Western
UNIVERSITY · CANADA

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

SENATE AGENDA

Friday, January 16, 2026, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

1.0	Land Acknowledgement	
2.0	Minutes of the Meeting of December 5, 2025	Approval
	2.1 Business Arising from the Minutes	Information
3.0	Report of the President	Information
	3.1 Report of the Board Chair	Information
4.0	Report of the Provost	Information
5.0	Report of the Vice-President (Research)	Information
6.0	**Report of the Operations / Agenda Committee (S. Roland)**	
	6.1 Revisions to the Terms of Reference of Convocation Board	Approval
	6.2 Questions for Senate	Information
7.0	**Report of the Nominating Committee (G. Little) – No Report**	
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) – Refer to Consent Agenda**	
10.0	**Report of the Senate Committee on University Planning (S. Schmid)**	
	10.1 Climate & Sustainability Strategy	Information

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

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)	Appointment of Officers of Convocation	Information
13.1(b)	Senate Membership – Vacancies Filled by Appointment	Information

13.2 Items from the Senate Committee on Academic Policy

13.2(a)	Revisions to the Policy on "Certificates, Diplomas and Micro-credentials"	Approval
13.2(b)	Introduction of a Procedure for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs	Information
13.2(c)	School of Graduate and Postdoctoral Studies:	
13.2(c)(i)	Withdrawal of the Policy on "Doctoral Flex Time Registration"	Approval
13.2(c)(ii)	Withdrawal of the Policy on "External Graduate Scholarships on Transcripts"	Approval

13.3 Items from the Senate Committee on Academic Curriculum and Awards

13.3(a)	Faculty of Arts and Humanities, Department of Languages and Cultures:	
13.3(a)(i)	Withdrawal of the Minor and Certificate in Intercultural Communication for Arabic	Approval
13.3(a)(ii)	Withdrawal of the Minor and Certificate in Intercultural Communication for Japanese	Approval
13.3(b)	Ivey School of Business: Revisions to the Policy on "Admission – Business Administration"	Approval
13.3(c)	Faculty of Health Sciences, Brescia School of Food and Nutritional Sciences: Withdrawal of Family Studies	Approval

		Modules (Honours Specialization in Families and Communities – BA (Human Ecology); Honours Specialization and Specialization in Family Studies and Human Development – BSc (Human Ecology); Honours Specialization, Specialization, and Major in Nutrition and Families – BA (Human Ecology))	
13.3(d)		Faculty of Science, Department of Computer Science: Withdrawal of the Honours Specialization in Bioinformatics and the Honours Specialization in Information Systems	Approval
13.3(e)		Huron University College:	
	13.3(e)(i)	Renaming of Global Culture Studies Modules	Approval
	13.3(e)(ii)	Renaming of Global Development Studies Modules	Approval
	13.3(e)(iii)	Renaming of Global Rights Studies Modules	Approval
	13.3(e)(iv)	Renaming of Globalization Studies Modules	Approval
13.3(f)		King's University College: Revisions to the Honours Specialization in Social Work	Approval
13.3(g)		SUPR-G Report: Cyclical Review of the Graduate Program in Media Studies	Information
13.3(h)		Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2025 – December 2025)	Information
13.3(i)		New Donor-Funded Scholarships, Awards and Prizes	Information
13.3(j)		Faculty of Education: Introduction of Western-Approved Micro-credentials	Information
13.4		Items from the Senate Committee on University Planning	
	13.4(a)	Western Office of the Ombudsperson Annual Report 2024/25	Information
	13.4(b)	Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of the Senate in 2025 (or prior) by the Senate Committee on University Planning	Information

13.5 Announcements and Communications

13.5(a)   Elections Results – Selection Committee for the Deputy   Information
            Provost

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 December 5, 2025

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on December 5, 2025, be approved as circulated.

ATTACHMENT(S):

Minutes of the December 5, 2025 Meeting

![Western University Canada logo]

MINUTES OF THE MEETING OF SENATE
Unofficial Until Approved

December 5, 2025

The meeting was held at 1:30 at the Great Hall, Somerville House

SENATORS:

A. Agyapong	L. M. Gribble	P. Pexman
Y. Al-Ani	M. Green-Barteet	T. Rajan
C. Alcantara	R. Gros	R. Ramachandran
A. Ali	A. Hassan	W. Ritchie
J. Antonelli	J. Herrera	S. Roland
A. Awawdeh	B. Hill	J. Redden
C. Barteet	L. M. Ibarra	L. Rehmann
G. Beckett	M. Joanisse	B. Rubin
B. Begg	I. Johnsrude	S. Schmid
K. Bertrand	A. Jokhu	L. Shahin
K. Big-Canoe	M. Khimji	A. Shchepetkina
J. Birkinshaw	H. Kirk	A. Shepard
S. Boe	S. Knabe	S. Sibbald
A. Bryson	T. Layton	K. Siddiqui
N. Campbell	H. Li	N. Silvester
K. Choi	G. R. Little	D. Sirek
C. Chung	L. Lingard	M. Stahl
S. Clarke	M. Lebo	F. Strzelczyk
N. Coates	L. Logan	J. Walsh
K. Coley	A. Lukawski	X. Wang
S. D'Arcy	T. Mantler	L. Waller
L. Davis	M. Modeski	J. H. Wright
M. El-Sakka	Z. Nadeem	K. Yeung
D. Ferri	I. Namukasa	J. Yoo
J. Gemson	A. Nocilla	N. Zabian
C. Giannacopoulos	V. Parsa	
L. Graham	I. Paul	

Observers: C. Bressette, R. Chelladurai, H. M. Diaz, S. Hayne Beatty, S. Hendrikx, K. Henricus, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, O. Oloya, V. Sarkany, J. Scott, M. Yenson

LAND ACKNOWLEDGEMENT

C. Barteet offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of November 14, 2025

It was moved by B. Hill, seconded by P. Pexman,

    That the minutes of the meeting of November 14, 2025, be approved as circulated.

CARRIED

BUSINESS ARISING FROM THE MINUTES

Update on the Western Campaign

In response to a request made at the November Senate meeting, K. Bertrand, Vice-President (University Advancement), provided an update on Western's Campaign, confirming that only 1% of the total funds raised are unrestricted and could be used to fulfil operational needs across the University. Additionally, K. Bertrand indicated that while other funds are largely restricted, they have significant impact on Western's overall operating budget and its ability to support strategic priorities.

REPORT OF THE PRESIDENT

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, provided a brief verbal update outlining several government-related matters, including the recent release of the federal budget and its potential implications for the sector, such as research funding, student housing initiatives, and potential adjustments to the international student cap.

A. Shepard concluded his report by highlighting the recent opening of the new Centre for Bioethics and acknowledging the visit of distinguished bioethicist and Western alumna Françoise Baylis, recently elected President of the Royal Society of Canada.

ITEM 3.1 – Strategic Plan Update

A. Shepard provided a presentation to review progress on the Western Strategic Plan, highlighting key achievements and areas for future growth. The President highlighted the external factors impacting the academic sector and reaffirmed Western's ongoing commitment to delivering high-quality education, advancing research, and increasing institutional impact.

The President addressed a question of clarification regarding Indigenous learning bundles and confirmed continuous involvement of Indigenous faculty, students, and staff members in reviewing and developing curriculum to ensure its accuracy and relevance.

In addressing a question on the main areas where Western is underperforming, the President outlined plans and initiatives aimed at future sustainable growth in those areas.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) began her report by commenting on Western's strong performance in the QS Sustainability Rankings 2026, where the University placed fourth in Canada and 24th worldwide.

F. Strzelczyk continued her report with an update on Western's Research Information Management System (RIMS) introduced in November and designed to collect and organize information related to research and scholarly work.

In closing the report, F. Strzelczyk commented on the progress made toward launching the Western International College.

In response to a question raised at the November Senate meeting, F. Strzelczyk explained that class size requirements pertain to resource allocations rather than academic policy, and therefore do not fall within the Senate's mandate.

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), addressed a request for information on marginal cost and marginal benefit associated with every student who exceed the funding corridor and stated that this analysis is complex due to the wide range of factors involved, including the varying levels of support services provided to students, the different modes of program delivery, and the diversity of Faculties and academic programs across the University. These factors make a standardized calculation challenging.

The Provost addressed a question regarding Western's plans for alternative sources of revenue generation and commented on the growing global demand for Professional Master's degree programs.

ITEM 4.1 – Update on University Budget Planning Process

F. Strzelczyk provided a presentation, beginning with an overview of the planning process, revenue sources, and the external and internal factors impacting the University budget. The Provost addressed the student-to-faculty ratio, outlined the strategic priorities for 2026–27 and explained how resources will be optimized to maintain high educational standards.

P. Pexman, Vice-President (Research), provided clarification on the alternative approaches to research revenue generation and shared with Senate the most recent results from major research competitions, providing an overview of outcomes and key highlights.

F. Strzelczyk and R. Chelladurai addressed questions requesting clarification on the data provided and directed members to sources with further information. Additionally, F. Strzelczyk confirmed that the course development work for the launch of the Western International College is progressing as expected and remains on track.

R. Chelladurai spoke to a question that was submitted in advance of the meeting and commented on the admission standards for the Faculty of Social Science, confirming Western's consistent approach and noting that this matter is subject to Senate's annual approval.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

In addition to the materials provided in advance of the meeting, P. Pexman, Vice-President (Research) provided a verbal update on the activities within her portfolio and commented on the recently announced federal budget, highlighting that it contains positive changes for post-secondary research funding, including $1.65 billion that has been allocated to attract international research talent to Canada. P. Pexman noted that, while the program details have not been yet released, there are indications of potential adjustments to funding allocations and program priorities.

In conclusion of her report, P. Pexman provided an update on the work of the Western Academy for Advanced Research.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

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

ITEM 6.1– Revisions to the Terms of Reference of the Honorary Degrees Committee

It was moved by S. Roland,

> That on the recommendation of the Operations/Agenda Committee, Senate approve that effective December 5, 2025, the terms of reference of the Honorary Degrees Committee be revised as shown in Item 6.1.

CARRIED

ITEM 6.2 – Notice of Motion

It was moved by N. Zabian, seconded by B. Begg,

> That the Senate recommend to the Board of Governors through the President & Vice-Chancellor, that Western University's Investment and Responsible Investing Policy (within MAPP 2.26) be expanded to include commitments to upholding human rights and international law in all investment practices, including divestment from weapons manufacturers, and companies that are involved in violations of international law or internationally recognized human rights.
>
> Furthermore, that the Senate recommend to the Board of Governors to establish a Special President's Committee on Ethical and Human-Rights–Aligned Responsible Investing, composed in a manner that is representative of the Western community—

including students, faculty, staff, and community members—and mandated to develop and oversee the implementation of the aforementioned policy amendments in a sustainable manner.

The Chair opened the floor for the discussion.

While recognizing the importance of sustainable financial performance, Senators that spoke in favour of the motion acknowledged the importance of aligning the University's investment practices with its mission, values, and community priorities. The Senators referred to the various constituencies across campus, including student councils and faculty association, that had formally supported incorporation of human rights considerations into the Responsible Investing Policy.

Those speaking against the motion raised concerns that the motion, as written, requires divestment from all weapons manufacturers and the supply chain companies, rather than limiting the scope to companies directly involved in human rights violations. Additionally, a Senator noted that Western is already a signatory of the UN Principles for Responsible Investment, which confirms Western's commitment to incorporating social considerations into the investment strategy.

A Senator noted that the weapons-manufacturing industry is associated with elevated risks and that this motion seeks to develop a long-term, strategic approach rather than responding on a case-by-case basis.

A motion to amend the 1st paragraph of the main motion was proposed as follows.

It was moved by K. Coley, seconded by D. Ferri,

> That the Senate recommend to the Board of Governors through the President & Vice-Chancellor, that Western University's Investment and Responsible Investing Policy (within MAPP 2.26) be expanded to include commitments to upholding human rights and international law in all investment practices, including divestment from companies that are involved in violations of international law or internationally recognized human rights, including weapons manufacturers.

DEFEATED

A Senator highlighted that while the motion is related to a broad range of companies, Senate's authority extends to making a recommendation to the Board of Governors, and the Board will determine how the matter is addressed moving forward.

The Chair call the vote on the main motion, and it was CARRIED.

ITEM 6.3 – Questions for Senate

S. Roland informed Senate that no questions were received in advance of the Operations/Agenda Committee meeting for consideration at the December 5, 2025 Senate meeting.

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, G. Little provided the Nominating Committee report.

ITEM 7.1 – Membership – Selection Committee for the Deputy Provost

Andrew Johnson, Susan Knabe and Lars Rehmann were acclaimed to serve on the Selection Committee for the Deputy Provost as the faculty members.

Rachel Halaney was nominated by the Nominating Committee and Katie Big-Canoe was nominated from the floor of Senate. An election was held following the Senate meeting and Katie Big-Canoe was elected to serve on the Selection Committee for the Deputy Provost as an administrative staff member.

Aliya Jokhu was acclaimed to serve on the Selection Committee for the Deputy Provost as a student.

ITEM 7.2 – Membership – Senate Review Board Academic

Yuen Ki Ng was acclaimed to serve on the Senate Review Board Academic as a graduate student for a term ending June 30, 2026.

REPORT OF THE UNIVERSITY RESEARCH BOARD

On behalf of the University Research Board (URB), P. Pexman presented the URB report and highlighted several initiatives that were discussed at the last meeting, including the presentation on the work of the Institute for Earth and Space Exploration.

P. Pexman continued the report by providing a presentation related to the implementation plan of the recommendations that were highlighted in the 2025 Human Ethics Review (Appendix A.). Additionally, she noted that the report is available for members of the Western community on the updated Western Research webpage.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a) – Senate and Senate Committee Meeting Schedule
- ITEM 13.1(b) – Senate Election Schedule for 2026

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

ITEM 13.2(a) – School of Graduate and Postdoctoral Studies: Major Modification to the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner and the Master of Nursing (MN) field in Primary Health Care Nurse Practitioner

It was moved by A. Jokhu, seconded by P. Pexman,

> That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner be renamed as the GDip in Nurse Practitioner and that the GDip be revised as shown in Item 13.2(a); and
>
> That the Master of Nursing (MN) Field in Primary Health Care Nurse Practitioner be renamed as the Field in Nurse Practitioner and that the MN Field be revised as shown in Item 13.2(a); and
>
> That students currently enrolled in the GDip / Field be permitted to graduate with the old name of the GDip / Field until August 31, 2026, upon request to the Office of the Registrar.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.2(b) – Report of the Subcommittee on Program Review – Undergraduate: Cyclical Review of the Undergraduate Program in Media and Communication Studies

ANNOUNCEMENTS AND COMMUNICATIONS

The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 13.3(a) – Academic Administrative Appointments

QUESTION PERIOD

The questions submitted in advance of the meeting were addressed during the agenda.

There were no additional questions from the floor.

NEW BUSINESS

A. Bryson advised Senate that the current system used by Western to manage governance meeting materials, OWL Sakai, is being shuttered effective April 2026. The new governance meeting management system, Diligent's BoardEffect, is being prepared for use for the February 13, 2026 meeting of Senate.

ADJOURNMENT

The meeting adjourned at 4:13 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

University Research Board Update

Human Ethics Review

Penny Pexman
Vice-President (Research)

University Senate

December 5, 2025

1

NMREB Chair

- Search launched: September

- Significant interest & high-quality candidates

- Interview process underway

Office Structure

- NMREB ethics officers dedicated to specific faculties

- Addresses unique needs & provides single point of contact

2

Application Forms

- Significant revisions expected in 2026, following consultation

- Streamline to reduce bottlenecks, increase quality

Recommendation Letters

- NMREB: Eliminated general suggestions

- HSREB: Separating required changes from suggestions

- Clinical trials: To use CTO/ CanReview templates

3

Board Structure

- Propose smaller board composition

- Improves consistency & enhances quality of decisions

- Looking to allocate protected time for board members

Additional Initiatives

- Exploring AI tools for submissions

- Embed resources in faculties

- Improving quantity & quality of communications

4

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Revisions to the Policy on "Course Outlines" were presented at the November 14, 2025 Senate meeting. During the discussion, a Senator requested that an accessible version of the policy be shared with members, removing the URLs provided and replacing them with hyperlinked text. In response to this request, the University Secretariat has made the administrative changes to improve accessibility. The revised version of the policy has now been presented to Senate for information.

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 19, 2025

Supersedes: 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 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~~ Scholastic Offences 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

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 on the Wellness and Wellbeing website. 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 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 Scholastic Offences policy ~~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.

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 Western ~~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 on the Wellness and Wellbeing website.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.)

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Last Reviewed: September 19, 2025

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: January 9, 2026

Re: Monthly report for January 2026

Dear Senators,

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

Following are some noteworthy developments since my last report for the Senate meeting of December 5, 2025.

Government announces Canada Global Impact + Research Talent initiative: on December 9, 2025, the federal government announced $1.7 billion in funding to attract research chairs and emerging leaders to come to Canada. This new funding will enable universities to help drive Canada's social and economic growth by supporting innovation, new discoveries, and knowledge translation. Western is actively recruiting for the Canada Impact + Research Chairs program. For details visit uwo.ca/research/canada-impact-plus.html

2026 Asper Fellow announced: Angela Murphy, MA'88, foreign editor with *The Globe and Mail*, has been named the 2026 Asper Fellow in the Faculty of Information and Media Studies. Established through a donation from CanWest Global Foundation, the Asper Fellowship aims to enrich academic programs in media and journalism. During her time here, Murphy will expand research and lead a class on the changing Canadian–U.S. relationship, including the role media and journalists play.

$16.5 million to fund four new health research chairs: Four gifts from London Health Sciences Foundation totalling $8.2 million and matched by Western, will advance groundbreaking research at Schulich Medicine & Dentistry and London Health Sciences Centre Research Institute in neurosurgery, cardiovascular care, kidney care, and orthopaedic surgery.

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

- Named to the Order of Canada:
  - **The Hon. Rosalie Silberman Abella** (Honorary LLD'91), Companion

- o **Donald Lawrence Triggs** (MBA'68, Honorary LLD'18), Officer
  - o **Ian O. Ihnatowycz** (MBA'82, Honorary LLD'13), Member

- Named to the Mayor's New Year's Honour List:
  - o **Charlotte Cleland** (BA'77), distinguished Londoner
  - o **Beth Hundey** (PhD'14) (Social Science), posthumous honour, environment
  - o **Brenda Zadorsky** (BMus'74, BEd'75), arts

- **Tima Bansal** (Ivey) received the 2025 Panmure House Prize in recognition of her contributions to sustainability research and influence on how organizations integrate long-term thinking into strategy.

- **Cody Groat** (Social Science) recognized with the Russell K. Cooper Award for Public Programming from the *Ontario Historical Society* for the Potter's Field Project.

- **Rajiv K. Varma** (Engineering) named 2026 Fellow of the *Engineering Institute of Canada*.

- **Kristin Hoffmann** named the recipient of the CAUT (*Canadian Association of University Teachers*) Academic Librarians' and Archivists' Distinguished Service Award

- **Patrick Searle** (BA'12), named President and CEO of the *Council of Canadian Innovators*.

- **Olivia Ferney** (BMOS'22), **Carly Stern** (BESc'21), and **Michelle Cheng** (HBA/BHSc'21), named to *Forbes Magazine*'s Top 30 under 30.

ITEM 3.1 – Report of the Board Chair

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

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

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

Matters sent to the Board from Senate since the previous report on June 5, 2025:

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

- Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas
- Revision to MAPP 7.14 – Research Involving Human Participants
- Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Deputy Provost

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

- Report of the Academic Colleague
- Academic Administrative Appointments
- Annual Report of the Vice-President (Research)
- Revisions to the Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups
- Student Mental Health Strategy
- Renaming of Western Continuing Studies as Western School of Professional and Continuing Education
- Advice re: Affirming Declarations of Indigenous Citizenship or Membership at Western University
- Annual Report of the McIntosh Gallery

To: Senators

From: Florentine Strzelczyk

Date: January 8, 2026

Re: Report of the Provost & Vice-President (Academic) for January 16, 2026

Dear Senators,

Please see the following updates from the academy:

Western International College (WesternIC)

Since Senate's approval of the Western International College (WesternIC)—established as part of Western's multi-pronged approach to advance internationalization goals under *Towards Western at 150*—implementation work has continued with the community, including recruitment for the Senate-approved Master of Engineering (MEng) pathway offering to be delivered through WesternIC and for the first year of undergraduate pathway programming offering select courses. Admission offers are now being issued on a rolling basis, with the first cohorts planned to begin at WesternIC in May 2026 (MEng pathway) and September 2026 (undergraduate pathways). To support programming and academic needs of the College, the former Beryl Ivey Library at West Campus will be prepared to house administrative and student-focused spaces. Classrooms will be on the second and third floors of the St. James Building.

Canada Impact+ Programs

- **Canada Impact+ Research Training Awards**
  Western has now launched the application process for the Canada Impact+ Research Training Awards, a one-time federal initiative to help recruit top doctoral and postdoctoral talent in priority areas and strengthen Canada's research capacity. The School of Graduate and Postdoctoral Studies (SGPS) is leading Western's internal nomination and adjudication process. The awards provide $40,000 per year for three years (doctoral) and $70,000 per year for two years (postdoctoral), and are a welcome investment in the talent pipeline that underpins Western's research and academic mission. The current timeline includes an Expression of Interest due January 23, 2026, applications to SGPS by February 9, 2026, (via a faculty supervisor nomination process) and final submissions to the Tri-Agencies by March 4, 2026.

- **Canada Impact+ Research Chairs**
  Western opened its internal process in mid-December for the Canada Impact+ Research Chairs program, which supports the recruitment of leading researchers currently based outside Canada. Awards are valued at $8 million or $4 million over eight years, with the possibility of an extension at reduced funding. Western's quota is $9 million per year, and

we anticipate nominating up to 12 candidates. The Provost has asked the Vice President (Research) to lead the selection committee, which will begin review on January 19, 2026. *For more details, please refer to Senate Report of the Vice President (Research).*

Research Information Management System (RIMS)

The phased implementation of the [Research Information Management System (RIMS)](#), sponsored by the Office of the Provost and led by Western Libraries, is progressing to the next stage to provide access to Western's Institutes. RIMS supports a stronger, more connected research community by making it easier for researchers to showcase their work, identify collaborators, and communicate the full breadth of Western's expertise to external partners, funders, and prospective trainees. As research reputation and visibility continue to matter in global rankings and talent recruitment, RIMS also strengthens Western's ability to tell a more complete and accurate research story—while ensuring researchers retain control over what is shared publicly. Additional modules (including grants, teaching and supervision) are anticipated to be integrated in the coming months as the rollout continues.

Updates from the Chief AI Officer (CAIO)

- HR and Western Technology Services have delivered multiple rounds of training for staff on foundational AI use, along with a "Leading with AI" course for leaders.
- In collaboration with the Vice-Provost (Academic Programs), planning is underway for an "AI- and digital-free" student workspace.
- Western Research has concluded its first trial of AI-assisted grant feedback and will be offering workshops this month to support researchers in using AI tools in grant development.
- Alongside McMaster and the University of Toronto, Western co-hosted an Ontario-wide summit on AI in teaching and learning in Toronto.

Leadership updates

Active academic leadership review/selection committees are underway for the Deputy Provost and Deans of the Faculty of Arts & Humanities, and Faculty of Social Science.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators
From: Penny Pexman, Vice-President (Research)
Date: January 7, 2026
Re: Report of the Vice-President (Research) for **January 16, 2026**

Dear Senators,

Please find below a brief overview of my update to the Senate on January 16, 2026.

Canada Impact+ Programs

As highlighted in Budget 2025, the federal government is investing in talent recruitment initiatives to attract excellent researchers to Canada. These programs provide significant opportunities to strengthen the research enterprise at Western. The government has identified eight strategic priority research areas for recruitment:

- Advanced digital technologies, including AI, quantum and cybersecurity;
- Health, including biotechnology;
- Clean technology and resource value chains;
- Environment, climate resilience and the Arctic;
- Food and water security;
- Democratic and community resilience;
- Manufacturing and advanced materials; and
- Defence and dual-use technologies

Canada Impact+ Research Chairs

- Western launched its call for [Canada Impact+ Research Chairs](#) in mid-December.
- The program is a one-time tri-agency initiative to attract world-leading researchers currently working outside the country.
- Successful applicants are awarded either $8M or $4M over eight years, with a potential four-year extension at 50 per cent.
- Chairholders are expected to develop the next generation of HQP and to drive translation of discoveries into applications, commercialization and social and economic benefits.
- Western has a quota of $9M per year and anticipates nominating up to 12 candidates, based on award value.
- The selection committee will begin reviewing applications on January 19, 2026.

Canada Impact+ Research Training Awards

- The School of Graduate and Postdoctoral Studies launched its call for [Canada Impact+ Research Training Awards](#) in mid-December.
- These awards support the recruitment of top international research talent at the doctoral and postdoctoral levels.
- They provide 600 doctoral scholarships and 400 postdoctoral research awards valued at $40K annually for three years (doctoral) and $70K annually for two years (postdoctoral).
- Nominators must hold an active, eligible tri-agency grant and nominees cannot have a current affiliation with a Canadian institution.
- Faculty members are asked to complete an [expression of interest](#) by January 23, 2026.

ITEM 6.1 – Revisions to the Terms of Reference of Convocation Board

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDATION: That on the recommendation of the Operations/Agenda Committee, Senate approve that effective January 16, 2026, the Terms of Reference of Convocation Board be revised as shown in Item 6.1.

EXECUTIVE SUMMARY:

At its December 3, 2025 meeting, Convocation Board approved a motion to recommend to OAC for recommendation to Senate, that the Terms of Reference of Convocation Board be revised to include the Manager, Convocation & Events as a resource (non-voting). The Manager, Convocation & Events has been an invited guest since the role was created in 2023, bringing valuable insight and experience with respect to the planning of Convocation. There are currently no additional resources (non-voting) in the membership of Convocation Board.

Additionally, an inconsistency has been identified between the mandate of Convocation Board, namely, "to determine the roles and accountabilities of the Officers of Convocation," and the listing of what those roles are in the committee's Terms of Reference. The responsibility for determining the roles and accountabilities of the Officers is within the remit of the Convocation Board; however, by listing the roles in the Terms of Reference, they are then subject to the approval of the Operations/Agenda Committee and Senate.

ATTACHMENT(S):

Terms of Reference of Convocation Board

_____

Convocation Board

Effective Date: ~~July 1, 2024~~ TBD

Supersedes: July 1, 2024; May 13, 2022; July 2014

Date of Next Review: Spring 2027

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TERMS OF REFERENCE

To be responsible to Senate, through the Operations/Agenda Committee, for the organization and administration of the details of the Convocation ceremonies.

To act, within the policies of Senate, in all matters relating to academic costume within the University.

To report at least annually to Senate through the Operations/Agenda Committee.

To determine the roles and accountabilities of the Officers of Convocation.

To be mindful of to the Truth and Reconciliation Commission's Calls to Action on Education (no. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities.

COMPOSITION OF CONVOCATION BOARD

Ex officio (voting):

Director of Convocation, who shall be Chair
Associate Director of Convocation
Chancellor
President & Vice-Chancellor
Vice-Provost (Academic Programs)
Vice-Provost (Graduate & Postdoctoral Studies)
University Registrar
University Secretary
Marshal

==Resource (non-voting):==

==Manager, Convocation & Events==

The Board shall elect a Vice-Chair annually.

~~**OFFICERS OF CONVOCATION**~~

~~Officers are appointed by the Operations/Agenda Committee for two-year terms but are not eligible for more than two consecutive terms. Officers shall be eligible for re-election after a lapse of two years following the expiration of the second of two consecutive terms.~~

- ~~Director of Convocation~~
- ~~Marshal~~
- ~~Two Associate Marshals~~
- ~~Chief Usher~~
- ~~Two Associate Chief Ushers~~
- ~~Two Esquire Bedels~~
- ~~Chief Public Orator~~
- ~~Two Associate Chief Public Orators~~

~~*Ex officio:*~~
- ~~Associate University Secretary who shall serve as Associate Director of Convocation~~

GENERAL PROCESS FOR SENATE COMMITTEES AND SUBCOMMITTEES

Quorum: As set out in Senate By-Law VI.11(b), quorum shall be one-half of all voting members during September to May, and one-third of all voting members during June, July and August.

Quorum September to May:	5 voting members
Quorum June to August:	3 voting members

Terms: The terms 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-Law VI.10(a).

ITEM 6.2 – Questions for Senate

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

No questions were submitted in advance of the deadline for the Operations/Agenda Committee meeting for consideration at the January 16, 2026 Senate meeting.

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ITEM 10.1 – Climate & Sustainability Strategy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

L. Logan, Vice-President (Operations & Finance), F. Strzelczyk, Provost & Vice-President (Academic), and H. Hyde, Director (Sustainability), will present the draft Climate & Sustainability Strategy.

ATTACHMENT(S):

Draft Climate and Sustainability Strategy

Presentation Slide Deck

Climate and Sustainability Strategy

2025

Western
UNIVERSITY · CANADA

Table of Contents

Land Acknowledgment

We acknowledge that Western is located on the traditional lands of the Anishinaabek, Haudenosaunee, and Lunaapéewak Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. In addition to a local urban Indigenous community, three local Indigenous communities which are located 30-45 minutes southwest of Western include: Chippewas of the Thames First Nation, Oneida Nation of the Thames and Munsee Delaware First Nation. Each community is distinct in its culture, history, ceremonies, stories and languages.

We acknowledge and respect the enduring relationship Indigenous Peoples have to this beautiful land, recognizing them as stewards of the land for generations and being at the forefront of environmental conservation and climate change mitigation.

As we launch our new Climate and Sustainability Strategy, we appreciate that we have much to learn from Indigenous knowledges. We must reflect critically on the past and accept truth before moving towards reconciliation with Indigenous Peoples. With this mindset, we look to create a regenerative future together where everyone can thrive.

←
Medway Creek

Welcome

Message from the President

As we embark on this new Climate and Sustainability Strategy, I'm excited to introduce a new chapter for sustainability at Western. Each of you cares deeply about our community and our planet. You have fantastic ideas, and because of that, collectively, we can make a big impact.

This work has never been more important. The problem of climate change is enormously complex. It's not just about the environment – it affects health, economics, social justice, public policy, geo-politics, and a host of other issues.

The complexity is well represented in the Sustainable Development Goals – or SDGs – launched in 2015. The SDGs continue to be an urgent call to action for our global community, and they serve as our guidepost for sustainability at Western.

We are proud of the progress we've made in the past decade. From deep energy retrofits to building low-carbon infrastructure to creating a living lab on campus, we've seen our vision of a more sustainable Western come to life. These advancements have been made through the dedication of our campus community and the ongoing innovation and research within our faculties.

The Western Strategic Plan, _Towards Western at 150_, captures our community's collective commitment, energy, and aspirations, recognizing sustainability as an imperative. This new Climate and Sustainability Strategy will shape the university and our campus for generations. It will allow Western to move beyond sustainability and embrace a regenerative approach – one where we not only sustain life but actively enhance and restore it. We need your energy, ideas, and collaboration to reimagine the future and make it happen.

Finally, I want to thank the members of the President's Advisory Committee on the Environment and Sustainability (PACES) and the leaders across campus for the work you've already done and the work that is to come as we continue our journey towards a regenerative future.

Alan Shepard
President & Vice-Chancellor

Message from the Co-Chairs of PACES

Western plays a crucial role within a broader ecosystem. Therefore, we have a responsibility to exemplify promising practices in campus operations, education, and research innovation.

Our community recognizes the profound connection between the health of our planet and our society. We understand we are all catalysts for change, empowered in our individual and collective efforts to support all forms of life.

