate Pathway
- Project-based option: Graduate Pathway

Under the proposed curriculum options, depending on their academic standing, students will complete one of the following curriculum components (pathways) at WesternIC, prior to progressing to the remainder of the respective MEng program in the Faculty of Engineering:

Master's Qualifying Pathway (MQP):

Students who meet the academic requirement for admission to the respective MEng program but may fall slightly short of the admissibility requirement in English-language proficiency (see below for details) will upgrade their ability and preparation for a graduate academic workload.

Advanced Graduate Pathway (AGP):

Students who hold a 4-year bachelor's degree but lack specific prerequisites for their respective MEng program will complete their prerequisite requirements.

Graduate Pathway (GP):

Students who hold a bachelor's degree that is not considered equivalent to a 4-year honours degree or hold a 4-year degree with an admission average between 65-70% will complete additional academic work (prerequisite undergraduate courses) to upgrade their academic background.

The proposed curriculum options are illustrated below:

Curriculum Options	Progression					
	Term 1		Term 2		Term 3	
Existing					5.0 grad credits or 4.0 grad credits and project	
MQP A/B^a	Term 1		Term 2		Term 3	
	0.5/1.0 ^b grad credits, boost ^b , 4 non-credit courses				4.5/4.0 remaining grad credits or 3.5/3.0 remaining grad credits and project	
AGP	Term 1		Term 2		Term 3	
	0.5/1.0 ^a UG courses, boost ^b , 4 non-credit courses		1.5/1.0 UG courses, 0.5/1.0 grad credits, 1 non-credit course		4.5/4.0 remaining grad courses or 3.5/3.0 remaining grad courses and project	
GP	Term 1		Term 2		Term 3	
	0.5/1.0 ^a UG courses, boost ^b , 4 non-credit courses		2.0 UG courses, 1 non-credit course		4.5/4.0 remaining grad credits or 3.5/3.0 remaining grad courses and project	

^a First number denotes the course credits taken if IELTS < 6.5 (MQP A), second number denotes course credits taken otherwise (MQP B)
^b Only taken if IELTS < 6.5 (MQP A)

All credit courses that students complete at WesternIC are existing Western courses. To ensure academic oversight and quality assurance, the outlines including assessment scheme of each course taught at WesternIC will be reviewed and approved by the assigned Departmental Coordinator in each respective Engineering Department. At the end of each term, the Departmental Coordinator will also review and approve grades of students completing WesternIC courses. These courses will be taught by Western-approved instructors. Dedicated non-credit courses will provide additional preparedness for success in their graduate program.

There are no additional resources required by the participating MEng programs. The additional curriculum components will be offered through WesternIC. The intensive English language curriculum will be offered through the Western English Language Centre (WELC) and coordinated by WesternIC.

On the recommendation of Senate, the Board of Governors approved that the University proceed with an affiliation with Navitas. One specific objective of this agreement is to recruit international students who do not meet the admission eligibility for Professional Master's programs, and through WesternIC programming, academically and professionally prepare them for success in their Professional Master's programs. Under this partnership, three pathways to Professional Master's programs at Western are developed for prospective students through an extended curriculum designed to prepare students for academic success. The proposed program modification will formalize the integration of three graduate pathways into the MEng programs through proposed curriculum options. The structure of the proposed curriculum options, the additional support provided to students and the academic oversight by the Department will ensure the academic quality. Consultation has been done with the Secretariat of the

Ontario Universities Council on Quality Assurance to ensure that the proposed curriculum options are in compliance with the Quality Assurance Framework.

Current Program:

Admission Requirements

Minimum 70% average in a four-year honours degree or equivalent from a recognized university or college (average based on last two years of the degree).

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language:

- [The Test of English as a Foreign Language](#) (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is 0984].
- The [International English Language Testing Service](#) (IELTS Academic). The minimum acceptable score is 6.5 out of 9, with no individual score below 6. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The [Duolingo English Test](#). The minimum acceptable score is 115.
- [The Canadian Academic English Language Assessment](#) (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- The [Western English Language Centre](#) allows academically eligible students interested in pursuing a graduate degree at Western the opportunity to receive a conditional offer of admission to graduate studies without successful completion of an English language proficiency test. The condition is that the student must, in lieu of such a test, successfully complete the Western English Language Centre's program. For more information, please visit <http://englishlanguage.uwo.ca/>.
- [Fanshawe College's ESL Program](#). The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

Program Structure:

The current structure of MEng fields in the four departments listed above includes the following two options, each option designed to be completed within three academic terms:

- Course-based: 4.0 credits of technical courses + 1.0 credit of professional courses

Milestones:

- Academic Integrity module
- MEng proposed program form

- Project based: 3.0 credits of technical courses + 1.0 credit of professional courses

Milestones:

- Academic Integrity module
- MEng proposed program form
- MEng Project

Proposed Additions:

MQP Pathway A (Total program length: 4 terms)

Admission Requirements

Minimum 70% average in a four-year honours degree or equivalent from a recognized university or college (average based on last two years of the degree).

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language at the level for English boost:

- [The Test of English as a Foreign Language](#) IBT(TOEFL). The minimum acceptable is 80 in writing and a minimum of 15 in each section. [Western's TOEFL ID is 0984].
- The [International English Language Testing Service](#) (IELTS Academic). The minimum acceptable score is 5.5 in reading and writing out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The [Duolingo English Test](#). The minimum acceptable score is 105.
- [The Canadian Academic English Language Assessment](#) (CAEL Assessment). The minimum acceptable score is 60 with no band lower than 50. The CAEL Assessment is offered in several countries throughout the world as well as Canada.

Program Structure:

Term 1:

0.5 credit (one graduate course chosen from a list of elective courses):

- EngSci 9110: *Mathematical Methods in Engineering*
- EngSci 9210: *Engineering Statistics and Reliability*
- EngSci 9310: *Programming for Engineers*
- EngSci 9320: *Introduction to Machine Learning*
- EngSci 9410: *Engineering Materials*

Non-credit courses (details are provided below):

- Category 1
 - Academic Literacy in Context: Business & Technical Writing

- Collaborative Product Realization Lab
- Category 2
 - Communication Skills: Practical and Intercultural Application
 - Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

Additional learning activity:

- WELC English Boost + Quantitative Language Module

Terms 2-4:

Students will complete the remaining program requirements through one of the following options:

- Course-based: remainder of 4.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestone:

- MEng proposed program form

- Project based: remainder of 3.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestones:

- MEng proposed program form
- MEng Project

Additional Progression Requirements:

Students must pass all courses in Term 1 with a cumulative average of 70% or higher and successfully complete all non-credit courses and the WELC English Boost + Quantitative Language Module to progress into Term 2.

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet this progression requirement may result in the withdrawal from the program. Students who fail to meet the progression requirement may be allowed to repeat courses at WesternIC that caused the failure to progress, with the permission of the MEng Graduate Chair. All progression requirements must be completed prior to the progression into Term 2.

MQP Pathway B (Total program length: 4 terms)

Admission Requirements

Minimum 70% average in a four-year honours degree or equivalent from a recognized university or college (average based on last two years of the degree).

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language:

- [The Test of English as a Foreign Language](#) (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is 0984].
- The [International English Language Testing Service](#) (IELTS Academic). The minimum acceptable score is 6.5 out of 9, with no individual score below 6. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The [Duolingo English Test](#). The minimum acceptable score is 115.
- [The Canadian Academic English Language Assessment](#) (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- The [Western English Language Centre](#) allows academically eligible students interested in pursuing a graduate degree at Western the opportunity to receive a conditional offer of admission to graduate studies without successful completion of an English language proficiency test. The condition is that the student must, in lieu of such a test, successfully complete the Western English Language Centre's program. For more information, please visit <http://englishlanguage.uwo.ca/>.
- [Fanshawe College's ESL Program](#). The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

Program Structure:

Term 1:

1.0 credit (two graduate courses chosen from a list of elective courses):

- EngSci 9110: *Mathematical Methods in Engineering*
- EngSci 9210: *Engineering Statistics and Reliability*
- EngSci 9310: *Programming for Engineers*
- EngSci 9320: *Introduction to Machine Learning*
- EngSci 9410: *Engineering Materials*

Non-credit courses (details are provided below):

- Category 1
 - Academic Literacy in Context: Business & Technical Writing
 - Collaborative Product Realization Lab
- Category 2

- Communication Skills: Practical and Intercultural Application
- Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

Terms 2-4:

Students will complete the remaining program requirements through one of the following options:

- Course-based: remainder of 4.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestone:

- MEng proposed program form

- Project based: remainder of 3.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestones:

- MEng proposed program form
- MEng Project

Additional Progression Requirements:

Students must pass all courses in Term 1 with a cumulative average of 70% or higher and successfully complete all non-credit courses to progress into Term 2.

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet this progression requirement may result in the withdrawal from the program. Students who fail to meet the progression requirement may be allowed to repeat courses at WesternIC that caused the failure to progress, with the permission of the MEng Graduate Chair. All progression requirements must be completed prior to the progression into Term 2.

AGP Pathway (total program length: 5 terms)

Admission Requirements

Minimum 70% average in a four-year honours degree or equivalent from a recognized university or college (average based on last two years of the degree) but program-specific prerequisites are missing.

May meet either the normal English language proficiency requirement or the slightly lower requirement outlined under the MQP Pathway (A or B).

Program Structure:

Completing 2.0 upper-year undergraduate courses in Terms 1 and 2 prescribed by the program as prerequisites.

Term 1:

Upper-level undergraduate courses as follows:

- 0.5 course if WELC English Boost + Quantitative Language Module are taken
- 1.0 course if the normal English language proficiency requirement has been met

Non-credit courses:

- Category 1:
 - Academic Literacy in Context: Business & Technical Writing
 - Collaborative Product Realization Lab
- Category 2
 - Communication Skills: Practical and Intercultural Application
 - Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

Term 2:

Remainder of 2.0 upper-level undergraduate courses

0.5 – 1.0 credit of technical graduate courses chosen from a list of elective courses:

- EngSci 9110: *Mathematical Methods in Engineering*
- EngSci 9210: *Engineering Statistics and Reliability*
- EngSci 9310: *Programming for Engineers*
- EngSci 9320: *Introduction to Machine Learning*
- EngSci 9410: *Engineering Materials*

Non-credit course:

- Category 2:
 - Networking Readiness module

Terms 3–5:

Students will complete the remaining program requirements through one of the following options:

- Course-based: remainder of 4.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestone:

- MEng proposed program form
- Project based: remainder of 3.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestones:

- MEng proposed program form
- MEng Project

Additional Progression Requirements:

Students must pass all courses in Terms 1 and 2 with a cumulative average of 70% or higher and successfully complete all non-credit courses (and the WELC English Boost + Quantitative Language Module, if required) to progress into Term 3.

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet this progression requirement may result in the withdrawal from the program. Students who fail to meet the progression requirement may be allowed to repeat courses at WesternIC that caused the failure to progress, with the permission of the MEng Graduate Chair. All progression requirements must be completed prior to the progression into Term 3.

GP Pathway (total program length: 6 terms)

Admission Requirements

Four-year honours bachelor's degree from a recognized university or college with an admission average between 65 and 70% (based on last two years of the degree) or a bachelor's degree from a recognized university or college not deemed equivalent to a four-year honours bachelor's degree with an admission average of 70% or higher (based on last two years of the degree).

May meet either the normal English language proficiency requirement or the slightly lower requirement outlined under the MQP Pathway (A or B).

Program Structure:

Completing 4.0 upper-year undergraduate courses in Terms 1 to 3 prescribed by the program as prerequisites.

Term 1:

Upper-level undergraduate courses as follows:

- 0.5 course if WELC English Boost + Quantitative Language Module are taken
- 1.0 course if the normal English language proficiency requirement has been met

Non-credit courses:

- Category 1:
 - Academic Literacy in Context: Business & Technical Writing
 - Collaborative Product Realization Lab
- Category 2:
 - Communication Skills: Practical and Intercultural Application
 - Collaborative Work Environments

Milestone:

- Academic Integrity module (online)

Term 2:

2.0 upper-level undergraduate courses prescribed by the program as prerequisites

Non-credit course:

- Category 2
 - Academic Performance Program

Term 3:

- Remainder of 4.0 upper-level undergraduate courses
- 0.5 – 1.0 credit of technical graduate courses chosen from a list of elective courses:
 - EngSci 9110: *Mathematical Methods in Engineering*
 - EngSci 9210: *Engineering Statistics and Reliability*
 - EngSci 9310: *Programming for Engineers*
 - EngSci 9320: *Introduction to Machine Learning*
 - EngSci 9410: *Engineering Materials*

Non-credit course:

- Category 2
 - Networking Readiness Program

Terms 4-6:

Students will complete the remaining program requirements through one of the following options:

- Course-based: remainder of 4.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestone:

- MEng proposed program form

- Project based: remainder of 3.0 credits of technical courses (0.5 credits each) + 1.0 credit of professional courses

Milestones:

- MEng proposed program form
- MEng Project

Additional Progression Requirements:

Students must pass all courses in Terms 1 to 3 with a cumulative average of 70% or higher and successfully complete all non-credit courses (and the WELC English Boost + Quantitative Language Module, if required) to progress into Term 4.

