

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

SENATE AGENDA

Friday, December 5, 2025, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

- | | | | |
|-----|---|--|-------------|
| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of November 14, 2025 | | Approval |
| 2.1 | Business Arising from the Minutes | | Information |
| 3.0 | Report of the President | | Information |
| 3.1 | Strategic Plan Update | | Information |
| 4.0 | Report of the Provost | | Information |
| 4.1 | Update on University Budget Planning Process | | 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 the Honorary Degrees Committee | | Approval |
| 6.2 | Notice of Motion | | Approval |
| 6.3 | Questions for Senate | | Information |
| 7.0 | Report of the Nominating Committee (G. Little) | | |
| 7.1 | Membership – Selection Committee for the Deputy Provost | | Action |
| 7.2 | Membership – Senate Review Board Academic (SRBA) | | Action |

- 8.0 **Report of the Senate Committee on Academic Policy (K. Yeung) – No Report**
- 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) – No Report**
- 11.0 **Report of the University Research Board (P. Pexman)** Information
- 12.0 **Report of the Academic Colleague (S. Roland)** Information
- 13.0 **The Unanimous Consent Agenda**
 - 13.1 Items from the Operations / Agenda Committee
 - 13.1(a) [Schedule of Senate and Senate Committee Meetings \(2026-27\)](#) Information
 - 13.1(b) [Senate Election Schedule for 2026](#) Information
 - 13.2 Items from the Senate Committee on Academic Curriculum and Awards
 - 13.3(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](#) Approval
 - 13.3(b) Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): [Cyclical Review of the Undergraduate Program in Media and Communication Studies](#) Information
 - 13.3 Announcements and Communications
 - 13.3(a) [Academic Administrative Appointments](#) Information
- 14.0 [Items removed from Consent Agenda](#)
- 15.0 [Question Period](#)
- 16.0 New Business
- 17.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

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

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

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

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

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

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

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on November 14, 2025, be approved as circulated.

ATTACHMENT(S):

[Minutes of the November 14, 2025 Meeting](#)



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

November 14, 2025

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

SENATORS:

A. Agyapong	L. M. Gribble	A. Nocilla
Y. Al-Ani	M. Green-Barteet	V. Parsa
C. Alcantara	A. Hassan	I. Paul
A. Ali	N. Harney	P. Pexman
J. Antonelli	J. Herrera	T. Rajan
A. Awawdeh	A. Hearn	R. Ramachandran
K. Backtash	B. Hill	L. Rehmann
C. Barteet	L. M. Ibarra	S. Roland
G. Beckett	M. Joannis	J. Redden
B. Begg	A. Jokhu	B. Rubin
K. Big-Canoe	M. Khimji	S. Schmid
S. Boe	H. Kirk	L. Shahin
A. Bryson	D. Kotsopoulos	A. Shchepetkina
J. Byrd Clark	T. Layton	K. Siddiqui
N. Campbell	H. Li	N. Silvester
K. Choi	G. Little	D. Sirek
C. Chung	M. Lebo	D. Smith
S. Clarke	L. Logan	M. Stahl
N. Coates	B. Lovie	F. Strzelczyk
B. Craig	J. Makaran	J. Walsh
S. D'Arcy	M. Mills	L. Waller
M. Davison	M. Modeski	J. H. Wright
M. El-Sakka	Z. Nadeem	K. Yeung
D. Ferri	I. Namukasa	J. Yoo
J. Gemson	A. Narayan	N. Zabian

Observers:

S. Hayne Beatty, S. Hendriks, J. Hutter, S. Lewis, E. Marshall, O. Oloya, V. Sarkany, M. Yenson

In the absence of the Chair of Senate, Sophie Roland, Vice-Chair of Senate, presided over the meeting. She informed Senators that the President was attending the Royal Society of Canada's (RSC) annual Celebration of Excellence and Engagement.

LAND ACKNOWLEDGEMENT

N. Campbell offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

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

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

That the minutes of the meeting of October 17, 2025, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

The written report was provided as part of the agenda package and distributed prior to the Senate meeting.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic), in addition to the written report provided in advance of the meeting, highlighted several important matters including an overview of the budget planning process. She reminded Senators that, given the unstable financial context, the budget will now follow a two-year cycle. Additionally, the Provost advised that two upcoming budget information sessions will be held and encouraged Senators to participate.

F. Strzelczyk continued her report with an update on the Western International College and confirmed that students attending will be treated as Western students from day one, with full access to all services, supports, and campus life. Also, she advised that the Western International College serves as an additional pathway to Western and will not replace or reduce direct recruitment efforts and confirmed that efforts to strengthen direct recruitment are ongoing.

F. Strzelczyk concluded her report by commenting on the upcoming Fall Preview Day, advising of the extraordinary level of interest from prospective students and extending appreciation to the Registrar's team and all volunteers.

In responding to a question of clarification, the Provost advised that the cost of education for domestic students is not fully covered by grants and tuition, emphasizing that the financial sustainability of the University must be diligently considered. She noted that any growth in student enrolment should be strategic, balancing Western's infrastructure, resources, and program quality to ensure that the highest standard of education is maintained.

A Senator requested information on whether students above the funding corridor represent a net loss to the University, considering marginal cost and marginal benefit.

The Provost addressed a question of clarification about how the recent shift in the cap on international students may apply to Western and its partnership with Navitas, noting that the federal system for implementing the cap has not yet been finalized.

F. Strzelczyk confirmed that the commitment to maintaining Clare Hall as a women-only residence hall remains in place. Students from the Western International College who wish to have a women-only accommodation will have access to it.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

In addition to the materials provided in advance of the meeting, P. Pexman, Vice-President (Research), provided a brief update on recent initiatives led by Western Research, highlighting the results from the final major grants competition, noting strong performance of Western's researchers. She further advised that Western continues to break grant application records, demonstrating significant progress toward achieving the goal of \$400 million in annual research funding.

P. Pexman continued her report with an update on the Canada Research Chairs program and discussed strategies for increasing the number of Chair positions for Western.

P. Pexman concluded her report with the information on Research Information Management System (RIMS), informing Senate that the system was officially launched, with the first phase focusing on building and validating researcher profiles.

In responding to a question on a status update for the external ethics review, P. Pexman noted that the final report on the reviewer's recommendations and the implementation plan will be presented at the next University Research Board (URB) meeting, followed by presentation at the December Senate meeting.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee (OAC), M. Joannis presented the report of the Committee.

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

It was moved by M. Joannis,

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

CARRIED

ITEM 6.2 – Notice of Motion

Senators M. Green-Barteet and A. Hearn introduced a Notice of Motion at the October 17, 2025, Senate meeting. This Motion was referred by the Chair of Senate to the Operations/Agenda Committee (OAC) for consideration. OAC considered the Notice of Motion and determined that it is appropriate for it to be considered by Senate. A. Hearn noted that the motion implies only a discussion, not a determination of the outcome.

A Senator raised a question of clarification regarding how the consultation process on the changes to Western's Investment Policy, which were announced previously, aligns with the current discussion.

It was moved by N. Zabian, seconded by M. Green-Barteet,

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

CARRIED

The Chair opened the floor for discussion regarding the matter outlined in the motion. N. Zabian presented a 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.

Senators in favour of the motion spoke to the value of a responsible investment approach, while recognizing the potential financial risks associated with divestment, and asserting that aligning financial decisions with ethical, environmental, and social considerations enhances Western's reputation and reflects its current values.

Additionally, a Senator spoke to the various formal groups on campus that had already passed motions supporting responsible investment and ethically-aligned divestment, recognizing that the long-term benefits of responsible investment, including reduced exposure to reputational risks, might outweigh the immediate financial risks.

Senators spoke to the value of establishing a Special Committee on Ethical and Human-Rights–Aligned Responsible Investing.

In accordance with Senate’s Rules of Order, the Chair advised that the notice of motion would be referred to the Operations/Agenda Committee for consideration at its next meeting.

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

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

REPORT OF THE SENATE NOMINATING COMMITTEE

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

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

Cherin Chung was acclaimed to the Selection/Review Committee for the Provost & Vice-President (Academic) as a graduate student representative.

Kim Clark, James Lacefield, Geoff Wild and John Yoo were acclaimed to the Selection/Review Committee for the Provost & Vice-President (Academic).

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

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

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

It was moved by B. Lovie, seconded by G. Beckett,

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

CARRIED

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

It was moved by B. Lovie, seconded by L. M. Gribble,

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

CARRIED

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

In response to a question concerning the process for selecting programs for the Western International College, J. Hutter, Acting Deputy Provost, outlined the selection criteria and the consultations with relevant Faculties. Additionally, he provided clarification on the approach to undergraduate programming, noting that targeting an individual program is unnecessary and that undergraduate offerings at Western International College would follow the existing undergraduate curriculum.

L. Rehmann, Associate Dean (Graduate), Engineering, addressed a question of clarification regarding the Faculty’s involvement in the admission process for entry into Western’s Master of Engineering program, emphasizing that the final decision remains within the purview of the respective departments.

It was moved by K. Siddiqui, seconded by L. Rehmann,

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

Master of Engineering (MEng) in Chemical and Biochemical Engineering

Master of Engineering (MEng) in Civil and Environmental Engineering

Master of Engineering (MEng) in Electrical and Computer Engineering

Master of Engineering (MEng) in Mechanical and Materials Engineering.

CARRIED

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented the URB report and shared that the October 28th URB meeting was primarily dedicated to discussion of a presentation on the Life Sciences Innovation District at Western Discovery Park.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- 13.1(a) – Order of Ceremony – Spring Convocation 2026
- 13.1(b) – 2024-2025 Annual Report of the Senate Review Board Academic (SRBA)
- 13.1(c) – Senate Membership – Vacancies Filled by Appointment

REPORT FROM THE SENATE COMMITTEE ON COMMITTEE ON ACADEMIC POLICY

Information Items Reported by Policy on Unanimous Consent:

- ITEM 13.2(b) – Undergraduate Sessional Dates (2026-2027)
- ITEM 13.2(c) – Senate Academic Policies Website Reorganization
- ITEM 13.2(d) – Revisions to the Procedure for Establishing New Senate Academic Policies or Amending Existing Policies
- ITEM 13.2(e) – Renaming of “Graduate and Postdoctoral Studies” Academic Policies

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

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

It was moved by G. Little, seconded by C. Alcantara,

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

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

That the modules be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

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

It was moved by G. Little, seconded by C. Alcantara,

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

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

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

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

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

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

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

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

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

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

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(c) – Report of the Subcommittee on Program Review – Undergraduate: Cyclical Reviews of the Undergraduate Programs in Gender, Sexuality, and Women's Studies; Global Studies (University College); and Thanatology (King's University College)
- ITEM 13.3(d) – Report of the Subcommittee on Program Review – Graduate: Cyclical Review of the Graduate Program in Chemistry
- ITEM 13.3(e) – New Donor-Funded Scholarships, Awards and Prizes

ITEMS REMOVED FROM THE CONSENT AGENDA

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

The proposal for the revisions to the Policy on “Course Outlines” was removed from the consent agenda at a Senator’s request due to the concerns that the Policy is not in an accessible format, as it contains hyperlinks that screen-reader users are unable to interpret or navigate effectively. The Chair noted that the appropriate unit will follow up on this suggestion.

It was moved by S. Boe, seconded by N. Zabian,

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

CARRIED

QUESTION PERIOD

The full text of the questions submitted for the Question Period in advance of the meeting was posted in the Agenda at Item 6.3. The questions and responses are summarized below:

Question regarding Western’s approach to sustaining EDIDA commitments

F. Strzelczyk addressed a question regarding Western’s plans to sustain its commitment to EDIDA in teaching, learning, and research with the current national debate about the role of EDIDA in post-secondary education and confirmed that Western continues to advance EDIDA principles as a core part of its academic mission. Additionally, the Provost commented on the level of institutional autonomy, emphasizing that currently there is no external pressure related to this important matter.

Status Update on the Plan for Convocation’s Return to Campus

In response to a question regarding the steps taken during this first year toward fulfilling the commitment to return Convocation ceremonies to campus, F. Strzelczyk advised that the decision to temporarily relocate Convocation to Canada Life Place was made to address accessibility issues while an on-campus solution is being developed. As recommended in the Convocation Task Force report, potential long-term solutions are being considered through Western’s existing capital planning process.

Update on Western’s Campaign

A. Bryson provided a response received from K. Bertrand, Vice-President (Western Advancement), explaining that the majority of philanthropic contributions are restricted to specific goals or initiatives, rather than going toward general operating costs. In follow up to the response provided, a Senator asked whether a representative from the

Advancement team could be invited to speak at Senate and noted their own experience with engaging donors to support general operating costs.

Question regarding generative AI and the rise of academic offenses

S. Lewis, Vice-Provost (Academic Programs), commented on the use of a generative AI and Western's approach to misuse of this tool by students. She outlined Western's efforts that are being made to increase awareness and establish clear guidelines, through consultation with the Associate Deans and instructors, aiming to uphold academic integrity.

Question regarding graduate courses minimum class size

F. Strzelczyk clarified that the minimum class size requirement applies only to undergraduate courses and addressed a question concerning whether similar requirements would apply to graduate level offerings. She emphasized that given the complexity of graduate course planning, there is a plan to provide recommendations for best practices that will be developed through a fulsome consultation process.

A Senator raised a question of clarification as to whether the matter of minimum class size should be subject to Senate oversight. A. Bryson advised that this matter will be reviewed, and Senate will be updated accordingly.

In response to a question regarding the budget constraints and funding for graduate enrollment, F. Strzelczyk advised that work is currently underway to balance undergraduate enrollment while preserving opportunities for graduate students.

ADJOURNMENT

The meeting adjourned at 3:02 p.m.

S. Roland
Vice-Chair

A. Bryson
University Secretary

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Several items from the November 14, 2025 meeting of Senate resulted in business arising:

Item 3.0 Report of the Provost. A request was made to provide additional information on students enrolled above the funding corridor. This question will be addressed under the Provost's Report.

Item 5.0 Report of the Vice-President (Research). The request for an update on the research ethics review will be addressed at the report of the University Research Board.

Item 13.2(a) – Revisions to the Policy on "Course Outlines". In response to a request to provide an accessible version of the policy, the Secretariat will make an administrative change and provide a revised version in January.

Item 15.0 Question Period. Karen Bertrand, Vice-President (Western Advancement), will provide an update regarding Western's Campaign.

Item 15.0 Question Period. A question was asked regarding whether minimum class sizes are or should be included in Senate academic policy. This question will be addressed under the Provost's Report.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: November 28, 2025

Re: Monthly report for December 2025

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of November 7, 2025.

Enrolment: Final 2025-2026 enrolment numbers as reported to the Ministry are below:

- Western and Affiliated University Colleges total full-time enrolment: 43,330
- Constituent University full-time enrolment: 37,716
 - Undergraduate: 29,235
 - Graduate: 7,012
 - Other: Medical Residents: 1,084; Concurrent Programs: 370
- International full-time enrolment Western and Affiliated University Colleges: 4,735
- International constituent university full-time enrolment: 4,076

Black Studies Major launched: colleagues in the Department of Gender, Sexuality and Women's Studies celebrated the launch of the Black Studies Major, which began this fall. Open to all students at Western, the Major aims to develop knowledge of the issues facing people from the Black Diaspora, and encompasses historical, theoretical, and socio-cultural topics.

New Centre for Bioethics opens December 4: the Faculty of Health Sciences will celebrate this new research centre with a lecture by renowned bioethicist and Western alumna Françoise Baylis (MA'84, PhD'89), who recently became President of the Royal Society of Canada. The new centre will be led by Maxwell Smith (Health Sciences).

QS Sustainability Rankings: Western moved up from 30th to 24th among 1,994 institutions worldwide and maintained its rank as 4th in Canada. The QS rankings provide a unique and detailed framework to assess how universities are taking action to tackle the world's greatest environmental, social and governance challenges.

Western tops national ranking for Academic All-Canadians: Western had the highest number of athletes competing in U SPORTS competition who maintained academic averages of 80 per cent or higher. Across all varsity sports at Western (including teams outside of U SPORTS), 559 Mustangs achieved scholar-athlete status.

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

- **Laura Misener** (Health Sciences) named Dr. Frank J. Hayden Endowed Research Chair in Sport and Social Impact.
- **John McGuire** (Schulich) recognized as an outstanding peer reviewer by *Canadian Institutes of Health Research* (CIHR).
- **J.M. Floryan** (Engineering) received the 2026 *Canadian Society for Mechanical Engineering's* Fluid Mechanics Medal and the prestigious C.N. Downing Award in recognition of his contributions to the field of fluid mechanics.
- **Jason Oliver** (Western Technology Services) named to the 2025 Hot Topics Global CIO Top 100 list.
- **Heather Gardner** (BMus'08) named to *Billboard Canada's* 40 Under 40.
- **Liza Choi** (EdD'25) received the 2025 *Canadian Bureau for International Education* (CBIE) Emerging Knowledge Award.
- **Western Communications** received five awards from the *Council for Advancement and Support of Education* District II which includes Ontario, as well as seven states in the eastern part of the United States, as well as Puerto Rico and the US Virgin Islands.

