

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, May 16, 2025, 1:30 p.m. – 4:30 p.m.

Meeting to be held electronically via Zoom videoconference

Members of Senate may access the Zoom link through the OWL Senate site.

Members of the public who wish to attend Senate are invited to contact the University Secretary at senate@uwo.ca.

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| 1.0 | Land Acknowledgement | | |
| 2.0 | Minutes of the Meeting of April 25, 2025 | | Approval |
| 2.1 | Business Arising from the Minutes | | |
| 3.0 | Report of the President | | Information |
| 4.0 | Report of the Provost | | Information |
| 5.0 | Report of the Vice-President (Research) | | Information |
| 6.0 | Report of the Operations / Agenda Committee (D. Kotsopoulos) | | |
| 6.1 | Membership – Nominating Committee | | Action |
| 6.2 | 2025-2026 Governance Review | | Information |
| 6.3 | Notice of Motion regarding the University's use of X/Twitter | | Information |
| 7.0 | Report of the Nominating Committee (D. Kotsopoulos) | | |
| 7.1 | Membership – Senate Committee on Academic Policy (Policy) | | Action |

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| 7.2 | Membership – Senate Committee on Academic Curriculum and Awards (ACA) | Action |
| 7.3 | Membership – Senate Committee on University Planning (SCUP) | Action |
| 7.4 | Membership – University Research Board (URB) | Action |
| 7.5 | Membership – Senate Review Board Academic (SRBA) | Action |
| 7.6 | Membership – Honorary Degrees Committee | Action |
| 7.7 | Membership – Selection Committee for the Dean of the Faculty of Arts and Humanities | Action |
| 7.8 | Membership – Selection/Review Committee for the Dean of the Faculty of Social Science | Action |
| 7.9 | Membership – Selection/Review Committee for the Dean of Don Wright Faculty of Music | Action |
| 8.0 | Report of the Senate Committee on Academic Policy (K. Yeung) | |
| 8.1 | Report of the <i>ad hoc</i> Working Group to the Senate Committee on Academic Policy | Information |
| 8.2 | Approval of Recommendations: Revisions to the Policy on the “Structure of the Academic Year” | Approval |
| 9.0 | Report of the Senate Committee on Academic Curriculum and Awards (S. Roland) | |
| 9.1 | Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Withdrawal of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), Introduction of a Stand-Alone Bachelor of Science in Nursing (BScN), and Revisions to the Policies on “Nursing Applicants” and “Progression Requirements – Nursing” | Approval |
| 9.2 | King’s University College: Introduction of a Major in Analytics and Decision Sciences | Approval |
| 10.0 | Report of the Senate Committee on University Planning (D. Laird) – Refer to Consent Agenda | |

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| 11.0 | Report of the University Research Board (P. Pexman) | |
| 11.1 | Revisions to MAPP Policy 7.14 – Research Involving Human Participants | Approval |
| 12.0 | Report of the Senate ad hoc Committee to Review the Navitas Proposal (F. Strzelczyk) | |
| 12.1 | Preliminary Report of the Senate <i>ad hoc</i> Committee to Review the Navitas Proposal | Information |
| 12.2 | Draft Proposal for Internationalization at Western: A Multi-Pronged Approach | Information |
| 13.0 | Report of the Academic Colleague (S. Roland) | Information |
| 14.0 | The Unanimous Consent Agenda | |
| 14.1 | Items from the Senate Nominating Committee | |
| 14.1(a) | Senate Membership – General Community Member | Information |
| 14.1(b) | Senate Membership – Undergraduate Student Senator At-Large | Information |
| 14.2 | Items from the Senate Committee on Academic Curriculum and Awards | |
| 14.2(a) | Faculty of Science: | Approval |
| 14.2(a)(i) | Department of Biology: Revisions to the Admission and Program Requirements of the Honours Specialization in Biodiversity and Conservation | Approval |
| 14.2(a)(ii) | Integrated Science Program: Revisions to the Admission and Program Requirements of Honours Specialization in Integrated Science Modules | Approval |
| 14.2(b) | Faculty of Social Science, Department of Anthropology: Withdrawal of the Major in Sociocultural Anthropology and Major in Linguistic Anthropology | Approval |
| 14.2(c) | School of Graduate and Postdoctoral Studies: | |

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	14.2(c)(i)	Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice (Clinical Epidemiology and Research Management Field)	Approval
	14.2(c)(ii)	Major Modification to the Master of Data Analytics (MDA)	Approval
	14.2(c)(iii)	Major Modification to the Master of Management of Applied Science (MMASc)	Approval
	14.2(c)(iv)	Withdrawal of the Graduate Diploma (GDip) in Executive Healthcare Leadership	Approval
	14.2(c)(v)	Withdrawal of the Master of Engineering (MEng) in Design and Manufacturing	Approval
14.2(d)		Revisions to the Articulation Agreement between Western University and Fanshawe College for the Admission of Graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs	Approval
14.2(e)		Faculty-Specific Sessional Dates:	
	14.2(e)(i)	Revised 2024-25 Sessional Dates – Faculty of Education	Information
	14.2(e)(ii)	Revised 2025-26 Sessional Dates – Dentistry, Schulich School of Medicine & Dentistry	Information
14.2(f)		Scholarships, Awards, and Prizes:	
	14.2(f)(i)	New Donor-Funded Scholarships, Awards and Prizes	Information
	14.2(f)(ii)	New Western-Funded Scholarships, Awards and Prizes	Information
14.3	Items from the Senate Committee on University Planning (SCUP)		
14.3(a)		Annual Report on Information Security	Information
14.3(b)		Student Mental Health Strategy	Information

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14.3(c)	Renaming of Western Continuing Studies as Western School of Professional and Continuing Education (SPACE)	Information
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14.4 Items from the University Research Board

14.4(a)	Revisions to the Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups	Information
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14.5 Announcements and Communications

14.5(a)	Election Results – Senate Committees	Information
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15.0 [Items removed from Consent Agenda](#)

16.0 [Discussion and Question Period](#)

17.0 New Business

18.0 Adjournment

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Marc Joanisse will offer a land acknowledgement or other observance.

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

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

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

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

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

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

ITEM 2.0 – Minutes of the Meeting of April 25, 2025

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on April 25, 2025,
be approved as circulated.

ATTACHMENT(S):

[Minutes of the April 25, 2025 Meeting](#)



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

April 25, 2025

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

SENATORS:

A. Agyapong	L. Henderson	K. Olson
C. Alcantara	K. Henricus	I. Paul
M. Bassnett	J. Herrera	P. Pexman
G. Beckett	J. Ijam	G. Philip
J. Beecroft	J. Jin	S. Powell
B. Begg	M. Joannis	W. Ritchie
K. Bertrand	A. Jokhu	B. Rubin
S. Boe	M. Kim	S. Schmid
N. Borradaile	H. Kirk	L. Shaw
A. Bryson	D. Kotsopoulos	A. Shepard
S. Buhrow	D. Laird	K. Siddiqui
B. Cheadle	J. Lamarche	A. Simon
K. Choi	G. R. Little	D. Smith
M. Cleveland	L. Logan	F. Strzelczyk
N. Coates	A. Liu	X. Wang
K. Coley	A. Lukawski	J. Yoo
A. Cooke	T. Mantler	N. Zabian
E. Da Costa	O. Matthews	A. Zecevic
L. Davis	M. McGrath	
M. Davison	D. Meister	
D. Ferri	E. Miller	
R. Graham	M. Mills	
M. Green-Barteet	M. Modeski	
C. Hall	I. Namukasa	
S. Hayne Beatty	D. Neufeld	
A. Hearn	A. Nocilla	

Observers:

C. Bressette, R. Chelladurai, C. Chung, J. Doerksen, J. Hutter, R. Isard, E. Kalaydjian, N. Keyghobadi, S. Lewis, S. Roland, V. Sarkany, J. Weststar, M. Yenson

LAND ACKNOWLEDGEMENT

D. Neufeld offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

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

It was moved by B. Cheadle, seconded by C. Alcantara,

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

CARRIED

REPORT OF THE PRESIDENT

A. Shepard, President and Vice-Chancellor, referred members to the written report provided in the agenda and opened his remarks by acknowledging that many students are in the middle of the exam period and offering words of encouragement.

The President continued his report by reminding Senate members that the upcoming Spring Convocation will, for the first time, take place off campus. He encouraged faculty members to participate in the Convocation ceremonies, taking place from June 9-13, to celebrate students' achievements.

The President concluded his report by addressing the recent incident with the fire in the Social Sciences building and provided a brief update, confirming that a police investigation is underway.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) provided a verbal report and began with a brief leadership update, welcoming Mohamed F. Khimji as Dean of the Faculty of Law commencing July 1, 2025 and expressing gratitude to Andrew Botterell for his leadership as Acting Dean and to the Selection committee for their dedicated work.

The Provost continued her report with current government updates, including the recent commitment of \$750 million to support the creation of up to 20,500 additional STEM seats across the province.

The Provost commented on the upcoming Science Rendezvous event, a national science event designed to engage community members in science, technology, engineering, art and math, and expressed gratitude to the faculty and staff members organizing this annual event for their dedication. Additionally, the Provost commented on various projects and initiatives under her portfolio, including the Western Massey Fellows program and the King's Commonwealth Fellowship program.

F. Strzelczyk concluded her report by sharing the names of the Distinguished University Professor and Faculty Scholars Award recipients and offered sincere congratulations on their achievements.

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 the Horizon Europe funding program and commented on the support offered by Western Research in facilitating access to international funding opportunities.

P. Pexman concluded her report with information on the recent successes and accolades earned by Western's research community.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee, D. Kotsopoulos presented the report of the Committee. She informed Senate that at its meeting on April 9th, OAC made the decision to hold the May and June Senate meetings virtually, emphasizing that OAC is firm in its commitment to in-person meetings of Senate and decided to make this change, for this year only, solely in recognition of the importance of the Navitas decision that Senate will be asked to consider at the June meeting. OAC has acknowledged that it is desirable to have as many Senators attending as possible for the preliminary report of the ad hoc committee in May and the vote in June.

ITEM 6.1(a) – Revisions to MAPP Policy 1.1 - Use of University Facilities for other than Regularly Scheduled Academic Purposes

L. Logan, Vice-President (Operations & Finance), presented the revisions to the MAPP Policy 1.1 - Use of University Facilities for other than Regularly Scheduled Academic Purposes, and briefly outlined the rationale supporting the changes.

F. Strzelczyk addressed the completed consultation process by detailing its scope, participants, and key takeaways and commented on how the feedback gathered was incorporated into the final version of the Policy.

ITEM 6.1(b) – Notice of Motion regarding MAPP 1.1 - Use of University Facilities for other than Regularly Scheduled Academic Purposes

At the March 14, 2025, Senate meeting, Senators A. Hearn and E. Da Costa introduced a Motion. The Notice of Motion was referred by the Chair of Senate to OAC for consideration. OAC considered the Notice of Motion and determined that it is appropriate for it to be considered by Senate.