Non-credit courses in Category 1 are considered passed with a minimum grade of 70%. Non-credit courses in Category 2 are pass or fail only.

Failure to meet this progression requirement may result in the withdrawal from the program. Students who fail to meet the progression requirement may be allowed to repeat courses at WesternIC that caused the failure to progress, with the permission of the MEng Graduate Chair. All progression requirements must be completed prior to the progression into Term 4.

Description of proposed new milestones (modules):

English Boost Program (14 hours per week)

The English Boost Program is based on an already existing program offered through WELC and provides in-person intensive English language training for students who are just below the English proficiency standard required for admission to their degree program. It is designed to bring students from an IELTS equivalent of 5.5 to an IELTS equivalent of 6.5 while concurrently enrolled in their respective programs of study.

Quantitative Language Module (2 hours per week)

This is a companion course to the English Boost program. This 4-week course is designed to support graduate engineering students in developing the language proficiency required to engage confidently with quantitative concepts and communicate technical reasoning effectively. Students will build fluency in the specialized vocabulary, grammatical structures, and rhetorical strategies used to describe mathematical relationships, interpret data, and explain engineering processes.

Communication Skills: Practical and Intercultural Issues (2 hours per week)

To be successful in their careers and in graduate study, students require effective communication skills. It is also important to be able to transfer and adapt their current skills to new situations. This course provides an opportunity for students to improve the communication skills that are important to graduate study in the context of a Canadian university. It explores communication through the intercultural domain, meaning that it helps students to build on and extend their current intercultural skills, while ensuring that they are equipped to respond appropriately in the varied and multicultural environments they will experience in Canadian graduate studies. Students will work individually and in teams to improve their verbal, non-verbal and written communication skills.

Collaborative Work Environments (2 hours per week)

Success in today's engineering landscape requires the ability to collaborate effectively across diverse teams and global contexts. This course introduces students to the principles and practices of working in collaborative environments, with a particular emphasis on cross-cultural communication, team dynamics, and professional expectations. Students will develop the interpersonal and organizational skills necessary to contribute meaningfully to complex, team-based projects. Through interactive activities and reflective practice, participants will strengthen their capacity to navigate diverse work environments, resolve conflicts constructively, and foster inclusive, high-performing teams.

Academic Literacy in Context: Business & Technical Writing (4 hours per week)

This course equips students with the academic and professional writing skills essential for success in graduate-level engineering studies and industry practice. With a focus on business and technical communication, students will learn to craft clear, concise, and purpose-driven documents such as memos, reports, briefings, and proposals. Emphasis is placed on the full writing process from brainstorming and outlining to researching, drafting, revising, and presenting final work. Students will develop the ability to support their ideas with data, articulate informed opinions, and tailor their writing to diverse audiences. Active participation in group discussions, peer review, and independent assignments will foster both collaborative and autonomous writing competencies.

Collaborative Product Realization Lab (4 hours per week)

This course offers a dynamic, hands-on environment where students begin to explore the principles and practices of product realization. Students will apply theoretical knowledge in a collaborative, cross-cultural team setting. Through the development of a functional prototype, students will refine their technical and interpersonal skills, including time management, research analysis, and professional presentation. The lab emphasizes iterative design, evidence-based decision-making, and effective communication, preparing students to confidently introduce and advocate for their product in real-world contexts.

Networking Readiness Program (2 hours per week)

This course supports international graduate students in adapting to Canadian academic and professional environments. Through workshops and experiential learning, students build essential communication skills, intercultural awareness, and career readiness. The program emphasizes academic expectations, professional networking, and real-world engagement, helping students confidently navigate graduate studies and begin building connections for future employment in Canada.

Academic Performance Program (2 hours per week)

This course helps graduate students strengthen their academic confidence and success strategies. Using the Learning and Study Strategies Inventory (LASSI), students gain insight into their learning approaches and develop personalized action plans. Through interactive workshops, group projects, and one-on-one advising, participants enhance time management, communication, and self-leadership skills in a supportive, growth-oriented environment designed to foster long-term academic and personal achievement.

The proposed curriculum options are designed to prepare students for academic success. The MEng program requirements have not changed and hence, the Program Learning Outcomes remain the same.

Each participating MEng program will (through the respective Department Coordinator) ensure the equivalency of learning outcomes and academic rigor of the for-credit courses offered through WesternIC with their respective counterparts at the departmental level. Progression and effectiveness of the new pathway options will be evaluated through the Faculty of Engineering Graduate Office by closely monitoring the progression of students who are completing the additional terms at WesternIC and their MEng program completion rates and graduation averages.

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) – Order of Ceremony – Spring Convocation 2026

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The schedule of Convocation ceremonies for Spring 2026 has been prepared by the University Secretariat and being provided to Senate for information.

ATTACHMENT(S):

[Order of Ceremony – Spring Convocation 2026](#)

Order of Ceremony – Spring Convocation 2026 (#327)

SPRING 2026	10:00 a.m.	3:00 p.m.
Monday, June 8		School of Graduate & Postdoctoral Studies * Faculty of Science (All degrees)
Tuesday, June 9	School of Graduate & Postdoctoral Studies * Faculty of Engineering (All degrees) Faculty of Law (All degrees) Schulich School of Medicine & Dentistry (Graduate programs)	School of Graduate & Postdoctoral Studies * Don Wright Faculty of Music (All degrees) Schulich School of Medicine & Dentistry (DDS & MD) Schulich School of Medicine & Dentistry and Faculty of Science (BMSc Honours and 4 yr BMSc, BSc Neuroscience)
Wednesday, June 10	School of Graduate & Postdoctoral Studies * Faculty of Arts & Humanities (All degrees) Huron University College (All degrees) Ivey Business School (Graduate programs)	School of Graduate & Postdoctoral Studies * Faculty of Information and Media Studies (All degrees) Ivey Business School (BA Honours)
Thursday, June 11	School of Graduate & Postdoctoral Studies * King's University College (All degrees) Faculty of Social Science (Graduate programs, BA Honours, BSc Honours, Diplomas and Certificates)	Faculty of Social Science (4 yr BA, 3 yr BA, BMOS Honours and BMOS)
Friday, June 12	School of Graduate & Postdoctoral Studies * Faculty of Education (All degrees) Faculty of Health Sciences (Honours, 3 yr and 4 yr BA/BSc, Diplomas and Certificates)	School of Graduate & Postdoctoral Studies * Faculty of Health Sciences (Graduate Programs, Nursing, Kinesiology)

*Students in graduate programs hosted by the Faculties on the particular day

ITEM 13.1(b) – 2024-2025 Annual Report of the Senate Review Board Academic (SRBA)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Annual Report of the Senate Review Board Academic (SRBA) for the period from September 1, 2024 to August 31, 2025 is presented to Senate for information in accordance with the SRBA's Terms of Reference. The SRBA Report is compiled by the University Secretariat.

ATTACHMENT(S):

[2024-2025 Annual Report of the Senate Review Board Academic](#)

2024-2025 ANNUAL REPORT OF THE SENATE REVIEW BOARD ACADEMIC

[Prepared by the University Secretariat]

The Senate Review Board Academic (SRBA) has jurisdiction to hear student appeals against certain decisions by Deans. A student can only appeal a decision to SRBA on one or more of the following grounds:

- Against a finding that the student's conduct amounted to a scholastic offence;
- Against the penalty imposed by the Dean as a result of a scholastic offence;
- There has been a failure to follow, or to properly apply, a Senate policy;
- The Dean's decision requires the student to withdraw from a program, from the University, or from an Affiliated University College;
- Against general marking or grading practices;
- There was a failure by the Dean to observe a procedural requirement; and/or
- There was bias demonstrated by the Dean.

SRBA received 103 appeals between September 1, 2024 and August 31, 2025. The origin of the appeals received, compared with data from previous years, is provided below:

	Faculty/School/Affiliated University College	Appeals Received (2024-2025)	Appeals Received (2023-2024)	Appeals Received (2022-2023)
Undergraduate Students	Arts & Humanities	1	3	
	Brescia University College		1	
	Education			1
	Engineering	9	7	1
	Information & Media Studies	1	1	
	Health Sciences	14	5	1
	Huron University College		2	1
	Ivey Business School	2	2	
	King's University College	9	4	4
	Law	8	2	1
	Music			
	Science	23	20	13
	Schulich School of Medicine & Dentistry	9	3	1
	Social Science	26	17	11
Graduate Students	School of Graduate and Postdoctoral Studies	1	5	1
TOTAL:		103	72	35

SRBA issued final decisions for 48 of the 103 appeals received during this reporting period. Three appeals were filed after the six-week deadline and the extension requests were denied by SRBA. Ten appeals were filed and rejected as they were incomplete, and four appeals were withdrawn by the appellants. Additionally, seven appeals were resolved at the prior level, and SRBA determined that it did not have jurisdiction to review two appeals.

The remaining 29 appeals which were not decided during this reporting period will be included in next year's annual report.

SRBA also issued 19 final decisions for appeals that had been filed in the previous reporting period, and one final decision for an appeal from the 2021-2022 reporting period. Additionally, six appeals from the 2023-2024 reporting period were resolved at the prior level, and SRBA determined that it did not have jurisdiction to review one appeal from the 2023-2024 reporting period. Furthermore, five appeals were withdrawn by the appellants.

As a result, there were 104 appeals that were decided, withdrawn, or resolved during this period. The origin of these appeals, compared with data from previous years, is provided below:

	Faculty/ School/ Affiliated University College	2024-2025		2023-2024		2022-2023	
		Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved	Appeals Decided by SRBA	Extension Denied/ Withdrawn/ Resolved
Undergraduate Students	Arts and Humanities	2	2	1			
	Brescia University College				1		
	Education					1	
	Engineering	4	2	4	1	1	
	Health Sciences	10		2	2		
	Huron University College				2		1
	Information and Media Studies				1		
	Ivey Business School		2	1	1		
	King's University College	5	3		1	4	1
	Law	8				1	

	Music						
	Science	13	13	9	6	6	3
	Schulich School of Medicine & Dentistry	3	4	1	2		
	Social Science	19	11	8	7	3	3
Graduate Students	School of Graduate and Postdoctoral Studies	3		4	1		
TOTAL:		67	37	30	25	16	8

All appeals relating to the finding of a scholastic offence and/or for relief against the penalty imposed as a result of a scholastic offence proceed directly to an oral hearing before SRBA. All other appeals proceed to an in camera SRBA panel meeting. At a panel meeting, SRBA can either deny the appeal based on the written materials or order that an oral hearing be scheduled. SRBA does not have the authority to grant an oral hearing based solely on the written materials.

Of the appeals decided by SRBA during this period, SRBA denied 51 appeals without hearings, granted three discretionary hearings, and held 13 mandatory hearings for matters involving scholastic offences. In the previous reporting period, a total of eight hearings were held. In all 16 hearings held during this period, the appeals were denied as SRBA found the decisions at the prior level to be reasonable and supportable on the evidence.

As noted in last year's annual report, SRBA has seen a significant increase in the number of appeals received and processed in recent years. SRBA continues to see the increase in this reporting period.

In 2024-25, revisions were made to the SRBA Application for Hearing to provide clarity to students about the grounds for appeal and the information required to complete an appeal. In addition, new appeals policies and procedures came into place on September 1, 2025, providing additional information and clarity regarding the appeals process. With these changes came further revisions to the Application for Hearing, including revised grounds for appeals.

Chair: Lina Dagnino

Vice-Chairs: Caroline Dick
Mike Domaratzki
Ken Kirkwood

ITEM 13.1(c) – Senate Membership – Vacancies Filled by Appointment

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

SGPS	
Lars Rehmann – SGPS – Engineering <i>(to replace John Makaran while he is on leave)</i>	November 4, 2025 – December 31, 2025

ITEM 13.2(a) – Revisions to the Policy on “Course Outlines”

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2026, the policy on “Course Outlines” be revised as shown in Item 13.2(a).

EXECUTIVE SUMMARY:

Revisions to the policy on “Course Outlines” expand upon the required information on course materials listed in the course outline to include the approximate cost for all required and recommended course learning materials, including text books, supplemental information, notes, manuals, laboratory and safety materials, and any specific electronic devices.

In response to the *Revised Directive on the Costs of Educational Material* issued under the *Ministry of Training, Colleges and Universities Act (MTCU Act)* on December 20, 2024, which mandates that students be informed of the costs of all mandatory and optional textbooks and learning materials in the course syllabus, the “Course Outlines” policy will be updated to reflect this requirement. In addition to the directive, students may benefit from greater clarity and transparency on educational costs associated with their program of study.

The proposed revision will require that the approximate cost of all course materials be clearly included in the course outlines for all undergraduate and graduate courses offered at Western University and its Affiliated University Colleges.