Leadership updates:

Michael Kim announced he will not seek a second term and will conclude his service as Dean of the Don Wright Faculty of Music on June 30, 2026. **Sophie Roland** has accepted an invitation from Florentine Strzelczyk, Provost & Vice-President (Academic), to serve as Acting Dean for a two-year term beginning July 1, 2026.

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

ITEM 3.1 – Strategic Plan Update

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

A. Shepard, President & Vice-Chancellor will provide an update on the Strategic Plan.

ATTACHMENT(S):

[Western University Strategic Plan](#)

TOWARDS WESTERN AT 150

Western University Strategic Plan

Progress and
Looking Ahead



Strategic Pillars

- Greater Impact
- People, Community, & Culture
- Western's Place in the World



Greater Impact

Growing our community and capacity.
Transforming research, teaching, and student experience.

- Growth in enrolment, new academic programs
- **\$315M** record annual research funding and climbing
- Several signature **buildings and spaces** completed
- Advancing our **research institutes** and **core facilities**
- **Brescia-Western** integration
- New **Learning Management System** & **98** academic spaces transformed with digital technology
- **AI** institution-wide: research, teaching, operations

↑ **18%**

Full-time enrolment

~5,800 students

↑ **19.4%**

Research funding

\$1 billion+

All in campaign launched
\$540+ million raised to date
for Canada and the world



Success stories



Research Chairs Success

Canada Excellence Research Chair
29 new **Canada Research Chairs**
19 new **Endowed Chairs**



Entrepreneurship at Centre of Campus

Opened the **Ronald D. Schmeichel Building** in September 2024

Rapid expansion of entrepreneurship programming and opportunities for all.



74% -> 90% Experiential Learning

Participation rates in **experiential learning** have soared across five signature experience categories

International Media Coverage

61.54%

increase over past 3 years

The New York Times



Where is Canada hiding all its tornadoes?

The Guardian



Scarier than lions: how fear of 'super predator' humans is shaping the animal kingdom

CNN



Webb telescope captures iconic ring nebula in unprecedented detail

The New York Times



What flying in a wind tunnel reveals about birds

BBC



How do exercise and video games affect cognitive performance?

The Washington Post



Can't go to the moon? This crater in Canada is the next best thing.

POPULAR SCIENCE



Don't tape your mouth before bed



INDEPENDENT



Archaeologists perplexed to find 'very large' Roman leather shoes at ancient fort

The Guardian



Waiting for the tsunami: Tofino's waves are loved by surfers – but this Canadian town is braced for disaster

Mirror



Face of Tutankhamun seen for the first time in over 3,300 years after scientific reconstruction

People, Community, & Culture

Equity and inclusion. Advancing reconciliation. A sense of belonging.

- **Top Employer** rankings – Forbes & Southwestern Ontario
- **Operational excellence & leadership development** programs
- **Building community** – staff, faculty, students, alumni
- Launched **Office of EDI** and **EDIDA Strategic Plan**
- **Faculty diversity** – hiring clusters, CRCs, across faculties
- **Wampum Learning Lodge** - 3,000+ visits/year

55,515

EDI learning modules completed

23 projects

Funded through the Parr Centre for Thriving

\$2.46 million

Scholarships & bursaries for underrepresented groups

more than 10x total from 2020-21



Success stories



Indigenous Learning Bundles

Maatookiying gaa-miinigoowiziying, or Sharing Our Gifts, a campus-wide Indigenous curriculum initiative



Building Community & Belonging

Staff and Leader Learning Days bring build employee community. 40+ cultural, learning, and celebration events annually for entire campus.



Changing Culture

>**95%** of 2025/26 first-year undergraduates participated in **consent education**. Enhanced safety, programming and support: OWeek, Homecoming, and year-round

Western's Place in the World

Strengthening ties globally and locally. Building Sustainability. Telling our story.

- **Strengthening local partnerships** – city, region, industry, government, hospitals, community organizations
- Building **global engagement**
- **Western International College**
- Launching **Western's Toronto Space** in early 2026
- **14th** globally, **3rd** in Canada for **Sustainable Development**
- New **Climate and Sustainability Strategy** underway

267

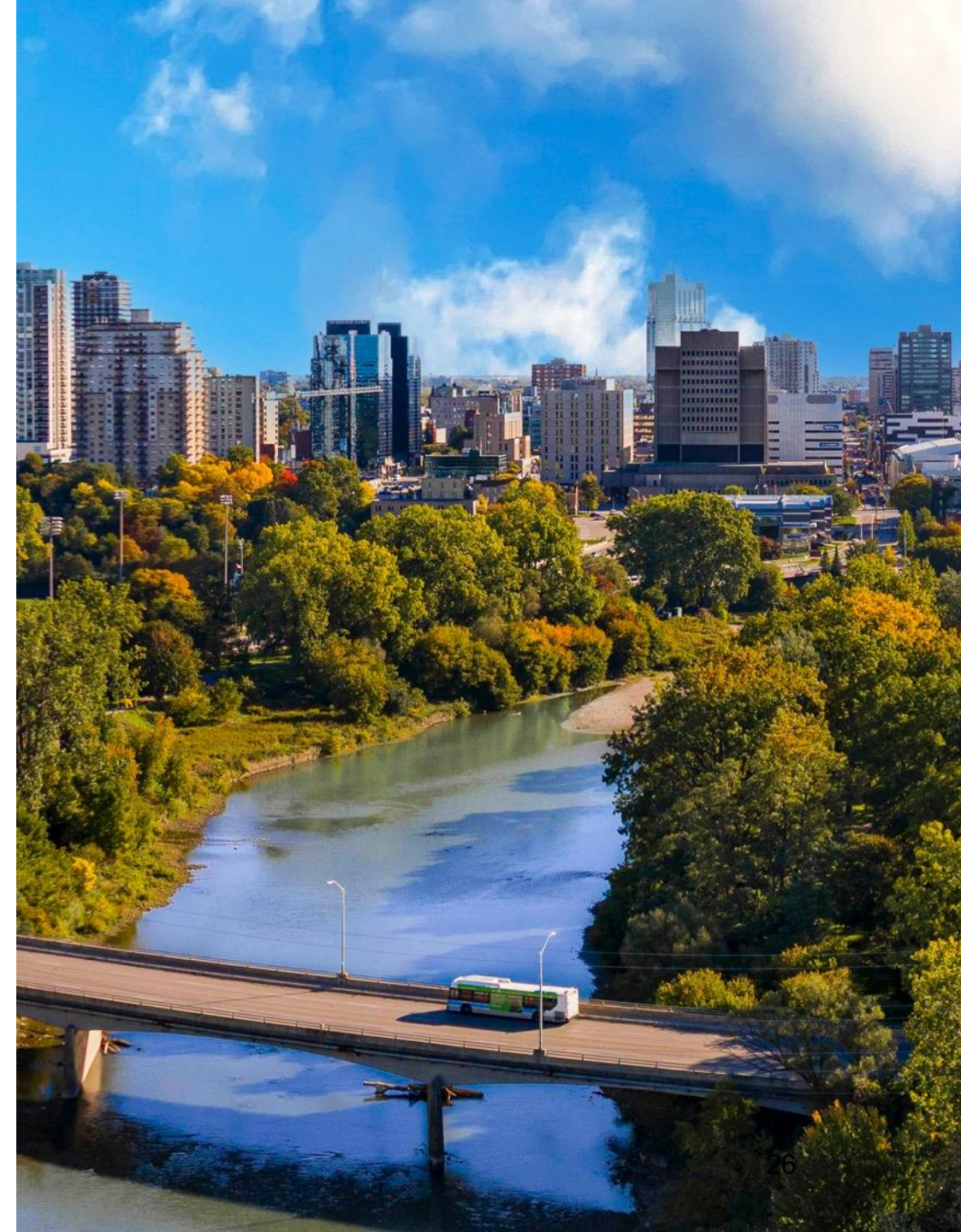
Active **international agreements** in **60** countries.

~5,000

Students participate in **project-based learning** with local organizations.

34% reduction

in greenhouse gas emissions (over 2005 baseline) while campus size grew by 39%



Success stories



Expanding regional medical education

Schulich Medicine & Dentistry has training sites in **110+ communities** across Southwestern Ontario, Recently launched full-time clerkship training in Sarnia.



International Learning

4,419 students participated in international mobility activities in **79 countries** between 2021/22-2023/24



Sustainable Impact Fund

\$1 million invested in **61 projects**

Rankings: Building Global Reputation

WORLD RANKINGS 2025



151

Globally

6

Canada



201-250

Globally

10

Canada



185

Globally

6

Canada

QS SUSTAINABILITY 2026

24

Globally

4

Canada

THE IMPACT RANKINGS 2025

14

Globally

3

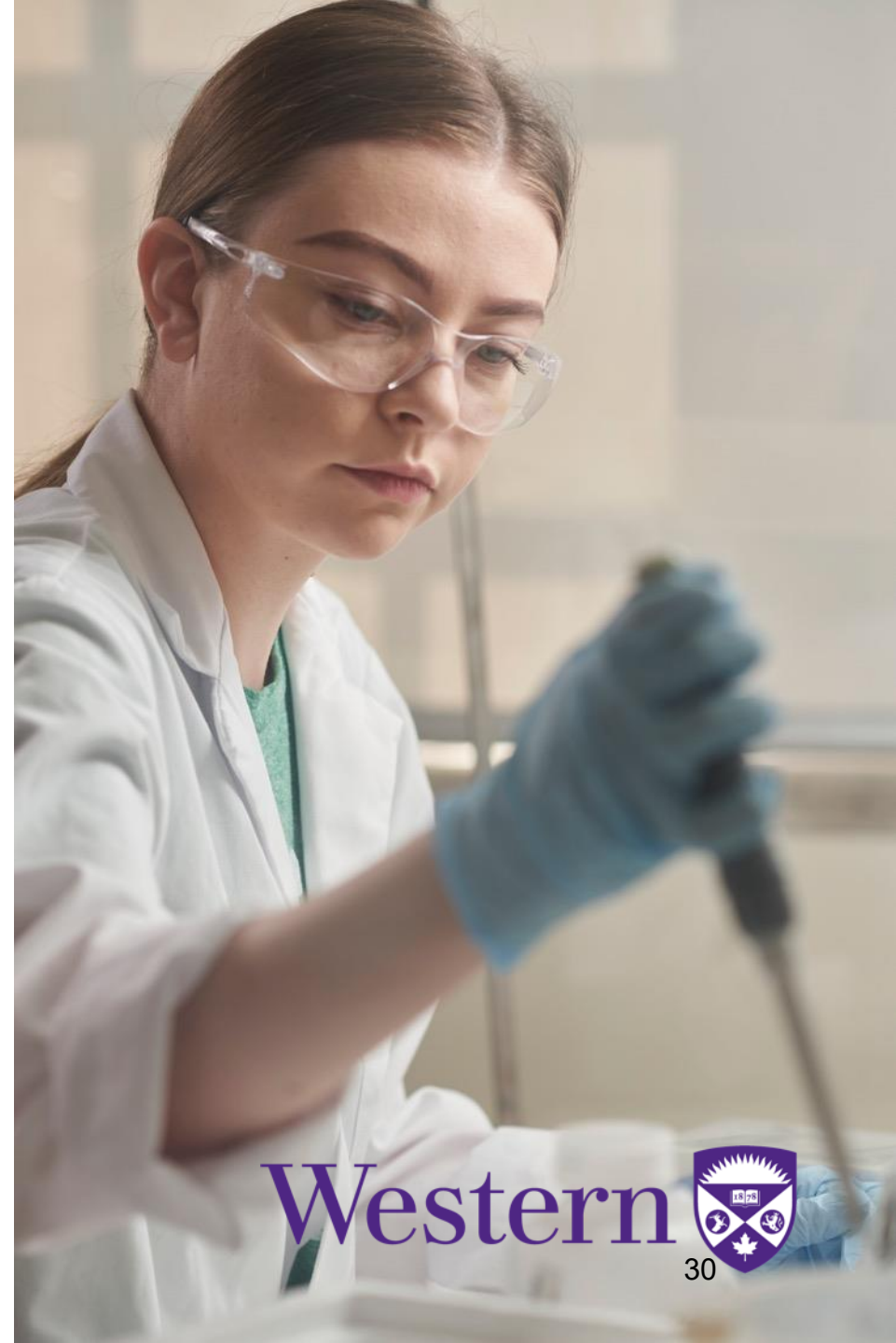
Canada

Challenges



Higher Education Landscape

- Provincial funding framework
- Federal budget – investments in the innovation economy
- Decline of social contract
- Immigration changes – ups and downs



Looking Ahead: Strategy and Focus



“We can control what we give ourselves –
what we build for ourselves.”

Prime Minister Mark Carney (September 2025)

Priorities

Research intensity

All in Campaign

Capital projects (e.g. Bioconvergence)

Building partnerships

Transformative student experience

Global recognition and reputation



Commitments

Academic investment and innovation

Administrative costs - strategic

Investing in talent, people, and culture

Balanced long-term planning



ITEM 4.0 – Report of the Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

None.

ITEM 4.1 – Update on University Budget Planning Process

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

F. Strzelczyk, Provost & Vice-President (Academic), will provide an update on the university budget planning process.

ATTACHMENT(S):

[Budget Planning 2026-27](#)



Budget Planning 2026-27

December 5, 2025

Today's Conversation

- How Western's budget is structured
- What we've achieved with disciplined planning
- Headwinds and constraints
- Looking ahead

Western's Budget

Types of Funds

Operating

Capital

Research income

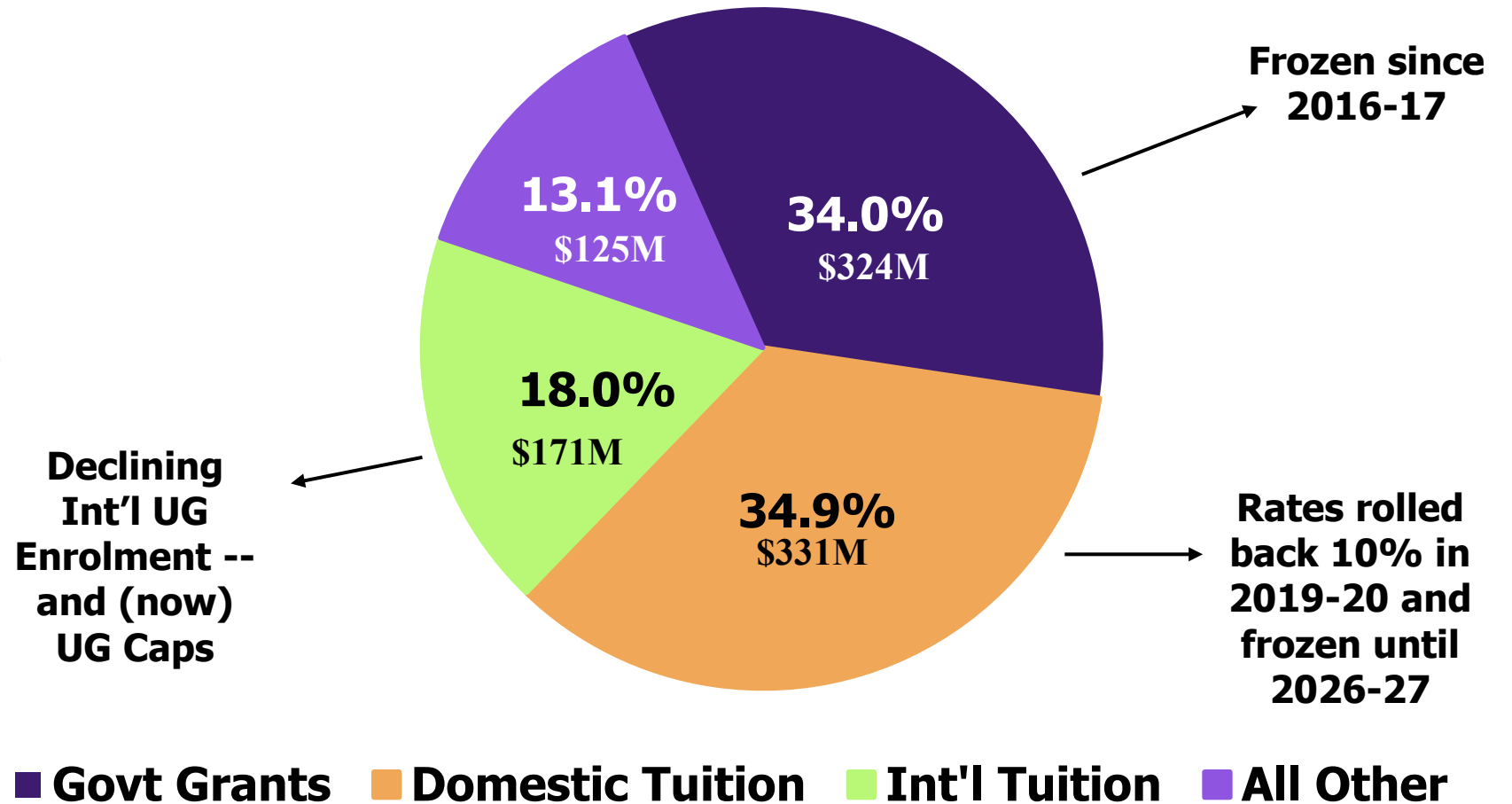
Philanthropy & other restricted

Where Our Operating Money Comes From

- Tuition (domestic and international)
- Operating grants and special envelopes
- Other revenues (ancillaries, fees, services)