It was moved by A. Hearn, seconded by E. Da Costa,

That the Senate discuss the issue of revisions to MAPP Policy 1.1 at the April 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 next Board of Governors meeting.

CARRIED

The Chair opened the floor for discussion on the proposed revisions to the MAPP Policy 1.1 - Use of University Facilities for other than Regularly Scheduled Academic Purposes as set out in the motion.

A Senator referred to an open letter from student groups at Western and requested that administration provide comments on the concerns outlined in this letter. L. Logan addressed the question, noting that the issues raised in the letter pertain to the consultations rather than the revised Policy. L. Logan clarified that the revisions were not intended to restrict freedom of expression and advised that in the past four years, there has been only one instance in which plans for demonstrations were altered due to a scheduling conflict.

An Official Observer raised concerns related to the addition of the provision regarding the service charges for the use of university facilities for a special event or demonstration, noting the previous iteration of the Policy did not include those provisions and that it might impact students in their right to protest. L. Logan reassured Senate that these fees and service charges will be applied only if the organizer requests additional levels of security. Paul Eluchok, Senior University Legal Counsel, addressed the concerns raised regarding potential implications from the implementation of security fees, and referred Senate to the Annual Report on Freedom of Expression, emphasizing that there have been no instances in which demonstrators were charged for security costs.

As part of the deliberations on the advice to be provided to the Board, Senate proposed recommending further amendments to the MAPP Policy 1.1 - Use of University Facilities for other than Regularly Scheduled Academic Purposes.

The following revision was proposed in relation to the Procedures for consideration by the policy holder for their inclusion in the procedure:

- A recommendation to add in timelines for decision-making and appeal processes.

It was moved by D. Kotsopoulos, seconded by N. Zabian,

That the Senate, pursuant to its authority under Section 30(f) of *The University of Western Ontario Act*, 1982, provide advice to the Board of Governors, through the President & Vice-Chancellor, recommending that the Board approve the revisions to MAPP Policy 1.1 as set out in Item 6.1(a) with the following recommended amendments:

- to add the word “*unreasonably*” to the definition of Prohibited Conduct, section (v) to read: “Conduct that threatens or **unreasonably** disrupts the Ordinary Functioning of the University.”
- to add the word “*unreasonably*” to section 9.00 of the Policy to read: “Excessive

noise in or on University Facilities that **unreasonably** disrupts the Ordinary Functioning of the University or a Special Event...”.

- to remove the word “bedding” from the definition of Camping.
- to add a clarifying statement that students/campus community members are subject to security costs for a Demonstration only when they request extra security.

CARRIED

ITEM 6.1(b) – Revisions to Adopted Policies and Procedures of Senate

D. Kotsopoulos presented for approval revisions to the Adopted Policies and Procedures of Senate, an overview of the proposed changes, and explained the rationale for initiating them as outlined in the agenda (Appendix A).

It was moved by D. Kotsopoulos, seconded by M. Cleveland,

That on the recommendation of the Operations/Agenda Committee, the Senate approve revisions to the Adopted Policies and Procedures of Senate, effective April 25, 2025, as set out in Item 6.2.

During the debate on the motion, a Senator moved that the revisions to the Adopted Policies and Procedures of Senate be deferred and be added to the scope of the Senate governance review scheduled for the following year.

The University Secretary indicated that a motion to withdraw is an incidental motion and the first motion would be dealt with first.

The Chair acknowledged a significant amount of work undertaken by OAC in preparing the proposed revisions and emphasized the importance of recognizing and respecting the efforts of colleagues. D. Kotsopoulos advised that this approach was discussed by OAC during the consideration of the revisions, and the committee decided to continue moving forward with proposed modifications without unnecessary delay.

In response to questions of clarification raised by Senators, D. Kotsopoulos stated that the proposed changes are aimed at streamlining the process and ensuring comprehensive answers. Additionally, she explained the process and the timeline for submitting the questions.

A Senator raised a question of clarification regarding the mechanism of a determination of whether a question or issue falls under Senate authority and potential challenges associated with this process.

The vote was called on the first motion:

It was moved by D. Kotsopoulos, seconded by M. Cleveland,

That on the recommendation of the Operations/Agenda Committee, the Senate approve revisions to the Adopted Policies and Procedures of Senate, effective April 25, 2025, as set out in Item 6.2.

CARRIED

As the first motion was carried, the second motion was declared moot by the Chair.

The Senator who made the second motion appealed the Chair's ruling. After discussion, the Chair called the vote on the second motion:

It was moved by C. Alcantara, seconded by H. Kirk,

That the first motion be withdrawn and the revisions to the Adopted Policies and Procedures of Senate be referred to the 2026 governance review.

DEFEATED

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, D. Kotsopoulos provided a brief report regarding the work of the Nominating Committee and advised on the order of the nominating process.

ITEM 7.1 – Vice-Chair of Senate

Sophie Roland was acclaimed to serve as Vice-Chair of Senate for a term from July 1, 2025 to June 30, 2026.

ITEM 7.2(a) – Operations/Agenda Committee (OAC)

Cherin Chung and Alexandra Lukawski were nominated by the Nominating Committee and Noah Zabian was nominated from the floor of Senate. An election was held following the Senate meeting and Cherin Chung was elected to OAC as a student Senator for a term from July 1, 2025 to June 30, 2026.

In addition to the student nominees, Kate Choi, Melanie Mills and Rithwik Ramachandran were nominated by the Nominating Committee and Christopher Alcantara was nominated from the floor of Senate. An election was held following the Senate meeting and Christopher Alcantara, Kate Choi and Melanie Mills were elected to OAC as members of Senate for terms from July 1, 2025 to June 30, 2027. Alexandra Lukawski and Noah Zabian were elected to OAC as members of Senate for terms from July 1, 2025 to June 30, 2026.

ITEM 7.2(b) – Senate Committee on Academic Policy (Policy)

Braedan Lovie and Sara Sharma were nominated by the Nominating Committee and Brooklin Begg and Aliya Jokhu were nominated from the floor of Senate. An election was held following the Senate meeting and Brooklin Begg and Aliya Jokhu were elected to the Senate Committee on Academic Policy as undergraduate students for terms from July 1, 2025 to June 30, 2026.

Taylor Tomko was acclaimed to the Senate Committee on Academic Policy as a graduate

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student for a term from July 1, 2025 to June 30, 2026.

Mark Cleveland, Xianbin Wang and Anita Woods were acclaimed to the Senate Committee on Academic Policy as faculty members for terms from July 1, 2025 to June 30, 2027.

ITEM 7.2(c) – Senate Committee on Academic Curriculum and Awards (ACA)

Khushi Vyas was nominated by the Nominating Committee and Alexandra Agyapong was nominated from the floor of Senate to the Senate Committee on Academic Curriculum and Awards (ACA). An election was held following the Senate meeting and Alexandra Agyapong was elected to ACA as an undergraduate student for a term from July 1, 2025 to June 30, 2026.

Sophie Roland and Adam Ali were nominated by the Nominating Committee and were acclaimed to ACA as faculty Senate members for terms from July 1, 2025 to June 30, 2027.

Rob Gros was nominated from the floor of Senate and was acclaimed to ACA as a faculty Senate member for terms from July 1, 2025 to June 30, 2027.

No nominations were received for the graduate student position.

ITEM 7.2(d) – Subcommittee on Program Review – Undergraduate (SUPR-U)

Rayyan Khan, Avery Moschee and Avin Sharma were nominated by the Nominating Committee and Yousif Al-Ani, Asad Awawdeh and Braedan Lovie were nominated from the floor of Senate to the Subcommittee on Program Review – Undergraduate (SUPR-U). An election was held following the Senate meeting and Yousif Al-Ani, Asad Awawdeh and Braedan Lovie were elected to SUPR-U as undergraduate students for terms from July 1, 2025 to June 30, 2026.

ITEM 7.2(e) – Subcommittee on Undergraduate Academic Courses (SOC)

Zain Bandy and Jared Lalonde were nominated by the Nominating Committee and Helen Li and Nathaniaal Silvester were nominated from the floor of Senate to the Subcommittee on Undergraduate Academic Courses (SOC). An election was held following the Senate meeting and Helen Li and Nathaniaal Silvester were elected to SOC as undergraduate students for terms from July 1, 2025 to June 30, 2026.

Amy Horton and Derek McLachlin were acclaimed to SOC as faculty members for terms from July 1, 2025 to June 30, 2027.

ITEM 7.2(f) – Senate Committee on University Planning (SCUP)

Aliya Jokhu was nominated from the floor of Senate and was acclaimed to the Senate Committee on University Planning (SCUP) as an undergraduate student for a term from July 1, 2025 to June 30, 2026.

Manuel Spiller and Cherin Chung were acclaimed to SCUP as graduate students for terms from July 1, 2025 to June 30, 2026.

Rob Gros, Matthew Lebo, Susanne Schmid and Xianbin Wang were nominated by the Nominating Committee and Rachel Forrester-Jones was nominated from the floor of Senate to SCUP. An election was held following the Senate meeting and Rachel Forrester-Jones, Rob Gros, Susanne Schmid and Xianbin Wang were elected to SCUP as members of faculty, who are members of Senate at the time their term on the Committee begins, for terms from July 1, 2025 to June 30, 2027.

Sarah Padfield was acclaimed to SCUP as an administrative staff representative for a term from July 1, 2025 to June 30, 2027.

ITEM 7.2(g) – University Research Board (URB)

Abdelrahim Sadiq was nominated by the Nominating Committee and Noah Zabian was nominated from the floor of Senate to the University Research Board (URB). An election was held following the Senate meeting and Noah Zabian was elected to URB as an undergraduate student for a term from July 1, 2025 to June 30, 2026.

Idowu Olawoye was acclaimed to URB as a postdoctoral representative for a term from July 1, 2025 to June 30, 2027.

Ingrid Johnsrude was nominated by the Nominating Committee and Christopher Alcantara was nominated from the floor of Senate to URB. An election was held following the Senate meeting and Ingrid Johnsrude was elected to URB as a member of the Faculty of Social Science for a term from July 1, 2025 to June 30, 2027.

Ana Luisa Trejos was acclaimed to URB as a member of the Faculty of Engineering for a term from July 1, 2025 to June 30, 2027.

Mariam Hayward was acclaimed to URB as a senior member of administrative staff serving in a leadership position with a research focus for a term from July 1, 2025 to June 30, 2027.

No nominations were received for the graduate student representatives.

ITEM 7.2(h) – Honorary Degrees Committee

Cherin Chung was nominated by the Nominating Committee and Logy Shahin was nominated from the floor of Senate to the Honorary Degrees Committee. An election was held following the Senate meeting and Cherin Chung was elected to the Honorary Degrees Committee as a student Senator for a term from July 1, 2025 to June 30, 2026.