ATTACHMENT(S):

[Revisions to the Policy on “Course Outlines”](#)

Course Outlines

Subject:	Course Outlines
Sections:	Course Outlines (Syllabi) for Undergraduate Courses ; Course Outlines for Graduate Courses ;
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Program Design – Courses and Milestones ; Registration
Effective Date:	September 1, 2026 September 19, 2025
Supersedes:	September 19, 2025; September 1, 2025; September 2024; September 2019

COURSE OUTLINES (SYLLABI) FOR UNDERGRADUATE COURSES

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

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

1. Course Information

Prerequisite checking - the student’s responsibility

If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student’s responsibility for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained:

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

2. **Instructor Information**

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

3. **Course Syllabus**

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

4. **Course Materials**

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

5. **Methods of Evaluation**

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

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

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

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

6. **Additional Statements**

Statement on Use of Electronic Devices

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

Statement on the Use of Generative Artificial Intelligence (AI)

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

Statement on Academic Offences

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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf."

Additionally,

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

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

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

"Computer-marked multiple-choice tests and/or exams may be

subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.”

Support Services

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

Statement on Gender-Based and Sexual Violence

All course outlines must contain the following statement:

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

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.”

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

Retention of Electronic Version of Course Outlines (Syllabi)

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

COURSE OUTLINES FOR GRADUATE COURSES

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

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

1. Course Information

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

2. Enrollment Restrictions

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

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

OR

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

3. Instructor Information

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

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

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

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

5. Course Timeline and Format

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

6. Course Materials

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

7. Methods of Evaluation

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

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

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

8. Statement on Academic Offences

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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

Additionally,

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

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

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

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

9. Health/Wellness Services

All course outlines must contain the following statement:

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

10. Accessible Education (AE)

All course outlines must contain the following statement:

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

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

11. Statement on Gender-Based and Sexual Violence

All course outlines must contain the following statement:

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

https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca.”

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

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

Retention of Electronic Version of Course Outlines (Syllabi)

At the same time that course outlines/syllabi are posted on the appropriate website, each program must forward an electronic version of items 1, 3, 4, and 7 of each course outline to the SGPS. By the fourth week after the start of term, SGPS will forward all of the collected outlines to the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President's Advisory Committee.)

Last Reviewed: September 19, 2025

ITEM 13.2(b) – Undergraduate Sessional Dates (2026-2027)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Undergraduate Sessional Dates for 2026-2027 are presented to Senate for information.

Per the policy on the [Structure of the Academic Year](#), the Office of the Registrar, in consultation with the academic community and appropriate administrative offices, determines all applicable undergraduate sessional dates for the academic year in accordance with Senate Academic Policy and communicates them to the Senate Committee on Academic Policy for information and transmittal to Senate.

ATTACHMENT(S):

[Undergraduate Sessional Dates \(2026-2027\)](#)

Fall/Winter Undergraduate Sessional Dates (Fall 2026)

September 2026						
S	M	Tu	W	Th	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			

October 2026						
S	M	Tu	W	Th	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

November 2026						
S	M	Tu	W	Th	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					

December 2026						
S	M	Tu	W	Th	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		

7: Labour Day.

9: Fall/Winter classes begin.

11/12: Rosh Hashanah (for reference).

17: Last day to add or drop a Fall/Winter 24-week course or a Fall 12-week course. Courses dropped by this date will not appear on a transcript; no fee penalty. Courses dropped after this date will appear on a transcript with a grade of 'WDN' (withdrawn, without academic penalty).

20/21: Yom Kippur (for reference).

30: National Day for Truth and Reconciliation (non-instructional day).

10-12: Thanksgiving Weekend.

10-18: Fall Reading Week.

30: Last day to withdraw from a Fall 12-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F'

9: Fall/Winter classes end.

10: Study Day.

11-22: Mid-year examination period.

23-31: Holiday break.

	Start/end date
	Add/drop deadline
	No classes
	Examinations
	Official Holiday (no classes)

Fall/Winter Undergraduate Sessional Dates (Winter 2027)

January 2027						
S	M	Tu	W	Th	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						

February 2027						
S	M	Tu	W	Th	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						

March 2027						
S	M	Tu	W	Th	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			

April 2027						
S	M	Tu	W	Th	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	

1-3: Holiday break (cont'd).

4: Classes resume.

12: Last day to add or drop a Winter 12-week course. 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).

1: Last day to withdraw from a Fall/Winter 24-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.' [Note: Deadline extended from Saturday, January 30, 2027]

7/8: Ramadan (for reference).

13-21: Spring Reading Week.

15: Family Day.

9/10: Eid al-Fitr (for reference).

26: Good Friday.

28: Easter Sunday.

30: Last day to withdraw from a Winter 12-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.'

9: Fall/Winter classes end.

10-11: Study Days.

12-30: Final examination period.

21-29: Passover (for reference).

	Start/end date
	Add/drop deadline
	No classes
	Examinations
	Official Holiday (no classes)

Other Fall/Winter Sessional Dates

Quarter Sessions (Q/R/S/T)	
September 9, 2026	First day of Fall 6-week first quarter ('Q') courses.
September 15, 2026	Last day to add or drop a Fall 6-week first quarter ('Q') course.
October 20, 2026	Last day to withdraw from a Fall 6-week first quarter ('Q') course resulting in a grade of 'WDN' (withdrawn, without academic penalty).
October 28, 2026	Fall 6-week first quarter ('Q') courses end.
October 29, 2026	First day of Fall 6-week second quarter ('R') courses.
November 4, 2026	Last day to add or drop a Fall 6-week second quarter ('R') course.
December 2, 2026	Last day to withdraw from a Fall 6-week second quarter ('R') course resulting in a grade of 'WDN' (withdrawn, without academic penalty).
December 9, 2026	Fall 6-week second quarter ('R') courses end.
January 4, 2027	First day of Winter 6-week first quarter ('S') courses.
January 8, 2027	Last day to add or drop a Winter 6-week first quarter ('S') course.
February 5, 2027	Last day to withdraw from a Winter 6-week first quarter ('S') course without academic penalty.
February 12, 2027	Winter 6-week first quarter ('S') courses end.
February 22, 2027	First day of Winter 6-week second quarter ('T') courses.
February 26, 2027	Last day to add or drop a Winter 6-week second quarter ('T') course.
March 29, 2027	Last day to withdraw from a Winter 6-week second quarter ('T') course without academic penalty.
April 9, 2027	Winter 6-week second quarter ('T') courses end.

Academic Deadline Dates per Academic Policies (for reference)

Discovery Credit Deadlines	
January 15, 2027	Deadline to declare a Discovery Credit for a Fall 12-week course.
May 17, 2027	Deadline to declare a Discovery Credit for Winter 12-week course or Fall/Winter 24-week course. [Note: Deadline extended from Saturday, May 15, 2027]

Summer Undergraduate Sessional Dates (2027)

DISTANCE STUDIES/SUMMER EVENING	INTERSESSION	SUMMER DAY
May 3 12-week courses and 6-week first-term courses begin.	May 10 6-week courses and 3-week first-term courses begin.	July 5 6-week courses and 3-week first-term courses begin.
May 7 Last day to add or drop a 12-week course, or a 6-week first-term course.	May 11 Last day to add or drop a 3-week first-term course.	July 6 Last day to add or drop a 3-week first-term course.
	May 14 Last day to add or drop a 6-week course.	July 9 Last day to add or drop a 6-week course.
June 7 Last day to withdraw from a 6-week first-term course resulting in a grade of 'WDN.'	May 26 Last day to withdraw from a 3-week first-term course resulting in a grade of 'WDN.'	July 20 Last day to withdraw from a 3-week first-term course resulting in a grade of 'WDN.'
June 11 6-week first-term courses end.	May 28 3-week first-term courses end.	July 23 3 week first-term courses end.
June 14 6-week second-term courses begin.	May 31 3-week second-term courses begin.	July 26 3-week second-term courses begin.
June 18 Last day to add or drop a 6-week second-term course.	June 1 Last day to add or drop a 3-week second-term course.	July 27 Last day to add or drop a 3-week second-term course.
July 13 Last day to withdraw from a 12-week course resulting in a grade of 'WDN.'	June 14 Last day to withdraw from a 6-week course resulting in a grade of 'WDN.'	August 9 Last day to withdraw from a 6-week course resulting in a grade of 'WDN.'
July 19 Last day to withdraw from a 6-week second-term course resulting in a grade of 'WDN.'	June 15 Last day to withdraw from a 3-week second-term course resulting in a grade of 'WDN.'	August 11 Last day to withdraw from a 3-week second-term course resulting in a grade of 'WDN.'
July 23 12-week courses and 6-week second-term courses end.	June 18 6-week courses and 3-week second-term courses end.	August 13 6-week courses and 3-week second-term courses end.
EXAMINATIONS		
July 26 to July 27 (Summer Evening) July 26 to July 29 (Distance Studies)	June 21 to June 22	August 16 to August 17

Last Day to Drop = 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).

Last Day to Withdraw = 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.'

May 2027						
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					

June 2027						
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			

July 2027						
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

August 2027						
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				

	Official Holiday (no classes)
May 24: Victoria Day	
July 1: Canada Day	
August 2: Civic Holiday	

ITEM 13.2(c) – Senate Academic Policies Website Reorganization

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

The Secretariat has recently launched a reorganization of the [Academic Policies website](#).

The new structure is designed to help members of the Western community locate academic policies.

Undergraduate Academic Policies and Graduate Academic Policies are presented separately. Within the Undergraduate and Graduate Academic Policies webpages, policies are organized into the following categories:

- Accommodations & Considerations
- Administrative & Operations
- Admissions
- Assessment
- Disciplinary Matters
- Graduation & Convocation
- Registration & Progression
- Scholarships & Awards

The new website also includes a listing of all Senate-approved academic policies organized alphabetically.

ITEM 13.2(d) – Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The “Procedure for Establishing New Senate Academic Policies or Amending Existing Policies” includes guidance on how to format policies.

All policies must be presented in the format shown in Appendix A of the Procedure.

Appendix A has been revised to remove “Policy Category” from the Policy template.

This change was made to facilitate the reorganization of academic policies on the University Secretariat website (described in Item 13.2(c)). Under the new website structure, academic policies may be classified into multiple categories, as relevant.

ATTACHMENT(S):

[Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies](#)

Procedure for Establishing New Senate Academic Policies or Amending Existing Policies

Governing Policy:	Policy on Establishing Senate Academic Policies and Procedures
Sections:	Preamble ; Procedure
Officer(s) Responsible for Procedures:	University Secretary
Effective Date:	October 27, 2025 January 17, 2025
Supersedes:	January 17, 2025 ; March 18, 2022

PREAMBLE

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

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

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

PROCEDURE

1. All Policies must be presented in the format shown in Appendix A.

Procedure for Establishing New Senate Academic Policies

2. Proposals for new Policies or for amendments to existing Policies may be initiated by:
 - Senate;
 - a Senate Committee, Subcommittee or Board;
 - a Faculty, School or Affiliated University College through the Dean (or equivalent);
 - Senior Administrative Leaders of the University, including the President, Vice-Presidents and Vice-Provosts (or equivalent)
 - Associate Vice-Provosts (Graduate and Postdoctoral Studies)
 - University Registrar; and/or
 - University Secretary.
3. Proposals for new Policies or amendments to existing Policies will be reviewed by the Responsible Committee before being recommended to the Senate for approval.
4. Procedures associated with approved Policies are under the jurisdiction of the Officer(s) Responsible for Procedure. All Procedures must be presented in the format shown in Appendix B. Procedures may provide additional clarification or guidance relating to a new or revised Policy and present supporting details that may change on a more frequent basis, e.g., deadlines.

The Procedures must align with the Senate Academic Policy:

- At no point may a Procedure be in place in the absence of an associated Policy.
- If at any point there is misalignment of a Policy and its associated Procedure, the Policy will take precedence and the Procedure will be revised to align with the Policy.

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

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

5. Once a new Policy or revisions to a Policy are approved, the University Secretary will:
 - (a) Advise the Office of the Registrar and/or the School of Graduate and Postdoctoral Studies that the new/revised Policy has been approved and confirm if there are any new/revised associated Procedures.

Procedure for Establishing New Senate Academic Policies

- (b) Post the new or revised Policy to the University Secretariat website with links to any associated Procedures.
6. Proposals to revoke Policies will be reviewed by the Responsible Committee for recommendation to the Senate, as appropriate.

Last Reviewed: January 17, 2025

APPENDIX A

[Policy Title]

~~Policy Category:~~

Subject:

Sections:

Approving Authority:

Responsible Committee:

Related Procedures:

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

Related Policies:

Effective Date:

Supersedes:

(Policy Text)

Last Reviewed:

Appendix B

[Procedure Title]

Governing Policy:

Sections:

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

Effective Date:

Supersedes:

(Procedure Text)

Last Reviewed:

ITEM 13.2(e) – Renaming of “Graduate and Postdoctoral Studies” Academic Policies

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The following academic policies were renamed as of November 1, 2025 as shown below to provide clarification that the policies pertain to Graduate Studies.

These changes were made to facilitate the reorganization of academic policies on the University Secretariat website (described in Item 13.2(c)).