Operating Revenues 2024-25

\$951M



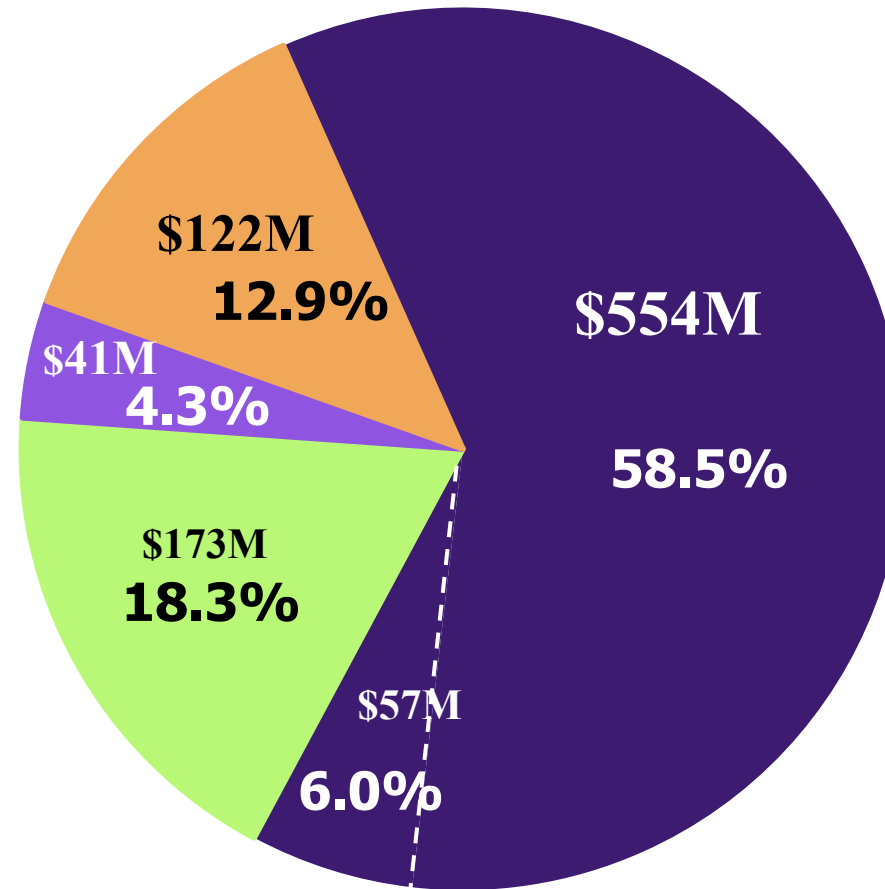
Where does our money go?

- Predominantly to the faculties
 - Faculty and staff
 - Teaching and learning resources
 - Research resources
- Student financial aid
- Administrative and operational support
 - Student supports and services

Operating Expenditures

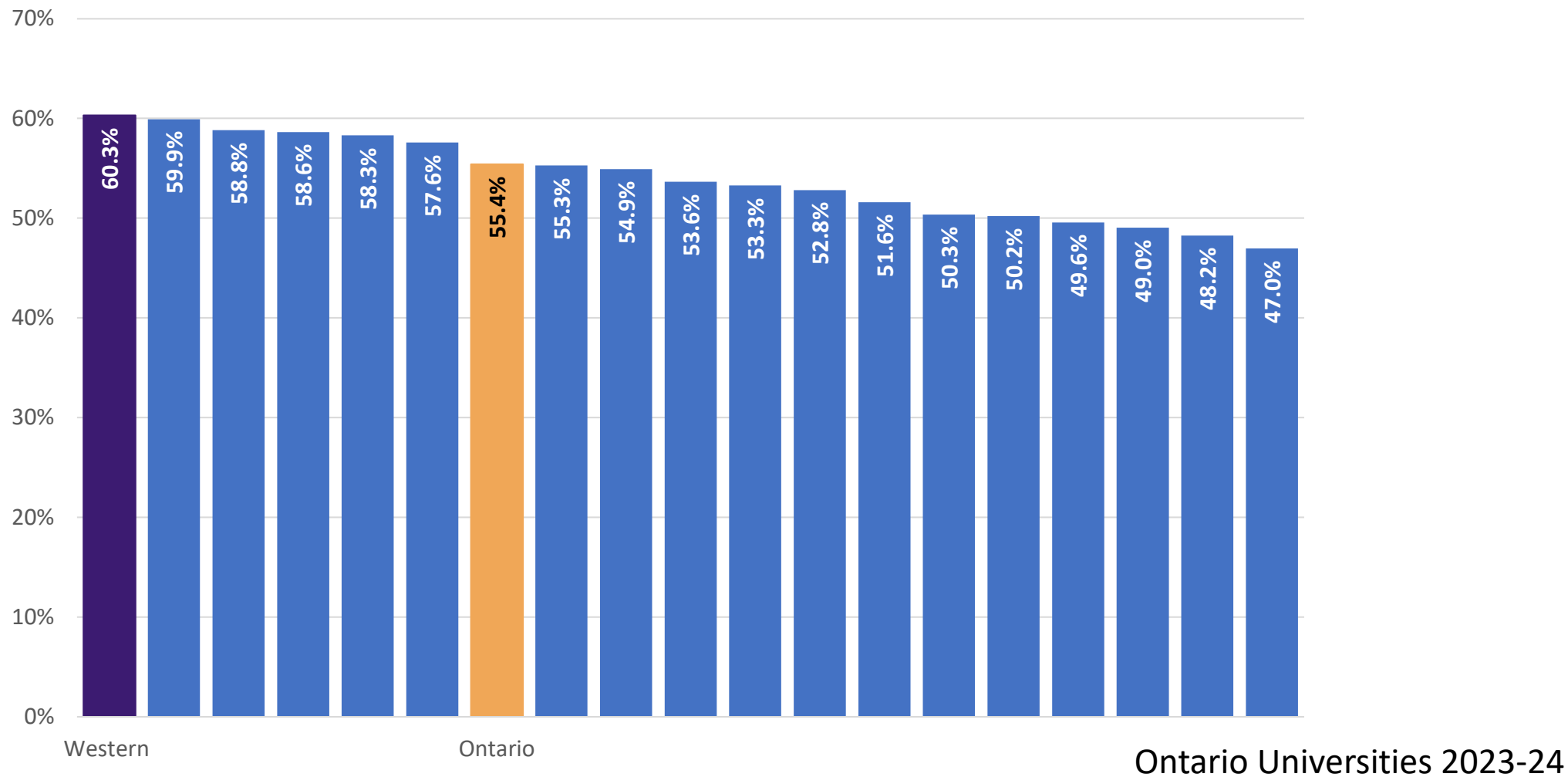
2024-25

\$947M



■ Faculties ■ Graduate Student Support ■ Support Units ■ Student Aid ■ University-wide

Our Operational Spend on Academic Units vs Ontario



Types of Funds

Operating

Capital

Research income

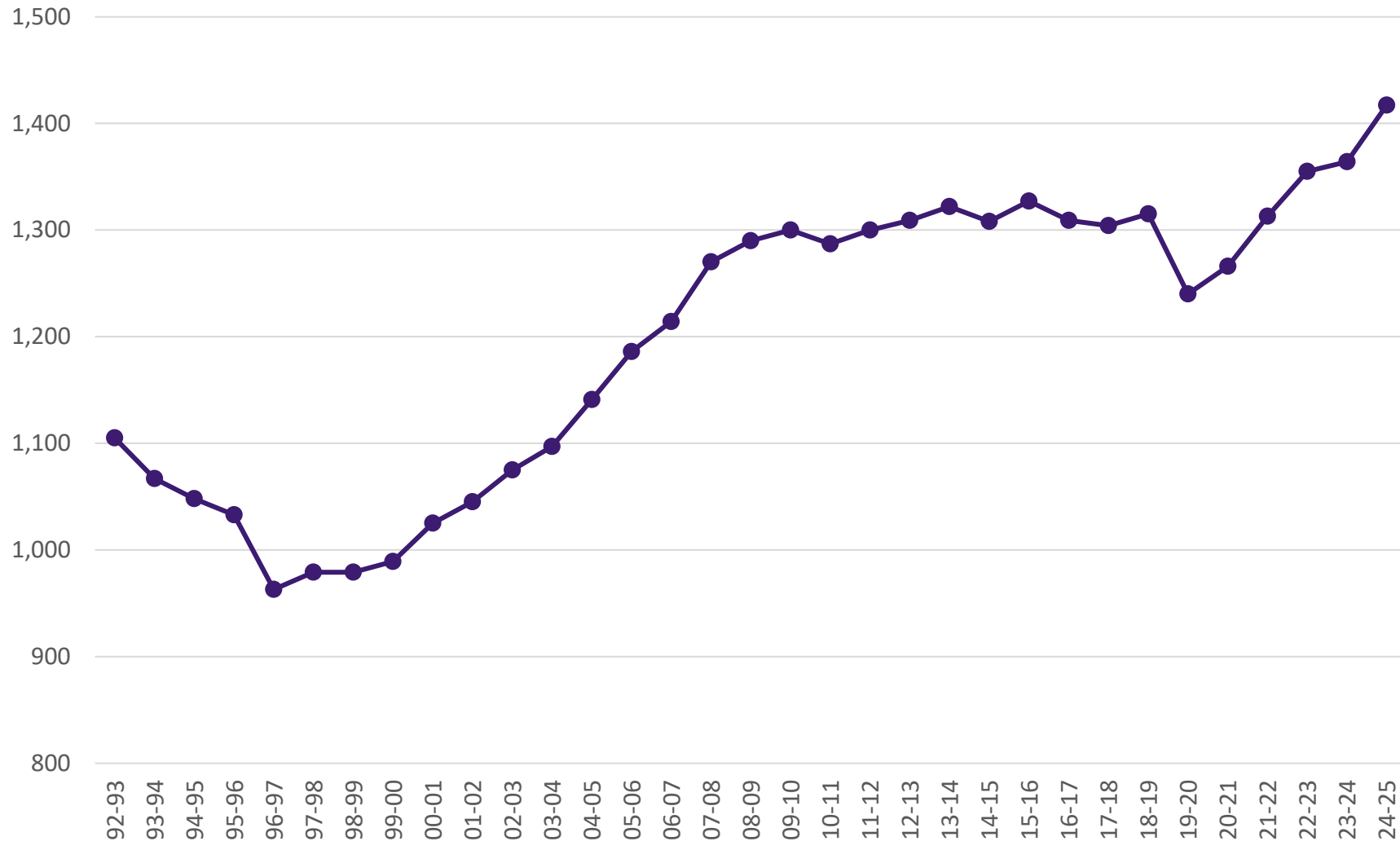
Philanthropy & other restricted

About Capital Investments

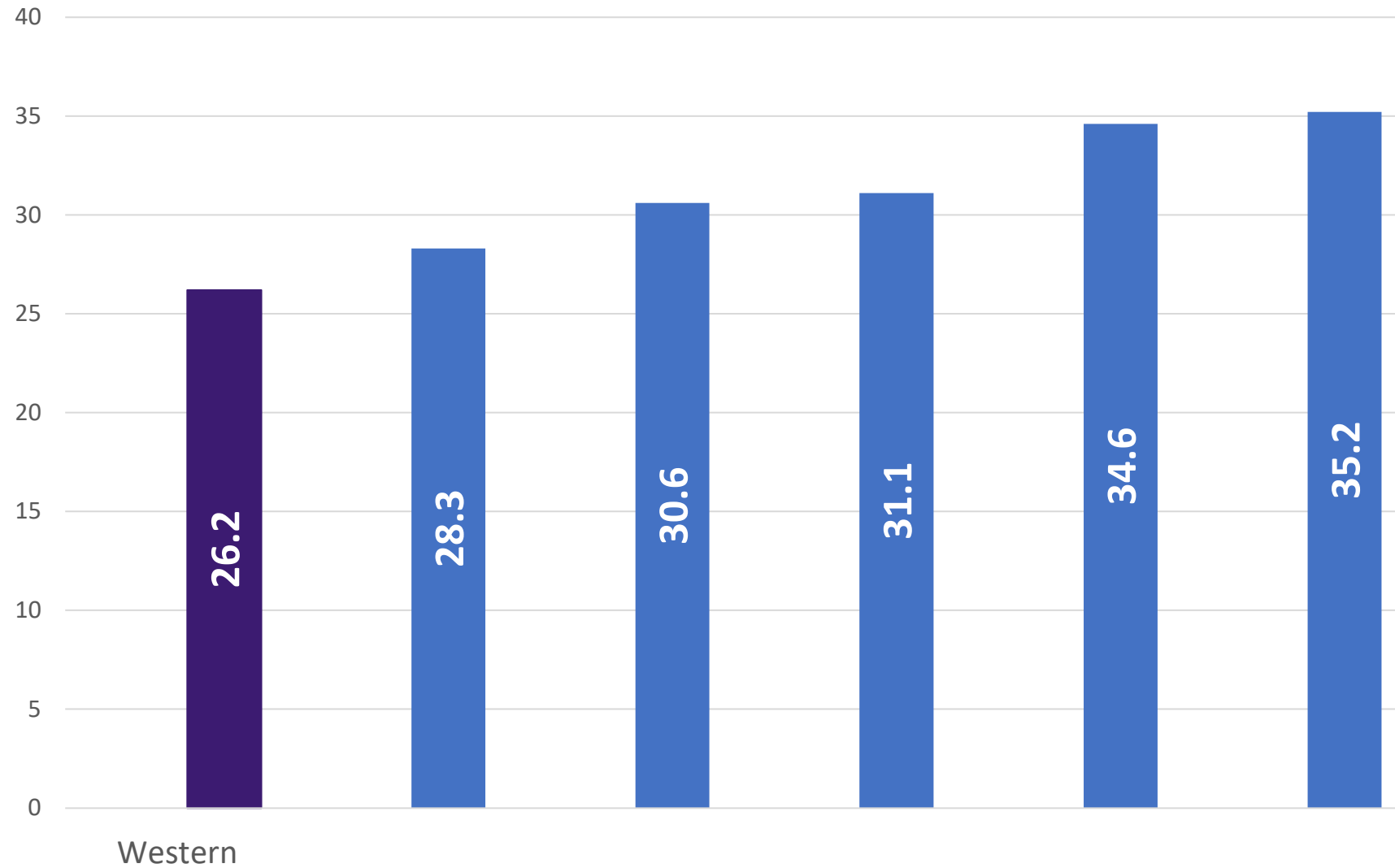
- Attract great faculty
- Catalyze new innovative research
- Enable students to learn
 - with the newest equipment
 - and in innovative settings
- Enable students to engage in innovation and entrepreneurship

Employing Our Resources Wisely: Our Track Record

Full-Time Faculty at Western (excludes Clinicians)