Susanne Schmid, Vice-Chair of the Senate Nominating Committee, presented the following nominations to the Honorary Committee.

Stacey Hann, Donna Kotsopoulos and Nicole Redvers were acclaimed to the Honorary Degrees Committee for terms from July 1, 2025 to June 30, 2027.

Jennifer Davila was acclaimed to the Honorary Degrees Committee as an administrative staff representative for a term from July 1, 2025 to June 30, 2027.

ITEM 7.2(i) – Senate Committee on University Teaching Awards (SUTA)

Tanner Layton was acclaimed to the Senate Committee on University Teaching Awards (SUTA) as a graduate student for a term from July 1, 2025 to June 30, 2026.

Adam Ali and Jose Herrera were nominated by the Nominating Committee and Mark Cleveland was nominated from the floor of Senate to SUTA. An election was held following the Senate meeting and Jose Herrera and Mark Cleveland were elected to SUTA as faculty members for the terms from July 1, 2025 to June 30, 2028.

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

Lina Dagnino was acclaimed as Chair of the Senate Review Board Academic (SRBA) for a term from July 1, 2025 to June 30, 2026.

Yousif Al-Ani, Braedan Lovie, Jacob Madeira, Cristina Masciantonio, Zahra Nadeem and Shiven Sharma were acclaimed to SRBA as undergraduate students for terms from July 1, 2025 to June 30, 2026.

Stephanie Chyn and Sara Sharma were nominated by the Nominating Committee and Ayesha Hassan was nominated from the floor of Senate as undergraduate student representatives from the Faculty of Science. An election was held following the Senate meeting and Ayesha Hassan and Sara Sharma were elected to SRBA as undergraduate students from the Faculty of Science for terms from July 1, 2025 to June 30, 2026.

Rachael Kotsopoulos was nominated by the Nominating Committee and Helen Li and Asad Awawdeh were nominated from the floor of Senate as undergraduate student representatives from the Faculty of Social Science. An election was held following the Senate meeting and Helen Li and Asad Awawdeh were elected to SRBA as undergraduate students from the Faculty of Social Science for terms from July 1, 2025 to June 30, 2026.

Jana Bataineh, Dana Broberg, Pilar Rodriguez Mata and Manuel Spiller were acclaimed to SRBA as graduate students for terms from July 1, 2025 to June 30, 2026.

Miriam Capretz, Randal Graham, Kathy Hibbert, Stephen Renaud, Robert Stainton and John Wilson were acclaimed to SRBA as faculty members for terms from July 1, 2025 to June 30, 2027.

ITEM 7.2(k) – Distinguished University Professor Selection Committee

Steven Laviolette and Valerie Oosterveld were acclaimed to the Distinguished University Professor Selection Committee as senior scholars at Western for terms from July 1, 2025 to June 30, 2027.

ITEM 7.2(l) – Faculty Scholar Selection Committee

Robert Stainton and Steven Laviolette were acclaimed to the Faculty Scholar Selection Committee as senior scholars at Western for terms from July 1, 2025 to June 30, 2027.

ITEM 7.2(k) – Advisory Committee for the Ombudsperson's Office

Bonnie Simpson was acclaimed to the Advisory Committee for the Ombudsperson's Office for a term from May 1, 2025 to April 30, 2027.

REPORT OF THE COMMITTEE ON ACADEMIC POLICY

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

ITEM 8.1 – Introduction of Policies on “Requests for Relief from Academic Decisions”, “Senate Review Board Academic Appeals”, and “Scholastic Offences”, and Rescission of the Policies on “Undergraduate Student Academic Appeals”, “Graduate Student Academic Appeals”, “Scholastic Discipline for Undergraduate Students”, and “Scholastic Discipline for Graduate Students”

It was moved by B. Cheadle, seconded by D. Ferri,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the following policies be introduced as shown in Item 8.1:

Requests for Relief from Academic Decisions
Senate Review Board Academic Appeals
Scholastic Offences

And, that effective September 1, 2025, the following policies be rescinded:

Undergraduate Student Academic Appeals
Graduate Student Academic Appeals
Scholastic Discipline for Undergraduate Students
Scholastic Discipline for Graduate Students

CARRIED

REPORT OF THE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

On behalf of ACA, S. Roland presented the report of the Committee.

ITEM 9.1 – Faculty of Health Sciences, School of Health Studies and Arthur Labatt Family School of Nursing and Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics: Introduction of a Certificate in Critical Public Health

It was moved by A. Simon seconded by G. Beckett,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, a Certificate in Critical Public Health be introduced by the School of Health Studies and Arthur Labatt Family School of Nursing in the Faculty of Health Sciences and the Department of Epidemiology and Biostatistics in the Schulich School of Medicine & Dentistry as shown in Item 9.1.

CARRIED

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

On behalf of SCUP, D. Laird presented the report of the Committee.

ITEM 10.1(a) – 2025-2026 University Operating and Capital Budgets

F. Strzelczyk, Provost & Vice President (Academic) and L. Logan, Vice-President (Operations & Finance), presented for approval the 2025-2026 operating and capital budgets (Appendix B).

F. Strzelczyk provided an overview of the external and internal factors impacting the budget. She outlined the strategic budget priorities for 2025-2026 that are aimed at building on previous investments.

F. Strzelczyk presented data on the general increase in the number of full-time faculty and staff over the last 15 years and presented the operating revenue forecast and expenditures for 2025-26 resulting in a projected in-year deficit of \$7.7M.

L. Logan provided an overview of the capital budget noting it supports Western's Long-Range Space Plan. She described the major capital projects underway and those in the advanced planning phase. Additionally, L. Logan outlined expenditures for the 2025-2026 capital budget.

P. Pexman addressed a question of clarification on the status of unfilled Canada Research Chairs (CRCs) in comparison to the total allocated as outlined in the budget documents and stated that this difference occurs due to a number of factors, including a lengthy and

April 25, 2025

complex nominating process.

In response to a question of clarification regarding the potential changes to international PhD students' tuition rates, K. Siddiqui, Vice-Provost (School of Graduate & Postdoctoral Studies), stated that the decision to set the tuition rates for international PhD students at the same rate as domestic students was made in alignment with the university's strategic goals and to strengthen its research mission.

R. Chelladurai, Associate Vice-President (Institutional Planning & Budgeting), addressed a question regarding the increase in the amount allocated for cost-fluctuations compared to the 2024-25 budget and stated that this amount represents central funding to cover negotiated employee compensation increases.

R. Chelladurai also responded to a question related to the recent funding announcement by the provincial government, noting that Western is awaiting further details.

In response to a question regarding the one-time funding allocated for leasing space in Toronto L. Logan explained that this project is a part of the implementation of the Western Strategic Plan, supporting the goal of expanding the institution's presence in Toronto.

F. Strzelczyk commented on the allocations associated with the integration of AI-related content to the MA program in Social Science.

Additionally, F. Strzelczyk and M. Modeski commented on the data provided by the Ontario Universities' Application Centre (OUAC) and explained that the data available currently is not final, as it requires students' registration to be finalized.

In response to a question from a Senator, R. Chelladurai advised that under the current state of operations, no growth in revenue is projected without identifying alternative sources.

L. Logan and R. Chelladurai commented on the nature of the operating and capital budgets and how funding allocations are managed.

It was moved by D. Laird,

That on recommendation of SCUP, Senate provide advice to the Board of Governors, through the President & Vice-Chancellor, recommending the approval of the 2025-26 University Operating and Capital Budgets as shown in Item 10.1(a).

CARRIED

ITEM 10.1(b) – 2025-26 Program Specific Fees and Other Supplemental Fees

As Supplementary information for Senate, the Program Specific Tuition and Other Supplemental Fees were provided for information.

ITEM 10.2 – Affirming Declarations of Indigenous Citizenship or Membership at Western University

C. Bressette, Vice-Provost & Associate Vice-President (Indigenous Initiatives), presented for discussion the introduction of a new MAPP policy to affirm declarations of Indigenous citizenship and membership at Western (Appendix C).

In her presentation, C. Bressette provided the rationale for having a policy, an overview of the policy's scope, guiding principles, and affirmation process. Additionally, she commented on the communication plan and responded to questions of clarification, providing some examples of the application of the procedures.

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented a summary of the Board's recent activities and discussions at its April meeting, including discussion on potential revisions to MAPP Policy 7.14 – Research Involving Human Participants.

Additionally, P. Pexman provided a status update on the progress in the Research Information Management System (RIMS) implementation and expressed gratitude to P. Ragogna and K. Burke for their efforts in this project.

REPORT OF THE SENATE *ad hoc* COMMITTEE TO REVIEW THE NAVITAS PROPOSAL

ITEM 12.1 – Announcement of a Chair of the Senate *ad hoc* Committee to Review the Navitas Proposal

F. Strzelczyk presented a brief summary of the work conducted by the Senate *ad hoc* Committee to Review the Navitas Proposal and advised Senate that she was elected as Chair of the Committee. Additionally, she invited Senators to register for participation in the Senate Information Session on a proposed partnership with Navitas that will take place on May 6, 2025.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY TEACHING AWARDS (SUTA)

ITEM 13.1 – Recipients of Western's Excellence in Teaching Awards for 2024-25

N. Keyghobadi, Acting Vice-Provost (Academic Planning, Policy & Faculty), provided a presentation and announced the recipients of Western's Excellence in Teaching Awards for 2024-25.

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CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- ITEM 15.1(a) – Senate Membership – Vacancies Filled by Appointment
- ITEM 15.1(b) – Order of Ceremony – Autumn Convocation 2025

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 15.2(a) – Faculty of Health Sciences: Revisions to the Policy on “Potential Health Risks/Immunization Requirements”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective May 1, 2025, the policy on “Potential Health Risks/Immunization Requirements” be revised as shown in Item 15.2(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.2(b) – Faculty of Law: Revisions to the Policy on “Progression Requirements – Law”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on “Progression Requirements – Law” be revised as shown in Item 15.2(b).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.2(c) – Schulich School of Medicine & Dentistry: Revisions to the Policy on “Admission – Dentistry”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective August 1, 2025, the policy on “Admission – Dentistry” be revised as shown in Item 15.2(c)

CARRIED BY UNANIMOUS CONSENT

ITEM 15.2(d) – Revisions to the Policy on “Part-Time Admission for Ontario Secondary School Diploma (OSSD) Students: WISE and SWAU”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective April 25, 2025, the policy on “Part-Time Admission for Ontario Secondary School Diploma (OSSD) Students: WISE and SWAU” be revised as shown in Item 15.2(d).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.2(e) – Revisions to the Policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on “Registration and Progression in Three-Year, Four-Year and Honours Programs” be revised as shown in Item 15.2(e).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.2(f) – Revisions to the Policy on “Adding and Dropping Courses”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on “Adding and Dropping Courses” be revised as shown in Item 15.2(f).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.2(g) – Revisions to the Policy on “Scholar’s Electives Program and Western Scholars”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective April 25, 2025, the policy on “Scholar’s Electives Program and Western Scholars” be revised as shown in Item 15.2(g).