With the introduction of our new Climate and Sustainability Strategy, we are proud to share how our community — students, faculty, and staff — has collaboratively engaged in a thorough process to redefine and enhance our vision to nurture the next generation of changemakers.
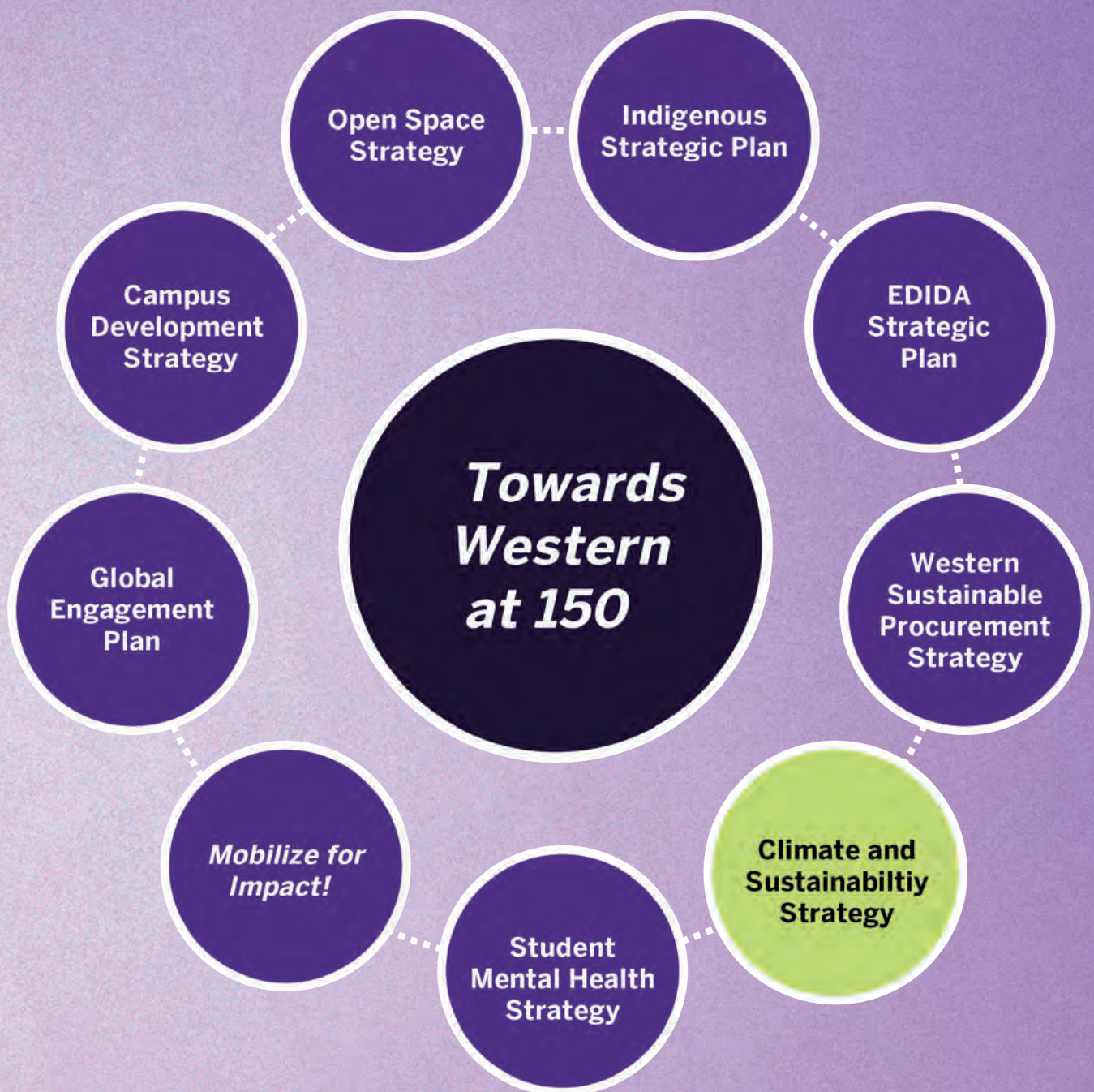
This strategy is anchored by six guiding principles that reflect our shared commitments and core beliefs. These principles emphasize the importance of learning from historical contexts, protecting the environment, fostering thriving ecosystems, and empowering individuals and communities to work together in pursuit of transformative change. Together, they provide a foundation for aligning our actions with the university's strategic vision and shaping a healthy, just, and regenerative future.

Building upon *Towards Western at 150* and other supporting strategies at Western, our Climate and Sustainability Strategy defines key priorities and ambitions for collaborative problem-solving, equipping future leaders with the essential skills and knowledge to address the climate and sustainability challenges of our time, and advancing our operational initiatives to enhance ecological systems, decarbonize campus operations, and promote a circular economy. The strategy underpins our teaching, research, and the student experience, as well as our connection with London and our region. It will guide our partnerships around the world.

With a renewed commitment to planetary health and contributing to a regenerative future, this transformation calls for a behavioural shift within our community that will permeate our educational, research, and operational practices. We invite you to join us in activating this strategy and becoming agents of positive change.

Lynn Logan
Vice-President
Operations & Finance

Florentine Strzelczyk
Provost & Vice-President
Academic

Open Space Strategy

Indigenous Strategic Plan

Campus Development Strategy

EDIDA Strategic Plan

Towards Western at 150

Global Engagement Plan

Western Sustainable Procurement Strategy

Mobilize for Impact!

Student Mental Health Strategy

Climate and Sustainabiltiy Strategy

Sustainability at Western

Western's Commitment to Sustainability

Western upholds a steadfast commitment to addressing sustainability challenges, both on campus and on a broader scale.

We recognize climate change and biodiversity loss are among the most pressing crises of our time, and the health of all living things and the planet are deeply interconnected.

There is much to be proud of at Western, and our achievements are the result of hard work and interdisciplinary collaboration across Western's entire community — faculty, staff, students, and partners.

As a leading Canadian university, we have a crucial role in fostering a regenerative future and empowering the next generation of thought leaders and problem solvers. Our efforts are aligned with the 17 Sustainable Development Goals (SDGs), which provide a globally shared blueprint for peace, prosperity, and environmental stewardship. Through our teaching, research, campus operations, and community partnerships, we are advancing progress on these goals. Collaborating with peer organizations, industry partners, and our communities is essential to scaling our impact and ensuring our contributions extend well beyond campus.

Our campus itself is a living example of ecological diversity and is situated just south of the merging of the Thames River and Medway Creek, surrounded by the Thames River Watershed and naturalized riparian corridor. It spans over 450 hectares, encompasses old-growth Carolinian forest, the Medway Valley Heritage Forest, as well as numerous gardens and expansive open spaces. We have a responsibility to protect and enhance

these vital ecosystems, and through this new strategy we seek to build a regenerative campus that not only preserves, but enhances, the natural world around us.

Central to the work ahead is our recognition of the longstanding stewardship and knowledges of Indigenous Peoples, whose deep connections to the land, waters, and sky offer essential guidance for caring for the natural environment.

We also know connecting with nature can strengthen everyone's well-being, cultivate belonging, and reinforce our shared responsibility to care for each other and the environment. By enhancing access to high-quality natural spaces, supporting experiential learning and research through initiatives like Campus as a Living Lab, and creating opportunities to learn from both non-Indigenous and Indigenous knowledges, we aim to nurture a community of environmental stewards and changemakers.

Sustainability by the Numbers (2025)

32%
GHG Emissions Reduction
Between 2005 and 2024, Western has reduced greenhouse gas emissions by 32% while campus grew in size by 39% during the same period.

13
LEED Certified Buildings

1,900+
Research Projects Related to SDGs

40%
of Western's residence menus are plant based

11
Years
For the past 11 years Western has maintained a Gold STARS rating, and in 2025 became the second Canadian university to achieve a STARS Gold rating under the new, more stringent version of STARS.

39%
Waste Diverted from Landfill
1,694 MT of waste diverted from landfill in 2024.

85%
Future Ready
In 2023/24, over 85% of undergraduate degrees included sustainability-focused learning requirements.

2,700+
Sustainability Courses
Western offers more than 2,700 undergraduate courses that relate to the SDGs.

25+
Projects
Western's Campus as a Living Lab program has supported more than 25 unique projects across 6 different faculties.

61
Projects
Over the last two years, Western's $1M Sustainable Impact Fund supported 61 student, faculty, and staff led projects advancing sustainability on campus.

14TH
In the World
In 2025, ranked 14th globally in *Times Higher Education* Impact Rankings, tied for third in Canada.

33
Student Groups & Clubs form the Western Environment and Sustainability Network and are advancing sustainability on campus.

Western by the Numbers

106 Buildings

40,968 FTE Students

460 Hectares of Land

$1.7 Billion in Revenue

894,900 m^2 Built Space

While we've made significant investments in our physical infrastructure to improve energy efficiency, decarbonize our assets, regenerate biodiversity, and reduce our environmental impact, we find ourselves at a pivotal moment and there is much more to be done.

Feedback from our community tells us that advancing climate action, promoting circularity, regenerating ecosystems, and supporting the health and well-being of our lands and communities is paramount.

In response, our new Climate and Sustainability Strategy provides the foundation for bold action — enabling us to take courageous steps, foster innovative interdisciplinary approaches, and equip students with the knowledge and skills needed to address our most urgent sustainability challenges, accelerate progress, and foster positive change both on campus and in the broader community.

"Through our collective efforts and personal commitments, we can bring our highest aspirations to life."

Heather Hyde
Director of Sustainability

![Western University Canada logo]

Get Involved & Learn More!

Sustainable Commitments

- Academic Health Institutions' Declaration on Planetary Health, Schulich School of Medicine & Dentistry

- COU Pledge - Ontario Universities Committed to a Greener World

- Forward Food Pledge

- Investing to Address Climate Change: A Charter for Canadian Universities

- Paris Pledge for Action

- Talloires Declaration

- United Nations Institute for Training and Research (UNITAR) agreement to support sustainable development through education and research

Courses & Research

- Certificate in Climate Change & Society

- Connecting for Climate Change Action

- Ecological Justice and Climate Certificate

- Experiential Learning

- Master's in Environment and Sustainability

- Masters and PhD theses

- Research Projects

- Sustainability Courses

Related Strategies

- Campus Development Strategy

- EDIDA Strategic Plan

- Global Engagement Plan

- Indigenous Strategic Plan

- *Mobilize for Impact!*

- Open Space Strategy

- Responsible Investing

- Student Mental Health Strategy

- *Towards Western at 150*

- Western Sustainable Procurement Strategy

Sustainability Reports & Initiatives

- Campus as a Living Lab

- Free Store

- GHG Emissions

- Gold STARS Ratings

- Green Buildings

- Riverfest

- Student Network Groups

- The SDGs at Western

- Waste Reduction & Diversion

- Western Sustainability

- Western Sustainable Impact Fund

Engagement

Shaping the Strategy Together

During the 2024 – 2025 academic year, nearly 4,000 students, staff, and faculty from all areas of campus participated in consultations on a new Climate and Sustainability Strategy. Over 3,200 individuals responded to the campus input survey, representing all faculties at Western.

PACES has demonstrated leadership by actively shaping this strategy and setting priorities, guiding a meaningful cross-campus consultation that included a survey, keynote, and panel event, and six targeted workshops engaging students, staff, and faculty in each session.

"I would like to see more opportunities for students across all programs to learn more about sustainability and gain skills that can be applied in our careers."

—— **Ethan Milroy**
Student

"It's important to emphasize that sustainability is an interdisciplinary issue. You don't need a degree in environmental science to make a big impact because there are so many ways to get involved. You can take your passion for the environment and turn it into a career."

— Paul Mensink
Assistant Professor

Student leaders through the Western Environment and Sustainability Network hosted weekly booths in Weldon and Taylor Libraries during the survey period, encouraging student participation in the survey and consultations.

Faculty, staff, and students from all areas of campus have participated in complex conversations, providing valuable and diverse perspectives.

All consultations highlighted important aspirations and opportunities for embedding climate action and sustainability within all that we do.

In the Fall of 2025, we hosted two town halls to share the draft strategy and gather more feedback. This was followed by reviews with PACES and presentations to Senate and the Board of Governors in early 2026.

"To be a part of the Western community is to care about strategic plans like this one, and starting education and awareness early is key to that mindset."

—— **Emilie Kalaydjian**
University Students' Council (USC) President - 2024-2025

"Wisdom from heart is integral. If you're making solutions from a place of fear and anxiety, what kinds of solutions will those be, compared to solutions created from a place of love, understanding, of land, and nature."

—— **Nicole Redvers**
Associate Professor

Engagement Timeline
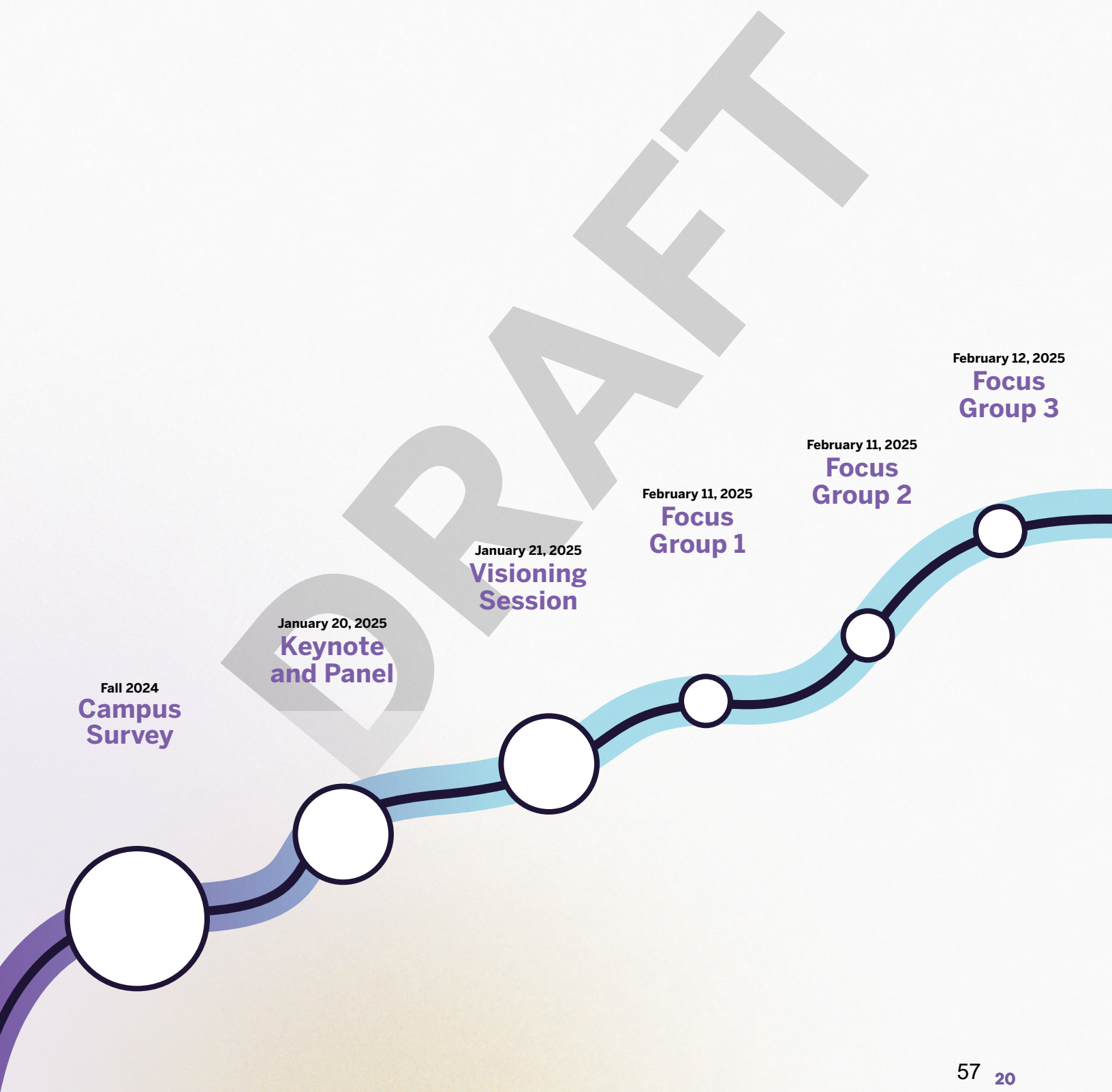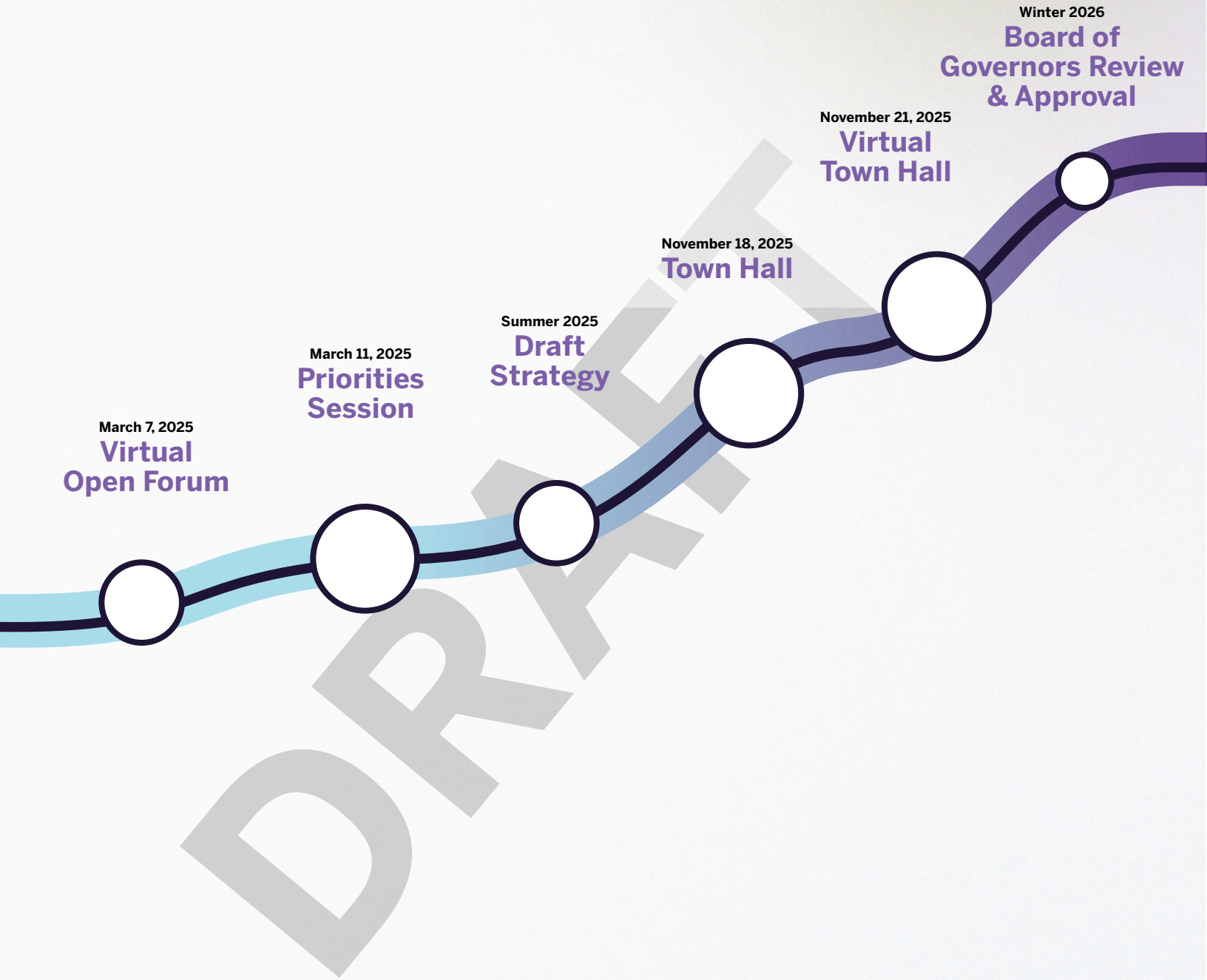
February 12, 2025
Focus Group 3

February 11, 2025
Focus Group 2

February 11, 2025
Focus Group 1

January 21, 2025
Visioning Session

January 20, 2025
Keynote and Panel

Fall 2024
Campus Survey

Winter 2026
Board of
Governors Review
& Approval

November 21, 2025
Virtual
Town Hall

November 18, 2025
Town Hall

Summer 2025
Draft
Strategy

March 11, 2025
Priorities
Session

March 7, 2025
Virtual
Open Forum

Vision

Rooted in our culture of curiosity and innovation, we strive for a regenerative future that supports the health and well-being of the planet, its natural systems, and our community.

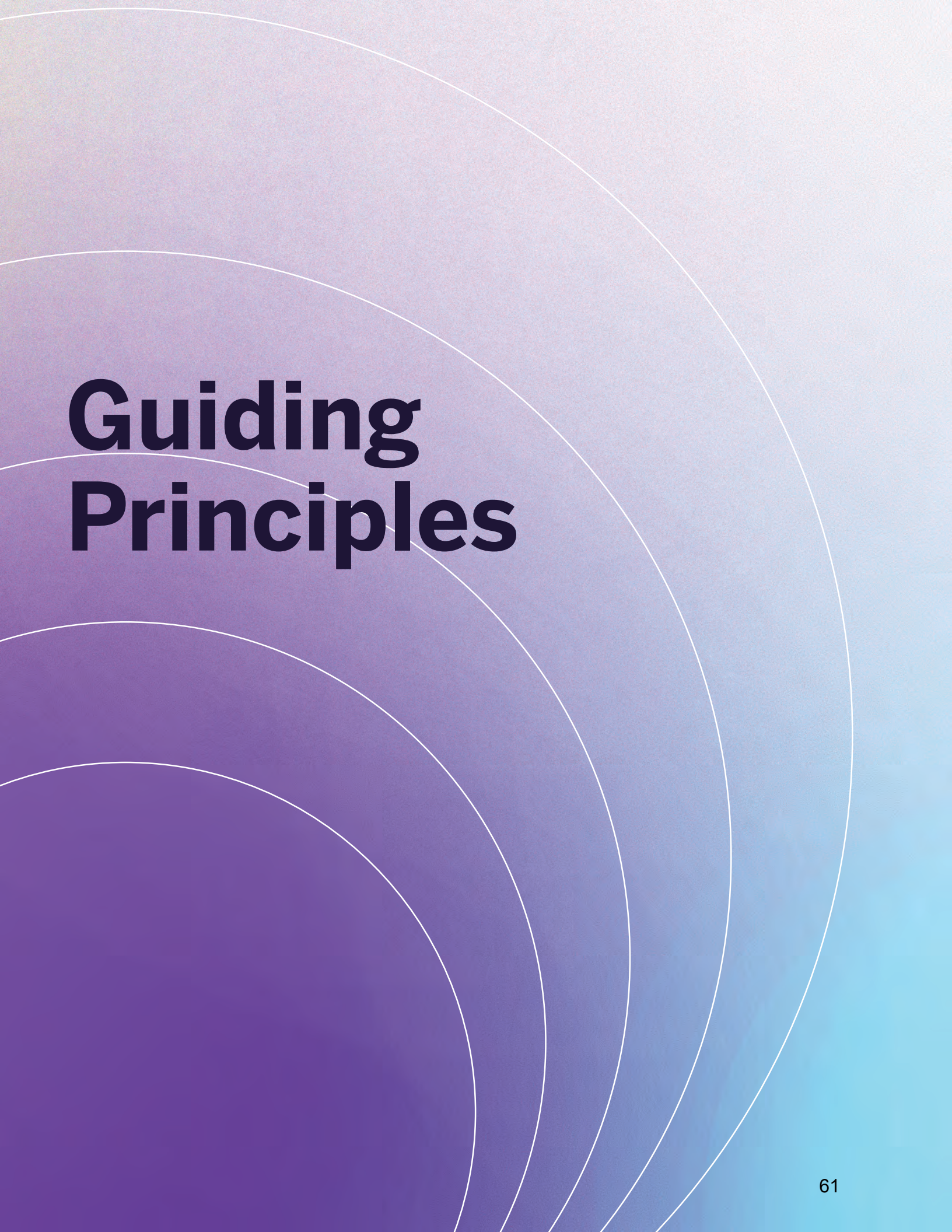We will equip the next generation of changemakers with the knowledge and tools to address the most pressing climate and sustainability challenges of our time.

Guiding Principles

Guiding Principles

Planetary Health

Recognize the health of natural systems and humans is intrinsically linked. Thus, safeguarding the environment and supporting thriving ecosystems is our collective responsibility.

Stewardship

Honour reciprocal relationships with the natural world by behaving in ways that enhance ecosystems, advance reconciliation with Indigenous Peoples, and respect future generations.

Courage

Lead with heart, respect, empathy, and humility. Individually and collectively, uplift curiosity, take risks, and support transformative ideas and actions to influence all areas of university life.

Purpose

Choose deliberate action, set clear targets, and align with Western strategies to advance and measure progress on our climate and sustainability ambitions.

Interdisciplinarity

Strengthen connections across the university to embed sustainability as an imperative in all that we do.

Collaboration

Build and deepen relationships with local and global partners as they are vital to achieving greater societal impact.

Priorities

Priorities

Western's new Climate and Sustainability Strategy is organized around three priorities that reflect our greatest opportunities towards a regenerative future — one that supports the health and well-being of the planet, its natural systems, and our community.

Education & Research

Regenerative Campus

Healthy & Connected Community

WindEEE

The Wind Engineering, Energy and Environment Research Institute (WindEEE RI) was established in 2011 as a clear recognition of novel opportunities in wind research at Western related to the emergence of the world's first three-dimensional testing chamber, the WindEEE Research Facility, and the potential to promote innovative research and extensive collaborations nationally and internationally.

Education & Research

Western will advance research and knowledge that drives societal progress toward a more regenerative future, while equipping students across all disciplines with the knowledge, experience, skills, and expertise to lead in climate and sustainability.

This priority builds on Western's Strategic Plan, *Towards Western at 150*, and the Research Strategic Plan, *Mobilize for Impact!*

Bringing greater focus on fostering stronger collaboration, advancing sustainability knowledge, and cultivating the conditions necessary for developing interdisciplinary solutions to address climate change.

Ambitions

- Increase student access to sustainability education and enhance course offerings.

- Secure experiential learning opportunities in sustainability that empower students to drive meaningful climate action.

- Catalyze thought leadership in sustainability research and innovation, building towards a Western Institute for Sustainability.

Big Moves

CAMPUS AS A LIVING LAB
expanded and leveraged to apply faculty and student expertise in shaping sustainable outcomes for Western

COMMUNITY IMPACT
opportunities are cultivated for all students to lead climate and sustainability action

INSTITUTE FOR SUSTAINABILITY
established over the long term to advance interdisciplinary knowledge on complex climate and sustainability challenges

Increase student access to sustainability education and expand course and program offerings

At Western, we are determined to advance sustainability education and prepare students to create a regenerative future.

Over time, we will continue to grow a generation of climate and sustainability changemakers, ready to tackle the complex challenges ahead.

With over 2,700 courses and 2,000 masters and PhD theses linked to the SDGs across our campus, our commitment is clear. The education and opportunities encountered at Western will equip students with the skills and knowledge to make a lasting, positive impact on society, positioning them to enter a competitive job market with specialized skills and up-to-date knowledge on sustainability and climate issues.

Building on this robust foundation, we will:

- Continue to enhance existing programs and develop new ones related to climate and sustainability that are innovative, interdisciplinary, and closely aligned with industry and community needs, such as the Certificate in Climate Change & Society and the Ecological Justice and Climate Ethics Certificate.

- Work with industry and community partners to identify key skills in demand and integrate these insights into sustainability curricula when designing new programs and innovating existing ones.

- Collaborate with the Office of Indigenous Initiatives and the Centre for Teaching and Learning to introduce a sustainability theme, expand scholarship opportunities, and update curricula to embed climate and sustainability topics.
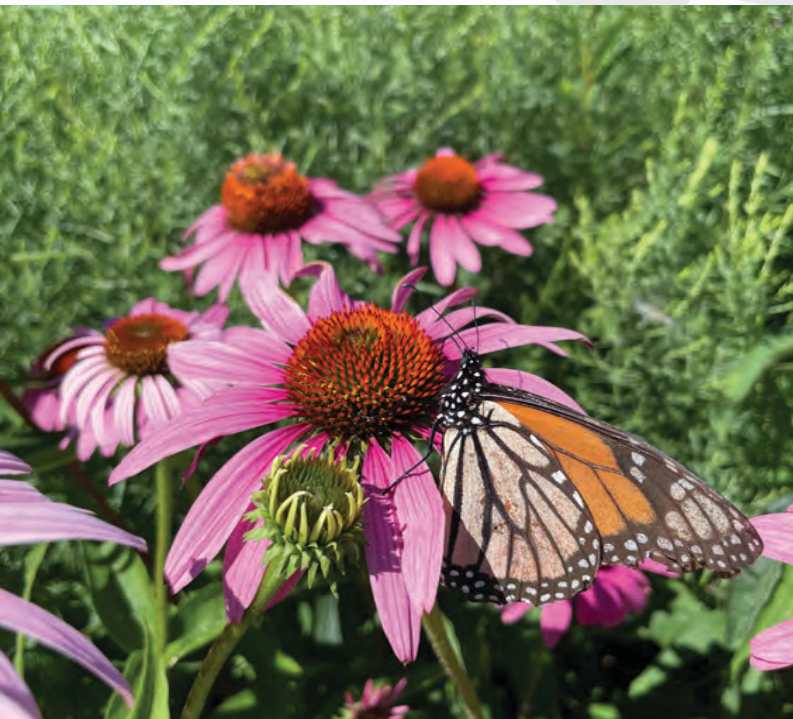
● **Secure experiential learning opportunities in sustainability that empower students to drive meaningful climate action**

We will continue to foster hands-on, interdisciplinary experiences that encourage students and researchers to apply knowledge, strengthen local and global partnerships, and accelerate progress toward a more sustainable future.

In Western's strategic plan, _Towards Western at 150_, we pledged to offer every undergraduate student intensive experiential learning opportunities, such as the Master's in Environment and Sustainability program — an accelerated, interdisciplinary course-based Master's degree program with a co-operative work placement term.

In recent years, Western researchers have participated in over 1,900 projects aligned with the SDGs. By making this work more visible and interconnected, we will empower students and researchers to break down silos, build on each other's insights, and accelerate progress in the climate and sustainability arena.

To enrich the student experience and broaden opportunities, we will:

- Expand land-based, experiential, and work-integrated learning opportunities that inspire environmental stewardship and strengthen the connection between communities and the natural environment.

- Seek partnerships with sustainability-focused industries, businesses, and organizations to offer internships, co-ops and work-integrated learning opportunities for undergraduate and graduate students.

- Engage industry and community partners in student-led research projects addressing climate and sustainability challenges.

68 31

Catalyze thought leadership in sustainability research and innovation, building towards a Western Institute for Sustainability

We aspire to position Western as a go-to destination for sustainability research, innovation, funding, and partnerships by strengthening collaboration across all disciplines and building upon current programs and clusters of excellence. These platforms will serve as a stepping stone for our long-term ambition of establishing a Western Institute for Sustainability.

As a founding member of the U15 — Canada's leading research universities — Western recognizes the critical role of research and innovation in addressing the challenges of climate change and sustainability.

Clusters for transformative, interdisciplinary research have emerged at Western — such as the Canadian Severe Storms Laboratory (CSSL), the Wind Engineering, Energy and Environment Research Institute (WindEEE RI), the Centre for Sustainable Curating, and others — uniting scholars, students, and external partners to spark innovation, drive knowledge exchange, and accelerate real-world solutions.

By building on this work, Western will:

- Cultivate a culture of sustainability research across disciplines, encouraging scholars to set ambitious goals that address climate and sustainability challenges, using sustainable methods.

- Continue to catalog and publicize research activity to enhance visibility, promote collaboration, and break down disciplinary silos.

- Support and connect researchers through internal funding, dedicated Undergraduate Summer Research Internships, and convening events (e.g., think tanks, symposia, working groups) focused on sustainability themes.

- Advance research capacity in sustainability through strategic selection of Canada Research Chairs, collaborative faculty appointments, and support for postdoctoral fellows and graduate students.

- Align sustainability research efforts with institutional goals, identifying areas for improvement and setting measurable targets that elevate Western's visibility and impact.

Sustainable Resource Management Living Lab
Photo credit: Danielle Petti

The Sustainable Resource Management (SRM) Living Lab is a community garden area with its own hydrological catchment so that environmental parameters such as nutrient losses via runoff, erosion, and leaching can be monitored. Monitoring will happen year-round to document how phosphorus and nitrogen cycle seasonally under a changing climate. The site will help bridge scientific research, artistic inquiry, and real-world gardening practices to advance evidence-based approaches for urban sustainability.

Canadian Severe Storms Laboratory

The Canadian Severe Storms Laboratory (CSSL) was founded in 2024 as a partnership between Western and social impact fund ImpactWX, beginning a new era in severe storms research and strengthening Canada's reputation globally as a leader in the field.

70

Regenerative Campus

Western aspires to operate and maintain a campus that has a positive impact each day.

Our actions have impact. We recognize that alongside climate change, biodiversity loss is one of the most pressing crises of our time. The health of our world depends on the protection of nature. Considering nature in daily decisions on how we build, operate, and maintain our campus means we can start to regenerate natural systems, adapt to a changing climate, and restore habitats for living and non-living species.

For our daily operations and interactions to contribute to a vibrant and resilient environment, we will:

Ambitions

- Strengthen long-term climate resilience across campus.

- Enhance ecosystem health and biodiversity across campus.

- Decarbonize campus infrastructure and built assets.

- Measure and curtail Scope 3 greenhouse gas emissions through more sustainable operations.

- Foster a culture of material circularity, ensuring waste generation decreases faster than campus growth.

Big Moves

ECOLOGICAL ASSESSMENT
completed for priority areas such as along Medway Creek, Thames River, and Medway Valley Heritage Forest

NET ZERO EMISSIONS
from campus operations by 2050 and 45% reduction by 2030, compared to 2005 levels aligned with *Towards Western at 150* (2021)

60% WASTE DIVERSION
by 2035 through adoption of circular practices and collaborative waste management initiatives

SCOPE 3 EMISSIONS
baseline and reduction plan established

Strengthen long-term climate resilience across campus

Our objective is to identify and assess climate risks, chart adaptation pathways, and strengthen campus resilience to ensure long-term operational continuity.

Globally, nations, organizations, communities, and individuals are facing the impacts of climate change, which are projected to intensify in both gravity and scale over the coming decades. We have already observed a rise in annual temperatures, an increase in the severity and consequences of storms, and a heightened vulnerability of local energy infrastructure.

As critical next steps to improve Western's climate resilience, we aspire to:

• Define resilience and desired outcomes in the context of Western and determine the climate scenario used for resilience risk assessments.