Current Policy Title	New Policy Title
Admissions	Graduate Degree Admissions
Registration	Registration in Graduate Programs
Program Design - Course Registration	Graduate Program Design – Course Registration
Program Design - Courses and Milestones	Graduate Program Design – Courses and Milestones
Academic Integrity	Academic Integrity – Graduate Studies
External Scholarships on Transcripts	External Graduate Scholarships on Transcripts
Thesis	Thesis – Graduate Studies
Assessing Student Progress in Multi-Year Research Based Programs	Assessing Student Progress in Multi-Year Research Based Graduate Programs
Graduation	Graduation – Graduate Students

ITEM 13.3(a) – Faculty of Social Science, DAN Department of Management & Organizational Studies: Withdrawal of the Honours Specialization, Specialization, and Major in Food Management and Marketing (Brescia)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization, Specialization, and Major in Food Management and Marketing (Brescia), offered by the DAN Department of Management & Organizational Studies in the Faculty of Social Science, be discontinued; and

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

That the modules be withdrawn effective September 1, 2029.

EXECUTIVE SUMMARY:

The DAN Department of Management & Organizational Studies is withdrawing the Food Management and Marketing modules that were transferred from Brescia University College. The Department does not have any expertise in Food Management. There is currently one student registered in the Specialization and no students registered in the Honours Specialization and Major.

ATTACHMENT(S):

[Revised Calendar Copy – Honours Specialization in Food Management and Marketing \(Brescia\)](#)

[Revised Calendar Copy – Specialization in Food Management and Marketing \(Brescia\)](#)

[Revised Calendar Copy – Major in Food Management and Marketing \(Brescia\)](#)

REVISED CALENDAR COPY

<http://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21486>

HONOURS SPECIALIZATION IN FOOD MANAGEMENT AND MARKETING (BRESCIA) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

The module requirements remain unchanged.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21492>

SPECIALIZATION IN FOOD MANAGEMENT AND MARKETING (BRESCIA) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

The module requirements remain unchanged.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21490>

MAJOR IN FOOD MANAGEMENT AND MARKETING (BRESCIA) (MUST BE PART OF AN HONOURS DOUBLE MAJOR) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2029.

The module requirements remain unchanged.

ITEM 13.3(b) – School of Graduate and Postdoctoral Studies: Major Modification to Research Thesis-Based Master of Science (MSc) and Doctor of Philosophy (PhD) Programs within the Schulich School of Medicine & Dentistry

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective January 1, 2026, the following programs be revised as shown in Item 13.3(b).

Master of Science (MSc) and Doctor of Philosophy (PhD) in Anatomy and Cell Biology

Master of Science (MSc) and Doctor of Philosophy (PhD) in Biochemistry

Master of Science (MSc) and Doctor of Philosophy (PhD) in Epidemiology and Biostatistics

Master of Science (MSc) and Doctor of Philosophy (PhD) in Medical Biophysics

Doctor of Philosophy (PhD) in Clinical Medical Biophysics PhD (CAMPEP)

Master of Science (MSc) and Doctor of Philosophy (PhD) in Microbiology and Immunology

Master of Science (MSc) and Doctor of Philosophy (PhD) in Neuroscience

Master of Science (MSc) and Doctor of Philosophy (PhD) in Pathology and Laboratory Medicine

Master of Science (MSc) and Doctor of Philosophy (PhD) in Physiology and Pharmacology

EXECUTIVE SUMMARY:

This proposal seeks to formalize a milestone called “Introduction to Biomedical Research” for students in all research thesis-based Master of Science (MSc) or Doctor of Philosophy (PhD) programs within the Schulich School of Medicine & Dentistry. Students are already completing this work; the change ensures they receive formal recognition and credit.

Students in all research thesis-based programs, both MSc and PhD, will complete a milestone within the first term of their program, entitled “Introduction to Biomedical Research”.

The milestone is comprised of two online learning modules:

- 1) Responsible Conduct of Research (RCR) Training (provided by Western Research through the N2 CITI Canada online education program); and
- 2) Equity, Diversity and Inclusion (EDI) Training (provided by the Schulich Council on Reforming Equity, Diversity, and Inclusion for Trainees (CREDIT)).

A version of this milestone has been completed by all students in research thesis-based programs since September 2021, however the milestone was not formalized through the governance process. The milestone was introduced to ensure that all research thesis-based students entering basic medical science environments within the Schulich School of Medicine & Dentistry would be equipped with fundamental training on the responsible conduct of research and EDI within the first term of their program, regardless of their prior educational experience.

Current program	Proposed Change(s)
All students in Schulich School of Medicine & Dentistry research thesis-based programs (MSc and PhD) complete the unofficial “Introduction to Biomedical Research” milestone.	All students in Schulich School of Medicine & Dentistry research thesis-based programs (MSc and PhD) complete the <u>required</u> “Introduction to Biomedical Research” milestone in the first term.

The Program Learning Outcomes are not changed, as each program already provides training on responsible conduct of research and EDI through various activities across the duration of MSc and PhD degrees. The intent of this milestone is to provide some initial training, as a foundation for further development during the degree.

The milestone will be a requirement for all incoming students within the Schulich School of Medicine & Dentistry who are registered in research thesis-based programs (MSc and PhD), including those in collaborative specializations and interdisciplinary programs.

All current students within the affected Schulich School of Medicine & Dentistry programs have already completed the unofficial version of this milestone and therefore will not be required to complete the new version. However, they will be offered access to the current modules, should they wish to review them.

ITEM 13.3(c) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Gender, Sexuality, and Women’s Studies; Global Studies (Huron University College); and Thanatology (King’s University College)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

At its meeting on October 28, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Gender, Sexuality, and Women’s Studies; Global Studies (Huron University College); and Thanatology (King’s University College).

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Arts and Humanities / Social Science	Gender, Sexuality, and Women’s Studies	February 26-27, 2025	Good Quality
Huron University College	Global Studies	March 13-14, 2025	Good Quality
King’s University College	Thanatology	January 16-17, 2025	Good Quality with Report in Two Years

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

ATTACHMENT(S):

[Final Assessment Report – Gender, Sexuality, and Women’s Studies](#)

[Final Assessment Report – Global Studies \(Huron University College\)](#)

[Final Assessment Report – Thanatology \(King’s University College\)](#)



Gender, Sexuality, and Women's Studies
Final Assessment Report & Implementation Plan
September 2025

Faculty / Affiliated University College	Faculty of Arts and Humanities and Faculty of Social Science	
Degrees Offered	B.A.	
Date of Last Review	2016-2017	
Modules Reviewed	Honours Specialization in Gender and Women's Studies Specialization in Gender and Women's Studies Major in Gender and Women's Studies Minor in Gender and Women's Studies Major in Sexuality Minor in Sexuality Minor in Black Studies Minor in Feminist, Queer, Critical Race theory Honours Specialization in Global Gender Studies (jointly with the Centre for Global Studies at Huron University College)	
External Reviewers	Dr. Carla Fehr, Department of Philosophy University of Waterloo	Dr. Simone Pfleger, Women's & Gender Studies University of Alberta
Internal Reviewer	Dr. Andrew M. Johnson, Associate Dean Faculty Health Sciences	Hussain Naseer Undergraduate student Mechanical Engineering
Date of Site Visit	February 26 & 27, 2025	
Date Review Report Received	April 24, 2025	
Date Program/Faculty Response Received	Program: June 3, 2025 Faculty: June 9, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: October 21, 2025 ACA: October 28, 2025 Senate (for information): November 14, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Gender, Sexuality & Women's Studies Program delivered by the Faculty of Arts and Humanities.

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, Faculty of Arts and Humanities, and SUPR-U.

Executive Summary

Gender, Sexuality, and Women's Studies (GSWS) became a department in 2006, under the name Women's Studies and Feminist Research (WSFR). The program had existed since the 1980s and had grown significantly in terms of undergraduate teaching. An interdisciplinary program located both in the Faculty of Arts and Humanities and the Faculty of Social Science, students in GSWS study the cultural norms, social and societal constructs, and historical, economic, and political contexts affecting women and gender.

The department has a diverse cohort of affiliate faculty members from across the university who are key members of the community. Recent hires have supported program growth. For instance in 2022, the program introduced a new minor in Black Studies – a module that was created through interfaculty collaboration. Total modular enrolments in 2023-2024 were at 133.

The program self-study was informed by input from multiple groups, including the Undergraduate Curriculum Committee and the Black Studies Coordinating Committee. Meetings with these groups, along with dedicated departmental meetings, shepherded the review process. Also, current students and program alumni were surveyed and existing curriculum maps were updated and analysed.

The external reviewers shared a positive assessment of the Gender, Sexuality, and Women's Studies Program. They offer five recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Sustained growth with strong modular enrollments in the Major and Minor in Gender and Women's Studies, while Sexuality Studies modules remain stable.
- A newly approved Major in Black Studies is the only such program in Canada.
- Faculty consistently demonstrate excellence in teaching and research, evidenced by awards for Excellence in Teaching, competitive research grants, and publications in prestigious journals.
- Interdisciplinary curriculum provides both broader and deeper coverage when compared to most other Gender Studies programs.
- Actively curated alumni database used to create panels and workshops each year so that current students can learn from and network with program alumni.
- Many program students participate in exchange programs through the International Office, with students recently traveling to locations within India, Europe, and the United Kingdom.
- Previously dependent on special topics courses, the program now offers key permanent courses such as Black Feminist Thought and Reproductive Justice.

- Thoughtful, collaborative approach to addressing Indigenous issues and reconciliation in the curriculum while being mindful not to overburden the single Indigenous faculty member.
- Strong ties with the London community are fostered through Community Engaged Learning assignments that connect students with local organizations.
- The Program prioritizes creating safe spaces for students to explore social justice, equity, and equality - through teaching and research, students are empowered with critical analytical tools to confront oppression. Students are prepared for socially impactful careers in both local and international contexts.
- Community building is actively supported through departmental events and a welcoming office space that includes a lounge and seminar room for meetings and social interaction.
 - Students consistently note that “community” is one of the best things about GSWS for them.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Undergraduate course enrollments increased from 645.5 FCEs (2011/12) to 2,554.5 FCEs (2023/24), creating significant capacity strain.
- At least three faculty retirements are expected within five years.
- Faculty members supervise Honours thesis students voluntarily, on top of regular duties with minimal institutional support.
- Program navigation issues include - inconsistent numbering making it difficult for students to identify module-specific courses, particularly in Sexuality Studies and Black Studies; Students frequently miss requirements and need special permissions.
- New enrollment minimums impact courses like GSWS 2274F/G which face cancellation. Smaller, theory-heavy EDIDA courses align with feminist/queer pedagogical goals are vulnerable under new course enrolment thresholds.
- Current enrollment boosting strategies are not particularly effective since 1) faculty-wide strategies don't often work for interdisciplinary departments like GSWS; and 2) capping popular GSWS courses does not redirect students to less popular ones – students simply choose electives outside the Faculty.
- Graduate recruitment is impacted by less competitive funding packages, which impacts the growth of the undergraduate program as there is reduced TA pool and increased faculty workload.
- Program relies on graduate students from other departments who lack gender/sexuality studies background.
- Relatively few community engaged learning courses are offered – the program is considering ways to offer at least one such course per term.

Review Process

As part of the external review, the review committee, comprising two external reviewers, an internal faculty reviewer, and an internal student reviewer were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Acting Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Associate University Librarian and Library Staff Members
- Dean, Faculty of Social Science
- Acting Dean, Faculty of Arts and Humanities
- Associate Dean (Academic), Faculty of Arts and Humanities
- Associate Dean (Academic), Faculty of Social Science
- Department Chair
- Undergraduate Chair
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Gender, Sexuality & Women's Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers noted *“that GSWS is an exceptionally strong department providing excellent undergraduate education. GSWS research and teaching contribute to Western University’s mission and provide research expertise and undergraduate programming essential to Western University’s Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan.”*

Strengths of the Program

- Demonstrates exceptional commitment to social justice through its comprehensive integration of equity, diversity, inclusion, and decolonization principles; and, thoughtfully addresses marginalized perspectives across multiple axes of identity and power, creating an educational environment that not only

reflects contemporary societal needs but actively prepares students to engage meaningfully with diverse communities and complex social dynamics.

- Employs a blend of traditional and non-traditional assessment methods which recognizes varied backgrounds, ensuring that all students can demonstrate their knowledge and skills through multiple pathways while meeting degree requirements and learning outcomes.
- Faculty and staff have cultivated an exemplary culture of student-centered support that extends beyond traditional academic advising. Through the intentional creation of safer spaces and a genuinely supportive environment, the program demonstrates its commitment to holistic student development.
- The diverse portfolio of speaker series, conferences, research days, and other scholarly events – delivered in both in-person and online formats – ensures broad accessibility while fostering consistent engagement among students, faculty, and the wider academic community.
- Recent investments in full-time and limited-term faculty positions represent an advancement in the program's capacity. This expansion has not only enhanced teaching capabilities but has also meaningfully contributed to faculty diversity.
- Strong collaborative relationship with Western Libraries, particularly through innovative initiatives like the undergraduate journal *Tulips*.