CARRIED BY UNANIMOUS CONSENT

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

ITEM 15.3(a)(ii)– Schulich School of Medicine & Dentistry, Department of Anatomy and Cell Biology and Faculty of Science: Revisions to the Honours Specialization and Major in Medical Cell Biology

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization and Major in Medical Cell Biology, offered by the Department of Anatomy and Cell Biology in the Schulich School of Medicine & Dentistry and the Faculty of Science, be revised as shown in Item 15.3(a)(ii).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(iii) – Schulich School of Medicine & Dentistry, Department of Biochemistry and Faculty of Science: Revisions to the Honours Specialization in Biochemistry, Honours Specialization in Biochemistry and Cancer Biology, Major in Biochemistry, and Combined Honours BMSc Biochemistry/HBA

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the following modules offered by the Department of Biochemistry in the Schulich School of Medicine & Dentistry and the Faculty of Science be revised as shown in Item 15.3(a)(iii).

Honours Specialization in Biochemistry

Honours Specialization in Biochemistry and Cancer Biology

Major in Biochemistry

Honours BMSc Biochemistry/HBA (with the Ivey Business School).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(iv) – Schulich School of Medicine & Dentistry, Department of Biochemistry: Withdrawal of the Honours Specialization in Biochemistry and Cell Biology, Honours Specialization in Biochemistry and Pathology of Human Disease, Honours Specialization in Biochemistry of Infection and Immunity, Honours Specialization in Chemical Biology, and Honours Specialization in Computational Biochemistry

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1,

2025, admission to the following Honours Specializations offered by the Department of Biochemistry in the Schulich School of Medicine & Dentistry be discontinued:

Honours Specialization in Biochemistry and Cell Biology (with the Department of Anatomy and Cell Biology)

Honours Specialization in Biochemistry and Pathology of Human Disease (with the Department of Pathology and Laboratory Medicine)

Honours Specialization in Biochemistry of Infection and Immunity (with the Department of Microbiology and Immunology)

Honours Specialization in Chemical Biology (with the Department of Biochemistry and the Department of Chemistry in the Faculty of Science)

Honours Specialization in Computational Biochemistry (with the Department of Biochemistry and the Department of Computer Science in the Faculty of Science); and

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

That the modules be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(v) – Schulich School of Medicine & Dentistry, Department of Epidemiology and Biostatistics and Faculty of Science: Revisions to the Honours Specialization in Epidemiology and Biostatistics

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization in Epidemiology and Biostatistics, offered by the Department of Epidemiology and Biostatistics in the Schulich School of Medicine & Dentistry and the Faculty of Science, be revised as shown in Item 15.3(a)(v).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(vi) – Schulich School of Medicine & Dentistry, Department of Medical Biophysics and Faculty of Science: Revisions to the Honours Specialization in Medical Biophysics (Medical Science Concentration)

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization in Medical Biophysics (Medical Science Concentration), offered by the Department of Medical Biophysics in the Schulich

School of Medicine & Dentistry and the Faculty of Science, be revised as shown in Item 15.3(a)(vi).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(vii) – Schulich School of Medicine & Dentistry, Department of Microbiology and Immunology and Faculty of Science: Revisions to the Honours Specialization and Major in Microbiology and Immunology

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization and Major in Microbiology and Immunology, offered by the Department of Microbiology and Immunology in the Schulich School of Medicine & Dentistry and the Faculty of Science, be revised as shown in Item 15.3(a)(vii).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(viii) – Schulich School of Medicine & Dentistry, Department of Microbiology and Immunology: Withdrawal of the Honours Specialization in Microbiology and Immunology with Pathology

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization in Microbiology and Immunology with Pathology, offered by the Department of Microbiology and Immunology and the Department of Pathology and Laboratory Medicine in the Schulich School of Medicine & Dentistry, be discontinued; and

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

That the module be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(ix) – Schulich School of Medicine & Dentistry, Department of Pathology and Laboratory Medicine and Faculty of Science: Revisions to the Honours Specialization and Major in Pathology, Honours Specialization and Major in One Health, and Honours Specialization in Medical Bioinformatics

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the following modules offered by the Department of Pathology and Laboratory Medicine

in the Schulich School of Medicine & Dentistry and the Faculty of Science be revised as shown in Item 15.3(a)(ix).

Honours Specialization in Pathology

Major in Pathology

Honours Specialization in One Health

Major in One Health

Honours Specialization in Medical Bioinformatics

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(x) – Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology and Faculty of Science: Revisions to the Honours Specialization in Physiology, the Honours Specialization in Physiology and Pharmacology, the Major in Pharmacology, and the Major in Physiology

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the following modules offered by the Department of Physiology and Pharmacology in the Schulich School of Medicine & Dentistry and the Faculty of Science be revised as shown in Item 15.3(a)(x).

Honours Specialization in Physiology

Honours Specialization in Physiology and Pharmacology

Major in Pharmacology

Major in Physiology

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(xi) – Schulich School of Medicine & Dentistry, Department of Physiology and Pharmacology: Withdrawal of the Honours Specialization in Pharmacology

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Honours Specialization Pharmacology, offered by the Department of Physiology and Pharmacology in the Schulich School of Medicine & Dentistry, be discontinued; and

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

That the module be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(xii) – Schulich School of Medicine & Dentistry, Interdisciplinary Medical Sciences Program and Faculty of Science: Revisions to the Honours Specialization and Major in Interdisciplinary Medical Sciences and the Combined BMSc Interdisciplinary Medical Sciences/HBA

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the following modules offered by the Interdisciplinary Medical Sciences Program in the Schulich School of Medicine & Dentistry and the Faculty of Science, be revised as shown in Item 15.3(a)(xii).

Honours Specialization in Interdisciplinary Medical Sciences

Major in Interdisciplinary Medical Sciences

Honours BMSc Interdisciplinary Medical Sciences/HBA (with the Ivey Business School)

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(a)(xiii) – Schulich School of Medicine & Dentistry and Faculty of Science: Revisions to the Policy on “Admission to the Bachelor of Medical Sciences (BMSc) Program”

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the policy on Admission to the Bachelor of Medical Sciences (BMSc) Program” be revised as shown in Item 15.3(a)(xiii).

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(b)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Geology and MSc in Geophysics

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Science (MSc) in Geology and MSc in Geophysics be revised as shown in Item 15.3(b)(i).

April 25, 2025

CARRIED BY UNANIMOUS CONSENT

ITEM 15.3(b)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Public Administration (MPA)

It was moved by C. Alcantara, seconded by D. Laird,

That on the recommendation of ACA, Senate approve that effective May 1, 2026, the Master of Public Administration (MPA) be revised as shown in Item 15.3(b)(ii).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 15.3(c) – Faculty-Specific Sessional Dates (2025-26): Ivey Business School
- ITEM 15.3(d) – New Donor-Funded Scholarships, Awards, and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Information Items Reported by SCUP on Unanimous Consent:

- ITEM 15.4(a) – Vice-Provost's Annual Report on Faculty Recruitment and Retention
- ITEM 15.4(b) – Naming Policies Review

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

Information Items Reported by URB on Unanimous Consent:

- ITEM 15.5(a) – Rescission of MAPP Policy 7.5 – Research Grants and Revisions to MAPP Policy 7.8 – Signing Authorities for Research Grants, Contracts, and Agreements

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.6(a) – Election Results – Senate ad hoc Committee to Review the Navitas Proposal
- ITEM 15.6(b) – Academic Administrative Appointments

DISCUSSION AND QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 17.0 prior to the meeting. The questions and responses are summarized below:

The Chair responded to a question regarding the measures being taken by the University,

individually and in coordination with peer institutions, to advocate for increased in post-secondary funding and reassured Senate that ongoing advocacy efforts are underway to address provincial post-secondary funding challenges.

M. Modeski addressed a question regarding the efforts that are being made to position Western as a more attractive alternative to the universities in the US.

OTHER BUSINESS:

NOTICE OF MOTION

Mark Cleveland, Senator from the Faculty of Social Science, presented the following Notice of Motion:

That Senate recommend that Western University cease using 'X' as a tool to communicate to the university community and beyond, by May 30th 2025.

In accordance with Senate's Rules of Order, the Chair noted that the notice would be referred to the Operations/Agenda Committee for consideration at its May meeting.

ADJOURNMENT

The meeting adjourned at 4:46 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Proposed Revisions: Adopted Policies and Procedures of Senate

April 25, 2025



1

Goal of Proposed Revisions

- To preserve the ability for Senators to ask questions regarding agenda items following the posting of the Senate agenda
- Provide a new process for questions and issues for discussion that are not related to an agenda item to allow for questions/issues to be shared with OAC prior to the Senate meeting, and for answers to be sought and prepared for Senate
- Provide an OAC Chair's Report containing all questions received and the reasons for routing questions to Senate or elsewhere



Internationalization at Western: A Multi-Pronged Approach

2

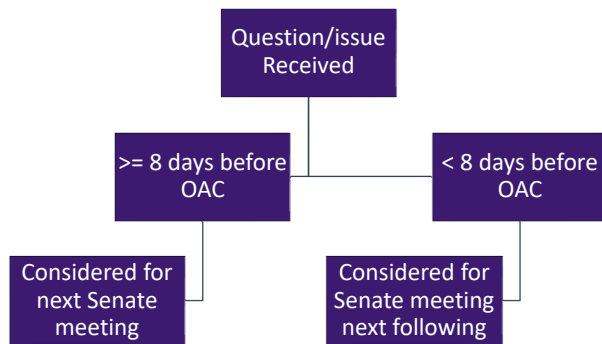
Questions for Senate

- For questions regarding matters on the Senate agenda:
 - submit questions to the Secretariat 48 hours before the meeting (note: suggested; not required)
 - Ask questions when the relevant agenda matter is reached in the meeting
 - No change to current practice

Question Period

- Questions and issues for discussion will be submitted to OAC through the Secretariat
- Questions/issues may be submitted to the Secretariat **at any time**
- OAC will determine whether to route the question to Senate or redirect it to an appropriate unit on campus for a response.