• Assess the resilience of key campus infrastructure and built assets against unpredictable climate changes, flooding, and fluctuations in energy sources.

• Incorporate resilience requirements into planning and Sustainable Design Guidelines for new construction projects, major renovations, and existing building upgrades.

• Identify student and other campus populations most vulnerable to acute shocks, particularly those affected by socioeconomic, health, housing, and demographic disparities, and integrate their needs into resilience planning and support systems.
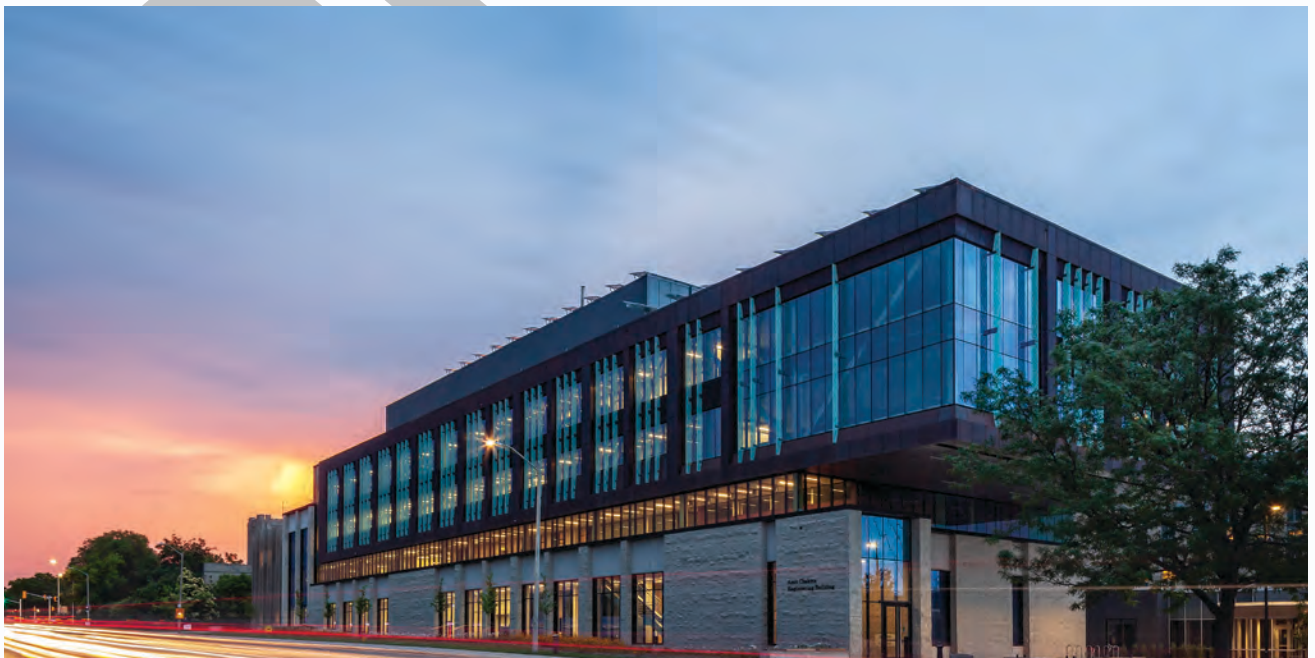
⬤ **Enhance ecosystem health and biodiversity across campus**

We will encourage ecological regeneration and enhanced function of priority habitats on campus over time.

A holistic approach to ecosystem health gives us a clearer picture of how campus landscapes function and creates opportunities for research, teaching, and engagement. It aligns with our academic mission and focuses on indicators we can responsibly influence, while collaborating on broader watershed health through partnerships with the City of London, the Upper Thames River Conservation Authority, and other organizations.

Ecological health supports the overall resilience and functionality of natural systems. It includes biodiversity as a key indicator, but also considers habitat quality, soil and water health, ecological processes like carbon sequestration and pollination, and reducing stressors such as invasive species and pollution.

Our campus contains natural areas which hold significant ecological and cultural value. It is important that we work to strengthen their integrity and health, so they continue to function as resilient ecosystems that support biodiversity and provide opportunities for learning and connection. As such, we will:

• Complete an ecological assessment of priority areas such as along Medway Creek, Thames River, and Medway Valley Heritage Forest.

• Collaborate with faculty, students, and staff across campus to enhance the ecological functions of priority habitats through programs like Campus as a Living Lab.

• Incorporate ecological health and biodiversity into overall campus planning, in alignment with the Open Space Strategy, Campus Development Strategy, and other planning guidelines.

• Connect the existing natural areas on campus by introducing smaller natural features such as pollinator gardens and bird-friendly windows.

● Decarbonize campus infrastructure and built assets

We are dedicated to achieving net-zero emissions for campus operations by 2050 and at least 45% reduction (over 2005) by 2030.

In 2025 we achieved a 32% reduction in GHG emissions compared to 2005 levels, putting us on track to meet our 2030 target.

With the unwavering commitment and dedication of our capital planning and facilities management teams, we continue to do our part to reduce global emissions and mitigate climate change effects. Our commitment to a net-zero transition involves transforming our campus energy system, designing low-carbon buildings, and extending the life of our existing buildings.

To meet our 2030 and 2050 targets, we will:

- Continue the deep energy retrofit program to enhance the long-term performance of existing building assets, making them more energy-efficient and resilient.

- Advance the decarbonization of campus energy infrastructure by transitioning to cleaner, more efficient fuel sources and incorporating renewable energy solutions.

- Update Sustainable Design Guidelines for new construction projects and existing building upgrades, optimizing space utilization, and set performance limits for energy use, operational carbon, and embodied carbon emissions.

- Educate building users on green building principles and the performance outcomes of sustainable buildings on campus.

75

Measure and curtail Scope 3 greenhouse gas emissions through more sustainable operations

We aim to measure and benchmark our Scope 3 emissions. With this knowledge, we can inform and empower our community to make better decisions that reduce our emissions.

Working towards decarbonizing daily operations is a priority for Western. We recognize that we can influence the supply chain through our procurement practices and acknowledge our responsibility to continually improve these practices to reach more sustainable outcomes.

To understand and curb our Scope 3 emissions related to commuting, business travel, the goods and services we purchase, waste disposal, and investments, we strive to:

• Identify sources of Scope 3 emissions to understand the greatest opportunities for reductions.

• Enhance campus infrastructure to support adoption of active and sustainable transportation in alignment with the Campus Development Strategy (formerly Campus Master Plan) and Open Space Strategy.

• Encourage the reduction of single-occupancy vehicle use on campus by promoting sustainable commuting and active transportation options.

• Develop, implement, and monitor programs, tools and resources aimed at reducing emissions from business travel.

• Continue to strengthen sustainable procurement by integrating carbon and environmental metrics alongside qualitative factors into cost analyses and decision-making for major goods and services, prioritizing environmentally friendly products with lower carbon footprints.

• Continue to integrate responsible investing practices throughout our investment processes and decision making, committing to reducing the carbon intensity of our Operating & Endowment Fund by at least 45% by 2030.

Foster a culture of material circularity, ensuring waste generation decreases even as campus grows

We are committed to achieving 60% waste diversion by 2035 and fostering a culture of material circularity, reuse, and resource sharing on campus.

In 2024, our waste minimization and diversion initiatives led to a 39% diversion rate and we remain committed to improving our diversion rate and transparency around waste and circularity data. Key efforts included standardized signage at waste stations, provision of green bins at all campus eateries, enhancements to waste collection and storage systems, and the Choose2Reuse (C2R) program in residence dining halls.

Our ongoing efforts to reduce waste and eliminate single-use plastics in eateries will be strengthened through effective communication and heightened awareness of our initiatives and their outcomes.

While these programs mark important progress, we recognize more work is needed. Waste reduction and material reuse continue to be top priorities for our students, faculty, and staff.

To build on this progress, we will:

- Increase community awareness and participation in waste reduction, reuse, recycling and diversion through a sustained campaign promoting best practices.

- Create a mechanism for academic resource sharing and reuse to eliminate redundant purchases and wasted materials, as part of a comprehensive resource circularity plan.

- Promote student awareness, participation, and access to reuse and waste diversion programs on campus.

- Phase out single-use plastics and other disposable items through expanded programming and engagement with partners and service providers.

- Expand organics collection and composting across campus and food services to increase participation and reduce landfill waste.

Agrovoltaics

The purpose of the Agrovoltaics project, in partnership with Food Security Structures Canada (FSSC), Green Magic Homes, Adragone Aeroponics, Vertical Green, and SolarCities is to develop and demonstrate an integrated, solar-powered agrivoltaic-agrotunnel hybrid system that provides zero carbon and zero waste sustainable nutritious food all year, anywhere in Canada.

Talbot Green Roof

The Talbot College Green Roof was originally installed in 2013 for a multi-faculty project examining the impacts of green roofs on storm water management and urban climate.

The roof also hosts instrumentation from Physics & Astronomy used to measure aerosols in the atmosphere from forest fires and other sources to study their transport and impact on ozone and fog and cloud formation. The roof continues to be used by faculty in Social Sciences and Science to support undergraduate and graduate learning and for research related to evaluating the performance of numerical models that can represent the impacts of green roofs at the urban scale.

78

Healthy & Connected Community

Guided by both non-Indigenous and Indigenous knowledges, Western is committed to fostering a healthy and connected community where individuals have a meaningful connection to nature and feel a sense of belonging and shared responsibility for the environment.

We recognize a sense of belonging motivates people to take care of themselves and each other, engage with sustainability efforts, and build community through shared experiences.

Opportunities to connect with the natural environment – both on and off campus — deepen our understanding of ecosystems and the interdependence of all living things. These experiences enhance mental, emotional, and physical well-being, while strengthening the bonds within our community.

To support a healthy, vibrant, and thriving community, we aim to:

Ambitions

- Integrate Indigenous land-based learning by working with Elders and Knowledge Keepers to deepen understanding and connection to place.

- Promote mental, emotional, and physical well-being through meaningful experiences in nature.

- Help people find relief from, and cope with, eco-distress and climate anxiety.

- Broaden awareness of Western's climate and sustainability initiatives, programming, and networks to encourage greater engagement and participation.

Big Moves

NATURAL SPACES
celebrate biodiversity and ecosystem functions through signage, education, and stewardship, and connect the community to nature

LAND-BASED LEARNING & EXPERIENCES
advanced through collaborative partnerships with Indigenous leaders and others in support of mental health, well-being, and planetary health

STUDENT ENGAGEMENT WORKING GROUP
is established to collaborate with PACES

80

Integrate Indigenous land-based learning by working with Elders and Knowledge Keepers to deepen understanding and connection to place

We aim to cultivate meaningful and reciprocal relationships with local Indigenous communities, Elders, and Knowledge Keepers to share traditional ecological knowledge, guide preservation and restoration of natural environments, and deepen connections to the natural world.

Western's Indigenous Strategic Plan sets out the priority to nurture an inclusive campus culture that values Indigenous Peoples, perspectives and ways of knowing. Embracing aspects of longstanding practices in Indigenous communities, such as land-based learning, connects us to place and offers healing and comfort.

In collaboration with the Office of Indigenous Initiatives, we will:

• Further land-based learning opportunities, resources, and awareness to integrate cultural teachings, and advance intergenerational knowledge transfer.

• Amplify the visibility of sustainability-related activities and events organized by the Office of Sustainability and the Office of Indigenous Initiatives.

• Increase reach and evolve courses like Connecting for Climate Change Action, a course that uses a storytelling approach to bring western and Indigenous Sciences together to educate and motivate action on climate change.

81

Promote mental, emotional, and physical well-being through meaningful experiences in nature

We will encourage our community to spend time in nature, in the hopes these experiences build stronger community connections and deepen our appreciation of how closely our lives are intertwined with the natural world.

High-quality natural environments — prominent, interconnected, and accessible year-round across campus — offer significant benefits for mental, emotional, and physical well-being. Time spent in nature can reduce stress, improve mood, enhance cognitive function, and encourage physical activity, which in turn supports healthier lifestyle choices.

Western will continue to promote engaging with nature in ways that encourage learning from and caring for the land we are situated on.

To improve health outcomes and support holistic well-being across our community — and in alignment with Western's Open Space Strategy — we will:

• Enhance access to natural environments across campus in all seasons, and expand outdoor spaces for work, study, relaxation, and recreation.

• Promote nature-based programming through formal and informal activities that encourage enjoyment, experiential learning, and research, such as the Campus as a Living Lab,

• Strengthen health education and support services beyond the classroom to encourage lifelong healthy habits and holistic well-being.

• Continue to provide sustainable food options and raise awareness about the connections between food, human health, and environmental health.

● Help people find relief from, and cope with, eco-distress and climate anxiety

Building on the efforts of the Student Mental Health Strategy, we will continue to support students, faculty, and staff through a community of care, including counselling and mental health services.

We will work to develop, update, and share resources designed to support those experiencing eco-distress and climate anxiety.

There is growing awareness that individuals can feel overwhelmed and powerless in the face of environmental challenges such as forest fires, extreme weather events, habitat loss, pollution, and other events. We recognize the impact of eco-distress and climate anxiety on the academic, professional, and personal well-being of Western's community, and the barriers these challenges can pose to success.

To help people find relief and build personal resilience, we will:

• Work with mental health professionals to understand training, resources, and outreach needed to address climate-related mental health challenges.

• Offer the wider Western community accessible, self-directed resources and peer-to-peer support to help manage climate-related mental health concerns.
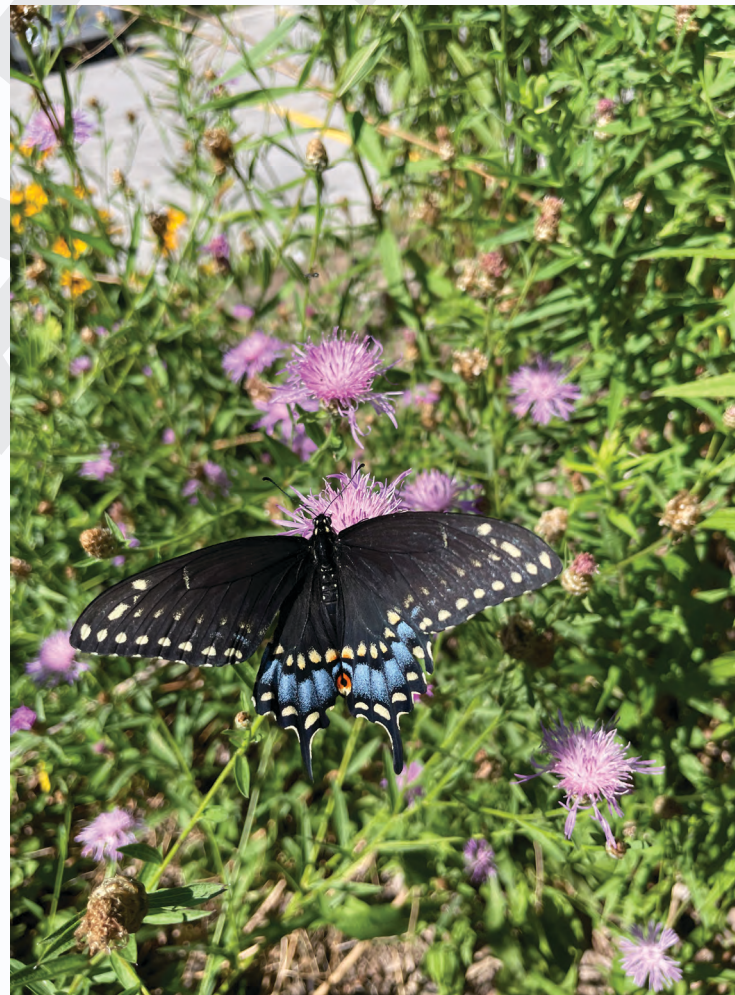
- **Broaden awareness of <u>Western's climate and sustainability initiatives</u>, programming, and networks to encourage greater engagement and participation**

To support this ambition, Western will launch a comprehensive campaign to raise greater awareness about our long-standing climate and sustainability initiatives and invite active involvement.

From the moment new students, staff, and faculty join Western, they will be introduced to our sustainability goals and encouraged to take part in shaping a more regenerative future. This ongoing campaign will ensure sustainability remains a core value throughout their journey at Western, fostering a culture of environmental stewardship and collective agency.

To increase awareness, interaction, and participation in Western's sustainability efforts, we will:

- Develop and implement a comprehensive communication strategy aimed at increasing reach, engaging with the community, promoting sustainability initiatives, and encouraging adoption of sustainable practices.

- Embed sustainability priorities into orientation and onboarding processes to reach every new community member at Western.

- Collaborate with faculty to highlight and integrate Western's sustainability initiatives, groups, and events into classroom discussions and learning experiences.

- Engage the broader community in sustainability education, training, events, activities, and peer-to-peer support outside the classroom to reinforce a common understanding and commitment to sustainability, climate action, regeneration, and planetary health.

Big Moves

To ensure communication, transparency, and accountability, the Office of Sustainability will publish annual reports that measure progress, highlight milestones, report on key metrics in alignment with the strategy.

Education & Research

CAMPUS AS A LIVING LAB
expanded and leveraged to apply faculty and student expertise in shaping sustainable outcomes for Western

COMMUNITY IMPACT
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celebrate biodiversity and ecosystem functions through signage, education, and stewardship, and connect the community to nature

LAND-BASED LEARNING & EXPERIENCES
advanced through collaborative partnerships with Indigenous leaders and others in support of mental health, well-being, and planetary health

STUDENT ENGAGEMENT WORKING GROUP
is established to collaborate with PACES

Delivering the Strategy

Dynamic By Design

Western's Climate and Sustainability Strategy reflects our commitment to practical, collaborative action to advance sustainability both on campus and beyond.

Rooted in academic excellence and community engagement, our Climate and Sustainability Strategy supports efforts to deepen our understanding of environmental challenges and develop impactful, long-term solutions.

We are dedicated to managing our campus in ways that enhance ecological health, reduce our environmental footprint, and promote well-being for all who study, work, and live at Western.

This strategy will continue to evolve as we refine our priorities, set measurable goals, and respond to emerging knowledge, technologies, and challenges.

The Climate and Sustainability Strategy will be supported by a framework that outlines responsibilities, expands on Big Moves to achieve each ambition, and defines intended outcomes across short-, medium-, and long-term horizons.

Governance and Accountability

The President's Advisory Committee on Environment and Sustainability (PACES) plays a key role in guiding the university's sustainability direction. It advises on the implementation of the Climate and Sustainability Strategy and Action Plan. With representation from students, faculty and staff from across the university, PACES helps ensure sustainability is thoughtfully integrated into research, teaching, campus operations, and partnerships. Co-chaired by the Provost & Vice-President (Academic) and the Vice-President (Operations & Finance), and supported by the Office of Sustainability, PACES enables cross-campus collaboration and accountability.

The Office of Sustainability leads the day-to-day coordination and advancement of Western's sustainability efforts. It works closely with academic and operational units to embed environmental responsibility into core practices, support innovation, and guide the implementation of the Climate and Sustainability Strategy. The Office also manages sustainability reporting, and supports long-term improvement through education, engagement, and strategic planning.

The success of this strategy depends on leadership that is shared across the university — empowering faculties, departments, student groups, and administrative units to contribute to sustainability in ways aligned with their roles and expertise.

Strong governance and open communication support this model, ensuring sustainability remains a central part of decision-making.

Students at Western are active contributors to the university's sustainability journey. A new Student Engagement Working Group, facilitated by the Office of Sustainability, will bring together student voices from diverse disciplines and programs to inform initiatives, strengthen engagement, and amplify campus-wide momentum on key issues such as waste reduction, energy conservation, and sustainable transportation.

Positioning Western as a destination of choice for sustainability-related funding, partnerships, and innovation will be key to advancing research, strengthening collaboration, and supporting interdisciplinary dialogue on the most pressing environmental challenges.

We will also continue to collaborate with Indigenous leaders, the City of London, and other organizations to realize the vision set in this strategy.

Through a dynamic and collaborative research ecosystem, we will bridge academic knowledge with actionable solutions, driving impact both locally and globally.

VISION

Rooted in our culture of curiosity and innovation, we strive for a regenerative future that supports the health and well-being of the planet, its natural systems, and our community.
We will equip the next generation of changemakers with the knowledge and tools to address the most pressing climate and sustainability challenges of our time

GUIDING PRINCIPLES

Planetary Health	Stewardship	Courage	Purpose	Interdisciplinarity	Collaboration

PRIORITIES

Education and Research
Western will advance research and knowledge that drives societal progress toward a more regenerative future, while equipping students across all disciplines with the knowledge, experience, skills, and expertise to lead in climate and sustainability

Regenerative Campus
Western aspires to operate and maintain a campus that has a positive impact each day

Healthy and Connected Community
Guided by both non-Indigenous and Indigenous knowledges, Western is committed to fostering a healthy and connected community where individuals have a meaningful connection to nature and feel a sense of belonging and shared responsibility for the environment

Increase student access to sustainability education and enhance course offerings	Secure experiential learning opportunities in sustainability that empower students to drive meaningful climate action	Catalyze thought leadership in sustainability research and innovation, building towards a Western Institute for Sustainability	Strengthen long-term climate resilience across campus	Enhance ecosystem health and biodiversity across campus	Decarbonize campus infrastructure and built assets	Measure and curtail Scope 3 greenhouse gas emissions through more sustainable operations	Foster a culture of material circularity, ensuring waste generation decreases even as campus grows	Integrate Indigenous land-based learning by working with Elders and Knowledge Keepers to deepen understanding and connection to place	Promote mental, emotional, and physical well-being through meaningful experiences in nature	Help people find relief from, and cope with, eco-distress and climate anxiety	Broaden awareness of Western's climate and sustainability initiatives, programming, and networks to encourage greater engagement and participation

ACTION PLAN & ANNUAL REPORTING

Acknowledgements

Contributors to the Climate and Sustainability Strategy

We would like to thank everyone who participated in consultations on the <u>Climate and Sustainability Strategy</u>. Thank you to those who engaged through the campus input survey, the keynote and panel discussion, and the virtual open forum. The contributions shared through these engagements have helped shape this strategy.

Thank you to the President's Advisory Committee on the Environment and Sustainability for their leadership through this process, and to all the students, staff and faculty who committed their time and energy in focus groups and other workshops.

President's Advisory Committee on the Environment and Sustainability

- Emilie Kalaydjian (USC Delegate)
- Wade Masse (USC Delegate)
- Kathleena Henricus (USC Delegate)
- Jenna Ijam (USC Delegate)
- Javier Ponce de Leon Eyl (SOGS Designate)
- Floyd Mautle (SOGS Designate)
- Ehsan Ur Rahman Mohammed (SOGS Designate)
- Alessia Romani (Postdoctoral Scholar Designate)
- Chris Alleyne (AVP, Housing & Ancillary Services)
- Andrew Konowalchuk (AVP, Facilities Management)
- Jacquie Burkell (AVP, Research)
- John Doerksen (Vice-Provost, Students)
- Stephanie Hayne Beatty (Acting Vice-Provost, Students)

- Jane O'Brien (AVP, Human Resources)
- Christy Bressette (Vice Provost & AVP, Indigenous Initiatives)
- Opiyo Oloya (AVP, Equity, Diversity and Inclusion)
- Marcia Steyaert (Executive Director, Editorial Strategy and Media Relations)
- Paul Mensink (Director, Centre for Environment & Sustainability)
- Katrina Eyvindson (President's Faculty Representative)
- Lesley Gittings (President's Faculty Representative)
- Kristen McGill (President's Staff Representative)

President's Advisory Committee on the Environment and Sustainability (Cont.)

- Rachel Halaney (President's Staff Representative)
- Kenneth Coley (President's Decanal Representative)
- Siobhan Doherty (University Advancement Representative)
- Heather Hyde (Director, Sustainability)
- Joan Ang (Manager, Energy & Carbon)
- Jessica Cordes (Manager, Sustainability Engagement)
- Mary-Lee Townsend (Manager, Sustainability & Compliance)
- Laura Mantz (Engagement Coordinator, Sustainability)
- Danielle Ward (Executive Specialist, Operations & Finance)
- Jeff Hutter (Acting Deputy Provost)
- Lynn Logan (Vice-President, Operations & Finance) Co-Chair
- Florentine Strzelczyk (Provost & Vice-President, Academic) Co-Chair

Other Contributers

- Aaron Guravich (Gallery Operations Specialist, McIntosh Gallery)
- Aisha Haque (Director, Centre for Teaching and Learning)
- Alex Levine (EDID in Research Specialist, Research Services)
- Alexe Scholtes (Graduate Student)
- Allison Pert (Graduate Student)
- Anna Gunz (Associate Professor, Schulich School of Medicine & Dentistry)
- Ashley Kewayosh Samuel (Student Opportunities Coordinator, Indigenous Student Centre)
- Ayan Sadhu (Associate Professor, Civil & Environmental Engineering)
- Bailey Holmes (Residence Life Coordinator, Housing & Ancillary Services)
- Beth Hundey (eLearning and Curriculum Specialist, Centre for Teaching and Learning)
- Blair Kingdon (Graduate Student)
- Bregette Hill-Smith (Building Manager, Facilities Management)
- Brendon Samuels (Graduate Student)
- Chandlee Dickey (Clinical Director, Student Mental Health, Student Experience)
- Chris Bumbacco (Director, Housing Facilities)
- Colin Couchman (Chief Data Officer, Institutional Planning & Budgeting)
- Colin Evans (Assistant Professor, Schulich School of Medicine & Dentistry)
- Desmond Moser (Professor, Earth Sciences)

- Diljot Badesha (Graduate Student)

- Douglas Keddy (Associate Director, Research Promotion & Profile, Western Research)

- Elizabeth Basiita (Undergraduate Student)

- Eric Mallory (AVP, Financial Services)

- Ethan Milroy (Undergraduate Student)

- Felix Cai (Undergraduate Student)

- Fred Janzen (Director, Capital Projects, Facilities Management)

- Geneviève Metson (Associate Professor, Geography and Environment)

- Hamid Mustafa (Graduate Student)

- Isaac Luginaah (Professor, Geography and Environment)

- Isabella DiMenna (Undergraduate Student)

- Jahaan Thawer (Undergraduate Student)

- Jamie Voogt (Professor, Geography and Environment)

- Jason McIntosh (Director, Space Planning & Management, Institutional Planning & Budgeting)

- Jennifer Teal (Health & Well-being Consultant, Human Resources)

- Jenny Richmond-Bravo (Doctoral Professional Development Coordinator, SGPS)

- John Reed (Lecturer, FIMS)

- Julia Beltrano (Senior Facilitator, Talent, Learning & Engagement, Human Resources)

- Junyu Ke (Graduate Student)

- Kashish Dhanoa (Undergraduate Student)

- Katarina Grolinger (Assistant Professor,

Electrical & Computer Engineering)

- Katie Big-Canoe (Indigenous Research Specialist, Research Services)

- Katrina McIntosh (Program Manager, Continuing Studies)

- Kelly Hollingshead (Acting Associate Director, Careers & Experience, Student Experience)

- Kelsey Adams (Gender-Based & Sexual Violence Prevention Education Coordinator, Student Experience)

- Kendra Coulter (Professor, Huron University College)

- Kylee Griffiths (Undergraduate Student)

- Lisa Cechetto (Executive Director, Western Research)

- Lise Laporte (Senior Director, Western International)

- Liza Eurich (Artlab Gallery Manager, Visual Arts)

- Luis Patricio (Graduate Student)

- Madeleine Zajdlik (Undergraduate Student)

- Madhumita Ray (Professor, Chemical & Biochemical Engineering)

- Mariana Batista (Undergraduate Student)

- Marie Tsai (Graduate Student)

- Marisa Modeski (University Registrar)

- Melanie Katsivo (Equity, Diversity and Inclusion Specialist, Schulich School of Medicine & Dentistry)

- Melissa Steadman (Associate Director, Off-Campus Housing & Apartments, Housing & Ancillary Services)

95

- Mike Lunau (Manager, Landscape Services, Facilities Management)

- Nadine de Gannes (Assistant Professor, Ivey Business School)

- Nicole Redvers (Associate Professor, Schulich School of Medicine & Dentistry)

- Nina Zitani (Curator, Zoological Collections, Biology)

- Nouri Najjar (Associate Professor, Ivey Business School)

- Nusha Keyghobadi (Professor, Biology)

- Oana Branzei (Professor, Ivey Business School)

- Paige Ferguson (Graduate Student)

- Paleesa Kapoor (Undergraduate Student)

- Rob Buchkowski (Assistant Professor, Biology)

- Rob Klassen (Professor, Ivey Business School)

- Rodrigo Baldoceda (Undergraduate Student)

- Russell Duvernoy (Associate Professor, King's University College)

- Ryan Martell (Undergraduate Student)

- Saanvi Kapoor (Undergraduate Student)

- Sandra Pehilj (International Student Advisor, Western International)

- Sandra Smeltzer (Associate Professor, FIMS)

- Sara Mai Chitty (Curriculum and Pedagogy Advisor, Office of Indigenous Initiatives)

- Shawn Finkbeiner (Director, Housing & Ancillary Services)

- Steve Barry (Director, Recreation & Active Well-being, Student Experience)

- Steve MacDonald (Associate Director, Facilities Development & Engineering, Facilities Management)

- Tom Cull (Faculty, Writing Studies)

- Tristyn Snow (Programming Coordinator, Residence Life & Education, Housing & Ancillary Services)

Climate & Sustainability Strategy Consultant

- Perkins&Will

Glossary

Ecological Health
Describes the overall condition of an ecosystem, reflecting its functionality, resilience, and integrity of natural processes such as nutrient cycling, energy flow, and species interactions.

Greenhouse Gas Emissions (GHG)
Gases released into the Earth's atmosphere that trap heat, contributing to the greenhouse effect and global warming. The primary greenhouse gases include carbon dioxide (CO_2), methane (CH_4), and nitrous oxide (N_2O), which are largely produced by human activities such as burning fossil fuels.

Holistic Health
An approach to well-being that considers the whole person — including their physical, mental, emotional, spiritual, and social health.

PACES
President's Advisory Committee on the Environment and Sustainability.

Planetary Health
An approach that emphasizes the interdependence between human health and the health of the planet. It recognizes that environmental degradation impacts the lives and health of marginalized and underserved populations globally. This approach calls for health-care professionals and systems to be prepared to address these challenges by integrating the health of the planet into their practice and research.

Regeneration
The process of renewal, restoration, and growth, making ecosystems, communities, or organisms more resilient and sustainable. In a broader context, it can refer to the revitalization of urban areas, the recovery of ecosystems, or the healing of biological tissues.

Scope 1, 2, and 3 Greenhouse Gas Emissions
Scope 1: Direct GHG emissions from sources owned or controlled by the university.
Scope 2: Indirect GHG emissions from the generation of purchased electricity, steam, heating, and cooling consumed by the university.
Scope 3: All other indirect GHG emissions that occur in the university's supply chain.

SDGs
The 17 Sustainable Development Goals (SDGs) are a universal call to action adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development. They aim to end poverty, protect the planet, and ensure peace and prosperity for all. Each goal addresses a broad range of interconnected global challenges, including economic inequality, climate change, environmental degradation, peace, and justice

STARS Rating
The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). It is designed for colleges and universities to measure and report their sustainability performance across a broad range of areas, including academics, engagement, operations, planning, administration, and innovation.