Prospective Improvements for the Program to Consider

- Enhance curriculum effectiveness by incorporating more practice-oriented content and activities to ensure a better balance between theoretical knowledge and practical application by embedding community-engaged projects and experiences into existing courses to strengthen connections between academic content and real-world contexts and expand experiential learning opportunities throughout the program. (*Associated with Recommendation #1*)
- Maintain emphasis on active participation while expanding innovative assessment strategies, particularly in upper-year courses, to further enhance student engagement and achievement. (*Associated with Recommendation #1*)
 - Strengthen assessment practices through the integration of AI as a learning tool, along with the development of clear guidelines for its ethical and effective use.
 - For lower-level courses, diversify assessment formats by reducing reliance on writing-intensive assignments and exploring more creative, inclusive alternatives beyond traditional essays and exams.
 - Optimize limited TA resources by reconsidering assessment strategies in large courses and re-evaluate the responsibilities assigned to TAs.
- Consider streamlining module requirements and reducing prerequisites to improve accessibility and flexibility for students. This includes developing alternative entry pathways into the Sexuality Studies and Black Studies modules. (*Associated with Recommendation #1*)

- To enhance student engagement and outreach, the program should consider bolstering its social media presence. The program could leverage existing communication resources from the Faculties of Arts and Humanities, Social Science, or central administration to provide valuable support for these initiatives. (Associated with Recommendation #2)

Pulled from the narrative of the external reviewer's report, these considerations align with and complement the formal recommendations made.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 - Strategic Curricular Review - to identify and protect classes that are most central to the goals and mission of GSWS. Specifically: • Provide concrete support for Black Studies courses such as teaching relief for faculty members working on these modules to ensure this work does not hinder their career advancement • Provide Black Studies with its own course code • Continue offering the Transgender Studies course • Reassess use of writing assignments across the curriculum • Examine deployment of TAs in light of rebalanced assessments • Reassess prerequisites for mid- and upper-level courses • Develop policy and set of practices concerning the use of AI	Program: • The Undergraduate Chair has initiated a curricular review, identifying courses for revision and withdrawal to improve departmental efficiency. These lists will be presented to faculty during an upcoming retreat. As a new Undergraduate Chair will take over on July 1, 2025, proposed changes are expected in Fall 2025 with implementation planned for Winter 2026. • In May 2025, the Acting Chair, Undergraduate Chair, and Interim Dean of Arts & Humanities met with the Associate VP of EDI to discuss support for the Black Studies module. A dedicated subcommittee will be established to oversee the maintenance, review, and revision of the Black Studies curriculum. • GSWS 2274: Introduction to Transgender Studies will be promoted and advertised to students in A&H and Social Science. The Chair will meet with the Deans of A&H and Social Science to determine how to protect the course to ensure it can be offered annually. • At the next departmental retreat; one agenda item is to discuss writing assignments and how to make better use of them across the curriculum. The Undergrad Committee will continue the work in the fall. • The Graduate Chair, Undergraduate Chair, and Department Chair will collaborate on improving the use of Teaching Assistants while ensuring graduate students are not overburdened. This may involve reducing or eliminating first-year tutorials. A formal plan will be developed and presented to faculty in Fall 2025. • The Undergraduate Committee will develop policies and practices on AI to be approved by the department. Faculty: • The Department has begun the process of developing a subject area in "Black Studies" that will make those courses easier to identify for students and as such will also help with promotion.

	• The Dean’s Office anticipates continuing the practice of the 2024-25 academic year - discussing course planning with each program/department, to ensure strategic use of teaching resources which will result in enhanced student experience. • The department’s efforts in reviewing curricular and TA support are commendable, and the Dean’s Office stands ready to assist with both reviews as needed. • The Associate Dean (Academic) will continue to consult with the Educational Policy Committee of the Faculty regarding how to approach AI in ways that support student learning and meet the needs of programs and Departments.
Recommendation #2 - Systematic Promotion of Program and Courses. • Develop a social media strategy and implementation plan to raise the profile of GSWS with undergraduate students early in their tenure at Western	Program: • The department will develop a promotion plan, involving all department officers, the undergraduate Assistant, and the Gender Studies Student Collective. • The Undergrad Chair and Chair have been in communication with the A&H Communications officer to update the department website. • The Undergrad Chair is communicating with the Gender Studies Student Collective to better understand how they promote their events to maintain consistency. • The department will work with the Experiential Learning Coordinator in A&H to determine if an internship for a Social Media Coordinator can be created in the department. Faculty: The Dean’s Office will support the Department’s efforts to review and revitalize recruitment, not only through the A & H offices mentioned in the program’s response (Communications and EL), but in A & H events that have similarly been revitalized recently, such as Arts and Humanities Day.
Recommendation #3 - Leverage EDIDA Expertise • More efficiently and effectively support and implement the EDIDA Strategic Plan by supporting GSWS courses and faculty, and compensating GSWS experts for assisting with EDIDA activities in other areas of the university	Program: • The Chair has discussed how best to use the department’s EDIDA expertise with the Deans of Social Science and Arts and Humanities as well as the Associate VP of EDI. The department is currently contributing to a planned Certificate of EDI being organized by the Faculty of Arts and Humanities. • The department will consider further plans for leveraging EDIDA expertise at upcoming departmental retreats.

	Faculty: GSWS has long been a source of inspiration and expertise for the Faculty and for the University to draw on in all areas of EDI. For example, the Certificate in EDI that is being developed would draw on courses from across the Faculty and beyond.
Recommendation #4 - Invest in maintaining and enhancing collegial and supportive relationships among members of the department. Invest more time in coupled social-academic activities such as brown bag lunches, reading groups, pedagogy discussion groups, and work in progress research talks.	Program: The department is planning to hold weekly gatherings beginning Fall 2025 with the purpose of bringing department members, including grad students, together. The gatherings will be flexible, without specific agendas, to allow faculty to attend when they are able, but also to alleviate the pressure of any one member having to plan or organize. The hope is that these gatherings will enable the program to gather informally and build community. Faculty: The Dean's Office applauds the Department's efforts and will support the excellent measures being taken. The Faculty strives to maintain such relationships across all departments, for instance through lunches with the Dean and other opportunities to gather and will continue to do so.
Recommendation #5 - Develop clear lines of communication, responsibility, and accountability among the Provost's Office, Deans' Offices, and GSWS.	Program: - The incoming Chair will work with the administrative staff in GSWS to develop a workflow and communication chart in the spirit of making workloads more equitable and to establish clear lines of communication within the department. - The Chair will meet with the Deans' offices to discuss any changes that have been implemented. Faculty: The Dean meets regularly in one-on-one meetings with Chairs, as well as in bi-weekly Chairs' meetings, to work together on Faculty strategy and to convey crucial information. The Dean's Office is committed to continue working closely with Departments on curricular and budget-related matters, the goal always being the success of Departments and of the Faculty.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Deans of the associated Faculties are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Strategic Curricular Review which includes optimization of assessments and TA deployment	- Revise the Gender and Women's Studies modules and the Sexuality modules to promote greater efficiencies across the department. - Continue contributing to the planned Certificate of EDI being organized by the Faculty of Arts and Humanities. - Promote and advertise GSWS 2274F/G: <i>Introduction to Transgender Studies</i> to students in Arts and Humanities and Social Science. - Discuss writing assignments and how to make better use of them across the curriculum at upcoming faculty retreats. Task the Undergraduate Committee with actioning this work. - Develop a plan (to be presented to faculty) regarding more effective use of TAs across courses. This may require changes to undergraduate courses through eliminating or reducing the numbers of tutorials offered at the first year. - Develop policies and practices on AI to be approved by the department.	- Undergraduate Chair - Dean's Office	By April 2026
Recommendation #2 Systematic Promotion of Program and Courses	- Develop a comprehensive promotion plan in collaboration with all department officers, Undergraduate Assistant, and the Gender Studies Student Collective. - Engage with the Gender Studies Student Collective to understand their event promotion strategies. - Collaborate with the Arts and Humanities Communications Officer to update the department website.	- Undergraduate Chair - Department Chair	By January 2026

	• Work with the Experiential Learning Coordinator in Arts and Humanities to explore the creation of a Social Media Coordinator internship.		
Recommendation #3 Leverage EDIDA Expertise	• Continue internal discussions on leveraging the department's EDIDA (Equity, Diversity, Inclusion, Decolonization, and Accessibility) expertise. • Actively contribute to the development of the planned Certificate in EDI. • Discuss further strategies for leveraging EDIDA expertise during upcoming departmental retreat.	• Undergraduate Chair • Department Chair • Dean's Office, Social Science • Dean's Office, Arts and Humanities	By September 2026
Recommendation #4 Invest in maintaining and enhancing collegial and supportive relationships among members of the department.	• Host a department-wide retreat at the end of August 2025 where this topic will be discussed. • Initiate informal weekly gatherings for all department members, including graduate students.	• Undergraduate Chair • Department Chair	By September 2025
Recommendation #5 Develop clear lines of communication, responsibility, and accountability among the Provost's Office, Deans' Offices, and GSWS.	• Create a workflow and departmental communication chart. • Meet with Deans' offices to discuss implemented changes.	• Undergraduate Chair • Graduate Chair • Dean's Office, Social Science • Dean's Office, Arts and Humanities	By January 2026



Centre for Global Studies
Final Assessment Report & Implementation Plan
September 2025

Faculty / Affiliated University College	Huron University College	
Degrees Offered	Bachelor of Arts (B.A.)	
Date of Last Review	2016-2017	
Modules Reviewed	Globalization Studies (Honours Specialization, Specialization, Major, Minor) Global Development Studies (Honours Specialization, Specialization, Major, Minor) Global Culture Studies (Honours Specialization, Specialization, Major, Minor) Global Gender Studies (Honours Specialization, Specialization) Global Health Studies (Honours Specialization, Specialization) Global Rights Studies (Honours Specialization, Specialization)	
External Reviewers	Dr. Lalaie Ameeriar Associate Professor Faculty of Liberal Arts & Professional Studies York University	Dr. Sharlene Molleti Chair, Global Development Studies University of Toronto
	Dr. Sarah de Leeuw Canada Research Chair, Humanities & Health Inequities University of Northern British Columbia	
Internal Reviewer	Dr. Josephine Gemson Acting Assoc. Acad. Dean King's University College	Sophia Ratanshi Undergraduate Student BA, Media, Information, and Technoculture
Date of Site Visit	March 13 & 14, 2025	
Date Review Report Received	April 23, 2025	
Date Program/Faculty Response Received	Program: May 12, 2025 Faculty: June 10, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: October 21, 2025 ACA: October 28, 2025 Senate (for information): November 14, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Centre for Global Studies Program delivered by Huron University College.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Dean, Faculty of Arts and Social Science at Huron University College.

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, Huron University College, and SUPR-U.

Executive Summary

When founded in 2006, the Centre for Global Studies (CGS) was built around three academic programs which remain its core programming to this day: Globalization Studies; Global Development Studies; and Global Culture Studies.

As part of its mission, the Centre aims to allow students and faculty members to engage in studies of how persons and communities, of various sorts, form themselves and form interrelations with one another, and the plurality of social, political, cultural, geographical, and economic structures that live in this world. In the 2023-2024 academic year, 70 students were enrolled in CGS modules.

The self-study was informed by several student focus groups and surveys of both current students and recent graduates. Additionally, a comprehensive review of program learning outcomes took place for each of the six academic programs within CGS, along with curriculum mapping for each. The narrative of the self-study was shaped by multiple faculty retreats.

The external reviewers shared a positive assessment of the Centre for Global Studies Program. They offer three main recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Each of the Centre's offerings are unique within the environment of Canadian post-secondary studies, offering considerable institutional and academic differentiation for Huron.
- Passion and commitment of faculty members to the integrity, success, and excellence of the program.
 - Strong culture of collaboration amongst faculty members.
- Training in ethically-based research methodologies and critical theoretical analyses of the terms of analyses that students encounter.
 - Opportunities and experience in the development of research proposals and formal research ethics review.
- Increasingly feature experiential and community-based learning opportunities via placements or practices with social groups, non-governmental organisations, or public action movements.
- Diverse programmatic partnerships; including with Western's Department of Gender, Sexuality, and Women's Studies for Global Gender Studies; with the School of Health Studies and Department of Geography and Environment for Global Health Studies; and with Ivey School of Business with the dual degree program pathway.

- With strong training in textual analysis, interpretive reading, studies of theory, building and communicating knowledge, academic writing, and research methodologies, students find themselves well prepared for graduate programs, which many move on to.
- Students identify the main strengths of the program as the rich opportunities for 1:1 interaction with professors, the small class sizes, the interdisciplinarity of the program, and the level of academic rigour.

Principal Concerns and Areas of Improvement Identified and Discussed by the Program

- Making clearer how students can apply the knowledge and scholarly skills that they gain toward projects and assignments with more obvious and tangible relevance to social and vocational practices.
- The institutional strategies for student recruitment and retention have not resulted in any significant growth in enrolments for the program.
 - Institutional recruitment messaging and branding appears to turn away many prospective students from Global Studies.
- Find ways to offer more courses with, or opportunities within courses for, experiential and community-based learning.
- The most common areas of improvement identified by students include the need for more information about career opportunities, greater emphasis on experiential learning across the curriculum, and attention paid to the misleading “guaranteed internship” claim made by Huron.
- Perception by some that institutional recruitment messaging may not fully align with learning opportunities made possible and experienced in CGS academic programs.