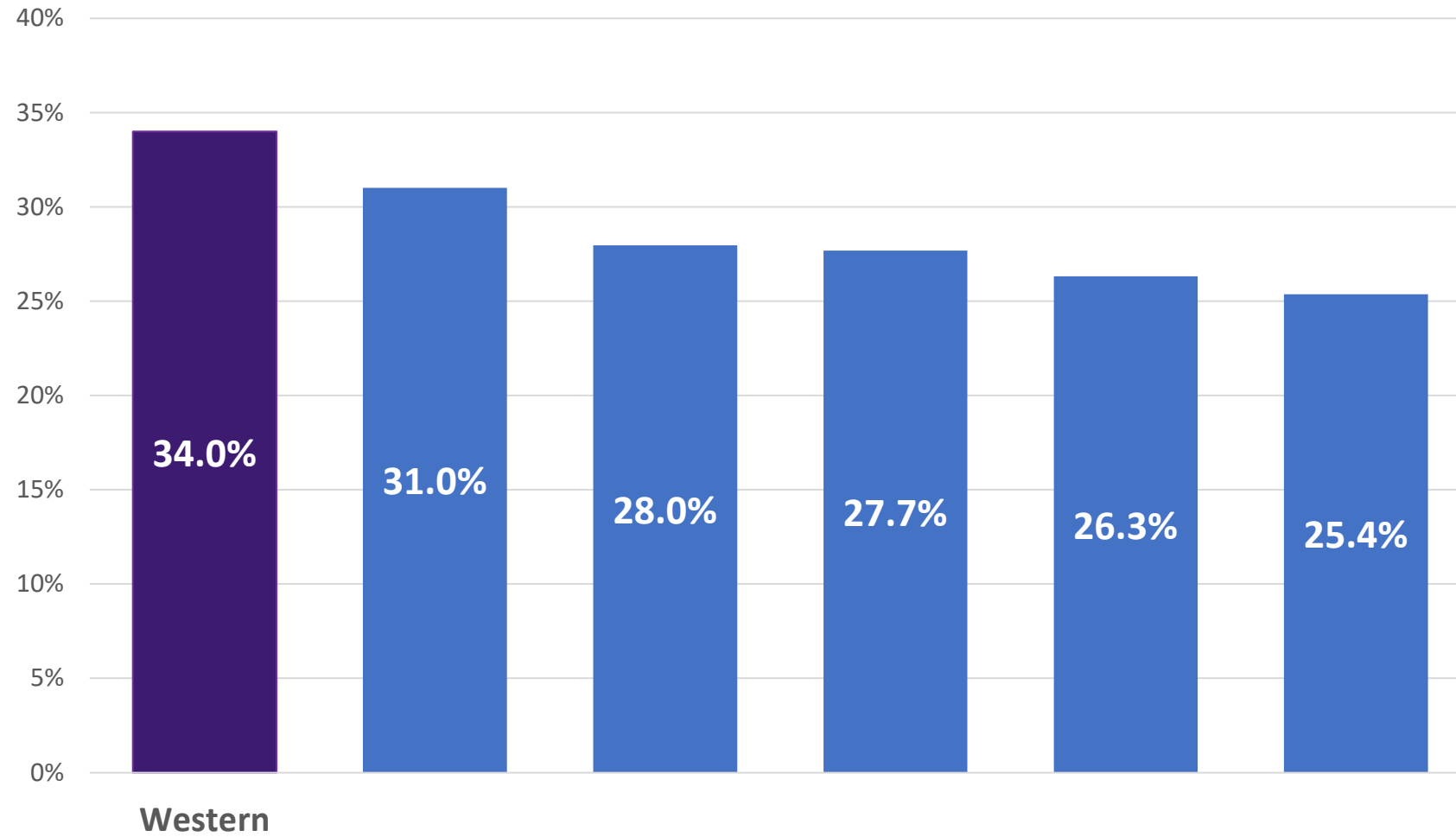


2023-24: FTE Student to Faculty Ratios, Ontario U6

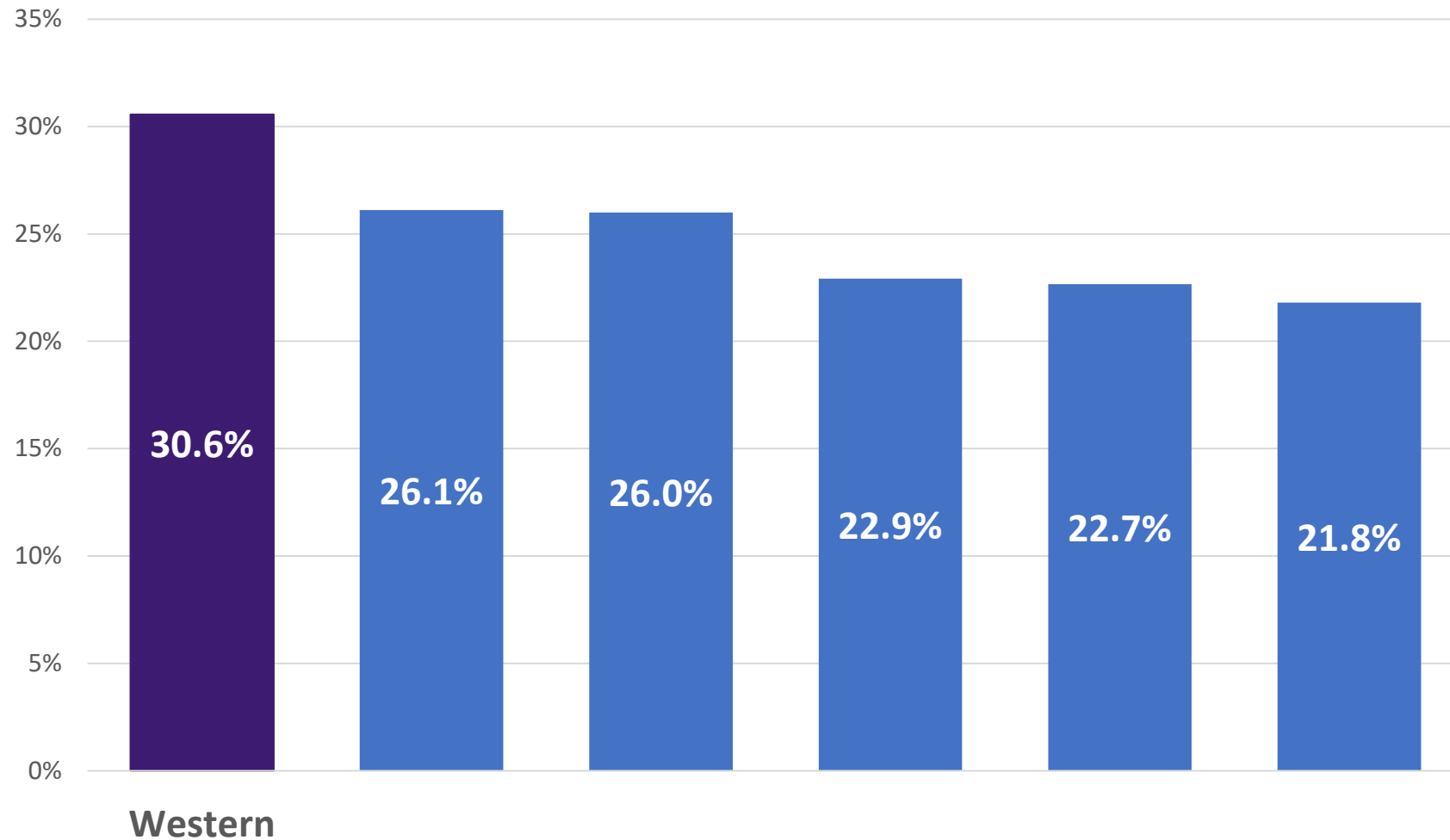


Source: U15 Data Exchange

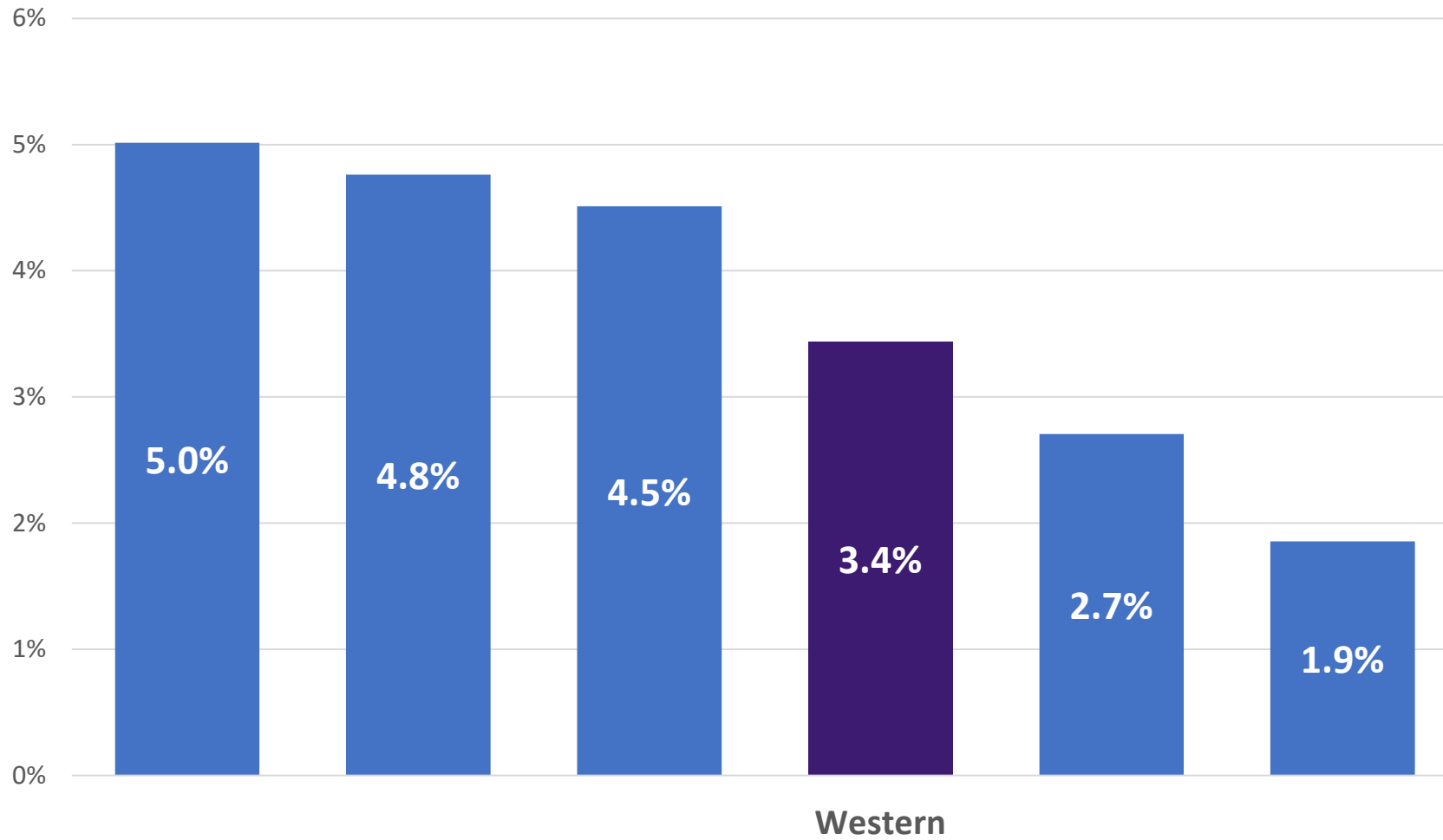
Academic Salaries (Full-Time and Part-Time) as a % of Total Operating Expenditures Ontario U6 Universities – 2023-24



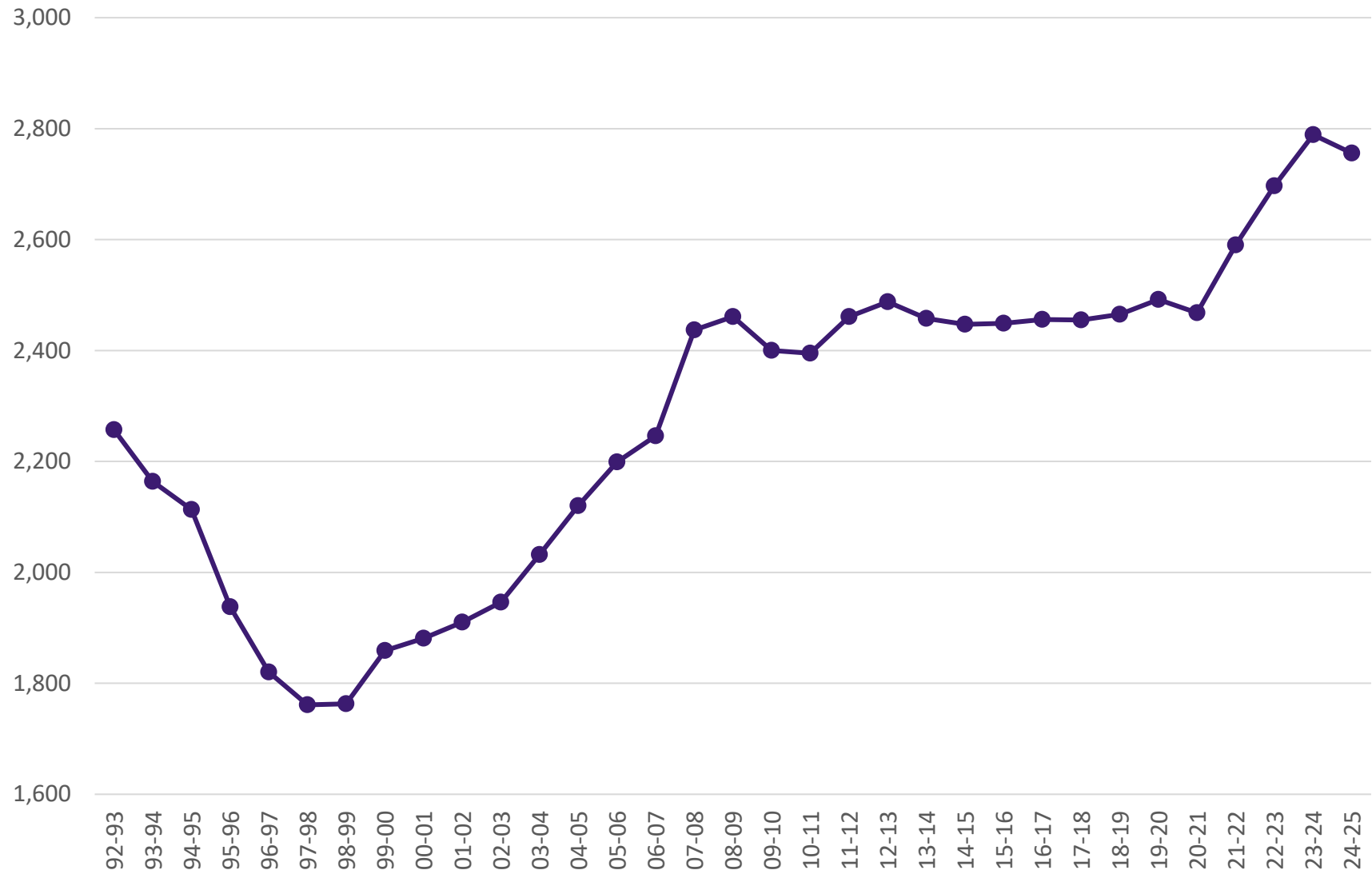
Full-Time Academic Salaries as a % of Total Operating Expenditures Ontario U6 Universities – 2023-24



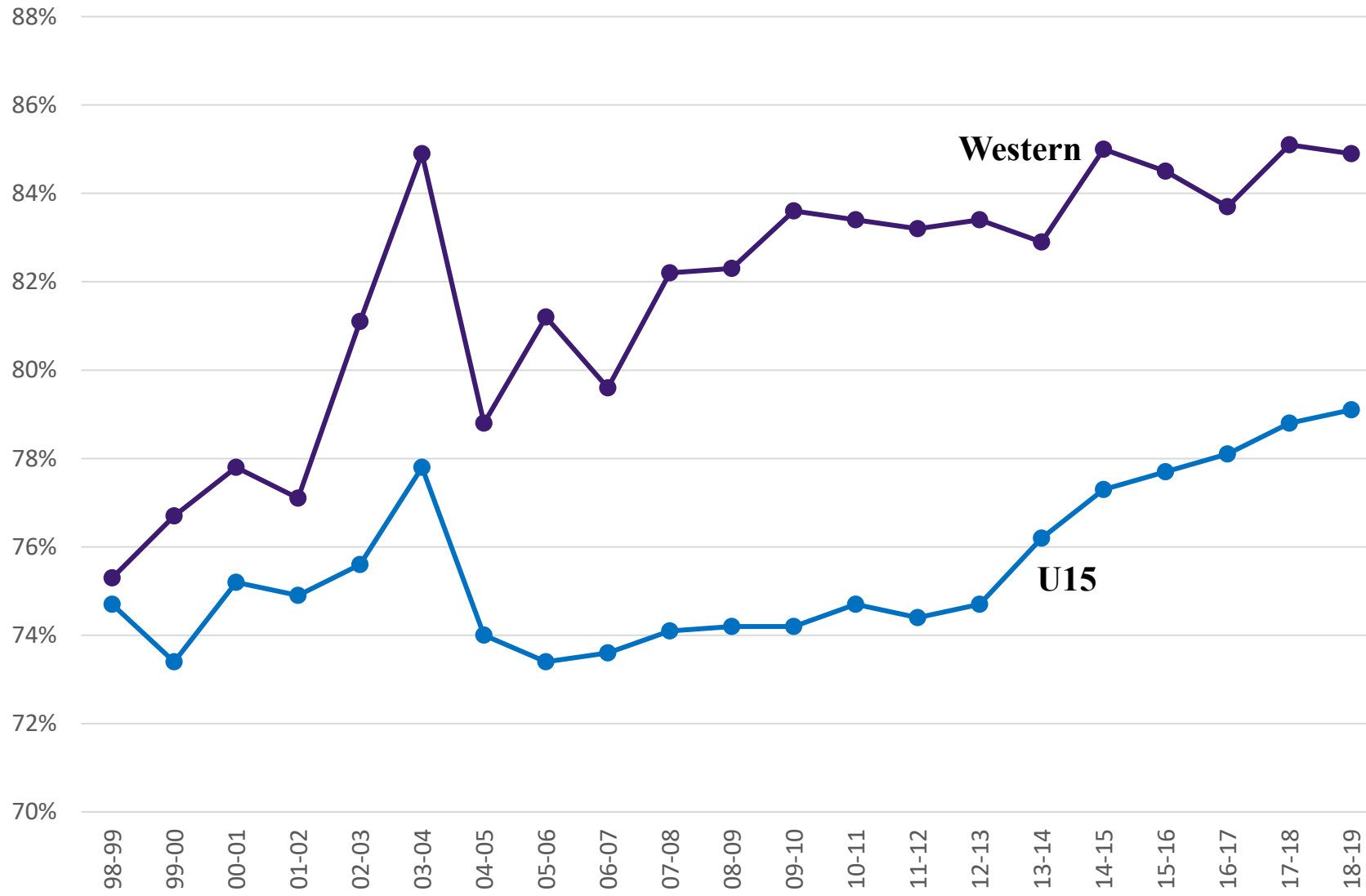
Part-Time Academic Salaries as a % of Total Operating Expenditures Ontario U6 Universities – 2023-24