January 16, 2026

Senate: Climate and Sustainability Strategy
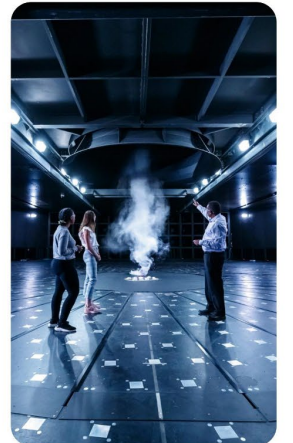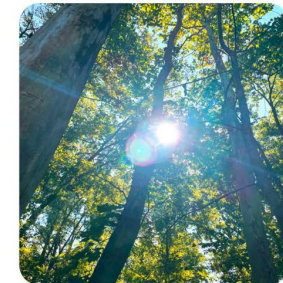
Agenda

Sustainability at Western

Climate & Sustainability Strategy

Overview of Engagement

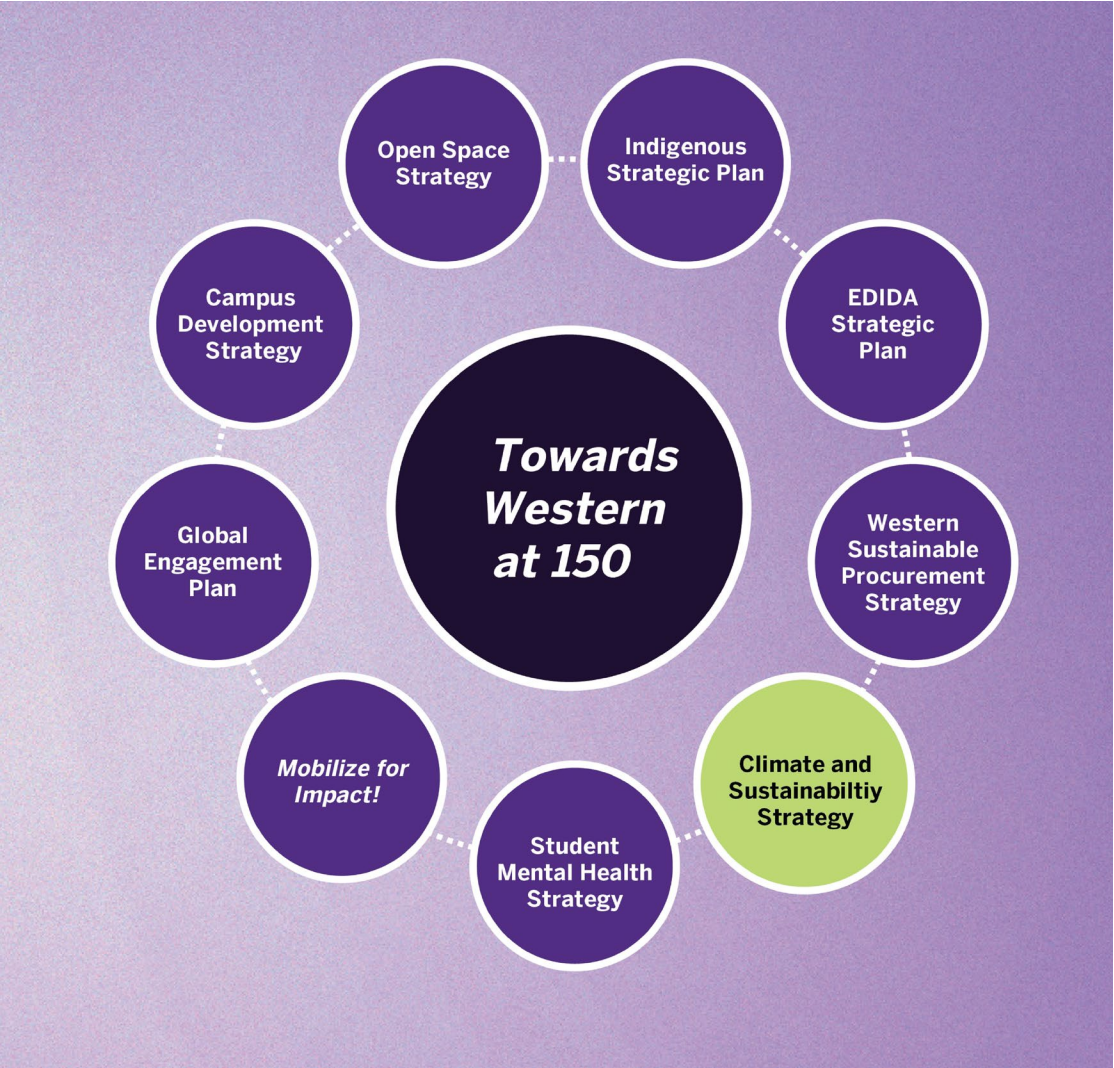Community Feedback & Response

Delivering the Strategy

Q&A

Climate and Sustainability Strategy

2025

Western
UNIVERSITY · CANADA

102

Sustainability at Western

Towards Western at 150

- Open Space Strategy
- Indigenous Strategic Plan
- EDIDA Strategic Plan
- Western Sustainable Procurement Strategy
- Climate and Sustainabiltiy Strategy
- Student Mental Health Strategy
- Mobilize for Impact!
- Global Engagement Plan
- Campus Development Strategy

Sustainability by the Numbers (2025)

32%
GHG Emissions Reduction
Between 2005 and 2024, Western has reduced greenhouse gas emissions by 32% while campus grew in size by 39% during the same period.

13 LEED Certified Buildings

1,900+
Research Projects Related to SDGs

40%
of Western's residence menus are plant based

11 Years
For the past 11 years Western has maintained a Gold STARS rating, and in 2025 became the second Canadian university to achieve a STARS Gold rating under the new, more stringent version of STARS.

39%
Waste Diverted from Landfill
1,694 MT of waste diverted from landfill in 2024.

85%
Future Ready
In 2023/24, over 85% of undergraduate degrees included sustainability-focused learning requirements.

2,700+
Sustainability Courses
Western offers more than 2,700 undergraduate courses that relate to the SDGs.

25+ Projects
Western's Campus as a Living Lab program has supported more than 25 unique projects across 6 different faculties.

61 Projects
Over the last two years, Western's $1M Sustainable Impact Fund supported 61 student, faculty, and staff led projects advancing sustainability on campus.

14TH In the World
In 2025, ranked 14th globally in Times Higher Education Impact Rankings, tied for third in Canada.
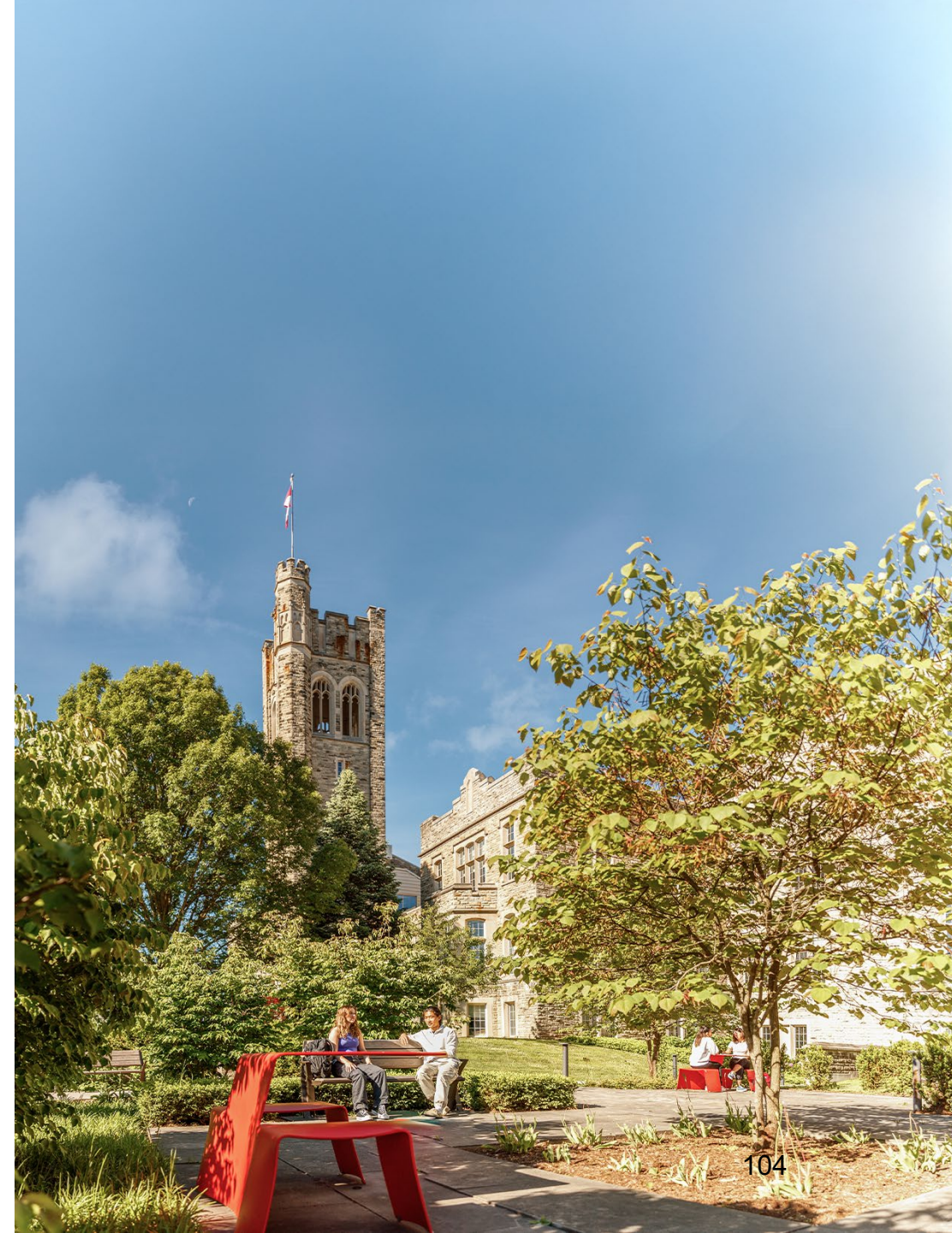
33
Student Groups & Clubs form the Western Environment and Sustainability Network and are advancing sustainability on campus.

Vision

Rooted in our culture of curiosity and innovation, we strive for a regenerative future that supports the health and well-being of the planet, its natural systems, and our community.

We will equip the next generation of changemakers with the knowledge and tools to address the most pressing climate and sustainability challenges of our time.

Guiding Principles

Planetary Health

Recognize the health of natural systems and humans is intrinsically linked. Thus, safeguarding the environment and supporting thriving ecosystems is our collective responsibility.

Stewardship

Honour reciprocal relationships with the natural world by behaving in ways that enhance ecosystems, advance reconciliation with Indigenous Peoples, and respect future generations.

Courage

Lead with heart, respect, empathy, and humility. Individually and collectively, uplift curiosity, take risks, and support transformative ideas and actions to influence all areas of university life.

Purpose

Choose deliberate action, set clear targets, and align with Western strategies to advance and measure progress on our climate and sustainability ambitions.

Interdisciplinarity

Strengthen connections across the university to embed sustainability as an imperative in all that we do.

Collaboration

Build and deepen relationships with local and global partners as they are vital to achieving greater societal impact.

105

Priorities

Education & Research

Western will advance research and knowledge that drives societal progress toward a more regenerative future, while equipping students across all disciplines with the knowledge, experience, skills, and expertise to lead in climate and sustainability.

This priority builds on Western's Strategic Plan, *Towards Western at 150*, and the Research Strategic Plan, *Mobilize for Impact!*

Bringing greater focus on fostering stronger collaboration, advancing sustainability knowledge, and cultivating the conditions necessary for developing interdisciplinary solutions to address climate change.

Ambitions

- Increase student access to sustainability education and enhance course offerings.

- Secure experiential learning opportunities in sustainability that empower students to drive meaningful climate action.

- Catalyze thought leadership in sustainability research and innovation, building towards a Western Institute for Sustainability.

Big Moves

CAMPUS AS A LIVING LAB
expanded and leveraged to apply faculty and student expertise in shaping sustainable outcomes for Western

COMMUNITY IMPACT
opportunities are cultivated for all students to lead climate and sustainability action

INSTITUTE FOR SUSTAINABILITY
established over the long term to advance interdisciplinary knowledge on complex climate and sustainability challenges

29

Regenerative Campus

Western aspires to operate and maintain a campus that has a positive impact each day.

Our actions have impact. We recognize that alongside climate change, biodiversity loss is one of the most pressing crises of our time. The health of our world depends on the protection of nature. Considering nature in daily decisions on how we build, operate, and maintain our campus means we can start to regenerate natural systems, adapt to a changing climate, and restore habitats for living and non-living species.

For our daily operations and interactions to contribute to a vibrant and resilient environment, we will:

Ambitions

- Strengthen long-term climate resilience across campus.

- Enhance ecosystem health and biodiversity across campus.

- Decarbonize campus infrastructure and built assets.

- Measure and curtail Scope 3 greenhouse gas emissions through more sustainable operations.

- Foster a culture of material circularity, ensuring waste generation decreases faster than campus growth.

Big Moves

ECOLOGICAL ASSESSMENT
completed for priority areas such as along Medway Creek, Thames River, and Medway Valley Heritage Forest

NET ZERO EMISSIONS
from campus operations by 2050 and 45% reduction by 2030, compared to 2005 levels aligned with *Towards Western at 150* (2021)

60% WASTE DIVERSION
by 2035 through adoption of circular practices and collaborative waste management initiatives

SCOPE 3 EMISSIONS
baseline and reduction plan established

35

Healthy & Connected Community

Guided by both non-Indigenous and Indigenous knowledges, Western is committed to fostering a healthy and connected community where individuals have a meaningful connection to nature and feel a sense of belonging and shared responsibility for the environment.

We recognize a sense of belonging motivates people to take care of themselves and each other, engage with sustainability efforts, and build community through shared experiences.

Opportunities to connect with the natural environment – both on and off campus — deepen our understanding of ecosystems and the interdependence of all living things. These experiences enhance mental, emotional, and physical well-being, while strengthening the bonds within our community.

To support a healthy, vibrant, and thriving community, we aim to:

Ambitions

- Integrate Indigenous land-based learning by working with Elders and Knowledge Keepers to deepen understanding and connection to place.

- Promote mental, emotional, and physical well-being through meaningful experiences in nature.

- Help people find relief from, and cope with, eco-distress and climate anxiety.

- Broaden awareness of Western's climate and sustainability initiatives, programming, and networks to encourage greater engagement and participation.

Big Moves

NATURAL SPACES
celebrate biodiversity and ecosystem functions through signage, education, and stewardship, and connect the community to nature

LAND-BASED LEARNING & EXPERIENCES
advanced through collaborative partnerships with Indigenous leaders and others in support of mental health, well-being, and planetary health

STUDENT ENGAGEMENT WORKING GROUP
is established to collaborate with PACES

106

Big Moves

Big Moves

To ensure communication, transparency, and accountability, the Office of Sustainability will publish annual reports that measure progress, highlight milestones, report on key metrics in alignment with the strategy.

Education & Research	Regenerative Campus	Healthy & Connected Community
CAMPUS AS A LIVING LAB expanded and leveraged to apply faculty and student expertise in shaping sustainable outcomes for Western	**ECOLOGICAL ASSESSMENT** completed for priority areas such as along Medway Creek, Thames River, and Medway Valley Heritage Forest	**NATURAL SPACES** celebrate biodiversity and ecosystem functions through signage, education, and stewardship, and connect the community to nature
COMMUNITY IMPACT opportunities are cultivated for all students to lead climate and sustainability action	**NET ZERO EMISSIONS** from campus operations by 2050 and 45% reduction by 2030, compared to 2005 levels aligned with Towards Western at 150 (2021)	**LAND-BASED LEARNING & EXPERIENCES** advanced through collaborative partnerships with Indigenous leaders and others in support of mental health, well-being, and planetary health
INSTITUTE FOR SUSTAINABILITY established over the long term to advance interdisciplinary knowledge on complex climate and sustainability challenges	**60% WASTE DIVERSION** by 2035 through adoption of circular practices and collaborative waste management initiatives	**STUDENT ENGAGEMENT WORKING GROUP** is established to collaborate with PACES
	SCOPE 3 EMISSIONS baseline and reduction plan established	

107

7

Engagement Timeline

Fall 2024
Campus Survey
3,258

January 20, 2025
Keynote and Panel
200

January 21, 2025
Visioning Session
60

February 11, 2025
Focus Group 1
30

February 11, 2025
Focus Group 2
30

February 12, 2025
Focus Group 3
30

March 7, 2025
Virtual Open Forum
50

March 11, 2025
Priorities Session
60

Summer 2025
Draft Strategy

November 18, 2025
Town Hall
75

November 21, 2025
Virtual Town Hall
100

Winter 2026
Board of Governors Review & Approval

108

In the 6 weeks the survey was open...

3,258

people took the survey

2,195

are students

230

are faculty

767

are staff

8%

of the Western community

6%

of the student body

16%

of faculty

28%

of staff

109

Town halls November 2025

- Need for more specific targets and performance indicators

- Measurement and mitigation of Scope 3 emissions

- Biodiversity and natural environment

- Waste Management – set diversion target, organics, single use items

- Importance of involving community groups, faculty and other campus groups to activate strategy

110

Action Plan & Reporting

- Share draft Action Plan with PACES in early 2026

- Release Annual Report – targeting Fall 2026

Western University: Climate and Sustainability Action Plan

Education and Research

Western will advance research and knowledge that drives societal progress toward a more regenerative future, while equipping students across all disciplines with the experiences, skills, and expertise to lead in climate and sustainability.

Ambition	Big Move		Actions	Champion	Collaborator	Type of Action	Outcome Timeframe		
							Short term (1-2 years)	Medium term (3-5 years)	Long term (5+ years)
Increase student access to sustainability education and expand course and program offerings	SUSTAINABILITY EDUCATION All students have access to sustainability education at Western	ER1	Continue to enhance existing programs and create new programs related to climate and sustainability that are innovative, interdisciplinary, and thoroughly aligned with industry and community needs.	Provost & VP Academics	Provost & VP Academics	Programming	X	X	X
		ER2	Work with the Centre for Teaching and Learning to introduce a sustainability theme, expand scholarships, and update curriculum to embed climate and sustainability topics.	Provost & VP Academics	Centre for Teaching & Learning	Programming	X	X	X
		ER3	Increase land based and experiential learning opportunities that connect students to the land, inspire stewardship of the environment, and strengthen the bond between communities and the ecosystems we rely on.	Provost & VP Academics	Centre for Teaching & Learning	Programming	X		
		ER4	Work with industry to understand key skills needed in the job market and provide opportunities for students in any discipline to gain expertise in sustainability and climate issues.	Provost & VP Academics	Office of Sustainability	Assessment	X		X
Secure experiential learning opportunities in sustainability that empower students to drive meaningful climate action	CAMPUS AS A LIVING LAB Expanded and leveraged to apply faculty and student expertise in shaping sustainable outcomes for Western	ER5	Create and promote a micro-credential program that equips students with targeted, practical skills and knowledge applicable to current environmental challenges.	Provost & VP Academics	Centre for Teaching & Learning	Programming	X		X
		ER6	Continue to catalog, categorize, and publicize Western's sustainability research more intentionally, so that more connections are made and more silos are broken.	Provost & VP Academics	Office of Sustainability	Execution	X	X	X
		ER6	Support student-lead research on climate and sustainability, with a focus on local and regional partnerships.	VP Research	Principal Research Investigator	Internal Engagement & Outreach	X	X	X
		ER7	Connect and collaborate with Western's research institutes, centres, and groups, to advance interdisciplinary and transdisciplinary knowledge on climate and sustainability.	VP Research	Principal Research Investigator	Internal Engagement & Outreach	X		X
Catalyze thought leadership in sustainability research and innovation, building towards a Western Institute for Sustainability	INSTITUTE FOR SUSTAINABILITY Established over the long term to advance interdisciplinary knowledge on complex climate and sustainability challenges	ER8	Co-create the vision and mission of the Western Institute for Sustainability, identifying the Institute's strategic priorities, financial requirements, and expected benefits.	VP Research	Principal Research Investigator	Assessment	X		
		ER9	Collaborate with university advancement to create compelling pathways for donor support to fund the Institute and sustain its growth.	VP Research	Advancement Team	External Engagement & Outreach	X	X	X
		ER10	Form a leadership team responsible for advancing the Institute's strategic priorities, research projects, and partnerships.	VP Research	VP Finance & Operations	Execution	X	X	X

111

Thank you!!

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) – Appointment of Officers of Convocation

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The Operations/Agenda Committee, on behalf of the Senate, approved the appointment of the Officers of Convocation listed below.

OFFICERS OF CONVOCATION		
Jennifer Sutton	Director of Convocation	July 1, 2026 – June 30, 2028

EXECUTIVE SUMMARY:

The Officers of Convocation play a vital role in the preparation and delivery of Western's successful convocations.

Director of Convocation
- Chairs the Convocation Board and is an Ex Officio member of the Honorary Degrees Committee and a member of the Convocation Operations Working Group
- Active participant in convocation operational planning
- Ensures that Western's convocations honour tradition while also providing a vibrant, celebratory, and inclusive event for the graduating class
- Liaises with Honorary Degree recipients regarding where to stand and what to do on stage during the ceremony
- Liaises with all Officers of Convocation to ensure that they and others are aware of their roles
- Responsible for organization of the academic procession before and during the ceremony

ATTACHMENT:

None

ITEM 13.1(b) – 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.

IVEY BUSINESS SCHOOL	
Nicole Haggerty – *(to replace Darren Meister)*	January 2026 – June 30, 2026

ITEM 13.2(a) – Revisions to the Policy on "Certificates, Diplomas and Micro-credentials"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 16, 2026, the policy on "Certificates, Diplomas, and Micro-credentials" be revised as shown in Item 13.2(a).

EXECUTIVE SUMMARY:

The proposed changes to the policy on "Certificates, Diplomas, and Micro-credentials" include updating terminology to replace references to micro-credentials as "Western-approved" to "OSAP-eligible". The revisions also provide a clear definition of non-credit micro-credentials to include Advanced Qualification (AQ) courses offered by the Faculty of Education. These AQ courses are non-credit, OSAP-eligible, and submitted for approval by the Ministry.

In addition, the proposed revisions remove references to the previous approval process under the Subcommittee for Western Approved Micro-credentials (SWAM), which was dissolved on July 1, 2024. This is replaced by a new approvals subsection that outlines the approvals for OSAP-eligible micro-credentials and AQ courses.

The proposed changes also include clarity on the administration and approval of non-credit programming that is not OSAP eligible.

Editorial revisions are also included.

ATTACHMENT(S):

Revisions to the Policy on "Certificates, Diplomas and Micro-credentials"

Certificates, Diplomas and Micro-credentials

Subject:	Certificates, Diplomas and Micro-credentials
Sections:	General Definitions of Undergraduate Certificates and Diplomas, Procedures and Criteria for the Establishment of Undergraduate Certificate and Diploma Programs Offered by Continuing Studies at Western; Approval and Administration of Undergraduate Certificate and Diploma Programs Offered Through the Continuing Studies at Western; Convocation Guidelines for Certificate and Diploma Recipients; Undergraduate Certificates and Diplomas – Process for Approvals by Senate and its Committees; Admission Deadlines for Undergraduate Diploma and Certificate Programs; Graduate Diplomas at Western; General Definition of Western Approved Micro-credentials
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Convocation; Graduation Diplomas and Certificates
Effective Date:	January 16, 2026 May 1, 2022
Supersedes:	May 1, 2022, July 2021

_____

GENERAL DEFINITIONS OF UNDERGRADUATE CERTIFICATES AND DIPLOMAS

An undergraduate Certificate should be awarded when the following criteria are met:

1. normally a pre-degree program;
2. normally requiring up to the equivalent of one calendar year or more to complete; and

3. normally consisting of a minimum of 3.0 degree-credit courses, frequently in combination with a certificate-credit component.

An undergraduate Diploma should be awarded when the following criteria are met:

1. normally a post-degree program;
2. normally requiring the equivalent of one calendar year or more to complete; and
3. normally consisting of a minimum of 5.0 degree-credit courses.

PROCEDURES AND CRITERIA FOR THE ESTABLISHMENT OF UNDERGRADUATE CERTIFICATE AND DIPLOMA PROGRAMS OFFERED BY WESTERN CONTINUING STUDIES

General

1. A Certificate offered through ~~the Continuing Studies at~~ Western Continuing Studies is a non-degree credential. It will be awarded to candidates who have successfully completed an approved program with a coordinated curriculum which usually will have a professional or an applied focus. A program normally will require completion of a set of degree-credit courses from the undergraduate offerings of the University combined with a set of specially designed certificate-credit courses, practica and/or workshops. The workload effort required in each certificate program normally will be equivalent to that of at least one academic year of full-time undergraduate study.

2. To be eligible to enter a certificate program, a candidate must be admitted to Western University and must have completed the prerequisites for any degree-credit courses in the program. Any additional requirements for entry into a specific certificate program will be defined in the proposal for the program. Students may be granted advanced standing in a certificate program for university courses already completed.

3. Generally, certificate programs will be designed so that they may be pursued concurrently with a Bachelor's degree.

4. To maintain registration in the program and to be eligible to obtain a certificate, a student must be in good standing in the University. Additional requirements to maintain registration in a program will be defined as part of each certificate program proposal. To be granted a certificate, a student must obtain pass standing in all courses in the program and, in the credit courses in the program, obtain a mark of at least 60% in each course and an overall average of 70%. Certificate-credit components must be completed in no more than five years following admission into the certificate program.

5.   Students will retain their academic standing for the degree-credit courses completed in a certificate program in accordance with the rules applicable to the partnering Faculty or Affiliated University College.

APPROVAL AND ADMINISTRATION OF UNDERGRADUATE CERTIFICATE AND DIPLOMA PROGRAMS OFFERED THROUGH WESTERN CONTINUING STUDIES

The Role of Program Advisory Committees

~~The~~ Western Continuing Studies ~~at Western~~ will strike a Program Advisory Committee for each existing and proposed Certificate and Diploma program offered by Western Continuing Studies. Each Program Advisory Committee will be chaired by the Director of Continuing Studies at Western (or delegate). Membership shall include:

- faculty members with relevant academic expertise;
- representatives from appropriate professional organizations;
- the Coordinator of Certificate and Diploma Programs of Western Continuing Studies ~~at Western~~;
- staff members from Western Continuing Studies ~~at Western~~, or any other department of the University with expertise in the certificate or diploma area.

The Program Advisory Committee shall have responsibility for:

- designing the curriculum of the certificate program, including selection of courses to provide a coherent program reflecting academic and professional needs and objectives;
- determining the appropriateness of individual courses in level, scope and sequencing;
- determining the entry and progression requirements of the program;
- ensuring appropriate consultation with departments and faculties whose disciplines are contributing to the program.

Any new proposal for the establishment of a certificate program will be considered in light of the following criteria:

- that it is consistent with and promotes the mission of Western Continuing Studies ~~at Western~~;
- that it is not in conflict with the mission of any other academic unit of the University;
- that there is an adequate base of expertise and resources to support the proposed program;
- that there is a demonstrated need for the program.

The Role of ~~*the*~~ ***<mark>Western</mark> Continuing Studies*** ~~*at Western*~~ ***for approved programs:***

<mark>Western</mark> Continuing Studies ~~at Western~~ will present to ~~SCAPA~~ <mark>the Senate Committee on Academic Curriculum and Awards (ACA) for recommendation to Senate</mark> for its approval each proposal for a certificate program which will include the structure of the program, an outline of the degree-credit component and descriptions of the certificate-credit components.

When a certificate program is approved, its general administration will rest with <mark>Western</mark> Continuing Studies, ~~at Western~~ which will be responsible for overall coordination, coordination of the diploma-credit and certificate-credit components, student record-keeping, marketing, providing information to students~~,~~ and other administrative issues.

<mark>Western</mark> Continuing Studies at Western, in conjunction with the Program Advisory Committee, will prepare an annual report for the information of the Dean of the relevant Faculty.

The Role of the Dean's Office for approved programs:

The Dean of the relevant Faculty in consultation with the <mark>Western</mark> Continuing Studies' Coordinator of Diplomas and Certificates shall name representatives of the faculty to an ad hoc committee to adjudicate candidates for admission to, progression in and graduation from certificate programs.

The Dean's Office shall also provide academic advising for certificate and diploma program students.

The Role of the Registrar's Office for approved programs:

The Registrar shall:

- receive calendar copy that generally describes certificate programs and lists by name the approved programs, for inclusion in the Academic Calendar.
- when a certificate is awarded, place an entry on the student's academic record giving the name of the certificate and date awarded.

Students admitted into a certificate program shall, in addition to their ordinary tuition fee, pay to ~~the~~ Western ~~Centre for~~ Continuing Studies, such other prescribed fees established for each certificate program.

CONVOCATION GUIDELINES FOR CERTIFICATE AND DIPLOMA RECIPIENTS

Recipients of Certificates and Diplomas will be listed in the Convocation Program, and will be permitted to participate in the graduation ceremonies.

All Diplomas and Certificates will be signed by the Registrar, Dean of the relevant Faculty/School or the Vice-Provost (Graduate and Postdoctoral Studies), and the names of graduands from Diploma and Certificate programs will be listed under the heading for that Faculty/School in the Convocation Program.

Candidates who meet the requirements for graduation in Diploma and Certificate programs will be issued a Notification of Eligibility to Graduate (rather than an application to graduate, required of potential degree recipients).

UNDERGRADUATE CERTIFICATES AND DIPLOMAS - PROCESS FOR APPROVALS BY SENATE AND ITS COMMITTEES

1)   Major changes, i.e., a Diploma or Certificate name change; an exception to the usual definitions of a diploma or a certificate; or the introduction or withdrawal of a diploma or certificate program, must be recommended to SCAPA ACA for recommendation to Senate for approval using the process approved by Senate.

See http://www.uwo.ca/univsec/pdf/academic_policies/general/scapaformat.pdf

2)   Structural changes or changes of calendar copy within a diploma or certificate program or courses within the program must be recommended by the Office of the relevant Dean to the Deans: Academic Programs "virtual" committee for approval using the process approved by Senate submitted to the Subcommittee on Undergraduate Academic Courses (SOC). The proposal should include a reference to the existing calendar copy on the Continuing Studies Web page website.

[Secretarial Note: In each case, Western Continuing Studies is partnered with a Faculty on campus, if there is a degree-credit course component.]

ADMISSION DEADLINES FOR UNDERGRADUATE DIPLOMA AND CERTIFICATE PROGRAMS

For admission deadlines of diploma and certificate programs offered by Western Continuing Studies, please consult wcs.uwo.ca the Western Continuing Studies website.

GRADUATE DIPLOMAS (GDip)

A Graduate Diploma is a complete set and sequence of courses, combinations of courses and/or other units of study prescribed by a university for the fulfillment of the requirements for each particular for-credit graduate diploma.

A Type 2 Graduate Diploma program is intended to demonstrate mastery of a topic area that is usually complementary to, but not embedded within, a graduate student's home program. The Type 2 diploma is to be completed concurrent with a student's home degree program. The goal of the Type 2 Graduate Diploma is to encourage breadth at the graduate level, often through interdisciplinary studies. A student who completes a program and a Graduate Diploma should have achieved different learning outcomes than a student who has completed only the normal degree requirements.

Type 2 Graduate Diplomas are achieved by successfully completing the academic requirements of the student's home degree program and additional academic requirements associated with the Graduate Diploma. These additional Graduate Diploma requirements are minimally equivalent to 1.0 Full Credit Equivalents (FCEs) achieved through courses or milestones. These requirements must be additional to the requirements of the home program.

The home graduate program participating in the Graduate Diploma may allow specified Graduate Diploma courses to also be counted as electives in the student's home program. However, a minimum of 1.0 FCE requirements must be unique to the Graduate Diploma and can not also be counted towards the home program's requirements.

A Type 3 Graduate Diploma program has requirements minimally equivalent to 1.5 FCEs achieved through courses or milestones. An interdisciplinary Graduate Diploma program may be proposed by one or more academic units.

GENERAL DEFINITION OF ~~WESTERN APPROVED~~ OSAP-ELIGIBLE MICRO-CREDENTIALS AND NON-CREDIT PROGRAMMING

A micro-credential is a certification of assessed competencies, skills and knowledge that is additional, stand alone, complementary to, or a component of a formal qualification. Indicators of a micro-credential are a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community.

A micro-credential is typically offered through Western Continuing Studies and results in an official Grade Report being available for the student where the evidence of achievement of outcomes will be embedded and visible to employers.

Advanced Qualification (AQ) courses offered by the Faculty of Education are non-credit courses that are included in the category of micro-credentials as recognized by the Ministry for OSAP-eligible funding. AQ courses appear on a student's transcript. Students register directly in AQ courses and do not need to be admitted to the university. Normally, AQ courses represent a time commitment from students of 125 hours per course and are accredited by the Ontario College of Teachers (OCT). OSAP-eligible non-credit programming includes programs that have been brought forward for review and approval at Western, and are submitted to the relevant Ministry for approval for OSAP eligibility.

Guiding Principles

- Micro-credentials can be a complement to traditional credentials (certificate, diploma, degree, or post-graduate certificate) or stand alone, and will be designed to facilitate a continuous pathway for lifelong learning, where possible.
- Micro-credentials are instruments that can deepen equity, diversity, and inclusion (EDI), decolonization and Indigenization efforts at Western University, as per Western's Indigenous Strategic Plan (2016).
- Micro-credentials are subject to a robust and rigorous quality assurance process under the authority of the Subcommittee for Western Approved Micro-credentials (SWAM).
- Micro-credentials should represent competencies identified by employers/industry sectors to meet employer needs while also highlighting competencies needed within the overall workforce.
- Micro-credentials must have a total workload (or study time) of normally 12-24 hours, including completion of a summative assessment that demonstrates evidence of achievement of learning outcomes.
- Micro-credentials may provide clear and seamless pathways across different credentials (both non-credit and credit) and may be stackable. A program leading to an academic qualification may include micro-credentials as components of learning, provided the overall design of the micro-credential(s) is coherent and meets the qualification outcomes and strategic purpose of the program.
- Micro-credentials are based on assessed proficiency of a competency, not on time spent learning.
- Micro-credentials are secure, trackable, and portable, and competency is documented through the unit providing the learning such as Western Continuing Studies.
- Western Approved Micro-credentials are to follow institutional processes as set out by SWAM.

Approvals

ACA approves proposals for OSAP-eligible non-credit micro-credentials and Advanced Qualification courses on behalf of Senate.

==All non-credit programming that is not OSAP-eligible is administered and approved by the unit offering the programming.==

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Last Reviewed: *

ITEM 13.2(b) – Introduction of a Procedure for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Procedures are being introduced for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs.

The new document outlines the procedures for undergraduate students in first entry programs at Western University and its Affiliated University Colleges to request academic consideration due to absences that affect their coursework or assessments. It formalizes the use of the Student Absence Portal as the official method for reporting such absences. The Student Absence Portal creates a formal record to support academic consideration requests and includes: a self-attestation; details about the affected courses(s) and course component(s) or assessment(s); and any relevant supporting documentation.