Submitting Questions



- A question/issue is submitted on August 28, 2025
 - Considered at September 10 OAC meeting for September 19 Senate
- A question/issue is submitted on September 5, 2025
 - Considered at October 8 OAC meeting for October 17 Senate

Routing of Questions/Issues

- If OAC determines it will be routed to Senate:
 - Question posted in the Senate agenda under the Question Period item
- If OAC determines it will not be routed to Senate
 - Question provided to the appropriate unit on campus for a response
- Senate will receive an OAC Chair's Report with:
 - All questions and issues received
 - The decision of OAC regarding the routing
 - If not routed to Senate, a brief explanation and information on the unit to which it was directed

2025-26 Operating and Capital Budgets

Presentation to Senate

April 25, 2025



1

External context

- Provincial core operating grant frozen at 2016-17 level (block grant)
- Domestic tuition rates:
 - Rolled back 10 per cent in 2019-20; frozen through 2026-27
 - Some flexibility with domestic out-of-province tuition
 - Tuition anomaly increases in undergraduate computer science and MOS
- International student study permit caps
- Flexibility with international tuition rates
- Modest time-limited government funding
- Strategic Mandate Agreement Renewal (SMA 4) to start in 2025-26



Operating and Capital Budgets 2025-26

2

2

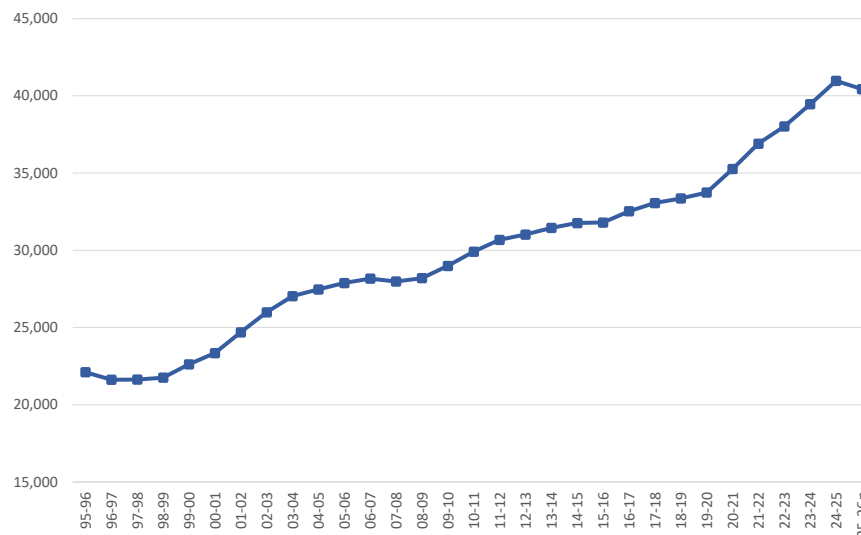
Internal context

- Final year of 3-year plan
- Strong domestic demand
- Decline in international UG enrolment & tuition revenue
- Enrolment-related revenue sharing still in place
- No new/incremental base allocations to units

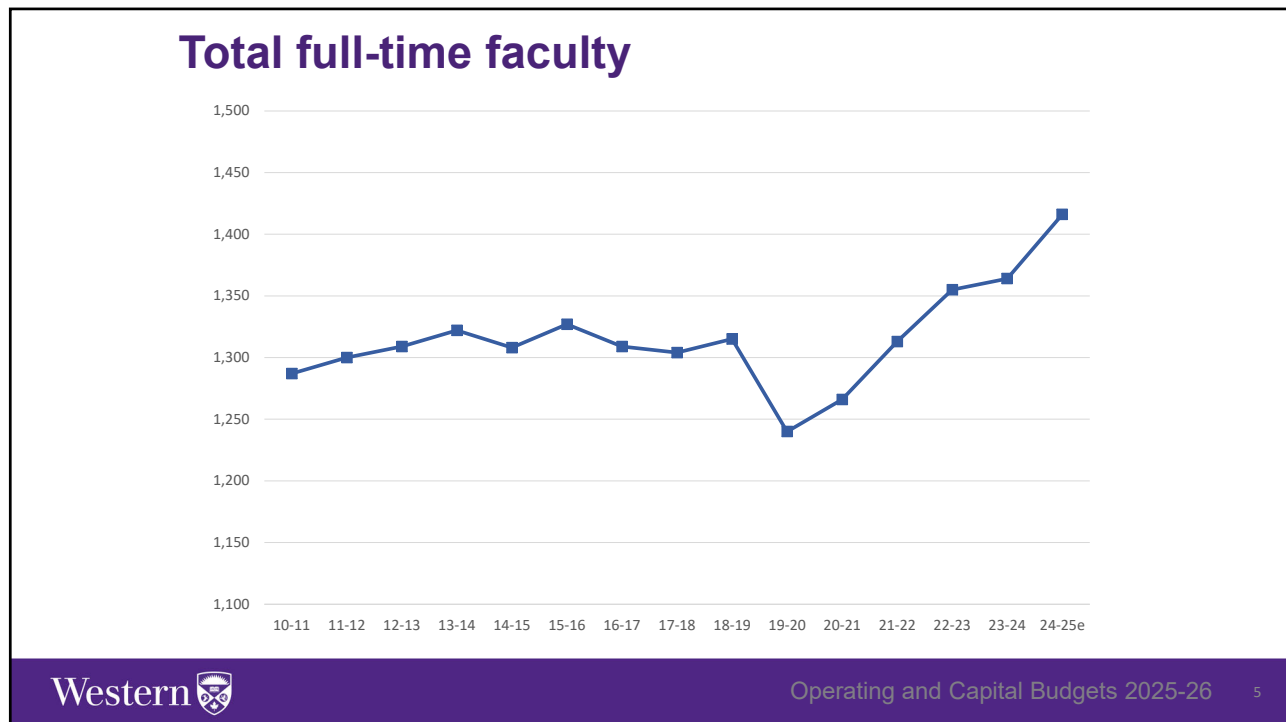


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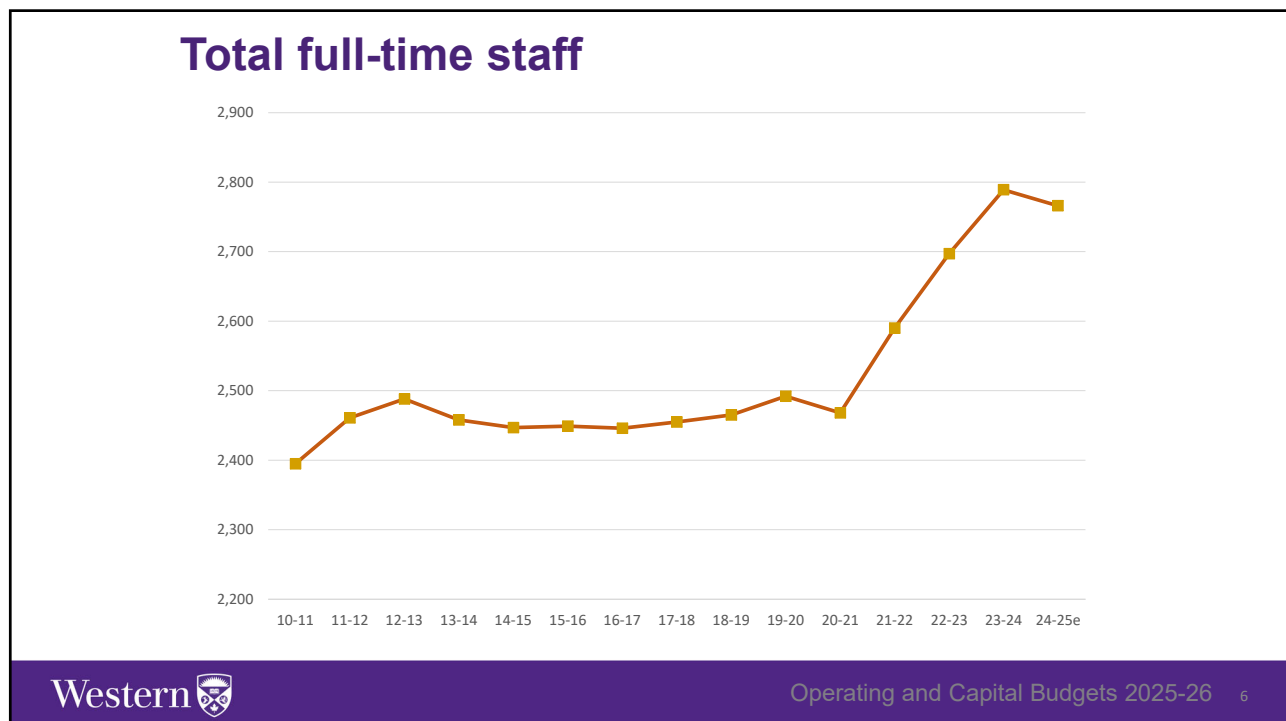
Total full-time equivalent enrolment at Western