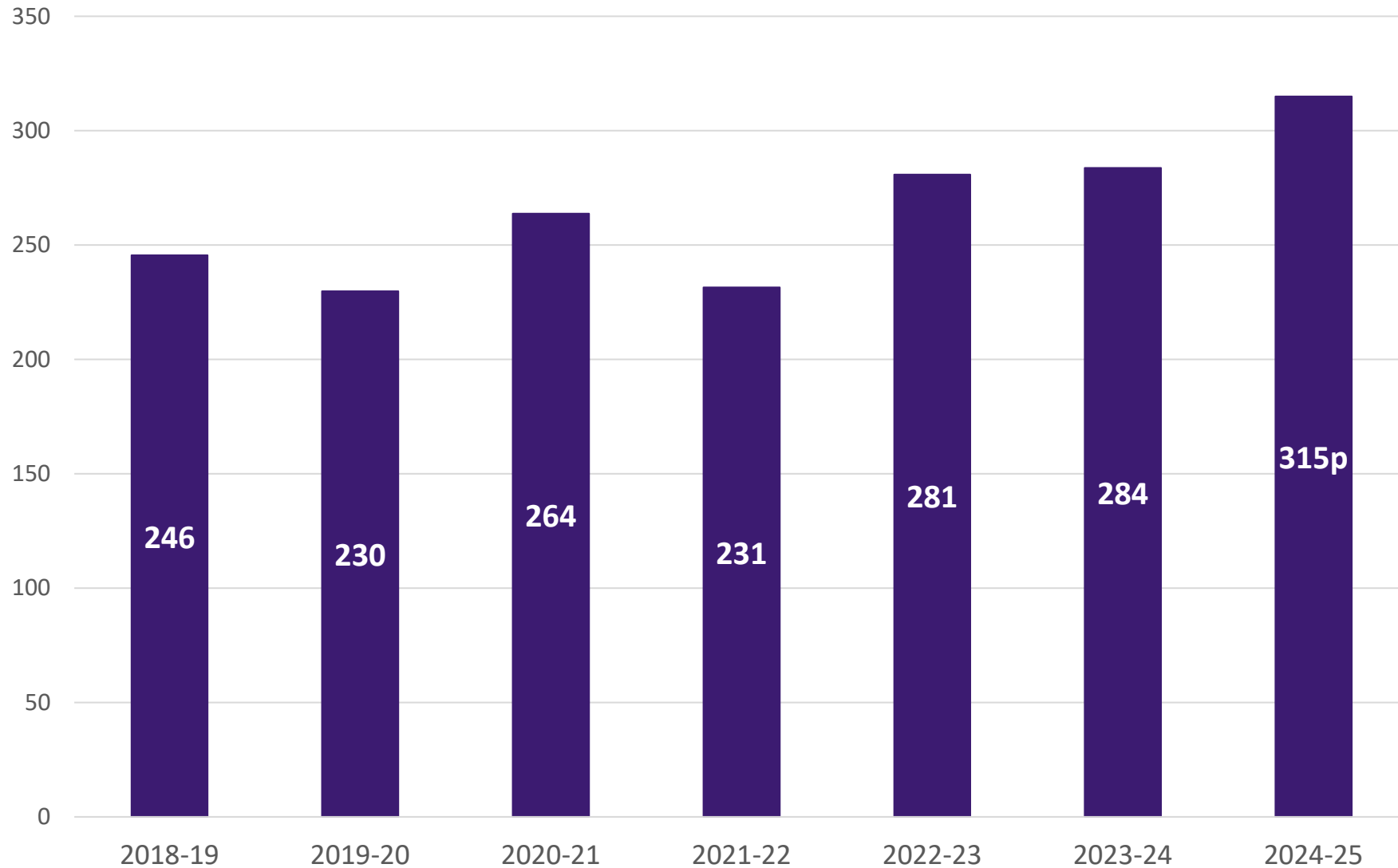
Full-Time Non-Academic Staff at Western



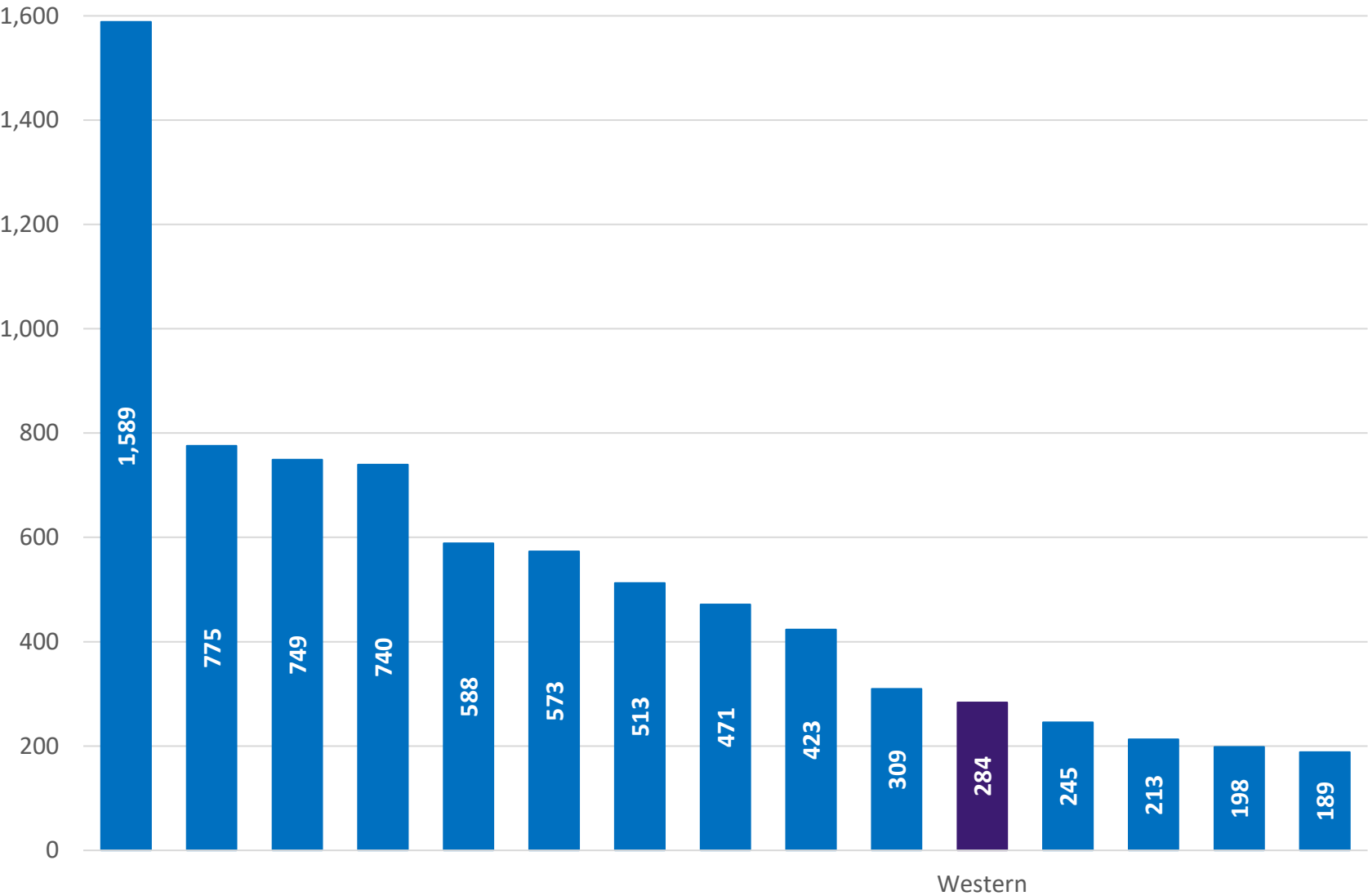
U15: Graduation Rates, 6 Years after entry



Our Total Research Revenue (in \$ Millions)



U15: 2023-24 Research Revenue (in \$ Millions)



Challenges and Headwinds

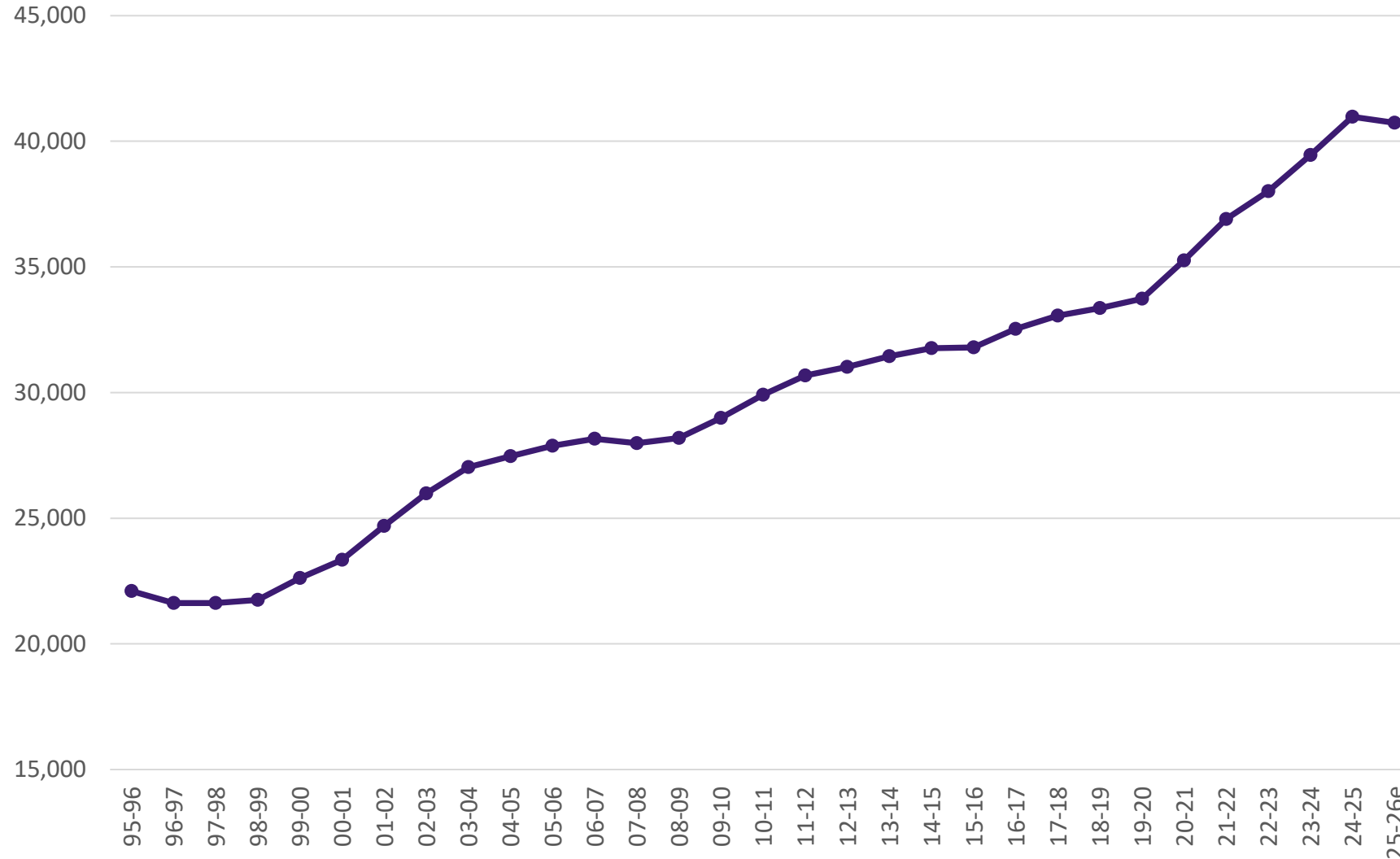
External Context

- Frozen domestic tuition
- Frozen provincial core operating grants
- Time-limited government funding
- Capped international student study permits
- Strategic Mandate Agreement (SMA4)
- Provincial funding formula review underway

Internal Context

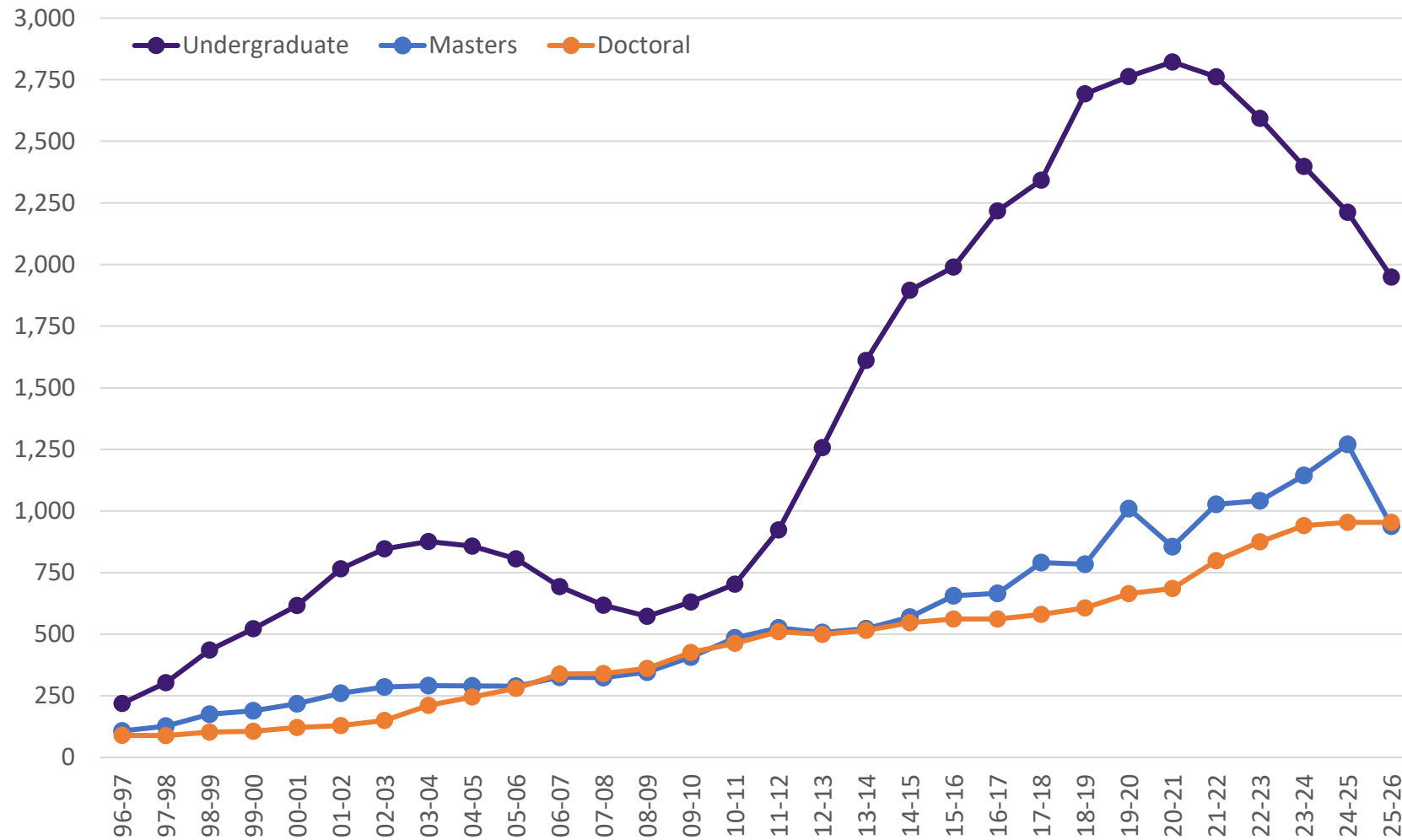
- Final year of three-year planning cycle
- Constrained revenue environment
- Declining international undergraduate enrolment & tuition revenue
- What this means:
 - Limited capacity for new base allocations
 - Focus on strategic priorities and core activities
 - Efforts to scale Western International College