The procedures describe how requests for academic consideration are submitted and processed through the Student Absence Portal, in accordance with the Policy on Academic Consideration – Undergraduate Students in First-Entry Programs.

The Procedures are under the authority of the Vice-Provost (Academic Programs).

ATTACHMENT(S):

Procedure for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Procedure for the Policy on Academic Consideration – Undergraduate Students in First Entry Programs	

Governing Policy: Academic Consideration – Undergraduate Students in First Entry Programs

Sections: Introduction; Request for Academic Consideration Submission Process; Instructors; Privacy and Release of Information; Audit; Student Absence Portal Support

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

Effective Date: January 16, 2026

Supersedes: (NEW)

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INTRODUCTION

This procedure document provides instruction to students, staff, and instructors on the submission of a request for academic consideration and applies only to students who have been admitted to first entry programs at Western University and its Affiliated University Colleges.

REQUEST FOR ACADEMIC CONSIDERATION SUBMISSION PROCESS

Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration through the Student Absence Portal. The Student Absence Portal creates an official record of the absence in support of a formal request for academic consideration. Students access the Student Absence Portal using their Western User ID and password.

Prior to initiating a request for academic consideration, students are required to review the relevant policies, conditions, and other important information and confirm that they have read and understand these conditions regarding academic consideration and accept the terms of use of the Student Absence Portal.

Requests for academic consideration include information on the type of absence (medical consideration, undocumented absence, for instance), reason for the

request, information on the course and assessment, and may include supporting documentation.

Students are responsible for entering the start and end dates for the absence that match any corresponding supporting documentation (Student Medical Certificate or other medical documentation, for instance). For an undocumented absence, students do not need to enter the start and end dates as the undocumented absence is for a specific course component and not a duration of time. The information entered will be the due date of the specific course component that will be missed.

Students upload supporting documentation, as relevant, through the Student Absence Portal. Students may be asked by the academic advisor reviewing the request to provide additional relevant supporting documentation before the request for academic consideration is processed.

Students will enter information on the course assessment for which they are requesting consideration from a pre-populated list of their courses. Students select the appropriate course and section that is impacted by the absence, and the type of assessment. Students will need the following information about the assessment to complete the request: the name of the assessment, the weighting of the assessment, and the date and time of the assessment.

All requests for academic consideration must include completion of the self-attestation or student good-faith acknowledgement within the Student Absence Portal. Students must declare that they have read and understood the policies regarding academic consideration and confirm that the information that they have provided within their request for academic consideration is accurate and true and submitted in good faith. They also acknowledge that the University may verify the authenticity of any documentation by directly contacting the issuing office. The declaration includes an acknowledgement that the submission of any fraudulent documentation or information as part of a request for academic consideration will be treated as a scholastic offence.

After submitting a request for academic consideration, students receive an email notification that the request has been received. Students may view the status of submitted requests from the home page of the Student Absence Portal. Students will receive an email notification that the request has received an outcome; students can view any notes and important next steps from the course instructor(s) and/or academic advisor in the Student Absence Portal.

INSTRUCTORS

Requests for academic consideration submitted with supporting documentation go directly to Faculty Academic Advising units (see Privacy and Release of Information).

In the event that a student submits an undocumented absence, the request is forwarded through the Student Absence Portal to the instructor of the course. Instructors access requests in Extranet. Instructors verify that the request meets the conditions set out on the course outline. Where an instructor has provided flexibility in assessment or a designated assessment that requires supporting documentation, the request for academic consideration can be denied.

Instructors receive an email notification if there are requests awaiting their review.

PRIVACY AND RELEASE OF INFORMATION

Student Medical Certificates and other documentation from a medical professional may require verification. The Faculty Academic Advising unit may contact the office of the medical professional to verify supporting documentation provided with a request for academic consideration.

Course Instructors are prohibited under Senate policy from collecting medical documentation from undergraduate students seeking academic consideration. Medical documentation uploaded to the Student Absence Portal in support of a request for academic consideration is sent directly to the Faculty Academic Advising unit of the student's home faculty for review and verification, and this documentation is held in confidence. Course Instructors are not able to access or receive student medical documentation within the Student Absence Portal.

The Student Absence Portal contains sensitive student information. All information contained within the Student Absence Portal is governed by the Code of Behaviour for Use of Computing, Technology, and Information Resources (contained in MAPP Policy 1.13 – Computing, Technology & Information Resources).

AUDIT

The Student Absence Portal Support Team in the Office of the Vice-Provost (Academic Programs) conducts periodic audits of requests for academic consideration within the Student Absence Portal for gathering data on requests for reporting purposes. In the process of conducting periodic audits and review of requests and supporting documentation, the Student Absence Portal Support Team

may flag specific requests for further investigation by Faculty Academic Advising units.

STUDENT ABSENCE PORTAL SUPPORT

Users are encouraged to contact the Student Absence Support Team by email (absence.portal@uwo.ca) for further assistance.

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Last Reviewed: *

ITEM 13.2(c)(i) – School of Graduate and Postdoctoral Studies: Withdrawal of the Policy on "Doctoral Flex Time Registration"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 16, 2026, the policy on "Doctoral Flex Time Registration" be withdrawn.

EXECUTIVE SUMMARY:

The policy on "Doctoral Flex Time Registration"" will be withdrawn.

The language in the policy on "Doctoral Flex Time Registration" is duplicated in section 3(g) of the policy on "Registration in Graduate Programs", negating the need for the policy on "Doctoral Flex Time Registration".

ITEM 13.2(c)(ii) – School of Graduate and Postdoctoral Studies: Withdrawal of the Policy on "External Graduate Scholarships on Transcripts"

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve and recommend to Senate that effective January 16, 2026, the policy on "External Graduate Scholarships on Transcripts" be withdrawn.

EXECUTIVE SUMMARY:

The policy on "External Graduate Scholarships on Transcripts" will be withdrawn.

It is not necessary to list the specific external graduate scholarships that will appear on student transcripts in academic policy.

The policy on "Academic Records and Student Transcripts" includes a general provision for a listing of external graduate scholarships to appear on graduate student transcripts (see "Academic Transcripts" section, point 6), negating the need for the policy on "External Graduate Scholarships on Transcripts".

ITEM 13.3(a)(i) – Faculty of Arts and Humanities, Department of Languages and Cultures: Withdrawal of the Minor and Certificate in Intercultural Communication for Arabic

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended:	That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Minor and Certificate in Intercultural Communication for Arabic, offered by the Department of Languages and Cultures in the Faculty of Arts and Humanities, be discontinued; and
	That students currently enrolled in the Minor/Certificate be permitted to graduate upon fulfillment of the Minor/Certificate requirements by August 31, 2029; and
	That the Minor/Certificate be withdrawn effective September 1, 2029.

EXECUTIVE SUMMARY:

The Department of Languages and Cultures is withdrawing the Minor and Certificate in Intercultural Communication for Arabic.

The Department has recently discontinued the teaching of Intermediate Arabic language courses based on insufficient student enrollment. The Department has also taken in account the fact that Huron University College has expanded their offering of Arabic language courses.

By withdrawing the Minor and Certificate the Department aims to streamline its efforts redirecting them towards areas that better reflect its academic priorities.

There are no students currently enrolled in the Minor or Certificate in Intercultural Communication for Arabic.

ATTACHMENT(S):

Revised Calendar Copy – Minor in Intercultural Communication for Arabic

Revised Calendar Copy – Certificate in Intercultural Communication for Arabic

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20969

MINOR IN INTERCULTURAL COMMUNICATION FOR ARABIC – ADMISSION DISCONTINUED

Admission to this module is discontinued effective September 1, 2026. 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://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20978

CERTIFICATE IN INTERCULTURAL COMMUNICATION FOR ARABIC – ADMISSION DISCONTINUED

Admission to this Certificate is discontinued effective September 1, 2026. Students currently enrolled in the Certificate will be permitted to graduate upon fulfillment of the Certificate requirements by August 31, 2029.

The Certificate requirements remain unchanged.

ITEM 13.3(a)(ii) – Faculty of Arts and Humanities, Department of Languages and Cultures: Withdrawal of the Minor and Certificate in Intercultural Communication for Japanese

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended:	That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Minor and Certificate in Intercultural Communication for Japanese, offered by the Department of Languages and Cultures in the Faculty of Arts and Humanities, be discontinued; and
	That students currently enrolled in the Minor/Certificate be permitted to graduate upon fulfillment of the Minor/Certificate requirements by August 31, 2029; and
	That the Minor/Certificate be withdrawn effective September 1, 2029.

EXECUTIVE SUMMARY:

The Department of Languages and Cultures is withdrawing the Minor and Certificate in Intercultural Communication for Japanese.

The Department has recently decided to discontinue the teaching of Japanese language courses because Huron University College provides more comprehensive programs in Japanese Studies and East Asian Studies.

By withdrawing the Minor and Certificate the Department aims to streamline its efforts redirecting them towards areas that better reflect its academic priorities.

There is one student currently enrolled in the Minor and four students currently enrolled in the Certificate. Students currently enrolled will be able to complete the Minor/Certificate, as the required courses will remain available. Additionally, where necessary, students will be granted permission to count relevant courses offered by other faculties toward the completion of their Minor/Certificate requirements.

ATTACHMENT(S):

Revised Calendar Copy – Minor in Intercultural Communication for Japanese

Revised Calendar Copy – Certificate in Intercultural Communication for Japanese

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20970

MINOR IN INTERCULTURAL COMMUNICATION FOR JAPANESE – ADMISSION DISCONTINUED

Admission to this module is discontinued effective September 1, 2026. 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://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20981

CERTIFICATE IN INTERCULTURAL COMMUNICATION FOR JAPANESE – ADMISSION DISCONTINUED

Admission to this Certificate is discontinued effective September 1, 2026. Students currently enrolled in the Certificate will be permitted to graduate upon fulfillment of the Certificate requirements by August 31, 2029.

The Certificate requirements remain unchanged.

ITEM 13.3(b) – Ivey Business School: Revisions to the Policy on "Admission – Business Administration"

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the policy on Admission – Business Administration" be revised as shown in Item 13.3(b).

EXECUTIVE SUMMARY:

The Ivey Business School is proposing to introduce a requirement to limit the use of online or distance studies courses during the Advanced Entry Opportunity (AEO) period for the Ivey Honours Business Administration (HBA) Program.

AEO students will be permitted to complete no more than 0.5 course of the 10.0 courses used to determine eligibility to the HBA Program through online or distance studies during the Fall/Winter terms of the two-year AEO period. Exceptions may be granted with special permission on a case-by-case basis, and the limit does not apply to mandatory online courses that are part of approved degree modules or their admission requirements.

The Ivey HBA Program is a full-time, cohort-based program emphasizing in-person learning, peer-to-peer interaction, and case-method pedagogy. To maintain alignment with these pedagogical principles, AEO students will be restricted in the number of online or distance studies courses they may take during the two-year AEO period.

This change:

- Reinforces the expectation of full-time, in-person study during the AEO period.
- Provides flexibility by allowing up to 0.5 course in online/distance studies during Fall/Winter terms.
- Ensures equity by exempting mandatory online courses that are part of degree modules or their admission requirements.
- Allows case-by-case exceptions where appropriate.

The proposed modification is expected to have a limited impact on AEO students. The majority of students already complete their coursework through in-person instruction, consistent with the cohort-based and case-method teaching approach that underpins the HBA program. The allowance of up to 0.5 course in online or distance studies during the Fall/Winter terms provides flexibility for students who may require it for scheduling or accessibility reasons.

The proposed change will be rolled out as follows:

Current Year 2 AEO students (entering HBA1 in 2026–27): These students will not be impacted by the proposed change, as they have already completed their course

registration and will be progressing to the HBA Program in the upcoming academic year.

Current Year 1 AEO students (entering HBA1 in 2027–28): There will be no impact on these students during the 2025-26 academic year. They will be expected to comply with the requirement as Year 2 AEO students in 2026-27. Any current Year 1 AEO student who exceeds 0.5 course in online or distance studies during the 2025-26 academic year will be exempted from the limit for that year, with the expectation that they will not enrol in additional online or distance studies courses as Year 2 AEO students.

Students entering Year 1 AEO in 2026–27: These students will be the first cohort fully subject to the new requirement from the outset of their AEO period.

The mathematics requirement has also been amended to increase the number of first-year university Mathematics courses that may be used to fulfil the requirement.

Editorial revisions to the policy are also included.

ATTACHMENT(S):

Revisions to the Policy on "Admission – Business Administration"

Admission – Business Administration

Subject: Admission – Business Administration

Subsections: Admission – Business Administration; Advanced Entry Opportunity; Steps for Admission to HBA

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: *

Effective Date: September 1, 2026 September 1, 2023

Supersedes: September 1, 2023; January 1, 2021

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ADMISSION – BUSINESS ADMINISTRATION

Preliminary Education

Applicants to the Honours Business Administration (HBA) Program must have successfully completed no fewer than ten full courses of university study (5.0 courses each year) beyond the university's requirements for admission from the OSSD (Ontario Secondary School Diploma). All students seeking admission to third year of the Honours Business Administration HBA Program must include the following courses in their program of study:

- Business Administration 2257 or equivalent
- At least one Grade 12U level Mathematics course, or Grade 12 Mathematics course for university-bound students, or any Mathematics course numbered 0100 or higher Mathematics 1229A/B.

Although not required, many students take Business Administration 1220 to find out about the approach used in the study of management in the Ivey Business School.

In selecting optional courses, students are urged to keep in mind the objective of becoming a well-educated and well-rounded person. The Ivey Business School is not looking for individuals with a background in business related subjects, but rather for individuals with demonstrated competence in any academic program or module.

Courses

Unless otherwise noted "course", "option", or "full-course equivalent" means one full course or two half-courses.

Application Deadline

The deadline for submission of applications is the last Friday in January in each year. There is an application fee payable to the Ivey Business School. Please refer to the Ivey Business School website www.ivey.uwo.ca/hba for more information.

Application Requirements and Procedures

To apply to the Honours Business Administration HBA Program, students must complete the on-line online application form available on the Ivey Business School website at www.ivey.uwo.ca/hba. On-line Online applications are typically available by early November.

Applicants whose first language is not English may be required to demonstrate their English proficiency through an established English test. Applicants must write one of the following tests and meet the minimum requirements: the Test of English as a Foreign Language (TOEFL), the Michigan English Language Assessment Battery (MELAB) or the International English Language Testing Service (IELTS). For additional information about these tests, please refer to ADMISSION section.

With the exception of academic transcripts, all application information must be complete by the January deadline.

Admission Criteria

The students are carefully-selected, well-rounded achievers who have the intellectual ability, ambition and stamina to meet the high academic standards and the demanding work-load of the program. Each student has a record of distinctive personal achievement and potential for leadership, as well as strong academics. Admission to the HBA Program program is competitive and the possession of the minimum requirements does not assure acceptance. An 80%+ average is considered to be competitive.

Admission Requirements

The Ivey ~~Honours Business Administration~~ <mark>HBA</mark> Program requires the successful completion of no fewer than 10.0 courses of university study (excluding pre-university level (0001-0999) introductory courses) with a minimum overall average of 70%. All students seeking admission to the ~~Honours Business Administration~~ <mark>HBA</mark> Program must achieve a minimum 70% in Business Administration 2257 (or an equivalent) and have completed one Grade 12 Mathematics course for university-bound students, or <mark>any Mathematics course numbered 0100 or higher</mark> ~~Mathematics 1229A/B~~, in their prior program of study. In addition, given the participative nature of the HBA <mark>Program</mark> ~~program~~ and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257.

Students seeking admission into the ~~Honour Business Administration program~~ <mark>HBA Program</mark> are expected to have adhered to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process.

Candidates from Accredited Degree-Granting Institutions

Candidates with acceptable standing from accredited degree-granting institutions may be considered for admission provided that they have completed the equivalent of 10.0 transferable university credits. All students planning to apply to the ~~Honours Business Administration~~ <mark>HBA</mark> Program must take the Business 2257 course at Western, or its equivalent from another accredited institution.

ADVANCED ENTRY OPPORTUNITY

The Ivey Advanced Entry Opportunity (AEO) extends conditional, pre-admission status to the HBA <mark>Program</mark> ~~program~~ to exceptional secondary-school students. Ivey AEO applicants are assessed on their academic record and demonstrated leadership in extracurricular activities, community involvement, and work experience. Ivey AEO status is available only to students who choose to study at Western or one of the affiliated university colleges (in a faculty of their choice) for their first two years of university.

Students must first be admitted to Western or one of the <mark>Affiliated University Colleges</mark> ~~affiliated university colleges~~ before being offered Ivey AEO status. Applicants are notified separately from the Registrar's Office concerning their admission to first year.

Approximately 2/3 of the Ivey HBA class are former Ivey AEOs; the remaining 1/3 are students from Western and other universities who develop an interest in business during their first two years of study.

Students interested in the Ivey AEO apply to Western or one of the Affiliated University Colleges ~~affiliated university colleges~~ on the Ontario Universities' Application Centre (OUAC) form. They must also apply separately to the ~~Richard~~ Ivey Business School ~~of Business~~. The Ivey AEO application is only available on the Ivey Business School website ~~on-line at www.ivey.uwo.ca/hba~~. There is an application fee payable to the Ivey Business School. Please refer to the Ivey Business School website ~~www.ivey.uwo.ca/hba~~ for more information.

Both applications are due by the OUAC application deadline in January.

A competitive Ivey AEO application includes:
- 90%+ average in the final year of secondary school;
- completion of the mathematics course for university-bound students;
- demonstrated leadership in extracurricular activities, community involvement, and work experience.

STEPS FOR ADMISSION TO HBA

To progress to the Ivey HBA Program in third year, Ivey AEO students need to:

- Enroll at Western or one of the Affiliated University Colleges for Years 1 and 2 with a full course load (typically 5.0 courses ~~credits~~) during each regular academic year (September – April);
- Achieve an overall two-year average of at least 80.0% in 10.0 university courses ~~credits~~ (5.0 in each year and excluding pass/fail and pre-university level (0001-0999 introductory courses) in any faculty in any program. The required two-year average for AEO students registered in the Faculty of Engineering is 78.0%;
- Pass all courses in the first two years;
- In ~~year~~ Year 2, enroll in a module (i.e., Major, Honours Specialization, etc.) and take a minimum of 2.0 of the required courses for that module plus Business 2257; students may not be 'undeclared'; consult with your faculty as some modules may require more than 2.0 courses in ~~year~~ Year 2 for progression within that faculty;
- Take ~~all~~ senior level courses (numbered 2000 and higher) in Year 2 including Business 2257. Permission to register for a first-year course in Year 2 will be granted by the HBA Program Services Office only under special circumstances;
- Take no more than 0.5 course of the 10.0 courses used to determine eligibility to the HBA Program through online or distance studies during the Fall/Winter terms of the full two-year AEO period. Blended courses do not qualify as an online or distance studies course in this context. Permission to exceed this limit will be granted by the HBA Program Services Office only under special

circumstances (e.g., students with an approved accommodation). This limit does not apply to mandatory online courses that are part of approved degree modules or their admission requirements;

- Take Business 2257 between September and April of ~~year~~ Year 2, achieving no less than 70.0%; Given the participative nature of the HBA Program ~~program~~ and its case-based learning methodology, students are strongly encouraged to demonstrate a satisfactory level of class contribution in Business Administration 2257; Feedback from instructors may also be taken into account;
- When a Grade 12 U-level mathematics course was not taken during secondary school, complete any Mathematics course numbered 0100 or higher ~~Complete the equivalent of a Grade 12 U-level mathematics course (such as Mathematics 1229A/B), if not previously taken during secondary school~~;
- Continue involvement, achievement, and leadership in extracurricular activities in Years 1 and 2;
- Adhere to all student code of conduct regulations at their respective institutions. Violations of such codes will be considered as part of the admissions process;
- Complete an Ivey AEO Activity Report at the end of ~~year~~ Year 1 so that Ivey can provide feedback on progression to date; and,
- Complete the Ivey AEO2 Intent to Register application in Year 2 to confirm intention to join the Ivey HBA Program in Year 3.
- Participate in an online video interview as part of your Ivey AEO2 Intent to Register application, if requested.

Please refer to the AEO Handbook on the Ivey Business School website for further details~~.~~ ~~https://www.ivey.uwo.ca/hba/admission/high-school-students/#aeo~~

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Last Reviewed:

ITEM 13.3(c) – Faculty of Health Sciences, Brescia School of Food and Nutritional Sciences: Withdrawal of Family Studies Modules (Honours Specialization in Families and Communities – BA (Human Ecology); Honours Specialization and Specialization in Family Studies and Human Development – BSc (Human Ecology); Honours Specialization, Specialization, and Major in Nutrition and Families – BA (Human Ecology))

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the following Family Studies modules offered by the Brescia School of Food and Nutritional Sciences in the Faculty of Health Sciences be discontinued;

Honours Specialization in Families and Communities – BA (Human Ecology)

Honours Specialization in Family Studies and Human Development – BSc (Human Ecology)

Specialization in Family Studies and Human Development – BSc (Human Ecology)

Honours Specialization in Nutrition and Families – BA (Human Ecology)

Specialization in Nutrition and Families – BA (Human Ecology)

Major in Nutrition and Families – BA (Human Ecology)

And, that students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2032; and

That the modules be withdrawn effective September 1, 2032.

EXECUTIVE SUMMARY:

The Brescia School of Food and Nutritional Sciences proposes to amalgamate the streams of the Family Studies program into a smaller number of options, to facilitate marketing and branding. The withdrawal of these modules will facilitate that goal.

Enrolment in Family Studies modules is (at present) primarily within the Honours Specialization, Specialization, and Major in Family Studies and Human Development.

There are currently no students enrolled in the Honours Specialization in Families and Communities – BA (Human Ecology). Students who have historically been interested in this module have shifted their focus to other modular offerings within the program.

Enrolments in the Honours Specialization and Specialization in Family Studies and Human Development – BSc (Human Ecology) have historically been low. The program has found that students are significantly less interested in completing the science requirements of these modules than they are in enrolling in the BA stream of Family Studies and Human Development. There is currently one student registered in the Honours Specialization and two students registered in the Specialization.

The enrolments for the Honours Specialization, Specialization, and Major in Nutrition and Families – BA (Human Ecology) are quite low, and the program believes that it can accomplish the goals of these modules (i.e., to prepare students for a career in teaching Family Studies) through the promotion of course lists to be taken within its other modules. There are currently five students registered in the Honours Specialization, two students registered in the Specialization, and 12 students registered in the Major.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Families and Communities – BA (Human Ecology)

Revised Calendar Copy – Honours Specialization in Family Studies and Human Development – BSc (Human Ecology)

Revised Calendar Copy – Specialization in Family Studies and Human Development – BSc (Human Ecology)

Revised Calendar Copy – Honours Specialization in Nutrition and Families – BA (Human Ecology)

Revised Calendar Copy – Specialization in Nutrition and Families – BA (Human Ecology)

Revised Calendar Copy – Major in Nutrition and Families – BA (Human Ecology)

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20812

HONOURS SPECIALIZATION IN FAMILIES AND COMMUNITIES – BA (HUMAN ECOLOGY) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2032.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20814

HONOURS SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BSC (HUMAN ECOLOGY) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2032.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20820

SPECIALIZATION IN FAMILY STUDIES AND HUMAN DEVELOPMENT – BSC (HUMAN ECOLOGY) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2032.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20815

HONOURS SPECIALIZATION IN NUTRITION AND FAMILIES – BA (HUMAN ECOLOGY) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2032.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20821

SPECIALIZATION IN NUTRITION AND FAMILIES – BA (HUMAN ECOLOGY) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2032.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20817

MAJOR IN NUTRITION AND FAMILIES – BA (HUMAN ECOLOGY) – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2026. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the program requirements by August 31, 2032.

The module requirements remain unchanged.

**ITEM 13.3(d) – Faculty of Science, Department of Computer Science:
Withdrawal of the Honours Specialization in Bioinformatics and the Honours
Specialization in Information Systems**

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2027, admission to the Honours Specialization in Bioinformatics and the Honours Specialization in Information Systems, offered by the Department of Computer Science in the Faculty of Science, be discontinued; and

That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2030; and

That the modules be withdrawn effective September 1, 2030.

EXECUTIVE SUMMARY:

The Department of Computer Science is withdrawing modules that have consistently low enrolment.

The Department has decided to withdraw the Honours Specialization in Bioinformatics and the Honours Specialization in Information Systems and instead will be working on a new module (at a later date) that reflects the subject topics that are more common with students. The Department tries to evolve with student interests, so part of that evolution includes closing underutilized modules and creating new ones of interest to students.

There are currently eight students enrolled in the Honours Specialization in Bioinformatics and six students enrolled in the Honours Specialization in Information Systems. Students will be permitted to request the modules on their 2026 Intent to Register. However, the Department anticipates that a very small number of students will choose to enroll. These students will be given sufficient time under the sunset clause to complete the module if desired.

ATTACHMENT(S):

Revised Calendar Copy– Honours Specialization in Bioinformatics

Revised Calendar Copy– Honours Specialization in Information Systems

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21121

HONOURS SPECIALIZATION IN BIOINFORMATICS – ADMISSION DISCONTINUED

Admission to this module is discontinued effective September 1, 2027. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2030.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21124

HONOURS SPECIALIZATION IN INFORMATION SYSTEMS – ADMISSION DISCONTINUED

Admission to this module is discontinued effective September 1, 2027. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2030.

The module requirements remain unchanged.

ITEM 13.3(e)(i) – Huron University College: Renaming of Global Culture Studies Modules

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the following "Global Culture Studies" modules offered by Huron University College be renamed as "Cultural Forces of Global Change" modules as shown in Item 13.3(e)(i);

Honours Specialization in Global Culture Studies

Specialization in Global Culture Studies

Major in Global Culture Studies

Minor in Global Culture Studies

Honours Specialization in Global Culture Studies / HBA *(offered with the Ivey School of Business)*; and

That students currently enrolled in the modules be permitted to graduate with the old name of the module on their diploma until August 31, 2029, upon request to the Office of the Registrar; and

That the module requirements be revised as shown in Item 13.3(e)(i).

EXECUTIVE SUMMARY:

The modification proposed is the renaming of all Global Culture Studies modules to Cultural Forces of Global Change modules.

In changing the name of modules in the program of Global Culture Studies to Cultural Forces of Global Change, the Centre for Global Studies is giving this program a name that far better expresses the fact that students study within it how cultural production functions as forceful change in the globalizing world and how students themselves may engage with and participate in global-scale social changes on the register of cultural production in relations of power.

There will be no changes to module/program-level learning outcomes.

Students who are currently enrolled in the modules will be permitted to graduate with the old module name on their diploma until August 31, 2029, upon request to the Office of the Registrar. All students enrolling in the modules, as of September 1, 2026, will do so under the new name of Cultural Forces of Global Change.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Global Culture Studies

Revised Calendar Copy – Specialization in Global Culture Studies

Revised Calendar Copy – Major in Global Culture Studies

Revised Calendar Copy – Minor in Global Culture Studies

Revised Calendar Copy – Honours Specialization in Global Culture Studies / HBA

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20684

HONOURS SPECIALIZATION IN CULTURAL FORCES OF GLOBAL CHANGE GLOBAL CULTURE STUDIES

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, plus 2.0 additional courses, with no mark in these principal courses below 60%. Students should note the Diversality Requirement for graduation in this module when selecting first year courses. Anthropology, Centre for Global Studies, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Psychology, Social Justice and Peace Studies, and Sociology are recommended as first year courses.

Module
9.0 courses:

1.5 courses: CGS 2003F/G, CGS 3005F/G, CGS 3515F/G.
0.5 course from: CGS 2002F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
1.0 course from: CGS 3512F/G, CGS 3523F/G, CGS 3529F/G, CGS 3530F/G.
1.0 course from: CGS 3521F/G, CGS 3522F/G, CGS 3524F/G, CGS 3531F/G.
3.5 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Global Culture Studies Cultural Forces of Global Change content, as approved by the Centre for Global Studies.
1.0 course from: CGS 4000-4999 level.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in

- knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20688

SPECIALIZATION IN CULTURAL FORCES OF GLOBAL CHANGE GLOBAL CULTURE STUDIES

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%. Anthropology, English, Centre for Global Studies, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Psychology, Social Justice and Peace Studies, and Sociology are recommended as first year courses. Students should note the Diversality Requirement for graduation in this module when selecting first year courses.

Module
9.0 courses:

1.5 courses: CGS 2003F/G, CGS 3005F/G, CGS 3515F/G.
0.5 course from: CGS 2002F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
1.0 course from: CGS 3512F/G, CGS 3523F/G, CGS 3529F/G, CGS 3530F/G.
1.0 course from: CGS 3521F/G, CGS 3522F/G, CGS 3524F/G, CGS 3531F/G.
4.5 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Global Culture Studies Cultural Forces of Global Change content, as approved by the Centre for Global Studies.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons

and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20677

MAJOR IN CULTURAL FORCES OF GLOBAL CHANGE GLOBAL CULTURE STUDIES

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%. Anthropology, Centre for Global Studies, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media, Information and Technoculture, Philosophy, Political Science, Psychology, Social Justice and Peace Studies, Sociology are recommended as first year courses.

Module
6.0 courses:

1.5 courses: CGS 2003F/G, CGS 3005F/G, CGS 3515F/G.
0.5 course from: CGS 2002F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
1.0 courses from: CGS 3512F/G, CGS 3523F/G, CGS 3529F/G, CGS 3530F/G.
1.0 course from: CGS 3521F/G, CGS 3522F/G, CGS 3524F/G, CGS 3531F/G.

1.5 courses from: CGS 3000-4999 level; or up to 1.0 non–CGS course at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engages directly with ~~Global Culture Studies~~ Cultural Forces of Global Change content, as approved by the Centre for Global Studies.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20680

MINOR IN CULTURAL FORCES OF GLOBAL CHANGE ~~GLOBAL CULTURE STUDIES~~

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%.

Module
4.0 courses:

1.5 courses: CGS 2003F/G, CGS 3005F/G, CGS 3515F/G.
0.5 course from: CGS 2002F/G, CGS 2004F/G.
1.0 course from: CGS 3512F/G, CGS 3523F/G, CGS 3529F/G, CGS 3530F/G.
1.0 course from: CGS 3521F/G, CGS 3522F/G, CGS 3524F/G, CGS 3531F/G.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21297
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21462

HONOURS SPECIALIZATION IN CULTURAL FORCES OF GLOBAL CHANGE ~~GLOBAL CULTURE STUDIES~~/HBA

The combined degree programs are administered on behalf of the Richard Ivey School of Business and Huron University College, Faculty of Arts and Social Science, Centre for Global Studies.

The combined program is a five-year program leading to a BA in Honours Business Administration (HBA) and a BA (Honours) with Honours Specialization in ~~Global Culture Studies~~ Cultural Forces of Global Change as offered by the Centre for Global Studies. In Years 1 and 2, students are registered in Huron University College in the Faculty of Arts and Social Science and follow the normal curriculum for the Honours Specialization in ~~Global Culture Studies~~ Cultural Forces of Global Change. In Year 3, students are registered in the HBA program. Students are registered in the combined program for Years 4 and 5. The combined program is outlined below. Students in the combined program must meet the Diversality Requirement for graduation with an Honours Specialization module from the Centre for Global Studies. (See Centre for Global Studies section of the Calendar for details.)

Admission Requirements

Students apply to the combined degrees during the first year of the HBA. To be eligible for admission, students must complete a minimum of 10.0 courses including the admission requirements as specified in the current Academic Calendar for entry into the Honours Specialization in ~~Global Culture Studies~~ Cultural Forces of Global Change as well as Business Administration 2257. Students must be enrolled at Huron in Years 1 and 2. Students must attain a minimum two-year average of 80% (10.0 credits), a minimum mark of 70% in Business Administration 2257, a minimum mark of 60% in any option course, and satisfy the minimum progression requirements for the Honours Specialization in ~~Global Culture Studies~~ Cultural Forces of Global Change. Demonstrated participation in extracurricular and/or community activities, leadership, and work experience are also admission criteria for the HBA.

In addition, students must attain a minimum weighted rounded average of 78% in the first year of the HBA. For students who have completed more than 10.0 credits prior to registration in HBA1, a minimum overall average of 80% is required in the 10.0 courses taken in Years 2 and 3, with no mark less than 60% and a minimum mark of 70% in Business Administration 2257. Applications for the combined degrees must be made on-line to the HBA Program by the published deadlines for Ivey. The Ivey School's Advanced Entry Opportunity (AEO) students are also eligible to apply to the combined degrees. Entrance to the combined degrees is competitive and limited.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

Module/Program Information

Year 1

> **4.0 courses** from the Social Sciences, Humanities, Health Sciences, or Information and Media, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.
> **1.0 additional course**

Note: Students enter the Honours Specialization in ~~Global Culture Studies~~ Cultural Forces of Global Change in the 2nd year. To be admitted to this Honours Specialization students must have: completion of first year requirements with no failures; students must have an average of at least 70% across 5.0 first year courses which will consist of the 3.0 principal courses, including the 1.0 essay course, with no mark in these principal courses below 60%.