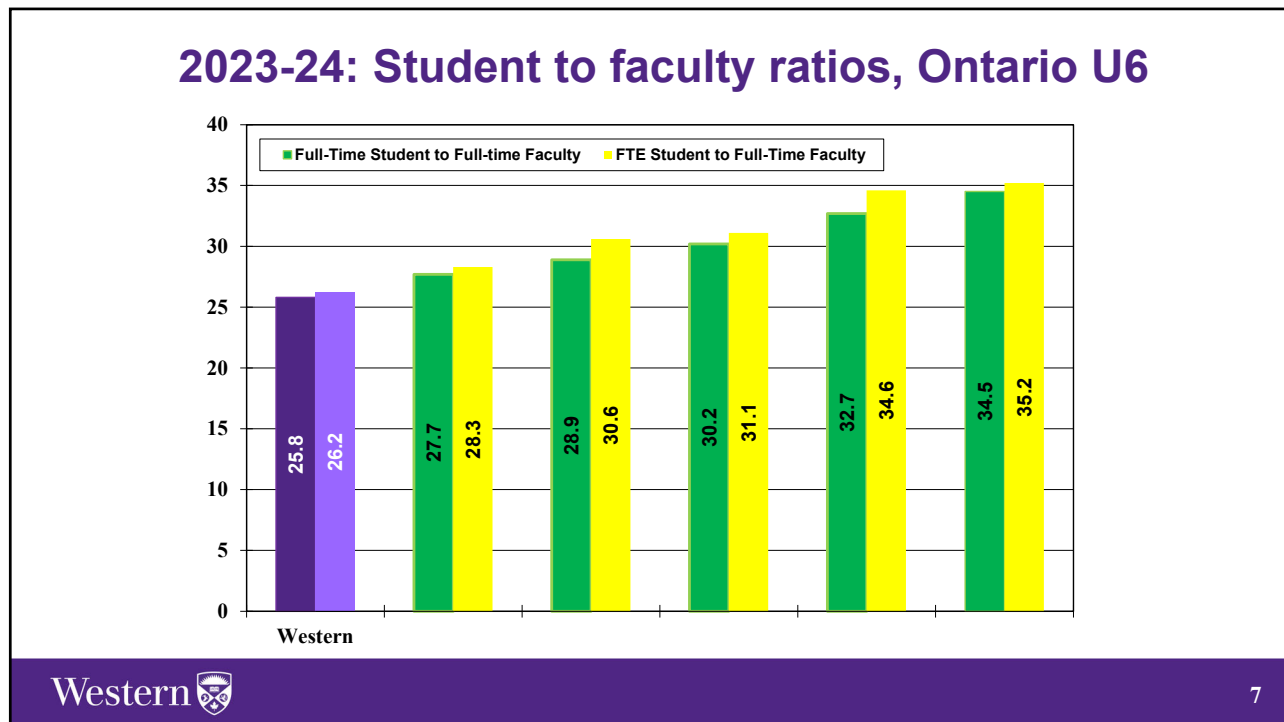
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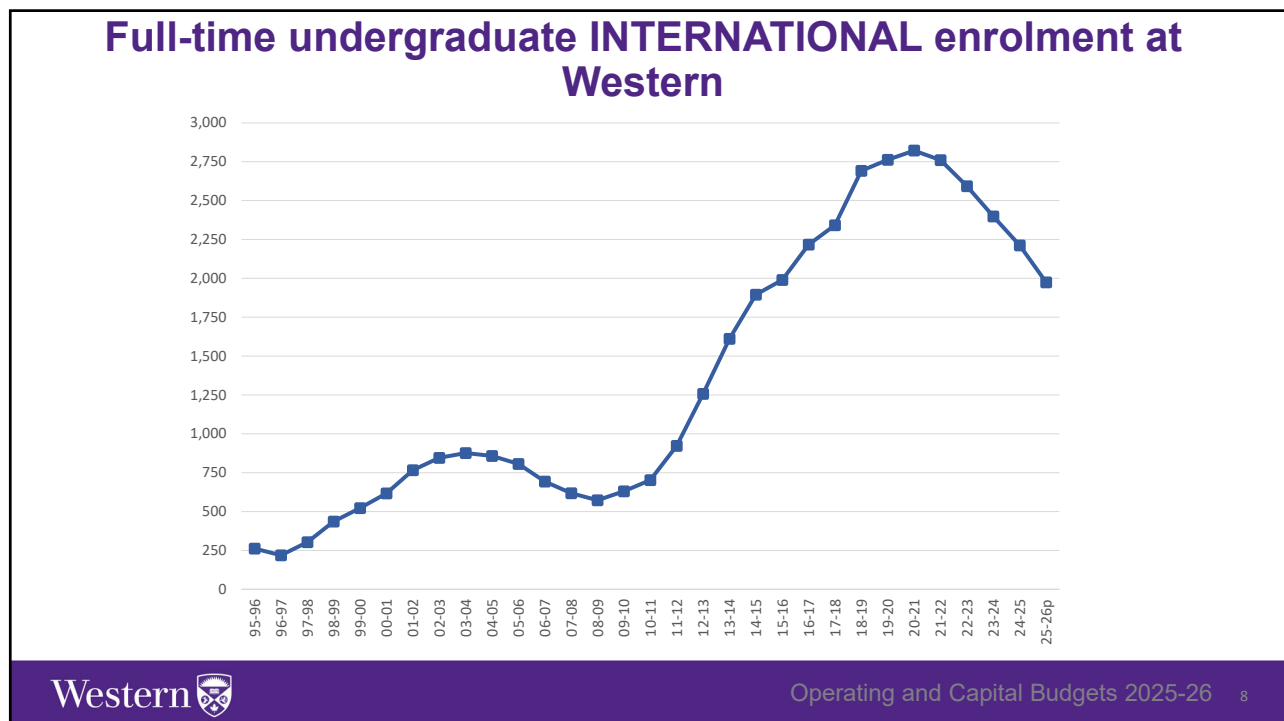
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7



8

Strategic budget priorities 2025-26

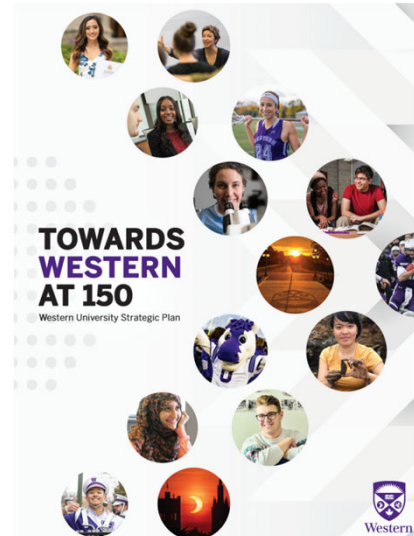
Align with Western's Strategic Plan priorities

- Academic and Research Excellence
- Student Success
- Campaign

Build on previous investments

- Engineering, Nursing program expansions
- International undergraduate student recruitment
- Fundraising campaign support
- Research-related initiatives

Ensure alignment of revenues and expenditures



Revenue forecast 2025-26

Revenue Components and Tuition Recommendations

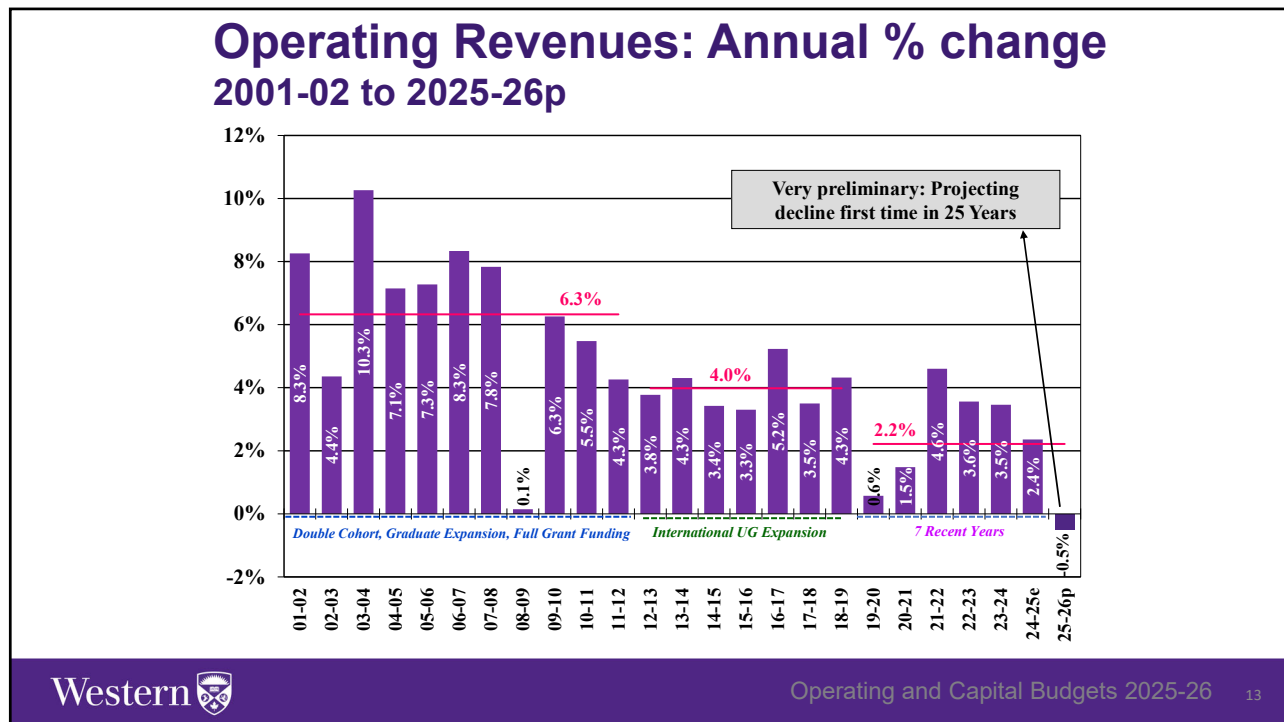
- Enrolment Plans - SUEPP/SCUP/Senate approved
- Domestic Tuition - frozen, except for:
 - Out-of-Province - 5 per cent increase
 - Tuition anomalies - Undergraduate Computer Science and MOS
- International tuition increases
 - Most undergraduate programs - 3 per cent
 - Research masters - 2 per cent
 - Most professional masters and EdD - 3 per cent
 - PhD - frozen, same as domestic tuition
- Grants - frozen, except for time-limited grant

11

Operating Revenue Forecast for 2025-26 (\$M)

	2024-25 e	2025-26 p	\$ Change	% Change
Core Operating Grant	279.8	279.8	0	0.0%
Time-Limited Provincial Grant	8.4	14.2	5.8	69.0%
Other (Special Purpose) Grants	26.8	27.4	0.6	2.2%
Sub-Total Government Grants	315.0	321.4	6.4	2.0%
Tuition Revenue: Regular	390.8	377.7	-13.1	-3.4
Tuition Revenue: Self-Funded	110.7	112.1	1.4	1.2%
Sub-Total Tuition Revenue	501.5	489.9	-11.8	-2.3%
All Other Revenue	123.4	124.2	0.8	0.6%
Total Operating Revenue	940.0	935.4	-4.6	-0.5%

12



13

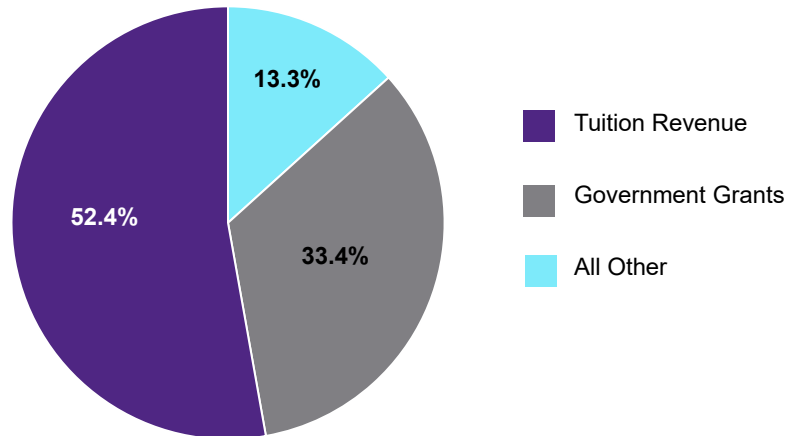
Summary of 2025-26 Operating Budget

Western

Operating and Capital Budgets 2025-26 14

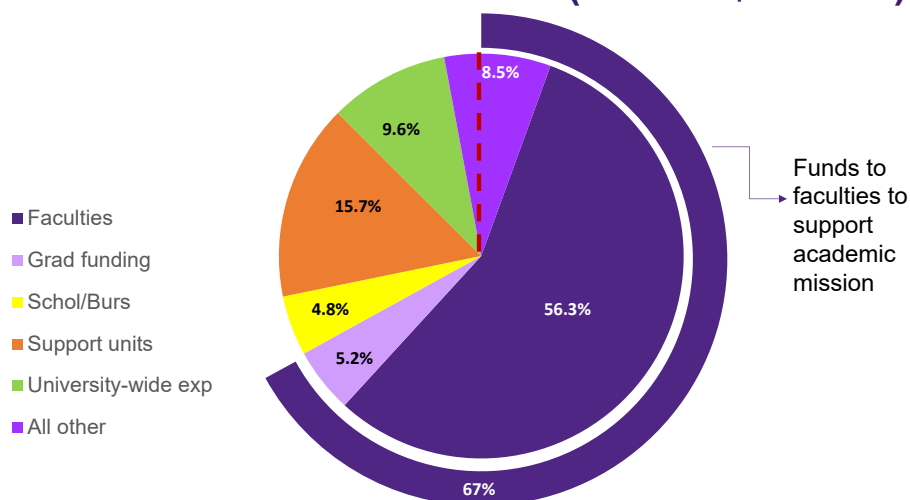
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Projected 2025-26 operating revenues (Total = \$935.4M)