Review Process

As part of the external review, the review committee, comprising two external reviewers and an internal reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- President, Huron University College
- Vice President, Academic and Acting Dean
- Registrar
- Director, Library and Learning Services
- Chair, Centre for Global Studies Program

- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Centre for Global Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that *“the CGS successfully weaves academic rigor, pedagogical innovation and community belonging in all that they do in the CGS. Students are well-supported and thrive in CGS.”*

Notable Strengths of the Program

- Students spoke highly about learner success in the program and felt uniquely well prepared and supported to meet the world with critical and creative analytical tools.
 - Students equally indicated feeling very well prepared to apply to graduate programs and about feeling positively challenged by the rigor of the programing and about their skillsets upon graduating.
- Incredible dedication to student wellness and evaluation, often going above and beyond standard-fare assessment or expectations.
- Creative assignments such as: digital story mapping assignment, critical reading responses, multiple book reading, and a commitment to writing development via research essays that respond to a relevant problems and timely events.

Areas of Concern or Prospective Improvement

- There is a significant gap in the area of Global Health Studies to achieve the goals of the program and foster the appropriate academic environment.
(Associated with Recommendation #1)

- Lack of awareness about the CGS within the suite of Huron University's offerings. Students indicated that they stumbled on course offerings somewhat randomly. (Associated with Recommendation #2)
- Students spoke about being "left on [their] own" when it came to securing experiential learning opportunities or internships and faculty spoke about challenges supporting students in student endeavors to secure experiential learning opportunities or internships. (Associated with Recommendation #2)
- Need to bolster research focus in the program. (Associated with Recommendation #3)
- No consistent policy on the use of AI technologies.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Program Streamlining and Strengthening • Consolidate number of modules and streamline core offerings down to three. • Bolster capacity for "Global Health Studies" offerings.	Program: CGS will take steps to ensure that students are able to understand the characteristics and learning objectives that distinguish each of its six academic programs offered by CGS. For instance, by: • Developing an effective information booklet on each CGS program area and refining information about offerings on the website. • Strengthening the understanding of the defining and distinguishing characteristics of each CGS program with staff at Huron's Office of Academic Advising. Prioritize a faculty position in Global Health Studies that combines studies in global social determinants of health outcomes, anti-racism in health promotion, and Globalization Studies, as a replacement position for the established CGS faculty line recently vacated. CGS faculty members will develop the necessary proposal for the review of Huron's Faculty of Arts and Social Science's (FASS) Committee of Chairs (CoC). Faculty: • The External Reviewers' suggestion to streamline the program offerings is one that should be taken seriously. Making the suggested modular changes would represent a great deal of work and would require ensuring that any students currently in modules potentially subject to revision have pathways either to complete their preferred module or (better) to join existing ones. This remains up to the Centre's chair and faculty. • The Program Response clearly articulates the desired skillset for a dedicated hire in Global Health. The addition of such a position would require a recommendation from the Committee of Chairs and approval by Huron's President and Board.

Recommendation #2: Aligning Expectations, Meeting Student Needs and Student Recruitment: The Internship and course offerings and programs • Address disconnect between public facing messaging about guaranteed internships and the actual experiences of students. • Revise relevant course titles with new, more eye-catching and 21st century titles. • Use Huron's branding as a convenient tag line.	Program: The Program will work towards this recommendation by: • Establishing an active and permanent mode of engagement and collaboration between Huron's Office of Careers and CGS to identify and publicize amongst students internship opportunities of direct relation to CGS academic programming and career objectives. • Establishing fundraising programs to support internships and experiential learning opportunities for students enrolled in CGS academic programs. • Building and carrying out a series of information programs and workshops on interdisciplinary graduate studies programs and professional studies programs of interest to students enrolled in CGS undergraduate programs. • Applying for a SSHRC Connection grant to fund speakers' series and colloquia relate to CGS academic programs and professional opportunities following students' graduation from CGS programs. • Reviewing and, as needed, revising the alignments and interrelations between the three introductory courses offered in CGS: CGS1021F/G; CGS1022F/G; CGS1023F/G. • Reviewing CGS course titles and descriptions for accuracy and clarity of expression, and revising these as necessary. • Developing and deploying clear and consistent messaging to students enrolled in, and considering enrolling in, CGS degree modules about the differences in educational experiences in taking an Honours Specializations versus a Major or double-Major, emphasizing the interests that are served in each one, particularly with respect to advancing to graduate and professional studies programs. • Strategically expressing core learning experiences and outcomes of CGS academic programs so that they can be perceived in alignment with Huron's institutional branding. Faculty: The Centre's plans about experiential learning as laid out in the Program Response seem appropriate.
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Recommendation #3: Supporting Research and Faculty Success to Deepen Program Connectedness and Grow Student Opportunities	Program: The Program aims to broaden and deepen the research profile of CGS faculty members and opportunities for students. Initiatives include: • Apply for a major grant from the Canada Innovation Fund in order to build or enhance research facilities for students, interns, faculty members, and community research partners active within all six academic programs offered by CGS, for the purpose of building deep interdisciplinary and community-integrated site of research for projects taken up within CGS courses, students' independent research, and community-based learning projects, projects initiated with community scholars. • Deepen the already strong relationships that CGS students and faculty members have with Huron's Centre for Undergraduate Research Learning (CURL), for the purposes of: increasing the number of CGS students participating in research fellowship opportunities; increasing participation of students in CGS courses in the communication of their research learning practices and outcomes and engagement with questions of research practices in their learning; and enhancing CGS students' understanding of how they are developing as researchers in applied learning. Faculty: The suggestion by the reviewers to allow course releases for faculty research would not be possible as all such releases must conform to the conditions stipulated in the Collective Agreement with respect to course releases. The suggestion to seek external funding for speaker series is a good one and the Dean's Office supports the program's plan to apply for funding.
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Program Streamlining and Strengthening	Take steps to make clear the characteristics and learning objectives that distinguish each of its six program areas. These include: • Developing an information booklet; • Revising and refining the website; and • Working with advising to ensure distinctions and pathways are clearly understood and promoted. Develop and submit proposal for faculty position in Global Health Studies.	• Chair • Dean	By September 2027
Recommendation #2: Aligning Expectations, Meeting Student Needs and Student Recruitment: The Internship and course offerings and programs	• Identify and publicize internship opportunities to students. • Apply for funding opportunities to support CGS-specific internships. • Develop and offer a series of workshops on graduate program opportunities. • Apply for a SSHRC Connection grant to fund speakers' series and colloquia related to CGS academic programs and professional opportunities following students' graduation. • Revise the alignments and interrelations between introductory courses and review/update course titles, as needed. • Reassess program messaging to better align with/leverage Huron's institutional branding.	• Chair	By September 2027
Recommendation #3: Supporting Research and Faculty Success to Deepen Program Connectedness and Grow Student Opportunities	• Develop grant proposals with the purpose of building opportunities for deep interdisciplinary and community-integrated research projects. • Deepen ties with the Centre for Undergraduate Research Learning (CURL) to increase participation of students in CGS courses.	• Chair	By September 2027



Thanatology
Final Assessment Report & Implementation Plan
September 2025

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Arts (B.A.)	
Date of Last Review	2016-2017	
Modules Reviewed	Honours Specialization in Thanatology Specialization in Thanatology Major in Thanatology Minor in Thanatology	
External Reviewers	Dr. Kathy Kortess-Miller School of Social Work Lakehead University	Dr. Erica G. Srinivasan Psychology Department University of Wisconsin at La Crosse
Internal Reviewer	Dr. Christine Tsang Chair, Dept of Psychology Huron University College	Evan Abbey Honours Specialization in English Language & Literature
Date of Site Visit	January 16 & 17, 2025	
Date Review Report Received	February 13, 2025	
Date Program/Faculty Response Received	Program: March 27, 2025 Faculty: June 3, 2025	
Evaluation	Good Quality with Report in Two Years	
Approval Dates	SUPR-U: October 21, 2025 ACA: October 28, 2025 Senate (for information): November 14, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the Program; and
- the response from the Academic Dean, King's University College.

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, King's University College, and SUPR-U.

Executive Summary

The first course examining death and dying was offered at King's in 1976. From that one course the program grew. A Certificate in Loss, Grief and Bereavement was launched in 1994. A Minor was added in 2007, and the Major was added in 2009. Thanatology became a department in 2021; prior to that it was a stand-alone program part of the Department of Interdisciplinary Programs.

Offering 37 half-courses across its modules, and with a modular enrolment of 90 students in 2023-2024, the program's mission is to inspire students to: i) view death, grief, loss, and transition with greater acceptance, ii) live a more intentional and purposeful life both personally and professionally, and iii) optimally support others through loss and transition.

The self-study was informed by dedicated focus groups with students and practicum preceptors. Equally a student survey asked about life in the program, what students liked, what they found challenging, workload concerns and how they thought the Thanatology program might be improved. Other data sources included a dedicated practicum survey and experiential needs assessment. The development of the self-study narrative was guided by several faculty/staff retreats and was supported by a curriculum mapping exercise.

The external reviewers of the Thanatology Program offer four recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Only undergraduate degree program in Thanatology across North America, establishing continental leadership in this area of undergraduate education.
- Courses are offered online, in-class (day and evening) and in hybrid modalities. This flexibility provides the opportunity to study while living at a distance.
 - Pioneering online delivery since 1998, demonstrating long-standing commitment to accessible education.
- Trauma-informed and culturally safe teaching approach grounded in EDID principles.
 - Integration of Indigenous perspectives emphasizing relational autonomy.
- Strong professional connections through membership in numerous disciplinary and professional organizations.
- Courses are increasingly embracing inclusive and adaptive assessment by offering creative alternatives to traditional essays, incorporating reflective practices, and evolving content to meet changing societal needs.
- Strong student engagement: 1) vibrant Thanatology Student Club with robust social media presence; 2) diverse programming from "death cafés" to theatrical

performances; 3) High student satisfaction with interdisciplinary nature and strong sense of departmental belonging; and 4) Students report excellent preparation for both professional careers and everyday life.

- Grief Symposium brings together international scholars and actively engages students in collaborative research partnerships.
- Extensive Practicum Network including 33 established preceptors; diverse practicum placements across varied settings including hospitals, funeral homes, and community organizations.
- 65% of program graduates pursue graduate studies and others are successfully employed across diverse sectors such as law, medicine, academia, and psychosocial oncology.
- Current students identify the principal strengths of the program as program content and scope, creative and flexible papers/projects, use of media and guest speakers, small class sizes, as well as passionate and approachable instructors.

Principal Concerns and Areas of Improvement Identified and Discussed by the Program

- Critical staffing and succession decisions lie ahead: 1) imminent faculty retirements creating urgent succession planning needs; 2) unsustainable workload with most professors working over 60 hours per week; 3) heavy reliance on part-time instructors who teach the majority of courses; 4) greater need for dedicated administrative support.
 - Struggle to find people who are uniquely qualified to teach within this “one-of-a-kind” department.
- Lack of dedicated time and support for faculty and student research. Limited full-time Faculty equally hinders ability to offer a thesis option.
- An inability to offer a standalone certificate has led to a loss of community-based adult learners.
- Limited experiential learning opportunities—due to practicum competition, faculty resource constraints, and postponed international experiences—restrict program enrichment.
- Student feedback highlights issues such as lack of course consistency and continuity and limited career preparation for those not pursuing graduate studies.
- There is a large number of students who are not enrolled in a Thanatology Minor, Major, Honours Specialization, or Certificate, but are taking Thanatology courses as electives.

Review Process

As part of the external review, the review committee, comprising two external reviewers, an internal Faculty reviewer and student reviewer, were provided with Volume I and II of

the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- Interim President, King's University College
- Interim Academic Dean
- Associate Academic Dean
- Associate Dean of Research
- Director of Enrolment Services & Registrar
- Director of Information Technology Services
- Director of Equity, Diversity, Inclusion and Decolonization
- Associate Librarian, Acquisitions & Collection Strategies
- Chair, Department of Thanatology
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the King's Thanatology Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

External reviewers shared that *“the program is innovative and responsive to the context in which their students are learning despite its ongoing sustainability concerns. The program has extremely dedicated faculty and staff who centre student learning. Students overwhelmingly indicate that they value the Thanatology program and would choose to receive this unique education again if they had the decision to repeat. The small class sizes and student-centred approach make the Thanatology program very attractive to students alongside the unique course offerings and knowledgeable, compassionate faculty.”*

Strengths of the Program

- Robust and current curriculum that addresses emerging topics such as climate, grief and social justice. Compared to similar programs (largely at the Master's

level), it provides broader and more contemporary coverage, integrating theoretical foundations with real-world relevance across diverse contexts.