Years 2, 4 and 5: Honours Specialization in Cultural Forces of Global Change ~~Global Culture Studies~~

> **1.5 courses**: CGS 2003F/G, CGS 3005F/G, CGS 3515F/G.
> **0.5 course** from: CGS 2002F/G, CGS 2004F/G.
> **0.5 course** from: CGS 3001F/G, CGS 3006F/G.
> **1.0 course** from: CGS 3512F/G, CGS 3523F/G, CGS 3529F/G, CGS 3530F/G.
> **1.0 course** from: CGS 3521F/G, CGS 3522F/G, CGS 3524F/G, CGS 3531F/G.
> **3.5 courses** from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with ~~Global Culture Studies~~ Cultural Forces of Global Change content, as approved by the Centre for Global Studies.
> **1.0 course** from: CGS 4000-4999 level.

Year 2: HBA

> **1.0 course**: Business Administration 2257.

Year 3: HBA1

> The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of

management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

No substitute for any of the above courses is permitted under any circumstances.

Years 4 and 5:

(HBA requirements can be taken over Year 4 or 5 except Business Administration 4569, which must be taken in Year 4)

2.5 courses:

- International Perspective Requirement: Business Administration 4505A/B (0.5 course).
- Corporations and Society Perspectives Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B)or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- Managerial Accounting Requirement: Business Administration 4624A/B (0.5 course).
- Applied Project Requirement: Business Administration 4569 (1.0 course)

2.5 additional business elective courses.

Degree Requirements

Students registered in the combined degrees are expected to abide by all guidelines associated with each of the individual degrees.

Progression Requirements

Students in these combined degrees must meet the following progression standards: Students enrolled in first year HBA (Year 3) must attain a minimum weighted rounded average of 78%. In Year 4, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a minimum cumulative modular average of 75% with no mark less than 60% in any modular courses required for the Honours Specialization. In Year 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a minimum cumulative modular average of 70% with no mark less than 60% in any modular courses required for the Honours Specialization.

Failure to Meet Progression Standards

A student who fails to meet the progression standards in any year must withdraw from the combined degrees. With permission from the appropriate HBA Program Director and/or Huron's Director of the Centre for Global Studies, the student may continue in one degree, and request permission from the other School to complete the other degree at a later date.

A student who fails to meet the progression standards in any year of the combined degrees may appeal the decision in writing to either the HBA Program Director or Huron's Director of the Centre for Global Studies, depending upon the degree in which the progression standards were not met, in accordance with the University's policies on Academic Rights and Responsibilities.

Dean's Honour List

Students are considered for the Dean's Honour List at Huron University College in Years 1 and 2 and at the Business School during their first year of HBA (Year 3).

At the Richard Ivey School of Business, students are considered for the Dean's Honour list during their first year of HBA. Students enrolled in Years 4 and 5 of the combined degrees are considered for the Dean's Honour List at the Business School in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing. The Dean's Honour List for HBA2 typically includes the top 25% of all of HBA2 and is determined by vote of the teaching faculty. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed the same way.

Students who take courses required for the Centre for Global Studies Honours Specialization module totalling at least 2.5 courses in Year 4 and 4.0 courses in Year 5 of the combined degrees are considered for the Dean's Honour List at Huron University College in each of those years on the basis of those courses.

ITEM 13.3(e)(ii) – Huron University College: Renaming of Global Development Studies Modules

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the following "Global Development Studies" modules offered by Huron University College be renamed as "Global Development" modules as shown in Item 13.3(e)(ii);

Honours Specialization in Global Development Studies

Specialization in Global Development Studies

Major in Global Development Studies

Minor in Global Development Studies

Honours Specialization in Global Development Studies / HBA *(offered with the Ivey School of Business);* and

That students currently enrolled in the modules be permitted to graduate with the old name of the module on their diploma until August 31, 2029, upon request to the Office of the Registrar; and

That the module requirements be revised as shown in Item 13.3(e)(ii).

EXECUTIVE SUMMARY:

The modification proposed is the renaming of all Global Development Studies modules to Global Development modules.

The Centre for Global Studies proposes to simply shorten the names of the degree modules offered in the program in Global Development Studies to Global Development, as the shortened version, without the "Studies," aligns best with the way such programs are named within the broader Canadian context. As well, shortening this program's name only to Global Development supports the fact that this program is not simply about studies of global development but also trains students in applied and impactful skills in global development.

There will be no changes to module/program-level learning outcomes.

Students who are currently enrolled in the modules will be permitted to graduate with the old module name on their diploma until August 31, 2029, upon request to the Office of the Registrar. All students enrolling in the degree modules, as of September 1, 2026, will do so under the new name of Global Development.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Global Development Studies

Revised Calendar Copy – Specialization in Global Development Studies

Revised Calendar Copy – Major in Global Development Studies

Revised Calendar Copy – Minor in Global Development Studies

Revised Calendar Copy – Honours Specialization in Global Development Studies / HBA

HONOURS SPECIALIZATION IN GLOBAL DEVELOPMENT ~~STUDIES~~

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, plus 2.0 additional courses, with no mark in these principal courses below 60%. Students should note the Diversality Requirement for graduation in this module when selecting first year courses. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.

Module
9.0 courses:

2.0 courses: CGS 2002F/G, CGS 3220F/G, CGS 3516F/G, CGS 3519F/G.
0.5 course from: CGS 2003F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
0.5 course from: CGS 3200 level.
2.0 courses from: CGS 3509F/G, CGS 3512F/G, CGS 3518F/G, CGS 3527F/G, CGS 3532F/G.
2.5 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Global Development ~~Studies~~ content, as approved by the Centre for Global Studies.
1.0 course from: CGS 4000-4999 level.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in

knowing and community experiences, as approved by the Centre for Global Studies;

- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

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REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20689

</div>

SPECIALIZATION IN GLOBAL DEVELOPMENT ~~STUDIES~~

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses. Students should note the Diversality Requirement for graduation in this module when selecting first year courses.

Module
9.0 courses:

2.0 courses: CGS 2002F/G, CGS 3220F/G, CGS 3516F/G, CGS 3519F/G.
0.5 course from: CGS 2003F/G, CGS 2004F/G.
0.5 course from: CGS 3001F/G, CGS 3006F/G.
0.5 course from: CGS 3200 level.
2.0 courses from: CGS 3509F/G, CGS 3512F/G, CGS 3518F/G, CGS 3527F/G, CGS 3532F/G.
3.5 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Global Development ~~Studies~~ content, as approved by the Centre for Global Studies.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

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https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20678

MAJOR IN GLOBAL DEVELOPMENT ~~STUDIES~~

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.

Module
6.0 courses:

2.0 courses: CGS 2002F/G, CGS 3220F/G, CGS 3516F/G, CGS 3519F/G.
0.5 course from: CGS 2003F/G, CGS 2004F/G
0.5 course from: CGS 3001F/G, CGS 3006F/G.
0.5 course from: CGS 3200 level.
1.5 courses from: CGS 3509F/G, CGS 3512F/G, CGS 3518F/G, CGS 3527F/G, CGS 3532F/G.
1.0 course from: CGS 3000-4999 level; or non–CGS course at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies

that engages directly with Global Development ~~Studies~~ content, as approved by the Centre for Global Studies.

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https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20681</div>

MINOR IN GLOBAL DEVELOPMENT ~~STUDIES~~

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%.

Module
4.0 courses:

2.5 courses: CGS 2002F/G, CGS 3006F/G, CGS 3516F/G, CGS 3519F/G, CGS 3520F/G.
0.5 course from: CGS 2003F/G, CGS 2004F/G.
1.0 course~~s~~ from: CGS 3509F/G, CGS 3512F/G, CGS 3518F/G, CGS 3521F/G, CGS 3524F/G, CGS 3526F/G, CGS 3527F/G, CGS 3531F/G, CGS 3532F/G, CGS 3533F/G.

<div align="center">REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21298
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21463</div>

HONOURS SPECIALIZATION IN GLOBAL DEVELOPMENT ~~STUDIES~~/HBA

The combined degree programs are administered on behalf of the Richard Ivey School of Business and Huron University College, Faculty of Arts and Social Science, Centre for Global Studies.

The combined program is a five-year program leading to a BA in Honours Business Administration (HBA) and a BA (Honours) with Honours Specialization in Global Development ~~Studies~~. In Years 1 and 2, students are registered in Huron University College in the Faculty of Arts and Social Science and follow the normal curriculum for the Honours Specialization module. In Year 3, students are registered in the HBA program. Students are registered in the combined program for Years 4 and 5. The combined program is outlined below. Students in the combined program must meet the Diversality Requirement for graduation with an Honours Specialization in Global Development ~~Studies~~ from the Centre for Global Studies. (See Centre for Global Studies section of the Calendar for details.)

Admission Requirements

Students apply to the combined degrees during the first year of the HBA. To be eligible for admission, students must complete a minimum of 10.0 courses including

the admission requirements as specified in the current Academic Calendar for entry into the Honours Specialization in Global Development Studies as well as Business Administration 2257. Students must be enrolled at Huron in Years 1 and 2. Students must attain a minimum two-year average of 80% (10.0 credits), a minimum mark of 70% in Business Administration 2257, a minimum mark of 60% in any option course, and satisfy the minimum progression requirements for the Honours Specialization module. Demonstrated participation in extracurricular and/or community activities, leadership, and work experience are also admission criteria for the HBA.

In addition, students must attain a minimum weighted rounded average of 78% in the first year of the HBA. For students who have completed more than 10.0 credits prior to registration in HBA1, a minimum overall average of 80% is required in the 10.0 courses taken in Years 2 and 3, with no mark less than 60% and a minimum mark of 70% in Business Administration 2257. Applications for the combined degrees must be made on-line to the HBA Program by the published deadlines for Ivey. The Ivey School's Advanced Entry Opportunity (AEO) students are also eligible to apply to the combined degrees. Entrance to the combined degrees is competitive and limited.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

Module/Program Information

Year 1

> **4.0 courses** from the Social Sciences, Humanities, Health Sciences, or Information and Media, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.
> **1.0 additional course**

Note: Students enter the Honours Specialization in Global Development ~~Studies~~ in the 2nd year. To be admitted to this Honours Specialization students must have: completion of first year requirements with no failures; students must have an average of at least 70% across 5.0 first year courses which will consist of the 3.0 principal courses, including 1.0 essay course, with no mark in these principal courses below 60%.

Years 2, 4 and 5: Honours Specialization in Global Development ~~Studies~~

> **2.0 courses**: CGS 2002F/G, CGS 3220F/G, CGS 3516F/G, CGS 3519F/G.
> **0.5 course** from: CGS 2003F/G, CGS 2004F/G.
> **0.5 course** from: CGS 3001F/G, CGS 3006F/G.
> **0.5 course** from: CGS 3200 level.
> **2.0 courses** from: CGS 3509F/G, CGS 3512F/G, CGS 3518F/G, CGS 3527F/G, CGS 3532F/G.
> **2.5 courses** from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Global Development ~~Studies~~ content, as approved by the Centre for Global Studies.
> **1.0 course** from: CGS 4000-4999 level.

Year 2: HBA

> **1.0 course**: Business Administration 2257.

Year 3: HBA1

The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

> **All students will take**: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

No substitute for any of the above courses is permitted under any circumstances.

Years 4 and 5:

(HBA requirements can be taken over Year 4 or 5 except Business Administration 4569, which must be taken in Year 4)

2.5 courses:
- International Perspective Requirement: Business Administration 4505A/B (0.5 course).
- Corporations and Society Perspectives Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B) or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- Managerial Accounting Requirement: Business Administration 4624A/B (0.5 course).
- Applied Project Requirement: Business Administration 4569 (1.0 course)

2.5 additional business elective courses.

Degree Requirements

Students registered in the combined degrees are expected to abide by all guidelines associated with each of the individual degrees.

Progression Requirements

Students in these combined degrees must meet the following progression standards: Students enrolled in first year HBA (Year 3) must attain a minimum weighted rounded average of 78%. In Year 4, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a minimum cumulative modular average of 75% with no mark less than 60% in any modular courses required for the Honours Specialization. In Year 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a minimum cumulative modular average of 70% with no mark less than 60% in any modular courses required for the Honours Specialization.

Failure to Meet Progression Standards

A student who fails to meet the progression standards in any year must withdraw from the combined degrees. With permission from the appropriate HBA Program Director and/or Huron's Director of the Centre for Global Studies, the student may continue in one degree, and request permission from the other School to complete the other degree at a later date.

A student who fails to meet the progression standards in any year of the combined degrees may appeal the decision in writing to either the HBA Program Director or Huron's Director of the Centre for Global Studies, depending upon the degree in

which the progression standards were not met, in accordance with the University's policies on Academic Rights and Responsibilities.

<u>Dean's Honour List</u>

Students are considered for the Dean's Honour List at Huron University College in Years 1 and 2 and at the Business School during their first year of HBA (Year 3).

At the Richard Ivey School of Business, students are considered for the Dean's Honour list during their first year of HBA. Students enrolled in Years 4 and 5 of the combined degrees are considered for the Dean's Honour List at the Business School in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing. The Dean's Honour List for HBA2 typically includes the top 25% of all of HBA2 and is determined by vote of the teaching faculty. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed the same way.

Students who take courses required for the Centre for Global Studies Honours Specialization module totalling at least 2.5 courses in Year 4 and 4.0 courses in Year 5 of the combined degrees are considered for the Dean's Honour List at Huron University College in each of those years on the basis of those courses.

ITEM 13.3(e)(iii) – Huron University College: Renaming of Global Rights Studies Modules

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the following "Global Rights Studies" modules offered by Huron University College be renamed as "Global Rights Actions" modules as shown in Item 13.3(e)(iii);

Honours Specialization in Global Rights Studies

Specialization in Global Rights Studies; and

That students currently enrolled in the modules be permitted to graduate with the old name of the module on their diploma until August 31, 2029, upon request to the Office of the Registrar; and

That the module requirements be revised as shown in Item 13.3(e)(iii).

EXECUTIVE SUMMARY:

The modification proposed is the renaming of all Global Rights Studies modules to Global Rights Actions modules.

Changing the name of the modules in Global Rights Studies to Global Rights Actions serves the interests of more accurately and effectively expressing the core focus of these modules of study, studies into how and why persons and groups in the world mobilise to claim rights in social actions. These modules do not only study rights per se or rights theory. Overwhelmingly, these are modules that examine rights as sites of social struggle and actions and how rights are claimed through theses struggles and actions.

There will be no changes to module/program-level learning outcomes.

Students who are currently enrolled in the modules will be permitted to graduate with the old module name on their diploma until August 31, 2029, upon request to the Office of the Registrar. All students enrolling in the degree modules, as of September 1, 2026, will do so under the new name of Global Rights Actions.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Global Rights Studies

Revised Calendar Copy – Specialization in Global Rights Studies

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21550

HONOURS SPECIALIZATION IN GLOBAL RIGHTS <mark>ACTIONS</mark> ~~STUDIES~~

Admission Requirements

Completion of first–year requirements with no failures. Students must take 3.0 principal courses, achieving an average of at least 70% across them and with no final grade of less than 60% in any of them. These principal courses must include at least 1.0 course from GSWS 1021F/G, GSWS 1022F/G, GSWS 1024F/G, GSWS 1030F/G.

It is recommended that the remaining first–year courses may be taken from Anthropology, English, History, Human Rights Studies, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science or Sociology. It is particularly recommended that students take both Philosophy 1250F/G and Political Science 1020E. Students should note the Diversality Requirement for graduation in this module when selecting first-year courses.

Module
10.0 courses:

3.5 courses: CGS 2003F/G, CGS 3005F/G, CGS 3006F/G, CGS 3512F/G, CGS 3523F/G, GSWS 2220E.
0.5 course from: CGS 3201F/G, CGS 3202F/G, CGS 3203F/G.
1.0 course from: CGS 3509F/G, CGS 3517F/G, CGS 3518F/G, CGS 3524F/G, CGS 3532F/G.
1.0 course from: CGS 3100E, CGS 3101F/G, CGS 3204E, CGS 3205E, CGS 3514F/G, CGS 3522F/G, CGS 3526F/G, CGS 3533F/G.
1.0 course from: Philosophy 2760F/G, Philosophy 2810F/G, Philosophy 2812F/G, Philosophy 2821F/G, Philosophy 3820F/G; Political Science 2219E, Political Science 2270E.
1.0 course from: CGS 3515F/G; GSWS 2231F/G, GSWS 2240F/G, GSWS 2270A/B, GSWS 2290F/G, GSWS 3305F/G, GSWS 3324F/G, GSWS 3350F/G; Indigenous Studies 2807F/G.
1.0 course from: CGS 4010F/G, CGS 4012F/G, CGS 4015F/G, CGS 4018F/G, CGS 4500E.
1.0 course from: Anthropology 2283A/B; Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 3355F/G; Disability Studies 2201F/G, Disability Studies 3325F/G; GSWS 2290F/G; Indigenous Studies 2807F/G, Indigenous Studies 3722F/G; History 2709F/G, History 2813F/G, History 3313F/G; Philosophy 2800F/G, Philosophy 2801F/G; Sociology 3360F/G, Sociology 3371F/G, the former English 2264E.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons

and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21551

SPECIALIZATION IN GLOBAL RIGHTS ==ACTIONS== ~~STUDIES~~

Admission Requirements

Completion of first–year requirements, including at least 1.0 course from GSWS 1021F/G, GSWS 1022F/G, GSWS 1024F/G, GSWS 1030F/G with marks of at least 60%.

It is recommended that the remaining first–year courses be taken from Anthropology, English, History, Human Rights Studies, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, or Sociology. It is particularly recommended that students take both Philosophy 1250F/G and Political Science 1020E. Students should note the Diversality Requirement for graduation in this module when selecting first-year courses.

Module
10.0 courses

4.0 courses: CGS 2003F/G, CGS 3005F/G, CGS 3006F/G, CGS 3512F/G, CGS 3515F/G, CGS 3523F/G, GSWS 2220E.
1.0 course from: CGS 3509F/G, CGS 3517F/G, CGS 3518F/G, CGS 3524F/G, CGS 3532F/G.

1.0 course from: CGS 3514F/G, CGS 3522F/G, CGS 3526F/G, CGS 3533F/G.
1.5 courses from: CGS 4012F/G; Philosophy 2760F/G, Philosophy 2810F/G, Philosophy 2812F/G, Philosophy 2821F/G, Philosophy 3820F/G; Political Science 2219E, Political Science 2270E.
1.5 courses from: GSWS 2231F/G, GSWS 2240F/G, GSWS 2270A/B, GSWS 2290F/G, GSWS 3305F/G, GSWS 3324F/G, GSWS 3350F/G; Indigenous Studies 2807F/G.
1.0 course from: Anthropology 2283A/B; Childhood and Youth Studies 2251F/G, Childhood and Youth Studies 3355F/G; Disability Studies 2201F/G, Disability Studies 3325F/G; GSWS 2290F/G; Indigenous Studies 2807F/G, Indigenous Studies 3722F/G; History 2709F/G, History 2813F/G, History 3313F/G; Philosophy 2800F/G, Philosophy 2801F/G; Sociology 3360F/G, Sociology 3371F/G.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

ITEM 13.3(e)(iv) – Huron University College: Renaming of Globalization Studies Modules

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the following "Globalization Studies" modules offered by Huron University College be renamed as "Global Social Innovation" modules as shown in Item 13.3(e)(iv);

Honours Specialization in Globalization Studies

Specialization in Globalization Studies

Major in Globalization Studies

Minor in Globalization Studies

Honours Specialization in Globalization Studies/HBA *(offered with the Ivey Business School)*; and

That students currently enrolled in the modules be permitted to graduate with the old name of the module on their diploma until August 31, 2029, upon request to the Office of the Registrar; and

That the module requirements be revised as shown in Item 13.3(e)(iv).

EXECUTIVE SUMMARY:

The modification proposed is the renaming of all Globalization Studies modules to Global Social Innovation modules.

The primary reason for proposing this change to the names of the modules currently titled Globalization Studies is to order these existing modules under titles that more accurately and effectively express and articulate the existing learning objectives of the modules. As these modules have developed over the past 20 years, it is clear that they do not only provide students with studies of the globalizing interconnections between persons and communities, on economic, social, cultural, and political grounds. Rather, these modules involve students in studies of how phenomena of globalization are achieved through multiple registers of social innovation on global scales. As well, a core objective of these modules is for students to learn how and why communities around the world respond to such transformations with their own acts and processes of social innovation, bringing them into global interrelations with other communities through these dynamics. The change in name is motivated by the desire to bring greater clarity and definition to the titles of the modules in terms of what is studied within them, as these modules already exist.

There will be no changes to module/program-level learning outcomes.

Students who are currently enrolled in the modules will be permitted to graduate with the old module name on their diploma until August 31, 2029, upon request to the Office of the Registrar. All students enrolling in the degree modules, as of September 1, 2026, will do so under the new name of Global Social Innovation.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Globalization Studies

Revised Calendar Copy – Specialization in Globalization Studies

Revised Calendar Copy – Major in Globalization Studies

Revised Calendar Copy – Minor in Globalization Studies

Revised Calendar Copy – Honours Specialization in Globalization Studies/HBA

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20687

HONOURS SPECIALIZATION IN GLOBAL SOCIAL INNOVATION GLOBALIZATION STUDIES

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, plus 2.0 additional courses, with no mark in these principal courses below 60%. Students should note the Diversality Requirement for graduation in this module when selecting first year courses. Anthropology, Centre for Global Studies, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses.

Module
9.0 courses:

1.0 course: CGS 2004F/G, CGS 3001F/G.
0.5 course from: CGS 2002F/G, CGS 2003F/G.
0.5 course from: CGS 3005F/G, CGS 3006F/G.
1.0 course from: CGS 3509F/G, CGS 3514F/G, CGS 3517F/G, CGS 3530F/G.
1.0 course from: CGS 3513F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G.
4.0 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Globalization Studies Global Social Innovation content, as approved by the Centre for Global Studies.
1.0 course from: CGS 4000 - 4999 level.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in

knowing and community experiences, as approved by the Centre for Global Studies;

- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20690

SPECIALIZATION IN GLOBAL SOCIAL INNOVATION GLOBALIZATION STUDIES

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%. Students should note the Diversality Requirement for graduation in this module when selecting first year courses. Anthropology, Centre for Global Studies, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended first year courses.

Module
9.0 courses:

1.0 course: CGS 2004F/G, CGS 3001F/G.
0.5 course from: CGS 2002F/G, CGS 2003F/G.
0.5 course from: CGS 3005F/G, CGS 3006F/G.
1.0 course from: CGS 3509F/G, CGS 3514F/G, CGS 3517F/G, CGS 3530F/G.
1.0 course from: CGS 3513F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G.
5.0 courses from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media Studies that engage directly with Globalization Studies Global Social Innovation content, as approved by the Centre for Global Studies.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20679

MAJOR IN GLOBAL SOCIAL INNOVATION ~~GLOBALIZATION STUDIES~~

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%. Anthropology, Centre for Global Studies, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media, Information and Technoculture, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended first year courses.

Module
6.0 courses:

1.0 course: CGS 2004F/G, CGS 3001F/G.
0.5 course from: CGS 2002F/G, CGS 2003F/G.
0.5 course from: CGS 3005F/G, CGS 3006F/G.
1.0 course from: CGS 3509F/G, CGS 3514F/G, CGS 3517F/G, CGS 3530F/G.
1.0 course from: CGS 3513F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G.
2.0 courses from: CGS 3000-4999 level; or up to 1.0 non–CGS course at the 2200 level or higher from Arts and Humanities, Social Science, or Information and Media

Studies that engages directly with ~~Globalization Studies~~ <mark>Global Social Innovation</mark> content, as approved by the Centre for Global Studies.

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REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20682

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MINOR IN <mark>GLOBAL SOCIAL INNOVATION</mark> ~~GLOBALIZATION STUDIES~~

Admission Requirements

Completion of first-year requirements, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course, with a mark of at least 60%.

Module
4.0 courses:

1.0 course: CGS 2004F/G, CGS 3001F/G.
0.5 course from: CGS 2002F/G, CGS 2003F/G.
1.0 course from: CGS 3509F/G, CGS 3514F/G, CGS 3517F/G, CGS 3530F/G.
1.0 course from: CGS 3513F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G.
0.5 courses from: CGS 3000 - 3999 level.

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REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21299
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21464

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HONOURS SPECIALIZATION IN <mark>GLOBAL SOCIAL INNOVATION</mark> ~~GLOBALIZATION STUDIES~~/HBA

The combined degree programs are administered on behalf of the Richard Ivey School of Business and Huron University College, Faculty of Arts and Social Science, Centre for Global Studies.

The combined program is a five-year program leading to a BA in Honours Business Administration (HBA) and a BA (Honours) with Honours Specialization in ~~Globalization Studies~~ <mark>Global Social Innovation</mark>, as offered by the Centre for Global Studies. In Years 1 and 2, students are registered in Huron University College in the Faculty of Arts and Social Science and follow the normal curriculum for the Honours Specialization in ~~Globalization Studies~~ <mark>Global Social Innovation</mark>. In Year 3, students are registered in the HBA program. Students are registered in the combined program for Years 4 and 5. The combined program is outlined below. Students in the combined program must meet the Diversality Requirement for graduation with an Honours Specialization module from the Centre for Global Studies. (See Centre for Global Studies section of the Calendar for details.)

Admission Requirements

Students apply to the combined degrees during the first year of the HBA. To be eligible for admission, students must complete a minimum of 10.0 courses including the admission requirements as specified in the current Academic Calendar for entry into the Honours Specialization in ~~Globalization Studies~~ Global Social Innovation as well as Business Administration 2257. Students must be enrolled at Huron in Years 1 and 2. Students must attain a minimum two-year average of 80% (10.0 credits), a minimum mark of 70% in Business Administration 2257, a minimum mark of 60% in any option course, and satisfy the minimum progression requirements for the Honours Specialization in ~~Globalization Studies~~ Global Social Innovation. Demonstrated participation in extracurricular and/or community activities, leadership, and work experience are also admission criteria for the HBA.

In addition, students must attain a minimum weighted rounded average of 78% in the first year of the HBA. For students who have completed more than 10.0 credits prior to registration in HBA1, a minimum overall average of 80% is required in the 10.0 courses taken in Years 2 and 3, with no mark less than 60% and a minimum mark of 70% in Business Administration 2257. Applications for the combined degrees must be made on-line to the HBA Program by the published deadlines for Ivey. The Ivey School's Advanced Entry Opportunity (AEO) students are also eligible to apply to the combined degrees. Entrance to the combined degrees is competitive and limited.

Diversality Requirement

Students must include within or with their undergraduate program identifiable forms of academic study and/or experiences that enhance their abilities to appreciate, affirm, and gain practice in acknowledging the richly diverse ways in which persons and communities in the world know and orient themselves to one another and the cycles of life that sustain their communities.

The Diversality Requirement may be fulfilled by students in any one or combination of the following manners (not exceeding 2.0 courses, when combining course–based options), as approved by the Centre for Global Studies:

- demonstration of working knowledge in a language other than English, either through: verifiable existing knowledge; significant studies in a language other than English prior to or external to their undergraduate program; or completing up to 2.0 university courses in one or two languages other than English;
- up to 2.0 of CGS 3200-level courses or community-based learning courses offered by other academic units in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies;
- substantial non-academic community-based experiences (such as placements with community groups or internships), either prior to or during their undergraduate studies, in which students engage with diversity in knowing and community experiences, as approved by the Centre for Global Studies.

Where a student is fulfilling their Diversality Requirements with language courses, CGS 3200-level courses, or other community–based university courses, these courses may be either those already serving as credit within the course requirements of the student's degree module or taken outside of the requirements for their module.

Module/Program Information

Year 1

> **4.0 courses** from the Social Sciences, Humanities, Health Sciences, or Information and Media Studies, including at least 1.0 essay course, satisfied with either two half–year courses or one full–year course. Anthropology, Centre for Global Studies, Economics, English, Gender, Sexuality, and Women's Studies, Geography, History, Indigenous Studies, Media and Communication Studies, Philosophy, Political Science, Social Justice and Peace Studies, and Sociology are recommended as first year courses
> **1.0 additional course**

Note: Students enter the Honours Specialization in ~~Globalization Studies~~ Global Social Innovation in the 2nd year. To be admitted to this Honours Specialization students must have: completion of first year requirements with no failures; students must have an average of at least 70% across 5.0 first year courses which will consist of the 3.0 principal courses, including the 1.0 essay course, with no mark in these principal courses below 60%.

Years 2, 4 and 5: Honours Specialization in ~~Globalization Studies~~ **Global Social Innovation**

> **1.0 course**: CGS 2004F/G, CGS 3001F/G.
> **0.5 course** from: CGS 2002F/G, CGS 2003F/G.
> **0.5 course** from: CGS 3005F/G, CGS 3006F/G.
> **1.0 course** from: CGS 3509F/G, CGS 3514F/G, CGS 3517F/G, CGS 3530F/G.
> **1.0 course** from: CGS 3513F/G, CGS 3525F/G, CGS 3527F/G, CGS 3528F/G.
> **4.0 courses** from: CGS 3000-4999 level; or up to 2.0 non–CGS courses at the 2200 level or higher from Arts and Humanities, Social Science, or Media and Communication Studies that engage directly with ~~Globalization Studies~~ Global Social Innovation content, as approved by the Centre for Global Studies.
> **1.0 course** from: CGS 4000 - 4999 level.

Year 2: HBA

> **1.0 course**: Business Administration 2257.

Year 3: HBA1

> The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of

management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

No substitute for any of the above courses is permitted under any circumstances.

Years 4 and 5: (HBA requirements can be taken over Year 4 or 5 except Business Administration 4569, which must be taken in Year 4)

2.5 courses:
- International Perspective Requirement: Business Administration 4505A/B (0.5 course).
- Corporations and Society Perspectives Requirement: At least one 0.5 course from Business Administration - Corporations and Society designated electives offered during the academic year (Business Administration 4538A/B, Business Administration 4539A/B, Business Administration 4588A/B, Business Administration 4625A/B)or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.
- Managerial Accounting Requirement: Business Administration 4624A/B (0.5 course).
- Applied Project Requirement: Business Administration 4569 (1.0 course)

2.5 additional business elective courses.

Degree Requirements

Students registered in the combined degrees are expected to abide by all guidelines associated with each of the individual degrees.

Progression Standards

Students in these combined degrees must meet the following progression standards: Students enrolled in first year HBA (Year 3) must attain a minimum weighted rounded average of 78%. In Year 4, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a minimum cumulative modular average of 75% with no mark less than 60% in any modular courses required for the Honours Specialization. In Year 5, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a minimum cumulative modular average of 70% with no mark less than 60% in any modular courses required for the Honours Specialization.

<u>Failure to Meet Progression Standards</u>

A student who fails to meet the progression standards in any year must withdraw from the combined degrees. With permission from the appropriate HBA Program Director and/or Huron's Director of the Centre for Global Studies, the student may continue in one degree, and request permission from the other School to complete the other degree at a later date.

A student who fails to meet the progression standards in any year of the combined degrees may appeal the decision in writing to either the HBA Program Director or Huron's Director of the Centre for Global Studies, depending upon the degree in which the progression standards were not met, in accordance with the University's policies on Academic Rights and Responsibilities.

<u>Dean's Honour List</u>

Students are considered for the Dean's Honour List at Huron University College in Years 1 and 2 and at the Business School during their first year of HBA (Year 3).

At the Richard Ivey School of Business, students are considered for the Dean's Honour list during their first year of HBA. Students enrolled in Years 4 and 5 of the combined degrees are considered for the Dean's Honour List at the Business School in Year 5 only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing. The Dean's Honour List for HBA2 typically includes the top 25% of all of HBA2 and is determined by vote of the teaching faculty. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed the same way.

Students who take courses required for the Centre for Global Studies Honours Specialization module totalling at least 2.5 courses in Year 4 and 4.0 courses in Year 5 of the combined degrees are considered for the Dean's Honour List at Huron University College in each of those years on the basis of those courses.

ITEM 13.3(f) – King's University College: Revisions to the Honours Specialization in Social Work

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Honours Specialization in Social Work offered by King's University College be revised as shown in Item 13.3(f).

EXECUTIVE SUMMARY:

The School of Social Work at King's University College is proposing to revise the Honours Specialization in Social Work to include progression requirements to ensure that students do not progress into advanced level courses, or into practicum settings, until they have successfully completed basic required courses within the program.

The School of Social Work was encouraged to establish these requirements due to specific accreditation standards and accountability to the practicum sites and service users with whom students work. This cannot be achieved through course prerequisite revisions alone as there is added specificity about the number of attempts allowed to successfully complete both the practicum requirements and the program as a whole.

In the past, some students have run into difficulties being successful in course work and in professional practicum placements, which are an accredited requirement of the professional program, due to having proceeded into more advanced-level courses without having successfully completed required courses and/or continuing to pursue professional practicum without the theoretical knowledge to ground their practice with clients in agency settings. The School of Social Work has attempted to address some of this problem by being clearer about course requirements for advanced level courses. Prerequisites alone will not address other specific requirements for progression, related to successful completion of all components of the 3rd and 4th year of the professional program.

King's University College-wide Incomplete policy is insufficient within the School of Social Work, as it only permits a course reduction in the following term and does not address the implications for (dis)continuation in the advanced all-year practicum course (Social Work 4400). Additionally, students may still register for required courses in the next term, depending on the number of INCs received. This creates significant challenges in meeting the demands of the professional program while managing incomplete coursework from the prior term. It also undermines the program's commitment to community partners regarding students' readiness - both in theory and practice - before entering, and during their practicums.