15

Projected 2025-26 operating expenditures Total base and one-time combined (Total = \$943.1M)



16

Summary of 2025-26 operating budget (Table 2)

Revenue forecast = \$ 935.4M

Expenditure plan = \$ 943.1M

Projected in-year position: **-\$7.7M**

Projected operating reserve: **\$44 M**

17

2025-26 Capital Budget

18

Next set of major capital projects

- Supports long-range space plan (Page 35, Table 13)
- Projects underway or in advanced planning (*Category 1*)
 - New Engineering Building
 - Undergraduate Residence – University Drive Location
 - Donald K. Johnson Leadership Centre in Toronto (Ivey)
 - The Bioconvergence Centre
 - Pathogen Research Centre Facility
 - Renewal of Facilities at the West Campus (formerly Brescia University College)
 - University Drive Bridge replacement

Overview of 2025-26 Capital Budget

Total spending of \$252.6M (table 14, line 10)

\$129.5 M for new construction

(Table 17, line 14)

\$24.6M for major renovations

(Table 17, line 22)

\$98.5M for all other expenditures

- Utilities and infrastructure
- Modernization of academic facilities
- General maintenance and modernization
- Housing and ancillary projects

Questions & Discussion



Operating and Capital Budgets 2025-26 21

21



22



1

Affirming Declarations of Indigenous Citizenship or Membership

Presentation to Senate

April 25, 2025

2

Today's Agenda

1. Policy Overview
2. Affirmation Process
3. Implementation
4. Q & A



Affirming Indigenous Citizenship/ Membership

3

Policy Overview



Affirming Indigenous Citizenship/Membership

4

Purpose

- Safeguard against Indigenous ethnic fraud while demonstrating respect for Indigenous Peoples
- Implement an affirmation process that is informed and led by local Indigenous Peoples, and Indigenous community members at Western



Affirming Indigenous Citizenship/ Membership

5

Background

- Designated roles/ opportunities have emerged in response to Indigenous underrepresentation in postsecondary education institutions.
- Reliance on voluntary and unverified Indigenous self-identification has led to many instances of Indigenous ethnic fraud causing significant harm.



Affirming Indigenous Citizenship/ Membership

6

Background

- Indigenous people have long advocated for institutional processes to safeguard against Indigenous ethnic fraud through processes that are:
 - Indigenous designed and led; and
 - responsive to the socio-political and legal developments occurring outside the university.



Affirming Indigenous Citizenship/ Membership

7

Scope

- Applies to everyone who makes a declaration of Indigenous citizenship/ membership within both designated and non-designated roles that results in advantage at Western.
 - **Material advantage:** designated opportunities or preferential treatment for admission, bursaries, awards, recruiting, service positions, roles, collective agreement benefit
 - **Intangible benefits:** influence, authority, perspective



Affirming Indigenous Citizenship/ Membership

8

Guiding Principles

- Honour the sovereignty and relational processes of local Indigenous Nations to determine Indigenous citizenship/ membership
- Provide a welcoming, and culturally safe environment for Indigenous peoples to declare their Indigenous citizenship /membership



Affirming Indigenous Citizenship/ Membership

9

Affirmation Process & Documentation



Affirming Indigenous Citizenship/ Membership

10

In Step with Sector

- Indigenous designed and led (accountability to Indigenous Nations)
- Broad application - policy applies to all or prospective members of the University community (whether staff, student, faculty member, etc.)
- Focus on “Citizenship or Membership” - not identity



Affirming Indigenous Citizenship/ Membership

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Modes of Affirmation

- Statement of Relational Positionality
 - Demonstrating lived-experience, connections, lineal descent, responsibilities, colonial impacts
- Requiring two documents proving citizenship or membership to the Nation who claims the individual
 - E.g., cards, reference letters, birth certificates



Affirming Indigenous Citizenship/ Membership

12

Affirmation Process

- Indigenous Affirmation Advisory Committee (IAAC)
 - composition includes local Indigenous community members
 - provides oversight of the affirmation process, and requests additional information in situations with inconsistencies or deficiencies.
- Additional pathways to affirmation available when documentation is not available due to colonial displacement



Affirming Indigenous Citizenship/ Membership

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Implementation



Affirming Indigenous Citizenship/ Membership

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Implementation

- Successful pilot of the draft for several months now.
- Living document that will be updated every three years.
- Once ratified by the Board of Governors, the Policy will be applied across campus.



Affirming Indigenous Citizenship/ Membership

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Mitigation Planning

- Broad consultation with diverse groups
- Operational procedures devised to receive, store, and destroy confidential documentation
- Pathways for appeal, if desired by applicant
- Policy aligned with federal guidelines and reports pertaining to Indigenous citizenship and membership (e.g., Tri-Council Policy on Indigenous Citizenship and Membership)



Affirming Indigenous Citizenship/ Membership

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Communications Plan

- Strategy developed in collaboration with Western Communications.
 - See Office of Indigenous Initiatives' webpage for supportive resources
 - ✓ information packages
 - ✓ FAQ documents for different audiences



Affirming Indigenous Citizenship/ Membership

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Key Messaging

- Western is “advancing reconciliation with Indigenous communities” (*Towards Western at 150*)
- Moving beyond the harmful practice of self-identification without verification.
- Indigenous developed and led policy contributes to a safe, inclusive, and diverse culture at Western.



Affirming Indigenous Citizenship/ Membership

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Firm Foundations

- Policy is premised upon the building blocks established by:
 - *Truth and Reconciliation Commission of Canada;*
 - *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP);*
 - *Towards Western at 150; and*
 - *Western's Indigenous Strategic Plan*



Affirming Indigenous Citizenship/ Membership

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Questions?



Affirming Indigenous Citizenship/Membership

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ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: May 9, 2025

Re: Monthly report for May 2025

Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of April 25, 2025.

Strategic investments underscored in Western's 2025-26 budget: The Board of Governors approved plans to invest \$943.1 million over the next year to advance the University's strategic goals, while managing rising costs and funding constraints. Though financial pressures are creating a projected \$7.7 million in-year deficit, Western's history of strong fiscal management has helped maintain stability, while ensuring strategic growth.

Ivey Business School launches new vision: called [Bold Ambition](#), the vision builds on Ivey's legacy of immersive case-based learning and reimagines experiential business learning through four strategic priorities – Transform Experiential Learning, Open More Pathways, Create Insights That Matter, Expand Global Impact.

Journalism initiative awarded prestigious fellowship: Christopher Arsenault (FIMS) and collaborator Josette Lafleur, have received the Michener – L. Richard O'Hagan Fellowship for Journalism Education for their multi-media initiative, *"How They Did It."* The project will provide aspiring journalists with an insider's view into investigative reporting in Canada, a potential resource to journalism programs across the country.

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

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

- **Ying Zheng** (Engineering) awarded the international 2025 Energy Systems Award by the *American Institute of Aeronautics and Astronautics*.
- **Peter Jaffe** (Education) to receive Honorary Doctor of Laws from *Law Society of Ontario*.

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

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

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

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

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

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

- The following alumni received King Charles III Coronation Medals in recent weeks:
Cameron Bailey, **Perry Dellelce**, **Mary DePaoli**, **Eva Havaris**, **Thor Richardson**,
Chris Tambakis.
- **Mitch Frazer**, LLB'99, received *The Canadian Council for the Advancement of Education's* Friend of Education Award, for outstanding philanthropic and volunteer contributions.
- Student **Sakshi Bhargava** (Social Science) selected as a youth delegate for Canada for the United Nations Commission on the Status of Women session in New York (March 2025).
- Six Western Mustangs drafted to the Canadian Football League: **Erik Andersen** (Saskatchewan), **Alex Berwick** (BC), **Jackson Findlay** (BC), **Riley MacLeod** (Montreal), **Max von Muehldorfer** (Calgary), **Keanu Yazbeck** (Montreal).
- *Western Alumni Magazine* earned 10 National Magazine B2B Award finalist nominations across eight categories, including Best Magazine.
- *The Western Gazette* was nominated for nine national student journalism awards through the John H. McDonald Awards for Excellence, and won the Digital Storytelling Award, and Feature Writing Award.

Leadership updates:

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

Review/selection committees are in progress for the Dean of the Faculty of Information & Media Studies, and Vice-Provost (Academic Planning, Policy & Faculty).

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

[VPR Report May 2025](#)

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: May 9, 2025

Re: Report of the Vice-President (Research) for **May 16, 2025**

Dear Senators,

Please find below a brief update about efforts to continue to elevate supports Western Research provides the research community.

Research Grants Repository

We are currently piloting a [grants repository](#) to support researchers in developing competitive funding applications. These past applications are intended to serve as reference materials that offer insight into proposal writing and funding strategies.

- The grants repository houses successful grant applications generously shared by colleagues and supplements existing grant supports.
- We continue to add content across disciplines, funding programs and sponsors.
- The tool will be advertised broadly in June to ensure it is available for the fall granting season.
- If you have any questions, would like to submit a successful grant or require access, please contact grantrepository@uwo.ca.

Automated Grant Feedback Tool

In January, we launched a pilot of an [automated grant feedback tool](#) for the CIHR Project Grants competition.

- The AI-based tool will be made available later this summer for SSHRC Insight Grant and NSERC Discovery Grant competitions in the fall.
- It has been developed in-house to simulate the peer review process by modelling critical reviewer comments from previous competitions.
- The resulting report provides investigators with an additional layer of scrutiny to help address potential weaknesses in new draft applications.
- Use of the tool is entirely optional, and it is not intended to replace or circumvent any current departmental, faculty or institutional supports or processes.
- Information you input into the tool is not made available to anyone else, nor is it used to train the model.
- If you have any questions, please contact James Shelley, Knowledge Mobilization Specialist, Faculty of Health Sciences.