- Faculty demonstrate exceptional academic and professional achievements, including awards for teaching excellence, research publications, and international recognition through speaking engagements and media contributions.
- Serves students of varied ages and professional backgrounds by offering flexible course formats – online, hybrid, and in-person – and scheduling options that accommodate those balancing work, caregiving, or career transitions.
- Dedicated administrative support, strong collaboration with the writing centre for its essay-focused curriculum, and effective assistance from the research office in securing funding.
- The Program is highly respected in the field and is the only place in North America that offers an undergraduate degree in Thanatology. The existence of the program at King's is a major strength.

Areas of Concern or Prospective Improvement

- Current program structure is unsustainable, with only one tenured faculty member expected in Fall 2025, heavy reliance on part-time instructors, recent retirements and resignations have left the department unable to consistently offer required courses, compromising its ability to meet program objectives and learning outcomes.
 - While a new 2-year LTA position offers temporary relief, long-term development and stability require permanent faculty appointments. *(Associated with Recommendation #1)*
 - A number of required courses were not offered or available to students looking to complete their degree requirements. This was understood to be due to a lack of available faculty to teach the core courses of the program. *(Associated with Recommendation #2)*
- Consider pausing the practicum until more support is available; provide students with a curated list of volunteer opportunities to maintain experiential engagement. *(Associated with Recommendation #2)*
- Consider removing the required research course from the curriculum. Students could take a cross-listed research course that provides foundational research skills relevant to Thanatology *(Associated with Recommendation #2)*.
- Re-assess delivery modalities in light of some feedback received from Faculty and students indicated high work implications and learning curves. *(Associated with Recommendation #3)*.
- Regular syllabus updates along with consultation with the EDID office, and active recruitment of diverse faculty, students, and Indigenous voices are required to address systemic inequities in education. *(Associated with Recommendation #4)*.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Succession and Instructional Capacity* To allow the program to realistically stabilize, given impending retirements, the recommended timeline below could enable King's to secure a minimum number of full-time positions by the summer of 2027: • Convert one LTA position to a TT position by July 2025. • Continue with the current search for an LTA for hire by July 2025. • Conduct a search in Winter 2026 for a new TT line effective July 2026. • Conduct a search in Winter 2027 for a new TT line effective July 2027.	Program: • The 2-year LTA has been cancelled due to budget constraints. An LTA position will continue to convert to a tenure track position. • Budget allocations enable the continuation of two full-time faculty, and CUPE hires for the foreseeable future. • One limited-term appointment has been converted into a full-time tenure-track position. Given budgetary constraints, the program will be supported by two full-time faculty and a strong complement of long-time part-time faculty. Faculty: • One LTA position is being converted to a full-time tenure-track position effective July 1, 2025. • The previously planned LTA addition has been withdrawn due to budgetary constraints. • The Academic Dean's Office will consider further hiring requests based on strategic and budgetary considerations.
Recommendation #2: Required Courses* The following courses should be the foundational courses for the Thanatology degree in the specialization, major and minor streams: • Introduction to Thanatology 1025A/B • Topical Issues in Thanatology 2225A/B (consider including aspects from the principle of Palliative Care) • Bereavement and Grief	Program: • The Program continues to foster interdisciplinary collaboration by cross-listing courses with varied departments. Plans are underway to expand elective offerings to Social Work and to introduce a Philosophy professor to teach Ethics, enhancing curricular support across programs. • The Honours Specialization Program (HSP) has been suspended, with admissions paused indefinitely. The department remains committed to supporting the major and minor programs.

The program should pause other required courses until the full-time faculty complement reaches three (3). For instance: • Pause Thanatology 3360A/B until faculty resources are increased and then revisit the practicum and reconsider the course's purpose and learning outcomes • Pause Honours Specialization of Thanatology.	• In response to resource constraints, several courses have been cycled out for the upcoming academic year. To streamline offerings and improve efficiency, the department has collaborated with administration to develop a course rotation calendar and is consolidating several courses. • Thanatology 3360A/B will still be offered as it is a highly valued experiential learning course that aligns with the King's University College strategic plan. Faculty: • The Academic Dean's Office supports: 1) pausing admission to the HSP – current students in the HSP would be supported to program completion; 2) the continued interdisciplinary collaboration in support of the program.
Recommendation #3: Medium of Delivery Decide on one delivery modality. In-person delivery appears to be better aligned with the current resources and goals of King's University College.	Program: The online, in-class, and hybrid course delivery models are central to our department and have been in place for over twenty-five years of our almost fifty-year history. The online courses are seen as critical by students. This direction also aligns with our strategic plan and provides flexibility for the future. The students have a desire for flexibility. The core courses are offered online and in-person. Faculty: King's primary student constituency continues to be students seeking an in-person experience, with some flexibility afforded by some online learning. The Academic Dean's Office will continue to support the program in making strategic and responsive choices regarding instructional modalities.
Recommendation #4: EDID* Faculty should collaborate with the King's EDID Office to: • Nominate a faculty "champion" who will liaise with the EDID office and learn to review course syllabi with an EDID lens.	Program: • There is no longer an EDID office at King's University College; an advisor and consultant on equity, diversity, inclusion and decolonization is retained. • Syllabi is being revised to ensure EDID is included; presently, this is the responsibility of faculty members; however, a system of double checking will be put in place for all courses offered.

• Consider including the EDID office in any community or knowledge mobilization events hosted by the department. • Consider emphasizing the required HR language throughout the recruitment process.	• HR language now includes mention of intersectionalities of race, gender, Indigeneity, sexual orientation and numerous others. Faculty: Due to restructuring, King's will embed equity, diversity, inclusion, and decolonization in several offices rather than one stand-alone Office in order to support stronger curricular integration of EDID. The current Director of EDID has transitioned to role of EDID Advisor. The Academic Dean's Office supports the program's intentionality regarding EDID across courses and in hiring practices.
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Academic Dean are responsible for enacting and monitoring the actions noted in Implementation Plan. The number of recommendations prioritized for implementation has been reduced; recommendation #3 was not prioritized in the implementation plan below, given that both the Program and Faculty deem it not to be actionable, as articulated in their responses above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Succession and Instructional Capacity To allow the program to realistically stabilize, given impending retirements, the recommended timeline below could enable King's to secure a minimum number of full-time positions by the summer of 2027: 1) Convert one LTA position to a TT position by July 2025; 2) Continue with the current search for an LTA for hire by July 2025; 3) Conduct a search in Winter 2026 for a new TT line effective July 2026; and 4) Conduct a search in Winter 2027 for a new TT line effective July 2027.	• Conversion of one LTA position to a full-time tenure-track position. • Consideration of further hiring requests based on strategic and budgetary considerations.	• Academic Dean	By September 2025 (LTA to TT)
Recommendation #2: Required Courses The following courses should be foundational for the Thanatology degree in the specialization, major and minor streams: 1) Introduction to Thanatology 1025A/B; 2) Topical Issues in Thanatology 2225A/B; and 3) Bereavement and Grief. The program should pause other required courses until the full-time faculty complement reaches three (3). For instance: • Pause Thanatology 3360A/B	• Continue to strengthen interdisciplinary collaborations. ◦ Finalize elective offerings with Social Work. • Suspend admission to HSP. Support current HSP students through to completion. • Continue cycling out selected courses, collapsing and combining	• Chair • Academic Dean	By September 2026

• Pause Honours Specialization of Thanatology.	courses, and increasing class size caps as needed. • Promote the practicum as a key experiential learning opportunity aligned with the KUC strategic plan.		
Recommendation #4: EDID Faculty should collaborate with the King’s EDID Office to: • Nominate a faculty “champion” who will liaise with the EDID office and learn to review course syllabi with an EDID lens. • Consider including the EDID office in any community or knowledge mobilization events hosted by the department. • Consider emphasizing the required HR language throughout the recruitment process.	• Revisit all syllabi to make certain principles of EDID are included. ○ Develop a formal review system to ensure EDID content is strategically integrated across program courses.	• Chair	By September 2026

ITEM 13.3(d) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Chemistry

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

At its meeting on October 28, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Chemistry.

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Science	Chemistry	March 10-11, 2025	Good Quality

The detailed Final Assessment Report and Implementation Plan for this review is attached.

ATTACHMENT(S):

[Final Assessment Report – Chemistry](#)



Chemistry
Final Assessment Report & Implementation Plan
October 2025

Faculty / Affiliated University College	Science	
Degrees Offered	MSc, PhD	
Date of Last Review	2016-2017	
Approved Fields	Inorganic Organic Physical/Analytical	
External Reviewers	Dr. Jennifer van Wijngaarden Professor of Chemistry, York University	Dr. Alexander Brolo Professor of Chemistry, University of Victoria
Internal Reviewers	Dr. Elizabeth Hayden Associate Dean Graduate Faculty of Social Science	Edward Wang MD/PhD Candidate Schulich School of Medicine and Dentistry
Date of Site Visit	March 10 & 11, 2025	
Date Review Report Received	March 28, 2025	
Date Program/Faculty Response Received	Program – June 9, 2025 Faculty – June 9, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-G: October 20, 2025 ACA: October 28, 2025 Senate (for information): November 14, 2025	
Year of Next Review	Year of next cyclical review: 2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

This FAR considers the following documents:

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

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee on Program Review - Graduate (SUPR-G) and ACA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document from the cyclical review process that is made public; all other documents are confidential to the Chemistry Graduate Program, Faculty of Science, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The Department of Chemistry at Western was established in 1882 – the first Doctor of Philosophy in Chemistry being awarded in 1953. Since then, the department has grown considerably, with 31 tenured or tenure track faculty members. The graduate program has two degree options, the Master of Science and the Doctor of Philosophy – both are thesis-based degrees that encompass original research. Current research themes are (i) Chemical Biology and Biomaterials, (ii) Synthesis, Catalysis and Molecular Materials, (iii) Design, Function and Characterization/Energy and Mechanism, (iv) Theory and Computation. Each Fall, 25-30 new graduate students enter the program, leading to a departmental average of 110 graduate students.

The self-study was informed by a dedicated student survey (with 81 respondents), a participatory student focus group discussion (with 17 participants) and a series of guiding departmental meetings.

The external reviewers shared a positive assessment of the Graduate Chemistry Program. They offer seven recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Graduate students have the option of several collaborative specializations which are: (i) Scientific Computing; (ii) Molecular Imaging; and, (iii) Environment and Sustainability. These multi-disciplinary collaborative specializations facilitate interactions between graduate students and faculty from different departments/Faculties.
- 2+2 degree arrangement with Soochow University (China-Renewed Fall 2024), offering a Doctoral degree via the “Soochow University-Western University Centre for Synchrotron Radiation Research”.
- Optional Experiential Learning and Professionalism in Chemistry (EPIC) course – a self-directed learning experience to recognize and encourage practical professional development activities in the MSc or PhD degrees.
- Events co-organized by the department and the chemistry club such as the “Oh my goodness it has started” and “Thank goodness it is over” events that are taking place at the start (October) and the end (May) of the academic year.
- Program researchers teaming up to successfully lead large grant applications for the benefit of the whole chemistry community.
 - Two new Canadian Fund for Innovation (CFI) projects have been selected by Western University to move forward for the 2025 competition. These will enable modernization of critical instrumentation located at Western.

- Western was the first university (excluding the University of Toronto) in Ontario to reach the \$30,000 stipend level for PhD students, effective January 2023.
- Chemistry does very well in ensuring their MSc and PhD cohorts complete their degrees in a timely manner and to the standards for the discipline – approximately 2 years for MSc, and 5 years for PhD.
- Students indicate main program strengths as: 1) Equipment and facilities the department offers (Electronics, machine shop, SSW, NMR, X-ray, etc.); 2) Faculty and staff who are respectful with good supervisors which actively help students throughout their studies; 3) Invited academic speakers; and 4) the split course style, allowing for shorter courses and less long-term time commitments.

Concerns and Areas of Improvement Identified and Discussed by the Program

- There are virtually no scholarships for international students – International MSc admissions being halted since 2021.
- While updates and renovations to facilities have taken place over the past decades, certain facilities and laboratory spaces are significantly outdated.
- Students indicated areas for improvements for the program mainly as: 1) Lack of communication (e.g., student expectations, scholarships/bursaries); 2) Need for more easily accessible information (e.g., out of date website); 3) General re-balancing of the TA ships offered, their duties and the hours allocated; and 4) lack of industry exposure in current professional development offerings.
- Students requested that the department hold feedback sessions more frequently and create an updated report that highlights the changes requested by students and the steps taken to meet these expectations (or where they can't be met) which is then shared back with the students.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a graduate student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met in-person over two days with the:

- Associate Vice-Provost, School of Graduate & Postdoctoral Studies
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Director, Office of Academic Quality and Enhancement
- Associate Chief Librarian and Team Members
- Dean, Faculty of Science
- Associate Dean – Graduate Studies, Faculty of Science
- Department Chair

- Graduate Chair
- Education, Admission, and Scholarship Committee Members
- Graduate Committee Members
- Associate University Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the graduate Chemistry Program and Decanal responses form the basis of this Final Assessment Report (FAR). The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers shared that *“the graduate program in Chemistry is of very high quality and fits well within the institution’s strategic priorities. Most notable is the well-planned milestones of the program that ensures that students progress in a timely manner and achieve all PLOs and GDLEs [...] the high quality of the scientific contributions in biological chemistry and health sciences clearly places this graduate program among the best nationally.”*

Strengths of the Program

- Strong sense of community through faculty-led initiatives (e.g., coffee breaks with Chair) and the chemistry graduate students' association.
- Courses cover a wide range of advanced topics in chemistry using broad faculty expertise.
 - Courses designed with professional development in mind (e.g., Experiential Learning and Professionalism in Chemistry - EPIC).
- Equitable funding policy ensures all graduate students receive comparable stipends with transparent levels posted on website.
- Clear timeline for each milestone promotes timely completion; particularly compared to programs analogous in length at comparable institutions.
 - Low withdrawal rates: ~5% for MSc, only 2 PhD students in 8 years.
- Strong indication that program learning outcomes are met: students move successfully to positions in academia and industry.
- Level of research scholarship achieved is very high; department has strong reputation.