Flexibility and accommodations remain in place, so that students can pursue the BSW through extended studies and are also permitted leaves of absence should they be required. Not being permitted to progress having failed a course is consistent with the expectations related to this professional program also being an Honours Specialization.

These changes will be effective for students entering the program in September 2026. Students currently enrolled in the module will continue under the existing requirements.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Social Work

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21246

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

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

Note: Students who entered the module prior to September 2026 will follow the requirements in the 2025 Academic Calendar.

Admission Requirements

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

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

Admission to the Social Work program (Year 3) is by formal application by March 15 of the calendar year in which admission is sought. Enrolment in the Social Work program is limited.

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

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

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

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

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

7.5 additional courses:

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

Applicants must have a minimum average of 70% in the last 10.0 courses taken prior

to admission to the program, with no failures.

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

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

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

Module
10.0 courses:

5.0 courses completed in Year 3: Social Work 3301A/B, Social Work 3303A/B, Social Work 3308F/G, Social Work 3316A/B, Social Work 3318A/B, Social Work 3319F/G, Social Work 3320Y or Social Work 3350A/B, Social Work 3333A/B, Social Work 3344A/B, Social Work 3311A/B.

5.0 courses completed in Year 4:

> **2.5 courses**: Social Work 4400, Social Work 4414F/G, Social Work 4415F/G, Social Work 4429A/B.
> **2.5 courses** from Social Work electives at the 3000 level or above, including at least 0.5 from each of the following two categories (A maximum of 1.0 approved courses from outside of Social Work may be taken. Consult with the School for approved list.)
>
> **Category 1:** Will primarily examine micro/meso levels of practice and course topics may include but are not limited to: addictions; crisis and trauma; mental health; children and adolescents; health care and social work; seniors; child welfare; human sexuality; thanatology; and disability studies.
>
> **Category 2:** Will primarily examine macro levels of practice and course topics may include but are not limited to: advocacy; first nations; international and multicultural social work; social justice and peace.

~~To be eligible for the BSW (Honours) degree, students must complete all requirements for fourth year successfully, and obtain an overall average of at least 70% in all principal courses, a minimum mark of 60% in each course, and a "Satisfactory" in Social Work 3320Y or Social Work 3350A/B and Social Work 4400.~~

Notes:
1. Students choosing to combine the Honours Specialization in Social Work with another module may require more than 20.0 credits to meet requirements for both modules.
2. Students may count a maximum of 1.0 courses between modules.

Progression Requirements

~~To be eligible to progress, third-year students must complete all requirements for third year successfully; and obtain an overall average of at least 70% in all principal courses, a minimum mark of 60% in each course, and a "Satisfactory" in Social Work 3320Y.~~

To be eligible to progress, third-year students must:

- successfully complete all third-year requirements;
- achieve an overall average of at least 70% in all required courses each term;
- achieve a minimum mark of 60% in each course; and
- earn at "PASS" in Social Work 3320Y or Social Work 3350B.

Impact of Incomplete (INC) Grades and Withdrawn (WDN) Status: Third-year Social Work students who have a 0.5 INC grade or WDN status in any Fall term courses by the end of the Fall term (December 31) will be ineligible to enter practicum in the following term. This means they will also be ineligible to proceed in Social Work 3320Y. Students with an INC in 0.5 courses or a WDN in any third-year Winter term courses by the end of Winter term (April 30) will not be eligible for Block Placement in the Summer term and will be removed from Social Work 3350B. Students with an INC (incomplete) in 0.5 courses or a WDN (Withdrawal) in any fourth year Fall term course by the end of Fall term will not be eligible to continue in practicum in the Winter term and will be removed from Social Work 4400. Students will be eligible for practicum after outstanding coursework has been submitted and/or WDN courses have been successfully completed. Students will be unable to join practicum partway through a term. They will be required to wait until the next time the course is offered.

Completion of Outstanding Coursework: Social Work students who have an INC grade in more than 0.5 courses during any given term will not be permitted to continue with subsequent term Social Work courses until all final coursework has been submitted and a revised grade has been issued. In such cases, students may need to postpone enrollment in the following term's courses until the courses are offered again.

WDN Status in Required Social Work Courses: Social Work students who have WDN status in any required Social Work courses (excluding electives) are not permitted to continue with any subsequent term Social Work courses (including practicum) until the required courses have been attempted or repeated.

Failed Courses and Practicum Eligibility: To maintain academic integrity, Social Work students must successfully pass all courses, and are not permitted to progress should they fail any courses.

Practicum Attempts: If a student has two unsuccessful Practicum interviews in agency settings in one academic year, this will result in a failure of the Practicum Integration Seminar course. Students are only allowed two attempts at completing their practicum. If a student fails two times at completing their practicum, they will fail

the Practicum Integration Seminar course and will not be able to continue in the Social Work program.

Graduation Requirements

To be eligible to graduate, students must successfully meet all fourth-year requirements. This includes:

- maintaining an overall average of at least 70% in all required courses each term of the professional Social Work program;
- achieving a minimum grade of 60% in each course each term; and
- earning a "PASS" in Social Work 4400.

Related Information

Transfers

Students from Social Work programs of other universities may apply for admission to the BSW (Honours) Program at King's. Transcripts and courses will be assessed with regard to transfer credits. Please contact the School for information on approved courses from other universities and colleges that fulfill specific pre-program requirements.

Practicum

Assignments to Practica will be determined by the ~~Coordinator of Field Education~~ Manager of Professional Practicum Education following consultation with students. Students should be aware that there may be financial costs (such as parking, transportation, manual and insurance) and special agency requirements (such as police checks and health requirements) associated with the Practicum. A car may be needed for some community-based placements. See the RECORDS CHECK AND VULNERABLE SECTOR SCREENING POLICY section for further details.

~~Graduation Requirements~~
~~At least 20.0 credits~~

Leave of Absence: Students who take a Leave of Absence for a term or more are permitted up to two years to return to the program. The maximum number of Leaves a student can take is two.

Extended Study Sequencing: Students following an extended study plan must complete the Social Work professional years program within a maximum of six years. This ensures that graduates possess current knowledge of relevant theories, concepts, and professional practices in the field.

ITEM 13.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Media Studies

ACTION:　☐ APPROVAL　☒ INFORMATION　☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting January 6, 2026, ACA approved the recommendations of the Subcommittee on Program Review – Graduate (SUPR-G) with respect to the cyclical review of the graduate program in Media Studies.

The following cyclical review of a graduate program was conducted:

Faculty/Affiliate	Program	Date of Review	SUPR-G Recommendation
Information and Media Studies	Media Studies	March 24-25, 2025	Good Quality

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

ATTACHMENT(S):

Final Assessment Report – Media Studies

Media Studies
Final Assessment Report & Implementation Plan
November 2025

Faculty / Affiliated University College	Faculty of Information and Media Studies (FIMS)	
Degrees Offered	MA, PhD	
Date of Last Review	2016-2017	
External Reviewers	Dr. Miranda Campbell Communication and Culture Program Toronto Metropolitan University	Dr. Adel Iskandar School of Communication, Simon Fraser University
Internal Reviewers	Dr. Cameron Anderson Member of SUPR-G Faculty of Social Science	Brianna Gonga-Cave PhD Candidate Schulich School of Medicine and Dentistry
Date of Site Visit	March 24 & 25, 2025	
Date Review Report Received	September 3, 2025	
Date Program/Faculty Response Received	Program – October 21, 2025 Faculty – October 21, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-G: December 8, 2025 ACA: January 6, 2026 Senate (for information): January 16, 2026	
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 Graduate Media Studies Program delivered by the Faculty of Information and Media Studies.

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 Information and Media Studies.

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 Graduate Media Studies Program, Faculty of Information and Media Studies, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

Executive Summary

The home of the Media Studies graduate program, the Faculty of Information and Media Studies (FIMS), is an interdisciplinary, non-departmentalized faculty formed by the 1996 merger of the former Graduate Schools of Library and Information Science and Journalism. FIMS introduced a Master of Arts (MA) program in Media Studies in 2002 which is designed to be completed in three terms (one calendar year). In 2005, a 4-year Doctor of Philosophy (PhD) program was introduced comprising coursework, written and oral comprehensive exams and a thesis based on original research.

The Media Studies program offers opportunities for students to conduct advanced, interdisciplinary, critical, community-engaged research across media and disciplines. Enrolment in the MA Program in 2022-2023 was 10 students, with the PhD Program at 38.

The self-study was informed by student surveys and focus groups (independently for the MA and PhD) as well as a faculty survey and faculty and staff workshop.

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

Strengths and Innovative Features Identified by the Program

- Supportive student community with social opportunities and student-led initiatives like mediations and conferences.
- Faculty are well-known scholars with diverse expertise and strong networks, providing students access to conferences and research opportunities.
- Commitment to critical and progressive approaches via scholarship emphasizes materialist, historical, feminist, critical race, and anti-oppressive methodologies.
- Several research labs and large-scale projects provide training and financial support for many of Media Studies PhD students.
- Many courses designed to bridge disciplinary approaches and to enable students from a variety of information, communication, and media-related perspectives to talk together about theories, concepts, and research problems.
- Media Studies have a range of professional workshops (e.g., on grant writing, publishing, CV preparation) to augment their regular course offerings.
  - Increasing number of invited professionals and alumni give talks aimed at professionalization.
- Shift from 2-year thesis-based MA to 1-year project-based model that aligns with sector trends and student needs.
- Research-creation option in the MA offers an Independent Research Project (IRP) which allows for scholarly or research-creation projects, supporting alternative knowledge mobilization formats.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Current format for field exams lacks clarity, consistency, and equity; students and faculty express confusion and anxiety. Requires clearer guidelines and possibly structural overhaul.
- A need to establish clear areas of strength and revise courses, website, and recruitment strategies to reflect Media Studies' unique identity.
- As part of fostering community in the program, students desire more informal networking and social events with faculty.
- Renewed recruitment strategy would help to attract stronger and more diverse applicants to the MA and PhD programs.
- Intranet outdated and difficult to use; unclear guidelines for scholarships, awards, and progression milestones.
- Limited financial support for PhD students; no guaranteed funding beyond year four; stipends considered low compared to cost of living.
- Some inconsistencies in supervisory support during exams and thesis stages; need for clearer expectations and mentoring culture.
- Students report frequent course cancellations due to low enrollment and desire more transparency and polling on course interests.

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:

- Vice-Provost, School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, School of Graduate & Postdoctoral Studies
- Acting Vice-Provost, Academic Planning, Policy and Faculty
- Associate Chief Librarian and Team Members
- Dean, FIMS
- Associate Dean Graduate & Postdoctoral, FIMS
- Graduate Chair
- Graduate Committee Members
- Graduate Program 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 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 Media Studies MA and PhD programs are small but mighty programs that demonstrate good quality and rigour."*

Strengths of the Program

- A culture and spirit of engagement and reflexivity in the Media Studies programs.
- Faculty are highly regarded scholars, actively engaged in research and teaching. Their collegial atmosphere and integration of their research into the curriculum are highlighted as major strengths. Students praised faculty quality and mentorship.
- Dedicated student spaces, classrooms, and library resources are impressive and conducive to learning and community building.
- Student theses and publications demonstrate rigorous and high-quality research.
- Good track records for MA students to complete the program in the allocated one year.

Prospective Areas of Improvement for the Program to Consider

- Ongoing reflexivity on EDI in program structure and environment, including reflexivity on a balanced inclusive academic culture that does not promote overwork.
- The shift to a one-year MA program has created a compressed timeline, causing stress and overwork for students. The IRP may be unrealistic within this timeframe.
- Need for continued clarity about the scope, parameters and timelines of the PhD Program. In particular, how to successfully navigate the comprehensive exam.
    - Four-year funding cap does not align with longer completion times.
- Fields exams are noted as a potential roadblock and slowdown student progress. Need for further clarity regarding the scope of these exams.
- Expand recruitment and program visibility efforts and allocate resources for website updates to showcase program strengths and faculty accomplishments.
- Current support information appears fragmented. Suggest creating a clear program handbook or FAQ guide for easy access to essential information.

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: Clarify the roles of faculty and support staff and create a clear flowchart so students know where to direct questions and access support efficiently.	**Program:** The Media Studies program provides comprehensive support through faculty advisers, program chairs, the Associate Dean Graduate (ADG), and the Graduate Student Services (GSS) team. In Fall 2025, a dedicated orientation was reinstated to clarify administrative processes and communication with GSS staff. Contact information has been made more prominent on the Intranet, and a visual guide outlining milestones, supervisory roles, and reporting requirements will be distributed to faculty and students. Additionally, the program plans to strengthen communication and clarify roles within the GSS team to improve overall support. **Faculty:** The Media Studies program has already started a formal orientation where administrative information and a flow chart is shared with graduate students. This is a good approach to mitigate heavy lifting by the Graduate Program Director (GPD) and ADG. As well the relocation of key information on the internet will also add clarity as to who to contact in what circumstances. It is also a great idea to provide additional resources to supervisors to help navigate communication channels.
Recommendation #2: Reassess the feasibility of the one-year MA program, considering a capstone paper instead of original research or marketing the program as accelerated if research remains a requirement.	**Program:** The Media Studies Program Committee is reviewing the MA structure and has determined that a four-term option is not practical due to timing issues for graduates. Proposed changes include reducing course requirements for the one-year option and adjusting IRP length, as well as introducing two distinct pathways: a revised one-year program and a thesis-based two-year option with a potential PhD fast track to attract a broader range of students. Additionally, efforts are underway to shift MA students from tutorial duties to grading-only roles in the first year to ease workload for both students and faculty. **Faculty:** We support the plans outlined by the program and acknowledge that reflection and restructuring is already underway. The considerations will help assess what can be accomplished in the new one-year degree and what adjustments are required in terms of the number of required and elective courses. We agree that the proposed changes to the GTA workloads will be helpful and reduce student stress.

Recommendation #3: Expand recruitment efforts, pitching the MA and PhD programs in ways that showcase the quality of the students and the faculty as well as program strengths and focuses. Allocate resources for an improved website and outreach strategy.	**Program:** The faculty communications team is rebuilding the website using updated institutional templates, introducing a modern design, improved navigation, and new features such as reorganized homepages and program graphics. Media Studies content has been refreshed with a new tagline, recruitment language, student research highlights, and plans for faculty research showcase pages. Additionally, a targeted digital advertising campaign will run on social media in late Fall 2025 to promote the MA program, generating engagement data to inform future outreach strategies. **Faculty:** The faculty acknowledges the challenges with recruitment and welcomes the development of new web pages that feature a modernized aesthetic and improved navigation. It is great to see that not only the features and organization of the web page has been updated, but also the recruitment language and inclusion of MA IRP projects of past students. This will showcase the program's strengths and focus to prospective students. The program worked closely with the FIMS communication team and specialist as well as FIMS computing services.
Recommendation #4: Further expand and build on EDI efforts, integrating EDI into program structure, beyond course content. Reflect on inclusive and equitable program culture, and steps to mitigate overwork and burnout amongst faculty and students.	**Program:** Media Studies graduate students are actively included in faculty-wide initiatives to strengthen equity, diversity, and inclusion (EDI), with recent events covering research ethics and GBSV training. Additional measures include expanded TA workshops addressing EDI-related issues, bystander/upstander training, and plans for an EDI recognition badge through combined modules. Broader efforts focus on enhancing inclusivity and reducing burnout by increasing IRP support, adjusting TA assignments, revising program structure, and offering mental health, self-care, and professional development workshops. The program also aims to improve accessibility through multi-format information, social activities, and faculty support for supervision. **Faculty:** The program is taking multiple steps to expand and build on EDI efforts to create an inclusive and equitable program culture. The program has proposed a number of important changes, including more support for the IRP, changing TA assignments, reconsidering overall structure of program at the MA level and potentially reducing the number of electives required for both MA and PhD, which will reduce workload and increase work/life balance addressing issues of inclusivity and equity. Additionally, the provision of information in multiple formats is a well-thought-out strategy to engage varied learners and create more points of contact for all members of the Media Studies program. The use of a pilot digital advertisement campaign is a good strategy to recruit graduate student and also gather statistics on click through rates.

Recommendation #5: Build in and expand support structures for incoming students in terms of support and onboarding. Consider creating a program handbook or an FAQ guide in PDF format for easy go-to information.	**Program:** In Fall 2025, the Media Studies program reinstated a dedicated orientation to review administrative processes and clarify Graduate Student Services roles. Program-specific information will be added to the "Get Started" website, and the FIMS Intranet—long used in place of a physical handbook—will be rebranded as the "FIMS Online Graduate Handbook" with updated content and interface for clarity. To improve accessibility, the program will also provide key information in multiple formats, including hard copy one-page summaries and visual guides. **Faculty:** The program has a good plan in place to build and expand support for incoming students and faculty. The idea of providing the information in multiple formats and through various channels is a good idea.

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: Clarify the roles of faculty and support staff and create a clear flowchart so students know where to direct questions and access support efficiently.	• Continue to clarify administrative processes and relevant points of communication at orientation events. • Relocate information detailing who to contact for specific inquiries to a more prominent section of the Intranet. • Circulate a clear guide/one sheet advisory for all supervising faculty and students with visualizations of program milestones, important dates and reporting requirements. • Clarify the roles and strengthen communications in the Grad Services Team.	Grad Chair, Grad Student Services	By January 2026
Recommendation #2: Reassess the feasibility of the one-year MA program.	• Examine the possibility of reducing the course requirements for the 1-year option by one elective and possibly reducing the length requirements for the IRP. • Examine the possible creation of two MA options – a rejigged 1-year option and a thesis based 2-year option with a potential PhD fast track. • Transition MA student TAship roles from classroom tutorials to grading only positions, at least for the first year.	Grad Chair, Media Studies Program Committee	By December 2027

Recommendation #3: Expand recruitment efforts, pitching the MA and PhD programs in ways that showcase the quality of the students and the faculty as well as program strengths and focuses.	• Rebuild the Media Studies webpages with a modernized aesthetic and improved navigation, featuring a quick glance graphic for each degree program.
	  ○ Include the new tagline and recruitment language, a section showcasing MA IRPs of past students, current PhD student research and updated student profiles.
	  ○ Add faculty research showcase pages.
	• Pilot a digital advertising campaign targeting social media to promote the Media Studies MA.
		FIMS Communication Specialist,
		
		FIMS Computing Services,
		
		Grad Chair
			By June 2026

Recommendation #4: Further expand and build on EDI efforts, integrating EDI into program structure, beyond course content. Reflect on inclusive and equitable program culture, and steps to mitigate overwork and burnout amongst faculty and students.	• Offer additional professional development offerings related to mental health, self-care and EDIDIA related issues when serving in TA roles. • Raise awareness of existing EDIDA training on campus https://www.edi.uwo.ca/edi-learning/online-modules/ https://indigenous.uwo.ca/initiatives/Learning_Unlearning/learning/the_path_by_nvision.html • Plan bystander/upstander training for all graduate student cohorts in FIMS. • Create a "badge" or some other form of recognition for these extracurricular activities. • Reconsider overall structure of the MA and potentially reduce the number of electives required for both MA and PhD. • Build more support for faculty members around supervision and guidance for their students. • Provide program information in multiple formats to address a variety of needs. • Create more social activities to build more program cohesion.	Grad Chair, MS Program Committee, Graduate Student Services	By September 2026

Recommendation #5: Build in and expand support structures for incoming students in terms of support and onboarding. Consider creating a program handbook or an FAQ guide in PDF format for easy go-to information.	• Update the program's "Get Started" webpages to include program specific information for the Media Studies program. • Rebrand the Intranet as the "FIMS Online Graduate Handbook" to provide clarity about the Intranet's function. • Provide program information in multiple formats, including hard copy one-pages and visualizations, to address a variety of needs.	Grad Chair, Graduate Student Services	By January 2026

ITEM 13.3(h) – Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2025 – December 2025)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The terms of reference of the Subcommittee on Undergraduate Academic Courses (SOC) include a requirement for the subcommittee to report to the Senate Committee on Academic Curriculum and Awards (ACA) at least twice annually.

The attached report detailing the work of SOC from July 2025 to December 2025 is presented to Senate for information.

ATTACHMENT(S):

Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2025 – December 2025)

Report of the Subcommittee on Undergraduate Academic Courses (SOC)
July 2025 – December 2025

This report details the work of the Subcommittee on Undergraduate Academic Courses (SOC) between July and December 2025.

SOC met 5 times between July and December 2025. The table below summarizes the proposals submitted to SOC during this period.

July 2025 – December 2025

	Course Introduction	Course Revision	Course Withdrawal	Module/Program Revision	Total
Jul. 2025	7	43	0	26	76
Sep. 2025	1	2	0	0	3
Oct. 2025	4	2	0	5	11
Nov. 2025	15	34	8	29	86
Dec. 2025	64	46	38	28	176
Total	91	127	46	88	**352**

Proposals approved by SOC are posted on the University Secretariat website here:
https://www.uwo.ca/univsec/senate/committees/soc_approvals.html

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

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on January 6, 2026, 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(i), 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

Marion and Dale Creighton Football 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 Mustangs Football Team. 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: 1 at $5,000 awarded annually
Effective Date: 2026-2027 academic year

This award was established with a generous gift from Marion Creighton to support Western students.

Faculty of Education

Bill Bettger Memorial Award in Education
Awarded to a full-time undergraduate student in the Faculty of Education based on academic achievement, excellence in music education in practice teaching and their involvement in Faculty of Education music education activities. The Faculty of Education will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2026-2027 academic year

This award was established by friends and family in memory of Bill Bettger (BA 1967). Bill was an organist, teacher, mentor and leader to many in London, Ontario and beyond. Bill always believed that everyone at any level of experience should be involved in music. This award supports students with the potential to make a difference in people's lives through music.

Cruickshank Award in Early Education
Awarded to full-time undergraduate students enrolled in the Primary/Junior program in the Faculty of Education based on academic achievement and excellence in practice teaching. The Faculty of Education will select the recipients.

Value: 1 at $4,000, awarded annually
Effective Date: 2026-2027 academic year

This award was established by Lynn Pritchard to honour her mother, Ella (Cruickshank) Norton, who was a dedicated Kindergarten teacher and passionate about teaching.

<u>Usha Tripathi Award for Studies in Ending Violence Against Women and Children</u>
Awarded to graduate students in the Faculty of Education whose research is affiliated with the Centre for Research and Education on Violence Against Women and Children and is focused on Family, Domestic and Close Partner Violence. Preference will be given to candidates working with vulnerable persons and newcomer communities. Selection is based on academic achievement and community involvement. A committee in the Centre for Research and Education on Violence Against Women and Children will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,000 awarded annually
Effective Date: May 2026

This award was established by Usha Tripathi who devoted her life to overcoming societal obstacles, higher education, community volunteerism, and supporting women's initiatives.

Faculty of Information and Media Studies

<u>Graeme Campbell Scholarship in Library and Information Science</u>
Awarded to a full-time graduate student entering the Master of Library and Information Science program, based on academic achievement. The recipient will be selected in accordance with the FIMS Awards and Scholarships Policy.

Value: 1 at $1,200 awarded annually
Effective Date: May 2026

This scholarship was established with a generous gift from Graeme Campbell, an alumnus of the MLIS Class of 2008.

Faculty of Law

<u>Cayla and Lenny Hochberg Faculty of Law Bursary</u>
Awarded to full-time undergraduate students in in the Faculty of Law based on financial need. Preference will be given to candidates in Year 2 or Year 3. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2026-2027 academic year

This bursary was made possible by the generous support of Lenny and Cayla Hochberg. Lenny (LLB '92) is deeply grateful for the exceptional education and formative experience he received at Western Law, which laid the foundation for his career and lifelong commitment to the legal profession. This bursary is a reflection of that gratitude and a desire to give back to the next generation of Western Law students.

Fasken Entrance Scholarship
Awarded to full-time students in the Faculty of Law entering Year 1 of the JD/HBA or JD/MBA program based on academic achievement. The Faculty of Law will select the recipients.

Value: 1 at $2,000 awarded annually
Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This scholarship is made possible by a generous donation from Fasken.

Faculty of Science

Dr. Michelle Wheatley Field Studies Award
Awarded to full-time undergraduate students in the Department of Biology, Faculty of Science who are participating in a field course through the Ontario Universities Program in Field Biology, based on academic achievement. The Faculty of Science will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2026-2027 academic year

This award was established by Dr. Michelle Wheatley (BSc Hons Ecology and Evolution, 1986), to encourage students to take field courses such as the Ontario University Program in Field Biology (OUPFB). Michelle participated in the OUPFB in 1985 and later did field-based graduate degrees at the University of Manitoba. Michelle's work with Co-management Boards in the NWT and Nunavut and Fisheries and Oceans Canada showed her the ongoing need for researchers to be in the field observing nature to support meaningful recommendations and management decisions. This award supports participation in a field course, to light a passion for field work.

John Sholdice Memorial Bursary
Awarded to full-time undergraduate students in the Faculty of Science based on financial need. Preference will be given to candidates from London, Ontario. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective: 2026-2027 academic year

This bursary was created by the family and friends of John Sholdice (BA, General Science, '67, and MSc, Zoology, '79), who lived a life committed to science, both for its own sake and its practical application to aid human flourishing.

Faculty of Social Science

John Hastings Scholarship
Awarded to graduate students in the Department of Political Science, Faculty of Social Science, based on academic achievement. Preference will be given to candidates in the Local Government Program. A committee in the Department of Political Science, in consultation with the Local Government Program, will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $2,100 awarded annually
Effective Date: May 2026

This scholarship was established by a donation from John Hastings (BA 1963).

Ivey Business School

CIBC Black Excellence HBA Scholarship
Awarded to a student entering the HBA Program at the Ivey Business School who self-identify as Black, based on academic achievement. Scholarships will continue in HBA2 if recipients maintain full-time status and achieve a minimum 80% academic average. Only one student will hold this scholarship at any given time. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at $20,000 continuing
Effective Date: 2026-2027 to 2033-2034 academic years inclusive

This award was established through a generous gift from CIBC.

Schulich School of Medicine & Dentistry

Frank Beier Graduate Opportunity Scholarship
Awarded to full-time graduate students in the Department of Physiology and Pharmacology based on academic achievement and research excellence. Preference will be given to candidates who self-identify as Black, are Indigenous (First Nations, Inuit, and Métis), self-identify as 2SLGBTQIA+, or have a disability. A committee in the Department of Physiology and Pharmacology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $10,000, awarded annually
Effective Date: May 2026 to April 2031 inclusive

This scholarship was established to honour the legacy of Frank Beier, PhD. Frank was an award-winning researcher, educator, mentor, and a remarkable colleague. He was recruited to Western University in 2001 and built an internationally celebrated research

program in cartilage development and osteoarthritis that helped shape the research landscape at Western and beyond. Frank served as Chair of the Department of Physiology and Pharmacology for close to a decade. The goal of the Frank Beier Graduate Opportunity Scholarship is to attract Canada's most promising and diverse graduate students.

ITEM 13.3(j) – Faculty of Education: Introduction of Western Approved Micro-credentials

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

At its meeting on January 6, 2026, ACA approved on behalf of the Senate that effective January 1, 2026, the following Western Approved Micro-credentials be introduced by the Faculty of Education:

Leading in an IB World School

Instructional Leadership

Leading Learning Communities

Leading Beyond the School Walls

Introduction to IB Philosophy and Programme Components

Learning and Teaching within the IB PYP

Learning and Teaching within the IB MYP Design

Learning and Teaching within the IB MYP Individuals and Societies

Learning and Teaching within the IB MYP Language & Literature

Learning and Teaching within the IB MYP Math

Learning and Teaching within the IB MYP Science

Learning and Teaching within the IB DP Biology

Learning and Teaching within the IB DP Business Management

Learning and Teaching within the IB DP Chemistry

Learning and Teaching within the IB DP Economics

Learning and Teaching within the IB DP French B

Learning and Teaching within the IB DP History

Learning and Teaching within the IB DP Language and Literature

Learning and Teaching within the IB DP Math

Quality Assessment in the PYP

Quality Assessment in the MYP Design

Quality Assessment in the MYP Individuals and Societies

Quality Assessment in the MYP Language & Literature

Quality Assessment in the MYP Math

Quality Assessment in the MYP Science

Quality Assessment in the DP Biology

Quality Assessment in the DP Business Management

Quality Assessment in the DP Chemistry

Quality Assessment in the DP Economy

Quality Assessment in the DP French B

Quality Assessment in the DP History

Quality Assessment in the DP Language and Literature

Quality Assessment in the DP Math

Professional Learning in Communities in Practice

<u>ITEM 13.4(a) – Western Office of the Ombudsperson Annual Report</u>

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Western Office of the Ombudsperson Annual Report for the period from August 1, 2024 to July 31, 2025 is presented to Senate for information in accordance with the Senate Committee on University Planning's Terms of Reference. The memorandum of understanding governing the Office of the Ombudsperson states that the Ombudsperson shall make an annual report to the campus community.

ATTACHMENT(S):

Office of the Ombudsperson 2024-2025

2024 - 2025

OFFICE OF THE OMBUDSPERSON

PREPARING STUDENTS TO PREVENT, MANAGE AND RESOLVE DIFFICULT SITUATIONS.

Table
Of Contents

Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

A MESSAGE FROM THE OMBUDSPERSON

I am honored to introduce myself as the University Ombudsperson and to express my enthusiasm for assuming this important role. Since beginning my tenure on June 16, 2025, I have had the privilege of engaging with many members of the Western community and observing firsthand both the impact and the continued importance of the services offered by the Ombudsperson's Office.

It is with great pride that I present the 2024–2025 Annual Report of the Ombudsperson's Office, covering the period from August 1, 2024, through July 31, 2025. This report includes statistical summaries, student testimonials, and case studies that provide greater context and depth to the data presented.

I extend my sincere gratitude to Stephanie Bolingbroke for her dedicated service as Acting Associate Ombudsperson during the 2024–2025 reporting year. This year represented a significant period of transition for the office, with Whitney Barrett concluding her term as Acting Ombudsperson in December 2024, followed by Joan Finegan's service as Acting Ombudsperson from January through June 2025. In June, both Stephanie and I were pleased to assume our permanent roles, marking the beginning of a new chapter for the office.

Finally, I wish to thank you, the reader, for your interest in the work of the Ombudsperson's Office.

Respectfully submitted,

Melanie Molnar

Who We Are

Melanie Molnar, Ed.D.
Ombudsperson

Stephanie Bolingbroke
Associate Ombudsperson

Our office operates as an independent, impartial, and confidential resource for students who are uncertain about how to navigate academic or non-academic challenges at Western. We provide a safe and supportive environment where students can seek advice and explore options for resolving their concerns. Students often consult our office regarding interpersonal conflicts, complex decision-making, allegations of scholastic offences or Code of Conduct infractions.

Advisory Committee

The Office of the Ombudsperson Advisory Committee serves as a consultative body, providing advice and guidance to the Office on matters including the budget, annual report, and community outreach initiatives. The composition and mandate of the Advisory Committee are outlined in the Memorandum of Agreement.

A special thank you to the 2024/2025 Advisory Committee:

Dr. Bonnie Simpson
Associate Professor,
DAN Management

Dr. Ken Meadows
Educational Developer,
Centre for Teaching and Learning

Claire Hass
King's University College,
Staff/Faculty

Mariana Batista
VP University Affairs, USC

Mohit Gupta
President, MBA Association

Kevin Moore
Peer Advisor, SOGS

Carl Lubano
President, Huron University College
Students' Council

Community Engagement

Over the past year, the Office of the Ombudsperson actively participated in a range of internal outreach events and initiatives, strengthening visibility and connections within the Western community. In addition, the Office maintained membership in both the Association of Canadian College and University Ombudspersons (ACCUO) and the Forum of Canadian Ombudsman (FCO). These memberships provide valuable opportunities for professional development and national engagement, including monthly "water cooler" discussions with colleagues across the country to share insights, best practices, and emerging trends.

"

I would like to sincerely thank you once again for all of your guidance and support throughout this process.