Total Full-Time Equivalent Enrolment at Western (Excludes Affiliated University Colleges)

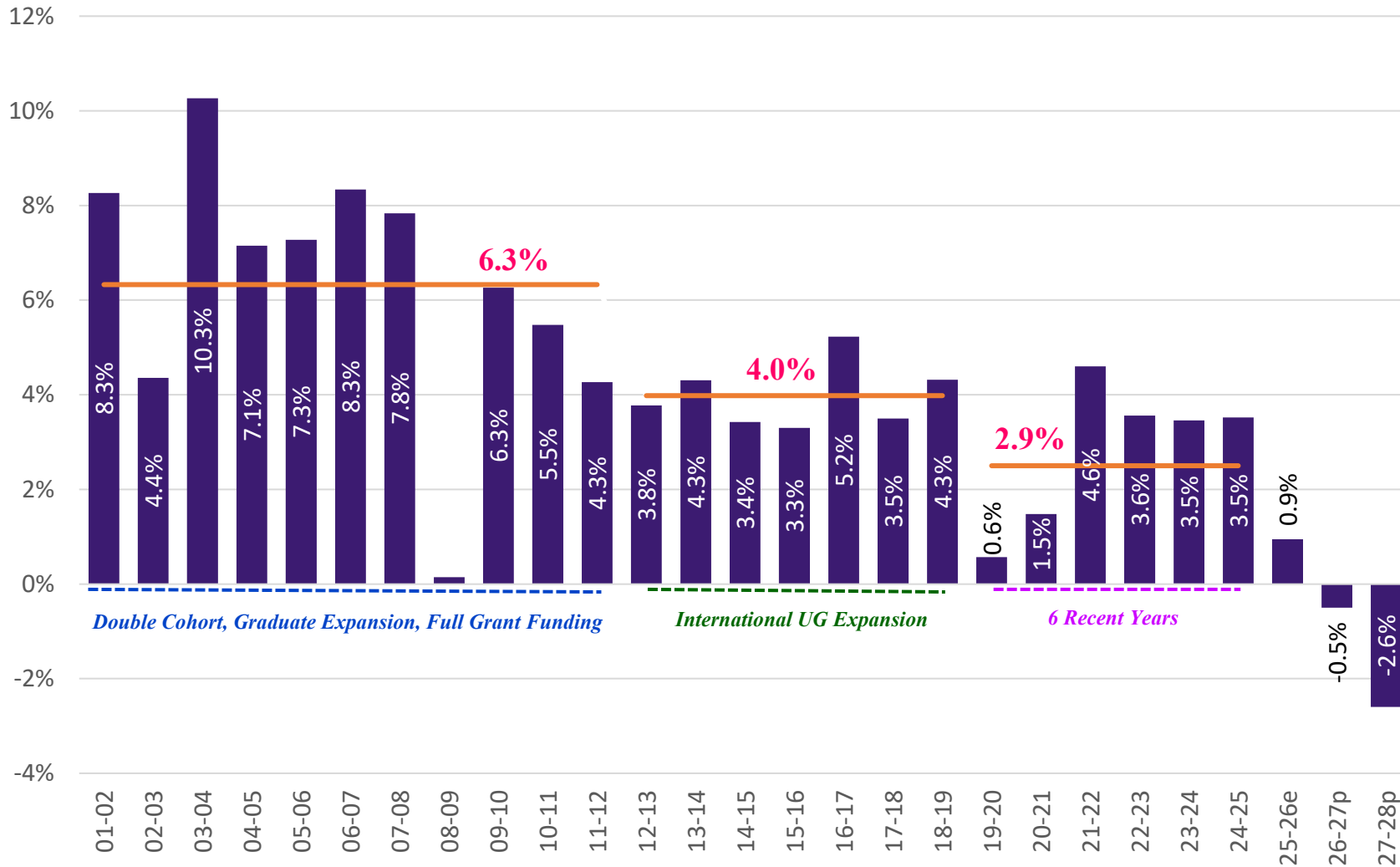


Full-Time International Enrolment at Western

(Excludes Affiliated University Colleges)



Operating Revenues: Annual % change – 2001-02 to 2027-28p



Current and future challenges

Strategic approach to challenges ahead:

- Disciplined spending
- Maximizing Resources
- Momentum in core areas

Looking Ahead

- Prioritizing our academic mission
- Balancing university and unit budgets
- Transparency regarding decisions and trade offs
- Facing new realities head-on

Questions?



Western
UNIVERSITY • CANADA

ITEM 5.0 – Report of the Vice-President (Research)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENT(S):

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

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: November 26, 2025

Re: Report of the Vice-President (Research) for **December 5, 2025**

Dear Senators,

Please find below a brief overview of my update to the Senate on December 5, 2025.

Budget 2025

Announced November 4, Canada's Budget 2025 contains encouraging news for postsecondary research, including investments of \$1.65 billion over 13 years to attract and support research talent.

New Chairs Program

- The government announced a new accelerated Chairs program we expect to be similar to Canada Excellence Research Chairs, but with targeted themes and a faster intake.
- We anticipate a launch sometime in mid-December.
- The program will receive \$1 billion over 13 years to fund 100-200 Chairs for eight-year terms, with a potential four-year renewal at 50 per cent of the value.
- Applicants must currently be working outside the country as the program is meant to build capacity in Canada by attracting foreign talent.
- Demonstrated translation to Canadian partners in targeted sectors will be key to the evaluation of proposals and mid-term reviews.
- The Canada Foundation for Innovation will receive \$400 million to support infrastructure needs of these Chairs.
- At this point, the application process is unknown.

Additional Highlights

- While most federal programs are facing a 15 per cent funding cut over five years, the granting agencies face a more modest two per cent reduction.
- Combined with investments in Budget 2024, it is reasonable to expect increases to core granting budgets for Tri-Agency programs over the next three years.
- Budget 2025 also provides the Tri-Agency with \$133.6 million over three years to attract top international doctoral students and postdoctoral scholars to Canada.
- An additional \$120 million over 12 years has been allocated to the granting councils to recruit international talent at the assistant professor level.
- As expected, Budget 2025 also allocates more than \$2.7 billion to defence, artificial intelligence, intellectual property and innovation investments over the next five years.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

At its November 10, 2025, meeting, the Honorary Degrees Committee approved a motion to recommend to OAC for recommendation to Senate, that the terms of reference of the Honorary Degrees Committee be revised to include a statement reflecting the committee's ability to rescind an Honorary Degree in an instance where the actions or conduct of a recipient of a previously awarded Honorary Degree are inconsistent with the values and standards of Western.

ATTACHMENT(S):

[Revisions to the Terms of Reference of the Honorary Degrees Committee](#)



Honorary Degrees Committee

Effective Date: ~~July 1, 2024~~ December 5, 2025

Supersedes: July 1, 2024, April 21, 2023; September 2009

Date of Next Review: Spring 2027

TERMS OF REFERENCE

To select candidates on whom Honorary Degrees may be conferred, and to determine the appropriate degree for each candidate.

To select candidates to be granted the status of Chancellor Emeritus/a, President Emeritus/a and Provost & Vice-President (Academic) Emeritus/a and determine the timing and nature of the conferral of such status.

To select a candidate to receive the President's Medal for Distinguished Service.

To report to the Senate, for public announcement.

In the extraordinary instance where the actions or conduct of a recipient of a previously awarded Honorary Degree are egregiously inconsistent with the Principles and Criteria for Selecting Honorary Degree Recipients, to rescind an Honorary Degree.

To be mindful of 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, particularly in reviewing nominations.

COMPOSITION

Nine members, elected by the Senate, one of whom must be a student who is a member of Senate, and at least one of whom must be a member of staff.

Two alumni of Western appointed by the Alumni Association for two-year terms.

One President (or designate) of an Affiliated University College appointed on a one-year rotational basis.

Ex officio (voting):

Chancellor
President & Vice-Chancellor
Provost & Vice-President (Academic)
Vice-President (Western Advancement)
Vice-President (Research)
Director of Convocation

Ex officio (non-voting):

University Secretary
Associate Director of Convocation

Elected members may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

The Chair shall be the President & Vice-Chancellor.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

Designates: Per Senate By-Law VI. 8. a), an *ex officio* member may designate two persons to act on their behalf. The designates shall occupy official positions in the same unit and be able to fully represent the *ex officio* member at the meeting. The Secretariat's Office must be notified about the names of the designates by September 1 each year.

Terms: Per Senate By-Law VI. 10. a), unless otherwise specified, the terms of office for elected members shall be one year (renewable) for students and two years (renewable) for faculty/others.

Quorum: Per Senate By-Law VI. 11. a), quorum shall be one-half of the voting members, including at least one-half of the elected or appointed members, during September to May, and one-third of the voting members, including one-third of the elected or appointed members, during June, July and August.

Quorum September to May: 10 members,
including 6 elected/appointed

Quorum June to August: 7 members,
including 4 elected/appointed

ITEM 6.2 – Notice of Motion

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

Senators N. Zabian and B. Begg introduced the Motion presented above at the November 14, 2025, Senate meeting. The Notice of Motion was referred by the Chair of Senate to the Operations/Agenda Committee (OAC) for consideration. OAC considered the Notice of Motion and determined that it is appropriate for it to be considered by the Senate.

ATTACHMENT(S):

None.

ITEM 6.3 – Questions for Senate

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

No questions were submitted in advance of the Operations/Agenda Committee meeting for consideration at the December 5, 2025 Senate meeting.

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

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

- (a) the Provost & Vice-President (Academic), who shall be Chair
- (b) the Vice-President (Research) or designate
- (c) 1 Vice-Provost appointed by the Provost
- (d) 3 faculty elected by Senate, one of whom may be a Dean
- (e) 1 administrative staff member elected by Senate
- (f) 1 student elected by Senate

1. Florentine Strzelczyk – Provost & Vice-President (Academic)
2. Bryan Neff – designate for the Vice-President (Research)
3. Stephanie Hayne Beatty – Vice-Provost appointed by the Provost

Nominees: Andrew Johnson (HS) (Faculty)
Susan Knabe (FIMS)(Acting Dean) (Faculty)
 Lars Rehmann (Engineering) (Faculty)

Nominees: Rachel Halaney (Administrative Staff)

Nominees: Aliya Jokhu (Student)

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

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: Individual SRBA appeal meetings and hearings are arranged by the University Secretariat as required.

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

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Lina Dagnino	Faculty Member	Schulich	June 30, 2026	Chair of SRBA
Undergraduates:				
Yousif Al-Ani	UNDG	Health Sciences	June 30, 2026	HS rep.
Asad Awawdeh	UNDG	Social Science	June 30, 2026	SS rep.
Ayesha Hassan	UNDG	Science	June 30, 2026	Sci rep.
Helen Li	UNDG	Social Science	June 30, 2026	SS rep.
Braedan Lovie	UNDG	King's	June 30, 2025	King's rep.
Jacob Madeira	UNDG	Schulich	June 30, 2026	Schulich rep.
Cristina Masciantonio	UNDG	Huron	June 30, 2026	Huron rep.
Zahra Nadeem	UNDG	Health Sciences	June 30, 2026	HS rep.
Sara Sharma	UNDG	Science	June 30, 2026	Sci rep.
Shiven Sharma	UNDG	Engineering	June 30, 2026	Eng rep.
Graduates:				
TBD	GRAD		June 30, 2026	Vacancy
Vacancy	GRAD		June 30, 2026	Vacancy
Jana Bataineh	GRAD	Health Sciences	June 30, 2026	HS rep.
Dana Broberg	GRAD	Schulich	June 30, 2026	Schulich rep.
Pilar Rodriguez Mata	GRAD	Arts and Humanities	June 30, 2026	AH rep.
Basma Nasman	GRAD	Education	June 30, 2026	Edu rep.
Manuel Spiller	GRAD	Social Science	June 30, 2026	SS rep.
Faculty:				
Vacancy	Faculty Member		June 30, 2027	Vacancy
Miriam Capretz	Faculty	Engineering	June 30, 2027	Eng rep.

	Member			
Randal Graham	Faculty Member	Law	June 30, 2027	Law rep.
Laura Melnyk Gribble	Faculty Member	King's	June 30, 2027	King's rep.
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Edu rep.
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Schulich rep.
Nikki Rotas	Faculty Member	Education	June 30, 2027	Edu rep.
Robert Stainton	Faculty Member	Arts and Humanities	June 30, 2027	AH rep.
John Wilson	Faculty Member	Ivey	June 30, 2027	Ivey rep.
Torin Chiles	Faculty Member	Music	June 30, 2026	Music rep.
Blaine Chronik	Faculty Member	Science	June 30, 2026	Sci rep.
Caroline Dick (Vice-Chair)	Faculty Member	Social Science	June 30, 2026	SS rep.
Mike Domaratzki (Vice-Chair)	Faculty Member	Science	June 30, 2026	Sci rep.
Alison Hearn	Faculty Member	FIMS	June 30, 2026	FIMS rep.
Jose Herrera	Faculty Member	Engineering	June 30, 2026	Eng rep.
Heather Kirk	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Ken Kirkwood	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Charys Martin	Faculty Member	Schulich	June 30, 2026	Schulich rep.
Lynn Shaw	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2026	SS rep.

Required: Two (2) graduate students, term from July 1, 2025, to June 30, 2026

Representatives may be from: Ivey (1), Eng (1), FIMS (1), Law (1), Music (1), Sci (1), King's (1), Huron (1).

Nominees: Yuen Ki Ng (Sci) (Student, GRAD)

Term to June 30, 2026

TBD (Student, GRAD)

Term to June 30, 2026

ITEM 12.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Academic Colleagues met on October 22–23, 2025, for a two-part session that included an evening presentation and discussion, followed by the regular morning meeting of Colleagues. The following report summarizes key discussions and forthcoming initiatives.

1. Evening Session: Civil Discourse and Academic Freedom

The principal item of the evening was an extensive presentation by Dr. Randy Boyagoda, Professor of English and Provostial Advisor on Civil Discourse at the University of Toronto. Dr. Boyagoda drew upon the work of the University of Toronto's Working Group on Civil Discourse, providing a substantive examination of the current state and emerging challenges related to civil discourse within Ontario's postsecondary sector.

Dr. Boyagoda emphasized that although the Working Group did not arrive at a single definition of civil discourse, it may usefully be conceived as a practice of "thinking out loud together" with the aim of broadening understanding and advancing the public good. He underscored the critical importance of safeguarding spaces for civil discourse on Ontario campuses, particularly in light of global events that have exposed the fragility of productive dialogue and disagreement within academic communities.

The Working Group identified several impediments to sustaining civil discourse, including:

- Existence of a low trust environment;
- Perceptions of who holds power;
- Technological advances and the complexities they present (e.g. social media);
- A range of views on institutional neutrality; and
- The importance of context and environment in identifying appropriate solutions.

Dr. Boyagoda outlined the Working Group's recommendations, which focus on building capacity both inside and outside the classroom. Implementation efforts at the University of Toronto will center initially on supporting faculty as they navigate difficult conversations in pedagogical and supervisory contexts. As part of his ongoing mandate, Dr. Boyagoda is continuing to engage with institutions across the province to share emerging insights.

A robust discussion followed, during which Colleagues highlighted institutional initiatives related to community healing, freedom of expression, and strategies to support students in developing the competencies necessary for constructive civil discourse.

2. Colleagues Meeting: October 23, 2025

Drawing on the previous evening's presentation, Colleagues refined their upcoming presentation to Members of the Council of Ontario Universities, identifying key themes:

- Recommendations for universities

- Skills required to promote civil discourse

- Cultivating these skills and building capacity for teaching them

2.2 Information Sharing

Colleagues provided updates regarding institutional priorities, emerging issues, and ongoing initiatives at their respective campuses. These exchanges continue to offer a valuable cross-institutional perspective on challenges and opportunities across Ontario universities.

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) – Senate and Senate Committee Meeting Schedule

ACTION: ☐ ACTION ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The schedule of regular meetings of Senate and its committees for the 2026-27 academic year is provided for information, in accordance with the Adopted Policies and Procedures of Senate.

Note: In September and May, meetings of the Senate Committee on University Planning and the Senate Committee on Academic Policy will be held on Thursday rather than Monday due to statutory holidays.