- Faculty members and graduate students generate a respected stream of publications (around 50 papers/year) in high profile peer-reviewed international journals from learned societies.

Prospective Areas of Improvement for the Program to Consider

- Proctoring duties are often assigned on short notice (*Associated with Recommendation #1*).
- Stipend levels relative to increasing living costs in London, despite stipends being comparable to top Canadian universities (*Associated with Recommendation #2*).
- More proactive communication of opportunities and campus resources – for instance, mental health resources and PD opportunities (*Associated with Recommendation #3*).
- State of physical laboratory space dedicated to graduate student research; even while piecemeal renovations have been carried out, remains a major concern.
- Decrease in technical personnel and support through the facilities leads to longer waits for basic research-related services that can delay graduation time.
- Consider implementing a plan to maintain and upgrade shared infrastructure facilities (e.g., NMR, mass spec, X-ray) with specific priorities and timeline for major acquisitions (*Associated with Recommendation #4*).
- Students could benefit from more library collaboration - particularly for students with little experience in database searches and data management (*Associated with Recommendation #7*).
- Minimum course enrollments may pose a risk to the program if course offerings need to be reduced.

While not all areas of improvement noted by the external reviewers were explicitly expanded on as stand-alone recommendations, several are embedded in the recommendations offered, as outlined in the section below. The points above remain suggestions for consideration by the Program.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1: Devise and deploy an administrative process that establishes a proctoring schedule for midterm exams at the start of each term.	Program: The Department far exceeds the timeline related to proctoring duties outline in the relevant collective agreement – attempting at all costs to schedule proctoring duties on average 1 month prior to an exam. Nevertheless, the program will endeavor to provide the proctoring schedule with even longer notice. Faculty: The Faculty of Science recognizes the challenges faced by the program to find proctors for numerous large courses. Chemistry has done a good job providing the proctoring information to the TAs in a timely manner and we appreciate that they will endeavor to increase the notice provided to the TAs to improve their working conditions. If the program wants to hire external proctors instead of TAs, this might alleviate some of their scheduling issues. The Dean's Office maintains a pool of external proctors and can assist with this transition if the program wants to pursue this.
Recommendation #2: Continue to devise strategies to increase graduate students' stipends to values more compatible with the living costs in the London area.	Program: The Chemistry Department has been proactive in regular review and improvement of the compensation packages for graduate students and has established some of the highest stipends in the U15 (outside of U of Toronto). This is an ongoing process and addressed yearly at Faculty meetings. The program will evaluate the possibility of increasing minimum stipends in the context of the current financial stress. Faculty: The Chemistry department faces the same problems with graduate student stipends seen across the university. This program has been very proactive to ensure that their stipends are competitive among other Canadian Chemistry graduate programs. Chemistry is very mindful of their students' stipends and the implications for recruitment and student support.
Recommendation #3: Consider new, multi-pronged strategies to improve communication with graduate students on ancillary topics.	Program: The program will emphasize the resources offered by Western University, such as for mental health awareness by: 1) having a dedicated section on the program website; 2) regular reminders to graduate students about these resources by email in the fall and winter periods; 3) invite the Western Wellness team to give a presentation to students; 4) prepare a reference document that will be printed and given to all Faculty with a list of contacts for wellness on campus

	to make referrals as necessary; and 5) integrate mental health workshops and resources in professional development as a part of the EPIC course. Faculty: The program has a good plan to increase communication with students. Currently, the graduate chair meets annually with every graduate student which provides additional, personalized support.
Recommendation #4: A concerted plan should be implemented to maintain and upgrade the shared infrastructure facilities (NMR, mass spectrometry and X-ray) by defining specific priorities (e.g. new solid state NMR) and a rough timeline for major acquisitions. Protect the supporting personnel positions that are required to maintain the equipment and train graduate students.	Program: The previous chair had implemented an instrument renewal plan that has continued under the current administration. Of the three major instrument infrastructures within chemistry, all three have secured funding (CFI) and are either complete or in the process of renewal. This includes a new NMR instrumentation (600 MHz dual solution and solids capable), a new state-of-the-art, multi-functional mass spectrometer and powder and single-crystal X-ray spectrometers. Of major instrument infrastructure, the Department is in the planning stage for a renewed, dedicated solid-state NMR spectrometer. Moving forward, the program will initiate further discussions with faculty members regarding the departmental instrumental and facility needs and their integration in training the graduate students. Faculty: The Chemistry department has an internal process for assessing and prioritizing department needs and renewal of infrastructure. The Chair has been a strong advocate for departmental resources in their annual budget submissions. The Faculty of Science will support equipment renewal grants through the services of our research officers.
Recommendation #5: Review their course offerings to establish a balance between the breadth of topics required by the program and future financial challenges.	Program: The department will enhance the possibility to cross list more senior undergraduate courses depending on the need and the request in the different fields. The program will also keep a good equilibrium between the different themes covered by the graduate courses. Faculty: The Faculty of Science agrees with the program's plans to offer more cross-listed courses. This will also aid with enrollment in 4th year undergraduate courses.

Recommendation #6: Consider ways to provide the MSc students a minimum of three weeks between their first meeting and their seminar.	Program: The fall/winter 2025 schedule will be built to accommodate a three week period between the 9657 and the first-year report. This includes possible 9657 presentations moved in the early winter schedule. Faculty: The Dean’s Office agrees with the program’s plans to accommodate this scheduling change.
Recommendation #7: Encourage the students to interact with the library staff early in their program to acquire proficiency in database searches, data management and data security.	Program: Incoming international students should be acquainted with library resources, journal catalogues and how to make the best use of these Western resources. The importance of data management and integrity is critical in this field in particular in view of an AI driven document generation. The program will contact the library staff to set up a presentation for all PhD students and make it compulsory for all students. Faculty: The Dean’s Office is impressed with the program’s decision to provide compulsory library training to incoming students.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Devise and deploy an administrative process that establishes a proctoring schedule for midterm exams at the start of each term.	• Create the material to improve the communication of proctoring duties to students. • Setup meeting in early September with the new incoming students regarding their TA and proctoring duties.	Grad Chair	By December 2025
Recommendation #2: Continue to devise strategies to increase graduate students' stipends to values more compatible with the living costs in the London area.	• Evaluate the possibility of increasing minimum stipends in the context of the current financial stress. • Present and catalyze a discussion at an upcoming Faculty meeting.	Grad Chair	By December 2025
Recommendation #3: Consider new, multi-pronged strategies to improve communication with graduate students on ancillary topics.	• Emphasize mental health awareness resources on the program website. • Send out regular e-mail reminders to graduate students. • Invite the Western Wellness team to give a presentation to grad students. • Prepare a reference document that will be printed and given to all Faculty with a list of contacts for wellness on campus to make referrals as necessary. • Integrate mental health workshops and resources as a part of the EPIC course.	Grad Chair	By June 2026

Recommendation #4: A concerted plan should be implemented to maintain and upgrade the shared infrastructure facilities (NMR, mass spectrometry and X-ray) by defining specific priorities (e.g. new solid state NMR) and a rough timeline for major acquisitions.	• Initiate further discussions with faculty members regarding the departmental instrument and facility needs via survey and scheduled meetings. • Using the instrument renewal plan implemented by the previous Chair, continue defining priorities and outlining strategies for funding of major instrument infrastructure. ○ For instance, solid-state NMR spectrometer.	Grad Chair Departmental Chair	By June 2026
Recommendation #5: Review their course offerings to establish a balance between the breadth of topics required by the program and future financial challenges.	• Review equilibrium between the different themes covered by graduate courses in the program. • Explore the possibility to cross list more senior undergraduate courses.	Grad Chair	By June 2026
Recommendation #6: Consider ways to provide the MSc students a minimum of three weeks between their first meeting and their seminar.	• Craft the fall/winter schedule to accommodate (when possible) a three-week period between the 9657 and the first-year report.	Grad Chair	By December 2025
Recommendation #7: Encourage the students to interact with the library staff early in their program to acquire proficiency in database searches, data management and data security.	• Contact the library staff to set up a presentation for all PhD students - making it compulsory for all students.	Grad Chair	By December 2025

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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

At its meeting on October 28, 2025, ACA approved on behalf of the Senate the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 13.3(e), 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

Athletics

Rick Rasmussen “Big Raz” Rowing Award

Awarded to full-time undergraduate or graduate students in any year of any degree program at Western, including the Affiliated University Colleges, who are making a significant contribution as a member of the Rowing Team. The awards will be divided equally between men and women members of the team each year. As per OUA and U SPORTS regulations, a non-entering student must have an in-course average of 70%. Candidates must be in compliance with current OUA and U SPORTS regulations. The Western Athletic Financial Awards Committee will select the recipients.

Value: 4 at \$1,500 awarded annually

Effective Date: 2025-2026 to 2026-2027 academic years inclusive

Don Wright Faculty of Music

Jack Long Music Award

Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. The Don Wright Faculty of Music will select the recipients.

Value: 1 at \$2,000 awarded annually

Effective Date: 2025-2026 to 2029-2030 academic years inclusive

This award has been established through a generous donation from Long & McQuade to honour the legacy of their company founder, Jack Long to recognize students demonstrating excellence in musicianship. As a lifelong musician, music industry pioneer and supporter of music education, Jack believed that everyone deserved to learn and play music. Jack used this as the driving force shaping Long & McQuade as a musician-first company.

Faculty of Information and Media Studies

Susan Fenlon Bursary in Journalism and Communications

Awarded to full-time graduate students in the Master of Media in Journalism and Communications based on financial need. The recipient will be selected in accordance with the FIMS Awards and Scholarships Policy.

Value: 1 at \$2,000 awarded annually

Effective Date: May 2025 to April 2030 inclusive

This bursary was made possible by a generous donation from Brodie Fenlon (MAJ'99) and named for his mother (BA'69) in recognition of her endless support, love of the news and curiosity about the world.

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 15.0 – Question Period

ACTION: ☐ APPROVAL ☐ INFORMATION ☒ DISCUSSION

Questions for Senate to be addressed during the agenda.

The following question was submitted in advance regarding item 9.3.

1. Christopher Alcantara, Senator:

What process is being used to select programs for Navitas? For example, regarding item 9.3, how was that program chosen and how was the Faculty of Engineering involved in that decision? Additionally, the Department of DAN Management has indicated they were unaware their program was chosen—could you explain how that decision was made?

Questions for Senate to be addressed during discussion and question period.

Questions that were submitted in advance of the October 29, 2025 Operations/Agenda Committee (OAC) meeting, in accordance with section 4.2.2 of Senate's Adopted Policies and Procedures (set out below), are listed under [item 6.3](#).

Questions routed to Senate will be addressed at the Question Period.

Excerpt from Senate's Adopted Policies and Procedures:

4. Questions for Senate

4.1 Questions regarding matters on the agenda

(a) It is suggested, though not required, that Senators and Official Observers (collectively "members") who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

4.2 Question Period

The Question Period has two functions:

(a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

- (b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2.1 Questions and Issues for Discussion

- (a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.
- (b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

4.2.2 General Regulations

- (a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least **eight days prior to the next OAC meeting*** will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.
- (b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.
- (c) No motions may be put forward or considered during the Question Period.
- (d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.
- (e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.
- (f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.
- (g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.
- (h) If after an answer is received or discussion of an issue concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate unit on

campus.

- (i) If there are issues or questions that have not been addressed at the end of the 30-minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Question Period of the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.

* The deadline for submitting questions and issues for discussion for consideration by OAC is 4:00 p.m. on:

Submission Deadline (to OAC)	OAC Meeting Date
Tuesday, September 2, 2025	Wednesday, September 10, 2025
Tuesday, September 30, 2025	Wednesday, October 8, 2025
Tuesday, October 21, 2025	Wednesday, October 29, 2025
Tuesday, November 18, 2025	Wednesday, November 26, 2025
Tuesday, December 16, 2025	Wednesday, January 7, 2026
Tuesday, January 27, 2026	Wednesday, February 4, 2026
Tuesday, February 24, 2026	Wednesday, March 4, 2026
Tuesday, March 31, 2026	Wednesday, April 8, 2026
Tuesday, April 28, 2026	Wednesday, May 6, 2026
Tuesday, May 19, 2026	Wednesday, May 27, 2026

Questions or issues for discussion submitted after the deadline will be considered by OAC at a subsequent meeting.