"

STATS AT A GLANCE

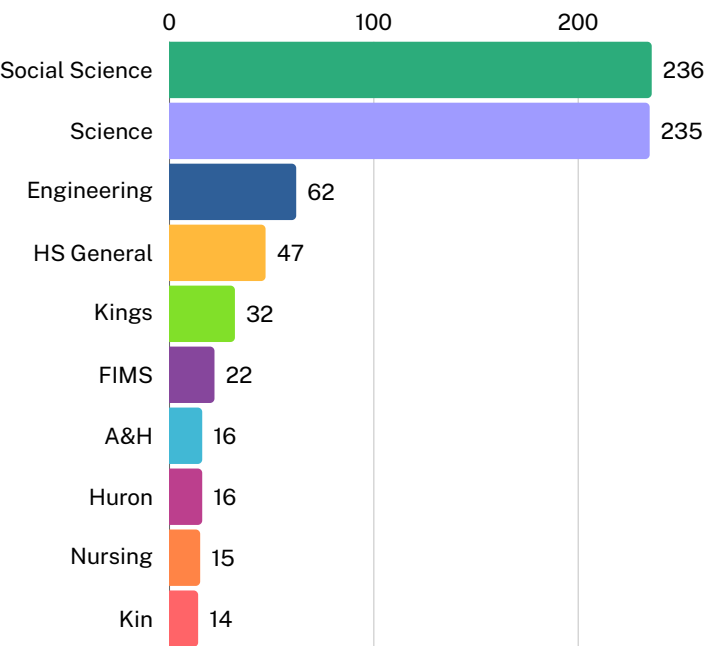## VISITORS FOR 2024-2025

THIS YEAR, THE OFFICE INTERACTED WITH

1063 VISITORS

Non-student visitors
11%

Student visitors
89%
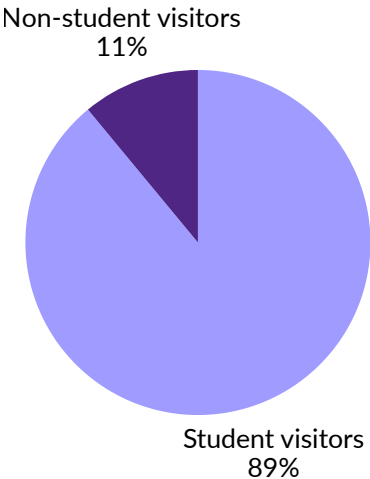
METHOD OF INITIAL CONTACT

Visitor Types

● Alumni   ● Applicant   ● Faculty

● Former Student   ● Other   ● Parent

● Staff   ● Student

Visitor Type	Count
Alumni	4
Applicant	12
Faculty	4
Former Student	54
Other	30
Parent	4
Staff	5
Student	950

Method of Contact	Percentage
In person appt	12
Virtual appt	39
Drop In	4
Email	42
Phone	3

Percentage (y-axis)
Method of Contact (x-axis)
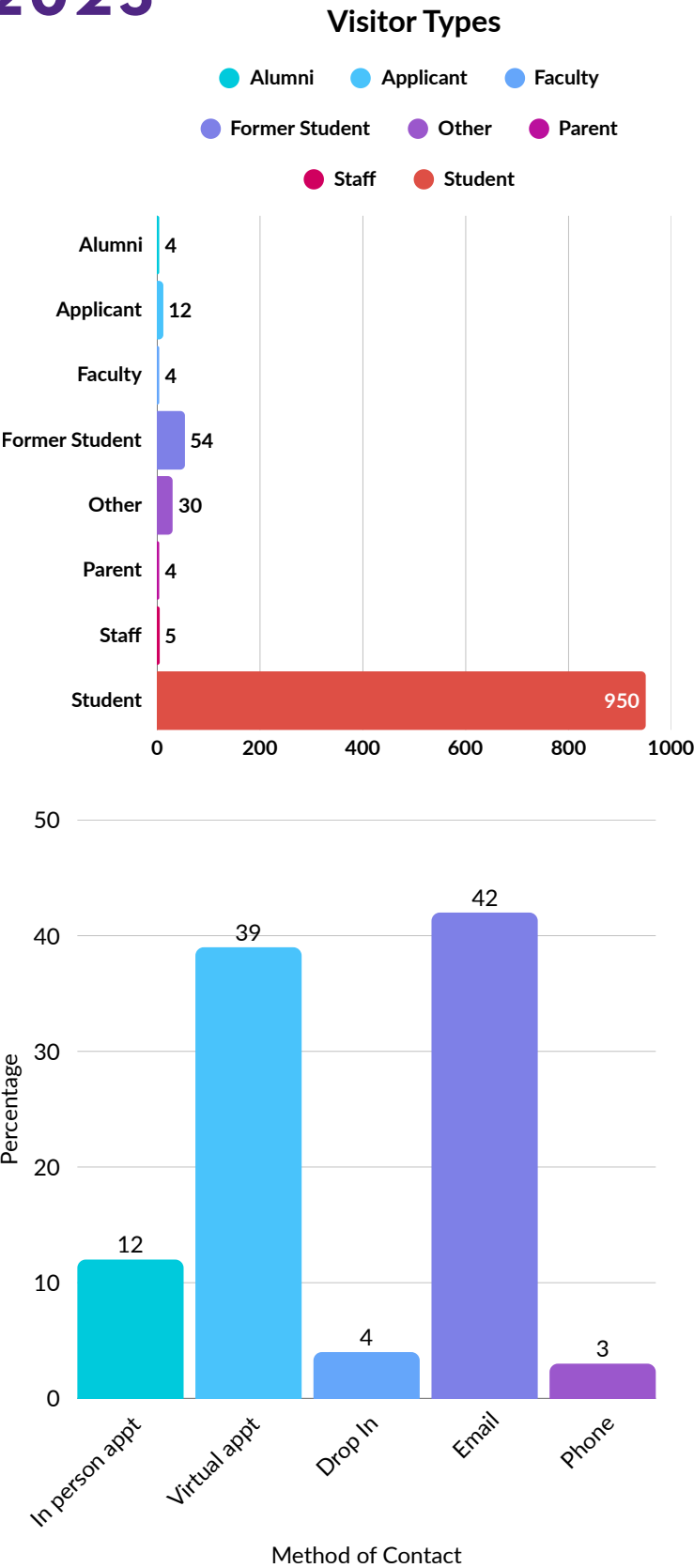
STATS AT A GLANCE

15% of students visiting the Office between August 1, 2024 and July 31, 2025 identified as being an international student.

Issues Raised by Students
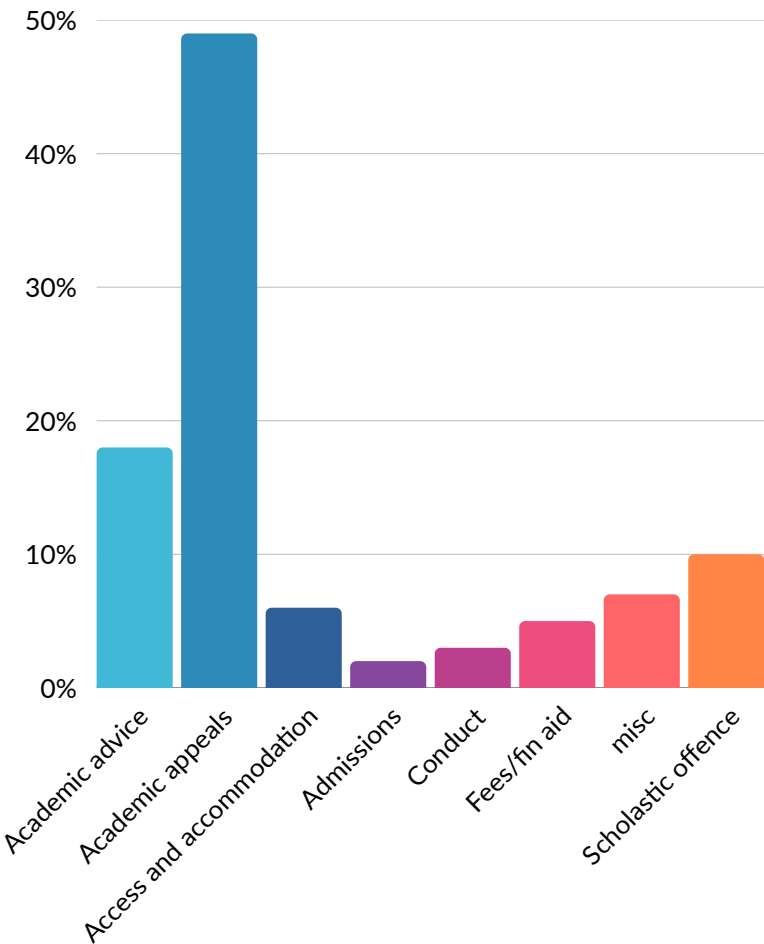
Category	Percentage
Academic advice	18%
Academic appeals	49%
Access and accommodation	6%
Admissions	2%
Conduct	3%
Fees/fin aid	5%
misc	7%
Scholastic offence	10%

Undergraduate-Visitors by Home Program

Program	Visitors
Social Science	236
Science	235
Engineering	62
HS General	47
Kings	32
FIMS	22
A&H	16
Huron	16
Nursing	15
Kin	14

Undergraduate-Issues by Faculty

Faculty	Issues
Science	229
Social Science	226
Engineering	60
HS General	44
Kings	34
A&H	24
FIMS	22
Nursing	19
Huron	15
Ivey	14
Law	12
Schulich	11
Kin	10
Education	5
Music	4
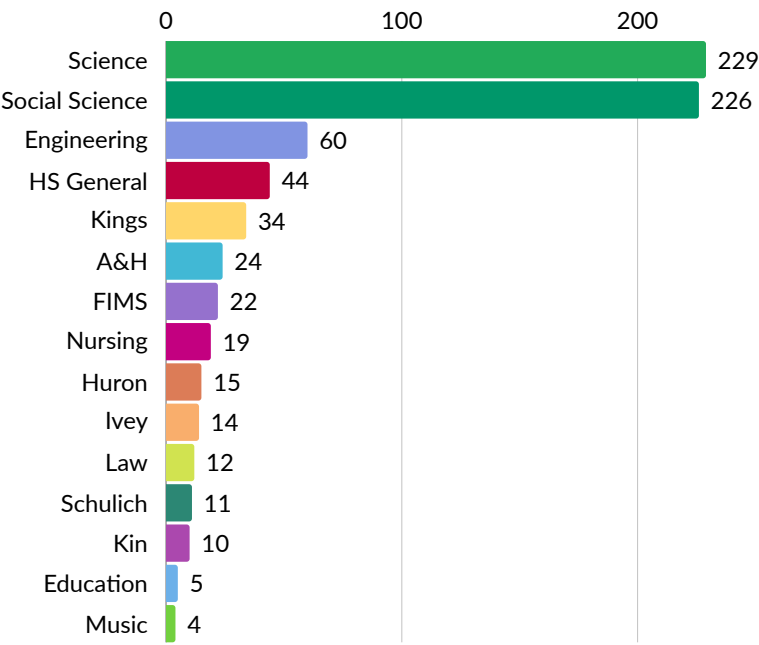
> *Thank you so much for your support, I truly can't express how much this means to me. I sincerely wish you the very best. Your support has had a meaningful impact on my wellbeing, and I will not take it for granted.*

STATS AT A GLANCE

Previous Years' Annual Student Visitors
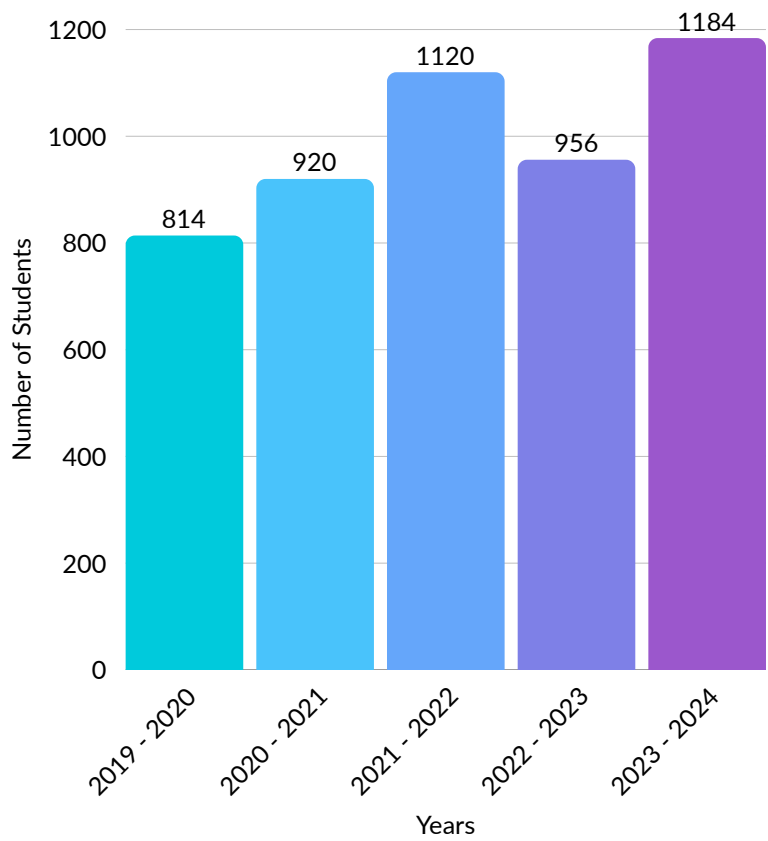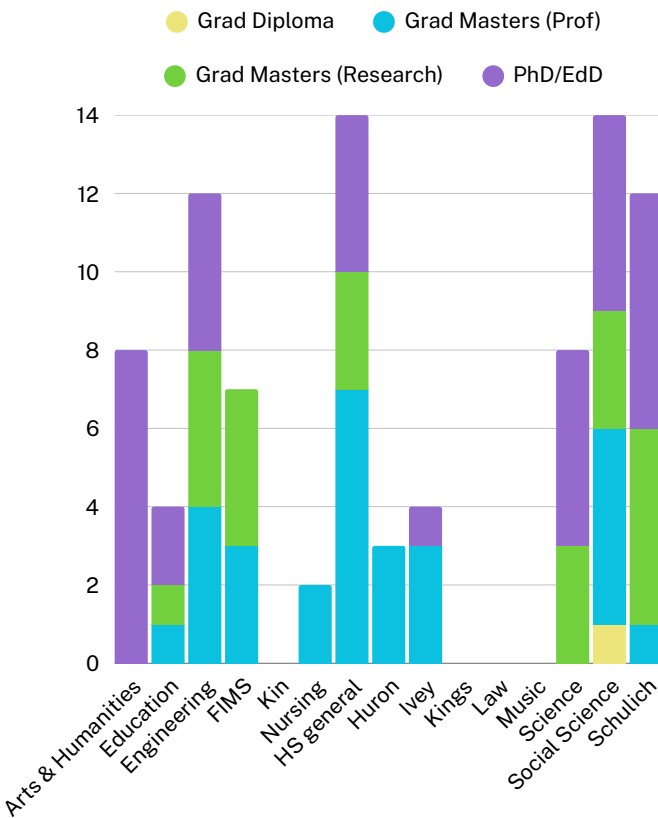

Reasons Visitors Approached Our Office

Complaint 11%

Inquiries 89%
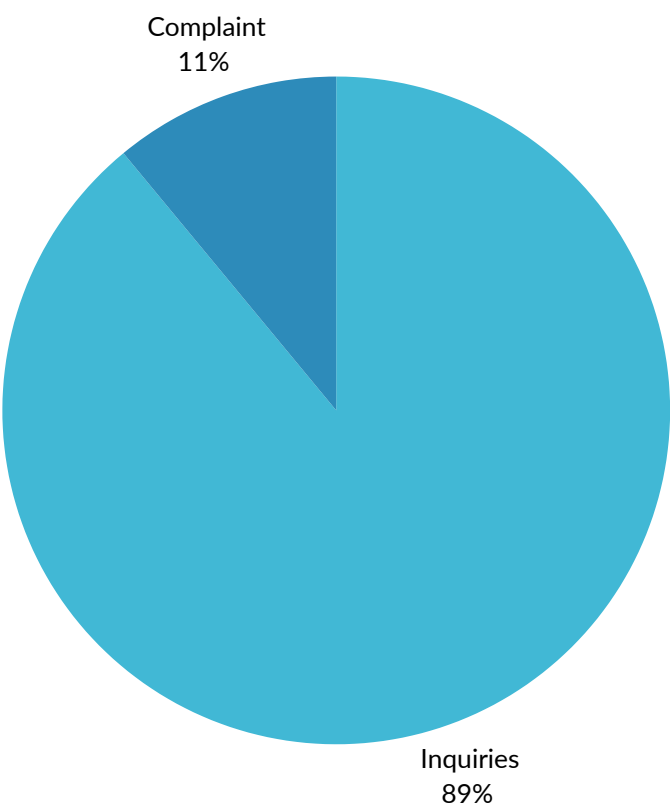
STATS AT A GLANCE

ISSUES RAISED BY STUDENTS

Issues Raised by Graduate Students

- Grad Diploma
- Grad Masters (Prof)
- Grad Masters (Research)
- PhD/EdD

Graduate-Visitors by Home Program

- Grad Diploma
- Grad Masters (Prof)
- Grad Masters (Research)
- PhD/EdD

Graduate-Issues by Faculty

- Grad Masters (Prof)
- Grad Masters (Research)
- PhD/EdD
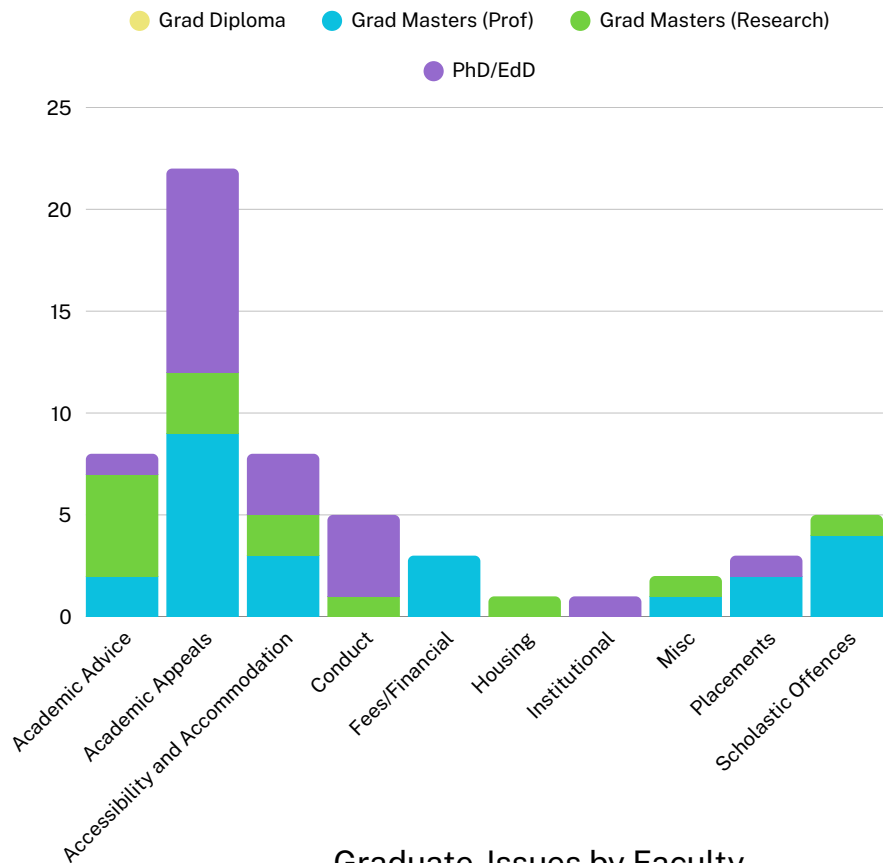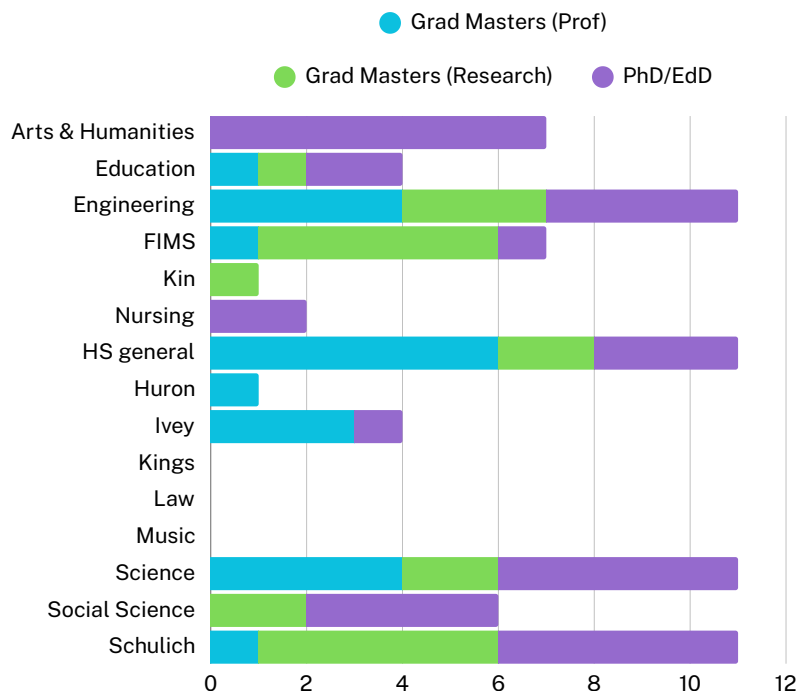
Undergraduate vs Graduate Visitors

Graduate Students (Diploma, Masters, Doctoral) Visitors
9.4%

Undergraduate or Professional Student Visitors
90.6%

"
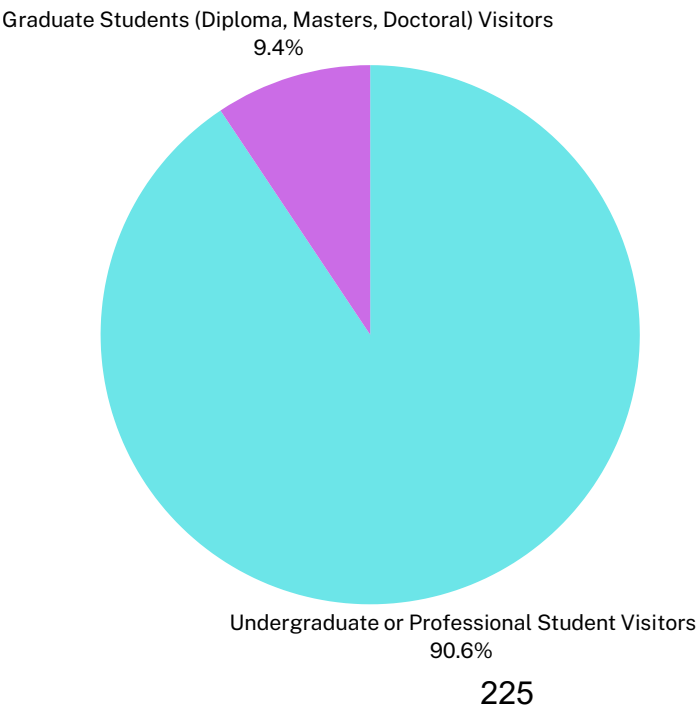
Thanks again for your guidance, it's been really reassuring to have your support through this process.

"

How We Approach Our Work:

Trauma Informed

According to the Centre for Addiction and Mental Health (CAMH):

"Trauma is the lasting emotional response that often results from living through a distressing event. Experiencing a traumatic event can harm a person's sense of safety, sense of self, and ability to regulate emotions and navigate relationships."

Trauma may result from a single recent event, a series of incidents, or prolonged exposure to distressing circumstances. It may also stem from historical or intergenerational experiences.

The effects of trauma on an individual's coping skills can manifest as decreased tolerance for frustration, difficulty adapting to change, and challenges with problem-solving (Warren, R. [2025, September 23]. Trauma-Informed Ombuds Practice).

Within the Ombudsperson's Office, we have observed an increase in appeal cases in which students are hesitant or unable to fully disclose the details of their situations—information often necessary to appropriately consider the extenuating circumstances affecting them.

To address this, the Office has adopted a universal precaution approach, presuming that any individual seeking our services may have experienced trauma. This approach emphasizes clarity, empathy, and empowerment in all interactions. Specifically, our trauma-informed practice includes:

- Using simple, clear, and strength-based communication.
- Demonstrating empathy and active listening throughout interactions.
- Ensuring transparency in our processes and providing regular updates.
- Seeking consent and maintaining cultural sensitivity at all stages.
- Clearly explaining our role and limitations.
- Removing barriers to access wherever possible.
- Encouraging visitors to bring support persons or Elders, if desired.
- Providing choices and involving visitors in decision-making.
- Maintaining a physically and emotionally safe environment.
- Practicing self-awareness and self-regulation to model emotional intelligence.

By integrating these principles into our daily practice, we aim to foster an environment of trust, respect, and compassion. This trauma-informed approach benefits all members of our community and reinforces the fundamentally humanistic nature of our work (Hodas, G. [2006]. Responding to Childhood Trauma: The Promise and Practice of Trauma-Informed Care).

" *Your support during the readmission process was truly invaluable. You went above and beyond with insightful feedback, check-ins and genuine care, which helped me to navigate the process with clarity and confidence. I am sincerely grateful for the support and encouragement you offered throughout my journey back to Western.* "

Scholastic Offences and AI

Following up on a Case Study from the 2022-2023 Annual Report of the Ombudsperson's Office, Artificial Intelligence (AI) continues to be an important area where there seems to be a lack of understanding on what is acceptable for students and in which disciplines.Taken from the AI at Western website, the guidance for students is as follows:

You have an obligation to act with honesty and integrity and abide by the rules of the syllabus for each course. You also have an obligation to yourself to learn more about a technology that may have a significant impact on your life. Check your course outline for a statement on permitted and forbidden uses of AI; it will change by course. Where you are uncertain, ask your instructor for guidance.

During the 2024–2025 reporting year, our office observed several cases involving students from one faculty who sought to fulfill their breadth requirements by enrolling in courses offered by other faculties. In these instances, the guidelines governing the use of AI varied significantly between faculties. These inconsistencies regarding what is deemed permissible have, in some cases, resulted in students being sanctioned for scholastic offences. Although course syllabi outline expectations around AI usage, many students continue to rely heavily on AI tools in their academic work, often without fully understanding the differing standards and restrictions that apply across academic units.

According to a report by the Canadian Alliance for Student Associations "Nearly two-thirds of students (23% consistently and 46% occasionally) misrepresented AI-generated content as their own work. Furthermore, a majority of students (63%) are unaware of institutional guidelines governing GenAI use" (Canadian Alliance of Student Associations. (2025, February 7). Digital transformation: Integrating artificial intelligence in Canadian post-secondary education. https://www.casa-acae.com/ai_casa_publication_2025).

Although the growth of scholastic offence concerns seen by the Ombudsperson's Office has not grown significantly from 2023-2024 where it was 8% to 2024-2025 at 10%, the statistics shared above are concerning.

While several campus initiatives, such as those offered through the PAL Centre (Student Experience) and the School of Graduate and Postdoctoral Studies Academic Integrity module, promote the responsible use of AI, the growing accessibility of AI technologies suggests that further education for the student community on the appropriate parameters and limitations of AI use may be beneficial.

Academic Considerations and Fraudulent Notes

Over the past year, the Office has observed an increase in cases involving students being sanctioned for submitting fraudulent medical documentation in support of requests for academic consideration. This upward trend may be attributed to several factors, including but not limited to:

- Increased awareness of the Ombudsperson's Office and its processes among students in such situations;
- A rise in the number of students engaging in this type of misconduct; and/or
- Enhanced verification and auditing practices related to medical documentation.

According to University policy, "Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment."

Our office has observed several cases where dates had been altered on the Student Medical Certificate (SMC) to fall in line with the requirement of the 48-hour Academic Consideration Policy. Although the SMC's were provided legitimately by a licensed medical provider, because the students had tampered with them by making these alterations, they were now considered to be fraudulent, and the students were facing sanctions because of that action.

As highlighted in the 2024–2025 Report on Academic Considerations presented at Western's October 17, 2025 Senate meeting, 1% of the 9273 academic considerations received for the 2024–2025 academic year were denied due to suspected fraudulent documentation.

The consequences of committing this offence are significant, potentially resulting in severe academic sanctions, including expulsion from the University. In addition, the submission of fraudulent documentation may be a criminal offence, which can have long-term implications for a student's future career, particularly in professions governed by regulatory or licensing bodies.

Observations and Recommendations

The Ombudsperson's Office staff engage in shuttle diplomacy, collaborating with senior administration throughout the year to address and resolve systemic issues as they arise. As a result, formal recommendations are rarely required in the Office of the Ombudsperson's Annual Report.

While this report does not include formal recommendations, it aims to highlight areas of challenge that present opportunities for dialogue, improvement, and positive change, ultimately enhancing the overall student experience across the University.

What's next
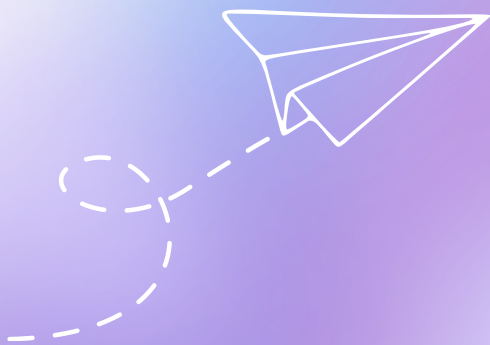
The central mandate of the Ombudsperson's Office is to promote and safeguard procedural fairness in university decision-making. This commitment is reflected in the day-to-day support provided to the students who have experienced or perceived unfairness.

Looking ahead, I am eager to advance broader initiatives and systemic priorities identified in last year's annual report. In the coming year, the Ombudsperson's Office will:

- Continue to support the development and revision of university policies to ensure that principles of procedural fairness are embedded throughout.
- Collaborate with Ombuds offices across Canada and internationally to remain aligned with best practices in the field.
- Engage in ongoing professional development and training opportunities.
- Expand outreach initiatives throughout the academic year to meet students where they are and foster greater awareness of the Office's role and services.

Western

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ITEM 13.4(b) – Designated Chairs, Professorships and Faculty Fellowships Approved on Behalf of the Senate in 2025 (or prior) by the Senate Committee on University Planning

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate delegated to the Senate Committee on University Planning (SCUP) authority to approve designated chairs and professorships on its behalf on those occasions when there is a desire on the part of the donor and the university to reserve the announcement of the gift and the position's establishment to a particular time.

As part of the terms of the delegated authority, SCUP is to provide an annual summary report on such approvals to Senate.   Similarly, the Board of Governors has authorized the Property and Finance Committee to approve designated chairs, professorships and fellowships on its behalf and to report such approvals for information to the Board in their closed sessions throughout the year.

The following Chairs and Fellowships were approved through this confidential process in 2025 or prior and have now been announced publicly. Any approved in 2025 but not announced publicly will be included in the next annual summary.

Name	Year Established	Faculty/School
Kay Family Chair in Transformational Kidney Care	2024	Division of Nephrology, Department of Medicine in the Schulich School of Medicine & Dentistry
Wolfe Chair in Orthopaedic Research and Innovation	2024	Schulich School of Medicine & Dentistry
Charles G. Drake Chair in Neurosurgery Research	2024	Schulich School of Medicine & Dentistry
Verspeeten Chair in Translational Cancer Research	2025	Department of Oncology, Schulich School of Medicine & Dentistry
Verspeeten Chair in Oncology	2025	Department of Oncology, Schulich School of Medicine & Dentistry
Abell Hodgson Chair in Regenerative Agriculture	2025	Centre for Building Sustainable Value, within Ivey Business School.

ITEM 13.5(a) – Election Results – Selection Committee for the Deputy Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the December 5, 2025 Senate meeting the following nominations were received, resulting in electronic votes:

- One additional nomination for an administrative staff vacancy on the Selection Committee for the Deputy Provost.

An electronic vote was subsequently held on December 8 – 11, 2025 and Katie Big-Canoe was elected to serve on the Selection Committee for the Deputy Provost.

The certified Simply Voting election results are attached.

ATTACHMENT(S):

Simply Voting Certified Results

Dec 11, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Selection Committee for the Deputy Provost

Start: 2025-12-09 12:00:00 America/Toronto
End: 2025-12-11 12:00:00 America/Toronto
Turnout: 52 (53.1%) of 98 electors voted in this ballot.

Selection Committee for the Deputy Provost - Administrative Staff - ONE position electable

Option	Votes
BIG-CANOE, Katie	31 (64.6%)
HALANEY, Rachel	17 (35.4%)

VOTER SUMMARY	
Total Voters	52
Abstain	4 (7.7%)

ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

- ITEM 13.3(b) – Ivey Business School: Revisions to the Policy on "Admission – Business Administration"

ITEM 15.0 – Question Period

Questions for Senate to be addressed during the agenda.

The following question is related to item 5.0.

Chris Alcantara, Senator:

In the report from the Vice-President Research, Western is pushing hard to recruit top researchers through the Canada Impact programs. Yet barriers to accomplishing this goal remain. Recently, an application was submitted for ethics review to the NMREB that had already received ethics approval from Carleton University's REB. After assurances that the process would be smooth, the application has now gone through two rounds of review, with a third pending. The researcher in question is deeply frustrated and would rather abandon the project and return the money to SSHRC rather than slog through the REB process for a low risk project that involves no vulnerable populations. If Western is committed to fostering top research and attracting the best research talent, will it also finally do what is necessary to support ethical research that also minimize the bureaucratic and red tape involved in ethics review?

The following questions are related to item 10.1.

Miranda Green-Barteet, Senator:

The Climate and Sustainability Strategy is identified as a core pillar of the *Towards Western at 150* strategic plan. At the same time, Western has significantly expanded its investment in and promotion of AI technologies across teaching, research, and administration. I'm wondering how these two priorities are being aligned/reconciled. Given the well-documented energy and environmental costs associated with large-scale computation and data infrastructure, how is the university assessing the climate impacts of its growing AI footprint?

More specifically, is the environmental footprint of AI being factored into Western's Climate and Sustainability Strategy, and if so, how is this being measured and governed? And if not, are there plans to integrate this into future sustainability planning?

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

No questions were submitted in advance of the Operations/Agenda Committee meeting for consideration at the January 16, 2026 Senate meeting.

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.