ATTACHMENT(S):

[2026-27 Senate Meeting Schedule](#)
[2026-27 Senate Standing Committee Meeting Schedule](#)

Senate Meeting Schedule – 2026-2027

Senate (Fridays, 1:30 pm)
September 18, 2026
October 23, 2026
November 13, 2026
December 4, 2026
January 15, 2027
February 26, 2027
March 19, 2027
April 16, 2027
May 14, 2027
June 4, 2027

Senate and Senate Standing Committees Meeting Schedule – 2026-2027

POLICY (Mondays*, 9:30 am)	SCUP (Mondays*, 3:00 pm)	URB (Tuesdays, 1:00 pm)	ACA (Tuesdays, 9:30am)	Nominating (Wednesdays, 9:30 am)	OAC (Wednesdays, 3:00 pm)	Senate (Fridays, 1:30 pm)
Sep. 10, 2026*	Sep. 10, 2026*	-	Sep. 8, 2026	Sep. 9, 2026	Sep. 9, 2026	September 18, 2026
Oct. 5, 2026	Oct. 5, 2026	Oct. 6, 2026	Oct. 6, 2026	Oct. 7, 2026	Oct. 7, 2026	October 23, 2026
Nov. 2, 2026	Nov. 2, 2026	Nov. 3, 2026	Nov. 3, 2026	Nov. 4, 2026	Nov. 4, 2026	November 13, 2026
Nov. 23, 2026	Nov. 23, 2026	Nov. 24, 2026	Nov. 24, 2026	Nov. 25, 2026	Nov. 25, 2026	December 4, 2026
Jan. 4, 2027	Jan. 4, 2027	-	Jan. 5, 2027	Jan. 6, 2027	Jan. 6, 2027	January 15, 2027
Feb. 8, 2027	Feb. 8, 2027	Feb. 9, 2027	Feb. 9, 2027	Feb. 10, 2027	Feb. 10, 2027	February 26, 2027
Mar. 8, 2027	Mar. 8, 2027	Mar. 9, 2027	Mar. 9, 2027	Mar. 10, 2027	Mar. 10, 2027	March 19, 2027
Apr. 5, 2027	Apr. 5, 2027	Apr. 6, 2027	Apr. 6, 2027	Apr. 7, 2027	Apr. 7, 2027	April 16, 2027
May 3, 2027	May 3, 2027	May 4, 2027	May 4, 2027	May 5, 2027	May 5, 2027	May 14, 2027
May 27, 2027*	May 27, 2027*	May 25, 2027	May 25, 2027	May 26, 2027	May 26, 2027	June 4, 2027

* Meetings will be held outside the usual cycle on Thursdays due to statutory holidays.

ITEM 13.1(b) – Senate Election Schedule for 2026

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Senate Election Schedule for 2026 is provided for information.

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

The Secretariat will host an online Election Information Session on Thursday, January 8, 2026 from 12:30-1:30 pm. All Western community members interested in putting their name forward to fill a vacancy are invited to attend. Attendees must [RSVP through the online form](#) by Tuesday, January 6.

Further information about elections can be found at:
<https://uwo.ca/univsec/senate/elections.html>

ATTACHMENT(S):

[Senate Election Schedule for 2026](#)



SENATE ELECTION SCHEDULE FOR 2026

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

The terms of the faculty and administrative staff representatives will be two years (July 1, 2026 to June 30, 2028). The terms of the graduate and undergraduate student representatives will be one year (July 1, 2026 to June 30, 2027).

Faculty, Administrative Staff, and Graduate Student Constituencies	
Election Information Session	12:30-1:30 p.m., January 8, 2026
Nominations Open	12:00 a.m., Monday, January 12, 2026
Nominations Close	11:59 p.m., Friday, January 23, 2026
Posting of Nominations	Tuesday, January 27, 2026
Balloting – Polls Open	12:00 p.m., Tuesday, February 10, 2026
Balloting – Polls Close	12:00 p.m., Thursday, February 12, 2026
Posting of Results	Friday, February 13, 2026

Undergraduate Student Constituency	
Election Information Session	12:30-1:30 p.m., January 8, 2026
Nominations Open	12:00 a.m., Monday, January 12, 2026
Nominations Close	11:59 p.m., Friday, January 16, 2026
Mandatory All Candidates Meeting (organized by the USC)	5:00 p.m., Friday, January 16, 2026
Posting of Nominations	Tuesday, January 20, 2026
Campaign Period begins	12:00 a.m., Wednesday, January 21, 2026
Balloting – Polls Open	8:00 a.m., Monday, February 2, 2026
Campaign Period Ends	7:59 p.m., Wednesday, February 4, 2026
Balloting – Polls Close	8:00 p.m., Wednesday, February 4, 2026
Posting of Results	Thursday, February 5, 2026

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: 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.

EXECUTIVE SUMMARY:

The changes include removal of the term “Primary Health Care” from:

- the name of the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner;
- the name of the Master of Nursing (MN) field in Primary Health Care Nurse Practitioner; and
- the program description and two Program Learning Outcomes for both the GDip and MN field.

ATTACHMENT(S):

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

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

The changes include removal of the term “Primary Health Care” from:

- the name of the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner;
- the name of the Master of Nursing (MN) field in Primary Health Care Nurse Practitioner; and
- the program description and two Program Learning Outcomes for both the GDip and MN field.

The courses offered in the GDip and MN field are the same. There are changes to the course title of NURS9458: *Therapeutics in Primary Health Care I* and NURS9459: *Therapeutics in Primary Health Care II*. The titles of these courses will be changed to *Therapeutics Interventions I* and *Therapeutics Interventions II*, respectively.

The term “primary health care” will be removed from the course descriptions of NURS9853: *Roles & Responsibilities* and NURS9850: *Pathophysiology for Nurse Practitioners*.

Since 2011 there have been distinct classifications of Nurse Practitioners (NP) in Ontario, including NP-Primary Health Care, NP-Adult, and NP-Pediatric. The focus of the MN field and GDip for NPs at Western has been for graduates who, upon graduation and successful completion of the regulatory exam, would achieve the designation NP-PHC. To align with regulatory standards across Canada, the College of Nurses of Ontario (CNO) has elected to remove any specific designation from the regulation of NPs and, effective 2026, all NPs will have the title “Nurse Practitioner”. Graduates of NP education programs will be required to complete a regulatory exam focusing on all ages regardless of health care setting. The proposed changes are required to clarify for students and others that Western graduate programs are aligned with regulatory changes made by the CNO. Graduates of the MN NP field and GDip at Western are eligible to write the regulatory examination to become an NP in the province of Ontario.

To meet these changes the Arthur Labatt Family School of Nursing has reviewed the NP programs offered at Western. The courses offered in the program were found to meet the revised regulatory expectations based on the CNO program approval process completed in June 2025. Therefore, there are only changes to the course titles of two courses and course descriptions of two other courses. There are no modifications required to the content of the courses at this time. The changes outlined here are meant to provide clarity for students and others to indicate the program meets the regulatory standard for eligibility to become NPs in Ontario. They do not constitute program alterations in intent.

Changes to the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner

Current program	Proposed Change(s)
<p>Current Program Title</p> <p>Graduate Diploma</p> <p>Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner</p> <p>Program Description</p> <p>The PHCNP Graduate Diploma program is ideal for Master's-prepared Registered Nurses with a strong interest in the clinical aspects of primary health care nursing delivery at an advanced level. It provides students with the opportunity to expand their nursing scope of practice through advanced, evidence-based practice and education, and prepares them for certification and practice as a Nurse Practitioner.</p> <ul style="list-style-type: none"> • Designed to prepare nurse practitioners who are competent in the provision of care to individuals, families, and communities • Graduates will be well-prepared to engage in evidenced-based nursing practice through the clinical, research, education, and leadership roles of the PHCNP • Clinical PHCNP courses are offered by the School of Nursing at Western • Some PHCNP courses are offered through distributive learning strategies in collaboration with a 	<p>Changes to Program Title</p> <p>Graduate Diploma</p> <p>Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner</p> <p>Program Description</p> <p>The PHCNP Graduate Diploma program is ideal for Master's-prepared Registered Nurses with a strong interest in the clinical aspects of primary health care nursing delivery practice at an advanced level. It provides students with the opportunity to expand their nursing scope of practice through advanced, evidence-based practice and education, and prepares them for certification and practice as a Nurse Practitioner.</p> <ul style="list-style-type: none"> • Designed to prepare nurse practitioners who are competent in the provision of care to individuals, families, and communities • Graduates will be well-prepared to engage in evidenced-based nursing practice through the clinical, research, education, and leadership roles of the PHCNP • Clinical PHCNP courses are offered by the School of Nursing at Western • Some PHCNP courses are offered through distributive learning strategies in collaboration with a consortium of nine Ontario universities

<p>consortium of nine Ontario universities</p> <p>The PHCNP Graduate Diploma program also is ideal for Registered Nurses with a graduate degree seeking to further advance their nursing practice. Graduates who obtain a PHCNP Graduate Diploma are eligible to write the CNPE.</p> <p>Program learning Outcomes</p> <p>To prepare nursing professionals to:</p> <ol style="list-style-type: none"> 1. Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice 2. Value differing approaches to knowledge development in the nursing discipline 3. Engage in research inquiry that is significant to the nursing discipline 4. Utilize research findings and develop collaborative partnerships to improve and advance health care delivery and health policy 5. Practice the PHCNP role in an ethical and legal manner 6. Provide competent care to individuals, families, and communities 7. Demonstrate principles of evidence-based practice in healthcare delivery 8. Contribute to knowledge development for the PHCNP role 	<p>The PHCNP Graduate Diploma program also is ideal for Registered Nurses with a graduate degree seeking to further advance their nursing practice. Graduates who obtain a PHCNP Graduate Diploma are eligible to write the CNPE.</p> <p>Program Learning Outcomes</p> <p>To prepare nursing professionals to:</p> <ol style="list-style-type: none"> 1. Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice 2. Value differing approaches to knowledge development in the nursing discipline 3. Engage in research inquiry that is significant to the nursing discipline 4. Utilize research findings and develop collaborative partnerships to improve and advance health care delivery and health policy 5. Practice the PHCNP role in an ethical and legal manner 6. Provide competent care to individuals, families, and communities 7. Demonstrate principles of evidence-based practice in healthcare delivery 8. Contribute to knowledge development for the PHCNP role
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Current Courses	Course Changes
<i>Current Course Titles</i>	<i>Course Title Change</i>
NURS9458: <i>Therapeutics in Primary Health Care I</i>	NURS9458: Therapeutic Interventions I
NURS9459: <i>Therapeutics in Primary Health Care II</i>	NURS9459: Therapeutics Interventions II
<i>Current Course Descriptions</i>	<i>Course Description Changes</i>
NURS9853 Roles & Responsibilities Compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Critically analyze and develop strategies to implement advanced practice nursing competencies (research, leadership, collaboration, and health and social policy).	NURS9853 Roles & Responsibilities Compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care . Critically analyze and develop strategies to implement advanced practice nursing competencies (research, leadership, collaboration, and health and social policy).
NURS9850 Pathophysiology for Nurse Practitioners	NURS9850 Pathophysiology for Nurse Practitioners
Examine theoretical and practice related concepts in pathophysiology as a basis for advanced practice nursing. Explore alterations in physiological function with an emphasis of age-related, acute, episodic and chronic conditions found in primary health care practice.	Examine theoretical and practice related concepts in pathophysiology as a basis for advanced practice nursing. Explore alterations in physiological function with an emphasis of age-related, acute, episodic and chronic conditions found in primary health care practice .

Master of Nursing (MN) in Primary Health Care Nurse Practitioner

Current program	Proposed Change(s)
<p>Program and Field Title</p> <p>Master of Nursing (MN)</p> <p>Field: Primary Health Care Nurse Practitioner</p> <p>Program Description</p> <p>The Master of Nursing – Primary Health Care Nurse Practitioner (MN-PHCNP) field prepares graduates to provide primary health care at an advanced level to clients of all ages. Graduates will be prepared to engage in evidenced-based nursing practice through the clinical, research, education, and leadership roles of the Primary Health Care Nurse Practitioner (PHCNP). The program utilizes a combination of on-site and distance learning and offers full- and part-time options in collaboration with a consortium of Ontario universities. Graduates of the MN-PHCNP program are eligible to write the Canadian Nurse Practitioner Examination (CPNE) to become a licensed Nurse Practitioner.</p> <p>Program Learning Outcomes</p> <p>To prepare nursing professionals to:</p> <ol style="list-style-type: none"> 1. Analyze and integrate theory and research from nursing and related disciplines as a basis for enhancing understanding of significant health and healthcare related 	<p>Changes to Program and Field Title</p> <p>Master of Nursing (MN)</p> <p>Field: Primary Health Care Nurse Practitioner</p> <p>Program Description Changes</p> <p>The Master of Nursing (MN) —Primary Health Care Nurse Practitioner (PHCMN-NP) field prepares graduates to provide primary health care at an advanced level to clients of all ages. Graduates will be prepared to engage in evidenced-based nursing practice through the clinical, research, education, and leadership roles of the Primary Health Care Nurse Practitioner (PHCNP). The program utilizes a combination of on-site and distance learning and offers full- and part-time options in collaboration with a consortium of Ontario universities. Graduates of the MN-PHCNP program are eligible to write the Canadian Nurse Practitioner Examination (CPNE) to become a licensed Nurse Practitioner.</p> <p>Program Learning Outcomes Changes</p> <p>To prepare nursing professionals to:</p> <ol style="list-style-type: none"> 1. Analyze and integrate theory and research from nursing and related disciplines as a basis for enhancing understanding of significant health and healthcare related issues

<p>issues</p> <ol style="list-style-type: none"> 2. Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice 3. Value differing approaches to knowledge development in the nursing discipline 4. Engage in research inquiry that is significant to the nursing discipline 5. Uphold principles of ethical inquiry in advancing knowledge in the discipline of nursing 6. Utilize research findings and develop collaborative partnerships to improve and advance health care delivery and health policy 7. Practice the PHCNP role in an ethical and legal manner 8. Provide competent care to individuals, families, and communities 9. Demonstrate principles of evidence-based practice in healthcare delivery 10. Contribute to knowledge development for the PHCNP role 	<ol style="list-style-type: none"> 2. Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice 3. Value differing approaches to knowledge development in the nursing discipline 4. Engage in research inquiry that is significant to the nursing discipline 5. Uphold principles of ethical inquiry in advancing knowledge in the discipline of nursing 6. Utilize research findings and develop collaborative partnerships to improve and advance health care delivery and health policy 7. Practice the PHCNP role in an ethical and legal manner 8. Provide competent care to individuals, families, and communities 9. Demonstrate principles of evidence-based practice in healthcare delivery 10. Contribute to knowledge development for the PHCNP role
<p>Current Course</p> <p>Current Course Title Change</p> <p>NURS9458: <i>Therapeutics in Primary Health Care I</i></p> <p>NURS9459: <i>Therapeutics in Primary Health Care II</i></p>	<p>Course Changes</p> <p>Course Title Change</p> <p>NURS9458: <i>Therapeutic Interventions I</i></p> <p>NURS9459: <i>Therapeutics Interventions II</i></p>

<i>Current Course Descriptions</i>	<i>Course Description Changes</i>
<p>NURS9853: <i>Roles & Responsibilities</i></p> <p>Compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Critically analyze and develop strategies to implement advanced practice nursing competencies (research, leadership, collaboration, and health and social policy).</p>	<p>NURS9853: <i>Roles & Responsibilities</i></p> <p>Compare and contrast advanced practice nursing and related frameworks to develop, integrate, sustain, and evaluate the role of the nurse practitioner within primary health care. Critically analyze and develop strategies to implement advanced practice nursing competencies (research, leadership, collaboration, and health and social policy).</p>
<p>NURS9850: <i>Pathophysiology for Nurse Practitioners</i></p> <p>Examine theoretical and practice related concepts in pathophysiology as a basis for advanced practice nursing. Explore alterations in physiological function with an emphasis of age-related, acute, episodic and chronic conditions found in primary health care practice.</p>	<p>NURS9850: <i>Pathophysiology for Nurse Practitioners</i></p> <p>Examine theoretical and practice related concepts in pathophysiology as a basis for advanced practice nursing. Explore alterations in physiological function with an emphasis of age-related, acute, episodic and chronic conditions found in primary health care practice.</p>

Program Learning Outcomes (PLOs):

The changes to the current Program Learning Outcomes (PLOs) of the ***GDip in Primary Health Care Nurse Practitioner*** appear below.

To prepare nursing professionals to:

1. Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice
2. Value differing approaches to knowledge development in the nursing discipline
3. Engage in research inquiry that is significant to the nursing discipline
4. Utilize research findings and develop collaborative partnerships to improve and advance health care delivery and health policy
5. Practice the ~~PHCNP~~ role in an ethical and legal manner
6. Provide competent care to individuals, families, and communities

7. Demonstrate principles of evidence-based practice in healthcare delivery
8. Contribute to knowledge development for the **PHCNP** role

The changes to the current Program Learning Outcomes (PLOs) of the ***MN - Primary Health Care Nurse Practitioner*** field appear below.

Program Learning Outcomes

To prepare nursing professionals to:

1. Analyze and integrate theory and research from nursing and related disciplines as a basis for enhancing understanding of significant health and healthcare related issues
2. Synthesize theories, models, concepts, and frameworks of advanced nursing practice to support autonomous and collaborative nursing practice
3. Value differing approaches to knowledge development in the nursing discipline
4. Engage in research inquiry that is significant to the nursing discipline
5. Uphold principles of ethical inquiry in advancing knowledge in the discipline of nursing
6. Utilize research findings and develop collaborative partnerships to improve and advance health care delivery and health policy
7. Practice the **PHCNP** role in an ethical and legal manner
8. Provide competent care to individuals, families, and communities
9. Demonstrate principles of evidence-based practice in healthcare delivery
10. Contribute to knowledge development for the **PHCNP** role

These changes reflect the new title for graduates of the program, i.e., “Nurse Practitioner (NP)” versus “Primary Health Care Nurse Practitioner (PHCNP)”. They do not change the educational outcomes of the program because the principles of primary health care (versus the setting of PHC) are still a fundamental aspect of the program applied across all health settings in the course content.

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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on November 25, 2025, ACA approved the recommendation of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical review of the undergraduate program in Media and Communication Studies.

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Information and Media Studies	Media and Communication Studies	March 3-4, 2025	Good Quality

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

ATTACHMENT(S):

[Final Assessment Report – Media and Communication Studies](#)



Media and Communication Studies
Final Assessment Report & Implementation Plan
October 2025

Faculty / Affiliated University College	Faculty of Information and Media Studies	
Degrees Offered	B.A.	
Date of Last Review	2016-2017	
Modules Reviewed	Honours Specialization in Media, Information and Technoculture Major in Media, Information and Technoculture Minor in Media, Information and Technoculture Honours Specialization in Media and the Public Interest Major in Media and the Public Interest	
External Reviewers	Dr. Liam Mitchell Associate Professor Trent University	Dr. Stuart Poyntz Professor Simon Fraser University
Internal Reviewer	Dr. Jan Plug Associate Dean, Faculty of Arts & Humanities	Vishnu Sripathi 4th year, Interdisciplinary Medical Sciences
Date of Site Visit	March 3 & 4, 2025	
Date Review Report Received	April 25, 2025	
Date Program/Faculty Response Received	Program: June 17, 2025 Faculty: June 17, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: November 18, 2025 ACA: November 25, 2025 Senate (for information): December 5, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Media and Communication Studies (MACS) Program delivered by the Faculty of Information and Media Studies (FIMS).

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

Executive Summary

The undergraduate modules at FIMS are key components in the Faculty's broader mandate within the university to provide innovative, interdisciplinary academic programs that examine information and media industries, cultures and technologies. These modules provide students with a critical, interdisciplinary, and creative undergraduate education that underscores inclusion, social justice, and engagement across local and global contexts. Overall program enrolments in 2023-2024 were at 991 students.

The Media, Information and Technoculture (MIT) modules provide a broad and balanced approach that combines media theory, history, and research and analysis. They enable students to understand and analyze the complex relationships among media, communication, and information cultures, industries and technologies from an interdisciplinary perspective. The Media and the Public Interest (MPI) modules connect issues of communication, media, information, and technology to social justice issues such as democracy, equity, class, race, and gender. Students in MPI examine social movements and how media can be used to further these causes.

The self-study was informed by an online survey of faculty members to identify program Strengths, Weaknesses, Opportunities, Challenges, and Aspirations and a survey of Year 4 MIT and MPI students. In 2024, the program learning outcomes were revised ahead of a collaborative faculty project mapping individual courses against the learning outcomes. In November 2024, a curriculum retreat was held to discuss the next steps emerging from the surveys and mapping exercise.

The external reviewers shared a positive assessment of the MACS Program. They offer five recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- In 2024, applications increased by 30%, leading to a 33% increase in enrolments. Early 2025 data suggests continued growth.
 - Rebranding the program to MACS significantly improved visibility and appeal, leading to increased interest from both domestic and international students.
- MACS implemented initiatives targeting first-generation, international, Indigenous, and LGBTQTS+ students - expanded advising services, one-on-one onboarding, and the successful Supported Learning Group pilot for first-year students, now extended with multi-year funding.
- Undergraduate research provides students with opportunities to engage in interdisciplinary, socially impactful research projects addressing topics such as reconciliation, mental health, and community memory. A research portal also connects students with faculty-led projects, reinforcing their role as junior research partners.

- Students engage in interdisciplinary and global conversations through study abroad programs, with about 20% of Western's exchange participants coming from MACS.
- Significant curricular and capital investments in media production courses to support experiential learning and career development.
- Students indicated a high level of satisfaction with the Lab and Studio Spaces that are available for undergraduate teaching.

Concerns and Areas of Improvement Identified and Discussed by the Program

- MPI modular enrolments are at an all-time low, likely due to past soft undergraduate enrolments, a heavy course load, fewer elective options, and a module name that may no longer resonate with students.
- Limited elective choices in the MPI modules and registration system constraints can cause frustration for students trying to plan their academic paths.
- FIMS is exploring ways to expand student engagement with EDIDIA content, including potentially requiring a course focused on these issues.
- The Work Integrated Learning pilot faced logistical and ideological challenges, including mismatches between course outcomes and partner needs, and student concerns about unpaid labor.
- Program monitoring should be resumed, in particular the use of exit surveys with students.
- MACS is considering several program enhancements, including: integrating writing across the curriculum, partnering with the Writing Program for a joint module, introducing a second-year course on Indigenous media perspectives, and launching a Major in Digital Communications. Faculty development will focus on generative AI, TA collaboration, and EDIDIA integration.
- A proposed "4+1" pathway would allow eligible MACS students direct entry into FIMS graduate programs, strengthening recruitment and mentoring opportunities.

Review Process

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

- Vice-Provost (Academic Programs)
- Acting Associate Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Associate University Librarian
- Dean, Faculty of Information and Media Studies

- Associate Dean (Undergraduate), Faculty of Information and Media Studies
- Undergraduate Program Chair
- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers’ Report

External reviewers noted that *“the MACS Program is strong, popular with students and engaged in field defining research. MACS has been led by stable and committed leadership since the last external review and has undergone some faculty renewal in both research and teaching streams.”*

Key Strengths of the Program

- A large program with strong enrolment that contributes to Western’s national reputation and regional recruitment success.
- The faculty member cohort is very strong and includes field-defining scholars whose research and teaching are excellent.
- Students describe the field school (Special Topics in MIT: El Salvador: Mining, Acro-Toxics, and Environmental Crisis) as a life-changing experience.

Prospective Improvements for the Program to Consider

- Approximately 50% of courses are delivered by Limited-Duties faculty on short-term appointments (associated with Recommendation #1).
- Need for focused review of MPI aiming to enable faculty to renew the modules and its fit within MACS (associated with Recommendation #2).
 - There may be ways to draw upper-year non-majors to take MPI courses in third year by massaging pre-requisites.
- Further integration of non-Western, decolonized histories and scholarship into the curriculum (associated with Recommendation #3).

- The structured nature of the MACS modules produces challenges getting into upper-year classes required for graduation (associated with Recommendation #5).
- Expanding both Creative Arts and Production (CAP) and Digital Communication (DC) through adequate resourcing would be an ideal way to enable more students to take CAP and DC in the first place, as well as making it easier for CAP students to take DC courses.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
<p>Recommendation #1 The University dedicate resources to expand the number of tenure-track faculty in order to address imbalance which results in the Program being under-resourced, thereby, impacting curriculum, program renewal, and ability to sustain research reputation.</p>	<p>Program: The program recognizes the challenges of balancing the competing needs of the five graduate programs and the relatively small cohort of tenured and tenure-track faculty at FIMS with this recommendation. The Associate Dean Undergraduate (ADU) works closely with the Associate Dean Graduate to assign teaching. The ADU has been attentive to opportunities to conserve resources through ensuring that most courses exceed course minimums set by the university, as well as working with Undergrad Program Chair (UPC) to ensure core courses, where possible, are taught by full-time faculty members. Upcoming retirements may exacerbate this situation, especially in the short-term, but the program is hopeful that as tenure track faculty receive tenure and are promoted, more of their teaching may become available within the undergraduate program.</p> <p>Faculty: The Faculty recognizes and appreciates the careful deployment of limited faculty resources across the graduate and undergraduate programs. With confirmed retirements of three faculty members who teach primarily in the undergraduate program over the next two years, the Faculty will be working with IPB to maximize faculty resources for the unit, within the constraints afforded to us by the current financial and enrolment conditions.</p>
<p>Recommendation #2 Pursue a faculty-led renewal of the fit, focus and name of the MPI modules; reducing their resourcing or closing the modules are explicitly not recommended as MPI is a culture carrier in the faculty, and its renewal will also align with opportunities for faculty hiring presented by planned faculty retirements.</p>	<p>Program: In April, the UAC (Undergraduate Affairs Committee) unanimously approved a 3-year suspension of admission to the second year of the MPI program in order to examine and restructure the program in light of the changing political conjunction between youth culture and social movements. The Faculty will consider the possibility of providing students with a MACS + X option, or, alternatively, offering the MPI program as a minor open to students across the university.</p> <p>Faculty: The Faculty recognizes the centrality of topics covered in MPI at the same time as it is aware of the various challenges of delivering an under-enrolled module, both in terms of resources and in terms of optics. The former issue is particularly germane given the directives from IPB and the Office of the Provost in eliminating under-enrolled courses and as such it is in conflict with the specific recommendation that the unit should not reduce resourcing or close the module. The Faculty supports the program led decision to suspend admission to the program whilst a viable alternative is explored to develop this area into a sustainable module. It should also be noted that cultural carriage is a strained idea for a program without students. The Faculty will seek approaches to cultural change that sustains commitments to social justice and community placement while engaging a new generation of undergraduates.</p>

<p>Recommendation #3 Continue exploring ways that non-Western, decolonized histories and scholarship can be embedded in the curriculum. This work could be aided in part through development of a course on Indigenous Perspectives on the Media.</p>	<p>Program: Preliminary research for the development of an Indigenous Perspectives course has already begun: The ADU has hired a USRI summer student to conduct an environmental survey of comparable courses, which will act as a foundation for course development.</p> <p>Faculty: The Faculty concurs with the plan outlined in the program response, noting that at the Faculty level EDID initiatives will also benefit by being supported through the development of the FIMS EDID committee.</p>
<p>Recommendation #4 Consult with students to explore their perspectives and needs prior to making a decision regarding moving Media and Communication Studies 2025A/B: <i>Research Methods for the Digital Age</i> to 3rd year from 2nd year.</p>	<p>Program: The program will survey the entire graduating class of 2025 on their perspective re: moving Media and Communication Studies 2025A/B to the first term of year 3. Faculty members who are teaching required year 2 courses will be debriefed in order to gauge both their experiences this year and their feedback re: moving Media and Communication Studies 2025A/B to year 3.</p> <p>Faculty: Faculty concurs with the plan outlined in the program response.</p>
<p>Recommendation #5 Introduce one or more required 4th year courses to accommodate at least 250 majors and consider limiting the requirements for 3rd and 4th years in the new draft modules to allow students maximum flexibility “to choose your own adventure” in their degrees.</p>	<p>Program: Many of these issues arise from Western’s balloting system, which means that not all students register at the same time; this is an issue out of our hands. MACS is already relatively flexible in terms of ‘choose your own adventure options’ for students; however, MPI is structurally much more rigid. As noted under Recommendation #2, an upcoming MPI Faculty Retreat will reevaluate this rigid program structure.</p> <ul style="list-style-type: none"> • New modules will provide students with the opportunity to take more 4th year courses. • Next year two new full-year 4th year production courses will be offered, resulting in 50 new production related 4th year course slots for students. <p>Faculty: Faculty concurs with the plan outlined in the program response.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan. Of note, recommendations specific to hiring are outside the scope of this review process – proposed actions below are in support of prioritizing and planning.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 The University dedicate resources to expand the number of tenure-track faculty.	<ul style="list-style-type: none"> The Acting Dean, and any future Dean, will work with the Office of Institutional Planning and Budgeting, the Office of Academic Planning, Policy and Faculty Relations, and the Office of the Provost to explore all options. Selected options will be elaborated in the annual budgeting process. 	<ul style="list-style-type: none"> Dean Associate Dean Undergraduate 	Follow up at 2028 progress report.
Recommendation #2 Pursue a faculty-led renewal of the fit, focus and name of the MPI modules.	<ul style="list-style-type: none"> Organize a Faculty Retreat for those teaching in the program in order to kick-start restructuring plans with discussions covering: potential new names for the program, the overhauling of core courses, reconsidering rigid program requirements, and the possibility of providing students with a MACS + X option, or an MPI minor open to students across the university. 	<ul style="list-style-type: none"> Associate Dean Undergraduate Undergraduate Program Chair 	By July 2026
Recommendation #3 Continue exploring ways that non-Western, decolonized histories and scholarship can be embedded in the curriculum.	<ul style="list-style-type: none"> Conduct an environmental scan of comparable courses, which will act as a foundation for course development. Provide faculty with EDIDI resources related to curriculum development and pedagogy' to be collected by the Chair and housed on the Faculty Intranet. 	<ul style="list-style-type: none"> Undergraduate Program Chair 	By Dec 2025 By Dec 2026

<p>Recommendation #4 Consult with students to explore their perspectives and needs prior to making a decision regarding moving Media and Communication Studies 2025A/B: <i>Research Methods for the Digital Age</i> to 3rd year from 2nd year.</p>	<ul style="list-style-type: none"> • Create and distribute Qualtrics survey to students. • Schedule a debrief of faculty who are teaching required year 2 courses to gauge both their experiences this year and their feedback re: moving Media and Communication Studies 2025A/B to year 3. • Scaffold year 3 courses in order to align with the qualitative digital research skills gained in Media and Communication Studies 2025A/B. 	<ul style="list-style-type: none"> • Associate Dean Undergraduate • Undergraduate Program Chair 	<p>By Dec 2025</p>
<p>Recommendation #5 Introduce one or more required 4th year courses to accommodate at least 250 majors and consider limiting the requirements for 3rd and 4th years in the new draft modules to allow students maximum flexibility.</p>	<ul style="list-style-type: none"> • Reevaluate the program structure at an upcoming MPI Faculty retreat. • Offer two new full-year 4th year production courses, resulting in 50 new production related 4th year course slots for students. 	<ul style="list-style-type: none"> • Associate Dean Undergraduate • Undergraduate Program Chair 	<p>By June 2026</p>

ITEM 13.3(a) – Academic Administrative Appointments

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of December 5, 2025.

Start Date	End Date	Name	Department	Admin. Appointment
11/1/2025	12/31/2025	Gurmukh, Sunil	Law - Office of the Dean	Assistant Dean
11/15/2025	4/30/2026	Mills, Melanie	Office of the Chief Librarian	Acting Associate Chief Librarian

ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

ITEM 15.0 – Discussion and Question Period

Questions for Senate to be addressed during the agenda.

The following questions are related to item 4.1 – Update on University Budget Planning Process.

1. Matthew Lebo, Senator:

My questions are about the budget presentation, Item 4.1, specifically slide 25 and enrollment projections in the budget. This could be answered by the Provost but some data from the admissions office would be helpful.

The budget shows Social Science peaked at 7,943 students (program enrollments in MOS + rest of FSS) last year but we are projected to shrink from that: minus 824 next year, minus 1,116 in 2027-28 and minus 1,170 in 2028-29.

The Ontario Universities Application Centre shows applications to Western increasing steadily (+10.3% in September 2025; +24.8% in September 2024) and Ontario applications to Social Sciences also increasing every year.

QUESTION: What is happening with the admissions standards in Social Science? If applications are going up and enrollments are going down, are we raising our standards and shrinking at the same time?

That is, has the high school average for entering social science students been going up? Why?

Data:

Western's past and projected enrollment numbers for the Faculty of Social Science:

2022-23 7,677
2023-24 7,926
2024-25 7,943
2025-26 7,466
2026-27 7,119 (824)
2027-28 6,827 (1,116)
2028-29 6,773 (1,170)

The Ontario Universities Application Centre:

ON applications to Western		SS Applications in Ontario	
September 2025:	53,500		74,810
September 2024:	48,491		72,397
September 2023:	38,853		71,077
September 2022:	37,872		68,242
September 2021:	38,818		66,829

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 December 5, 2025 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.