ITEM 6.1 – Membership – Nominating Committee

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

[Must be members of Senate]

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

Composition:

Current Elected Members:

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

2025-2026 Senate-elected members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
TBD	UNDG		June 30, 2026	Vacancy Student rep. Senator
TBD	GRAD		June 30, 2026	Vacancy Student rep. Senator
Members:				
TBD			June 30, 2027	Vacancy, Senator
TBD			June 30, 2027	Vacancy, Senator
TBD			June 30, 2027	Vacancy, Senator
Kate Choi	Faculty Member	Social Science	June 30, 2026	Senator
Alfonso Nocilla	Faculty Member	Law	June 30, 2026	Senator
Susanne Schmid	Faculty Member	Schulich	June 30, 2026	Senator

Membership Summary:

Student Members:

- **Required:** Two (2) student Senators: one graduate student and one undergraduate student. Two (2) positions are vacant.

Senate Members:

- **Required:** Six (6) members of Senate. Three (3) filled. Three (3) positions are vacant.
- **Compliance with the Terms of Reference:** No more than one (1) faculty member may be from a single Faculty or School.

Terms: One year for students and two years for faculty/others.

Required: Five (5) members of Senate, at least two of whom shall be faculty members, at least one of whom shall be a graduate student and one of whom shall be an undergraduate student.

No more than one (1) faculty member may be from a single Faculty or School.

Nominees:	<u>Brooklin Begg (UNDG)</u>	Senator, UNDG	Term to June 30, 2026
	<u>TBD</u>	Senator, GRAD	Term to June 30, 2026
	<u>TBD</u>	Senator, Faculty	Term to June 30, 2027
	<u>TBD</u>	Senator, Faculty	Term to June 30, 2027
	<u>TBD</u>	Senator	Term to June 30, 2027

ITEM 6.2 – 2025-2026 Governance Review

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Report of the Senate *ad hoc* Committee on Renewal (the “Report”), accepted by Senate in June 2016, included a recommendation that a full structural review [of Senate] be conducted every 10 years. With the 10-year mark approaching in 2026, the Operations/Agenda Committee (OAC) has undertaken discussions on what the Senate governance review process should look like for 2025-26.

All recommendations contained in the Report were assigned to OAC to be addressed and implemented, as appropriate.

OAC’s Terms of Reference include the following:

To supervise the operations of the Senate and make recommendations on rules of order, by-laws, changes in committee functions, establishment of new standing or ad hoc committees, and other operational matters.

To review the role and operation of Standing Committees.

At its meetings on March 5, April 9, and May 7, 2025, OAC discussed the prospect of undertaking such a review, the scope, framework and timeframe within which the review should be conducted and determined that an *ad hoc* Working Group would be struck with a target completion of the review by May 2026.

In establishing the terms of reference for the review, OAC acknowledged the extensive work done by Senate’s committees and Senate to address the recommendations in the Report and determined to not revisit those items. Committee members also acknowledged the extensive reviews of the Senate committees’ terms of reference, including mandate and composition, every three years (2017, 2021 and 2024), as recommended in the Report.

The terms of reference for the review, including the composition of the *ad hoc* working group of OAC, are attached for information.

A call for nominations will be shared with current and past Senators following the Senate meeting.

ATTACHMENT(S):

[Terms of Reference of OAC's *ad hoc* Working Group for the 2025-26 Senate Governance Review](#)

***ad hoc* Working Group for the 2025-2026 Governance Review**

Terms of Reference and Composition

The goal and mandate of the *ad hoc* Working Group are to:

Conduct a governance review of Senate, as per the Report of the Senate *ad hoc* Committee on Renewal (June 2016) and provide a report to the Operations/Agenda Committee by May 2026.

In conducting its work, the *ad hoc* Working Group will engage an external expert to provide guidance and support. The governance review will consider whether Senate has the optimal governance structure in place to fulfill its mandate to oversee the University's academic policy in a manner informed by the University's strategic goals; including without limitation standing committees and subcommittees structure and function, and frequency of meetings, and make recommendations for development and/or change where appropriate to improve efficiency and maintain transparency and accountability.

The governance review will include the following:

- Review the current schedule of Senate meetings and consider whether the number of meetings held per year and the timing of the meetings continues to meet Senate's needs.
- Review the current rules related to the submission of nominations from the floor of Senate and Senate's Election Procedures, in relation to Senate's commitment to ensure equity and diversity on Senate and its appointed committees.
- Consider and make recommendations for improving communications about the role and work of Senate to the broader University community.
- Review governance reviews, reports and recommendations of other large Canadian universities to gain insight into wise practices and perspective on challenges/solutions at other universities.
- Consult with a broad array of interested parties and consider the opportunity for the broader community to provide input through a survey.
- Review and recommend updates, as appropriate, to Senate's governing documents including the By-Laws, Adopted Policies and Procedures and Rules of Order, based on current laws, wise practices and current language norms and with consideration of the Standard Code of Parliamentary Procedure.
- Identify and engage two external reviewers with expertise in university Senate governance to review the *ad hoc* Working Group's recommendations, potentially meet with stakeholders, and provide their own report.

Composition:

- Elected by OAC (voting):
 - Three (3) current faculty or staff members of Senate

- Three (3) past faculty or staff members of Senate, whose terms ended within the past three years
- One (1) Undergraduate student Senator, either a current member or a member whose term ended within the past three years
- One (1) Graduate student Senator, either a current member or a member whose term ended within the past three years
- Ex officio (voting):
 - Chair of the Operations/Agenda Committee (Chair)
- Ex officio (non-voting):
 - University Secretary

Resource: Associate University Secretary
Governance Specialist

Timeline: The *ad hoc* Working Group will be constituted by the end of June 2025. It is anticipated that it will meet monthly beginning in September 2025 until its work is complete. It is also anticipated that a final report will be provided to the Operations/Agenda Committee by May 2026.

ITEM 6.3 – Notice of Motion regarding the University’s use of X/Twitter

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its May 7, 2025 meeting, the Operations/Agenda Committee (OAC) considered whether the notice of motion regarding the University’s use of X/Twitter introduced by Senator M. Cleveland at the April 25, 2025 Senate meeting was properly brought before Senate for its consideration at the May 16, 2025 Senate meeting.

As management of the University’s social media accounts is not the subject of a MAPP Policy or of any report provided to the Board through its committees, OAC has determined that this is an operational matter falling under the authority assigned to the President & Vice-Chancellor in the [Powers and Duties of Senior Officers](#).

The committee determined that the presented notice of motion does not fall within Senate’s authority as set out in sections 29 and 30 of *The University of Western Ontario Act* (1982, as amended 1988).

ATTACHMENT(S):

None

ITEM 7.1 – Membership – Senate Committee on Academic Policy (Policy)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: Meets monthly on Mondays at 9:30 a.m.

Composition: Twelve (12) members elected by Senate: Nine (9) faculty members, at least three (3) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies. Three (3) students: one graduate and two undergraduate.

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Brooklin Begg	UNDG		June 30, 2026	UNDG
Aliya Jokhu	UNDG		June 30, 2026	UNDG
Taylor Tomko	GRAD	Arts and Humanities	June 30, 2026	GRAD
Faculty Members:				
TBD	Faculty Member		June 30, 2027	Vacancy
Mark Cleveland	Faculty Member	Social Science	June 30, 2027	SS rep.
Xianbin Wang	Faculty Member	Engineering	June 30, 2027	Eng rep. Senator in 2025-26
Anita Woods	Faculty Member	Schulich	June 30, 2027	Schulich rep.
Nicole Campbell	Faculty Member	Schulich	June 30, 2026	Schulich rep. Senator in 2025- 26
Michael Fox	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Andrew Johnson	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Ken Yeung	Faculty Member	Science	June 30, 2026	Sci rep. Senator in 2025-26
Laura Graham	Faculty Member	Health Sciences	June 30, 2026	HS rep. Senator in 2025-26

Membership Summary:

Faculty Members:

- **Required:** Nine (9) faculty members. Eight (8) filled. One (1) position is vacant.
- **Faculty Representation:** Representatives may be from: AH (1), Ivey (2), Edu (2), Eng (1), FIMS (2), Law (2), Music (2), Sci (1), SS (1).

- **Senate Membership Compliance:** Three (3) members are Senators.
 - **SGPS Membership Compliance:** At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: One (1) faculty member, term from July 1, 2025 to June 30, 2027

Faculty Representation: Representatives may be from: AH (1), Ivey (2), Edu (2), Eng (1), FIMS (2), Law (2), Music (2), Sci (1), SS (1).

Nominees: TBD (Faculty) Term to June 30, 2027

ITEM 7.2 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: ACA meets monthly on Tuesdays at 9:30 p.m.

- Composition:** Thirteen members elected by Senate:
- Eleven (11) faculty members, at least seven (7) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. No more than one faculty member may be a Dean. At least four (4) faculty members must have membership in the School of Graduate and Postdoctoral Studies.
 - Two (2) students: one (1) graduate and one (1) undergraduate.

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Alexandra Agyapong	UNDG		June 30, 2026	UNDG
TBD	GRAD		June 30, 2026	Vacancy, GRAD Student rep.
Faculty Members:				
TBD	Faculty Member		June 30, 2027	Vacancy, Senator
TBD	Faculty Member		June 30, 2027	Vacancy, Senator
TBD	Faculty Member		June 30, 2026	Vacancy, Senator
Adam Ali	Faculty Member	Health Sciences	June 30, 2027	HS rep. (Senator in 2025-26)
Rob Gros	Faculty Member	Schulich	June 30, 2027	Schulich rep. (Senator in 2025-26)
Sophie Roland	Faculty Member	Music	June 30, 2027	Music rep. (Senator in 2025-26)
Andrew Johnson	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Kelly Olson	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Anton Puvirajah	Faculty Member	Education	June 30, 2026	Edu rep., (Senator in 2025-

				26)
Gal Raz	Faculty Member	Ivey	June 30, 2026	Ivey rep.
James Voogt	Faculty Member	Social Science	June 30, 2026	SS rep.

Membership Summary:

Student Members:

- **Required:** One (1) graduate. One (1) position is vacant.

Faculty Members:

- **Required:** 11 faculty members. Eight (8) filled. Three (3) positions vacant.
- **Faculty Representation:** Representatives may be from: AH (1), Ivey (1), Edu (1), Eng (2), FIMS (2), Law (2), Schulich (1), Music (1), Sci (2), SS (1)
- **Senate Membership Compliance:** Four (4) members are Senators; Three (3) additional faculty members must be Senators to meet the required total of 7.
- **SGPS Membership Compliance:** At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: One (1) graduate student, term from July 1, 2025 to June 30, 2026

Nominees: Yutong Gao (Edu) (GRAD) Term to June 30, 2026

Required:

- Two (2) Senators who are faculty members, term from July 1, 2025 to June 30, 2027
- One (1) Senator faculty member, term from July 1, 2025 to June 30, 2026

Faculty Representation: Representatives may be from: AH (1), Ivey (1), Edu (1), Eng (2), FIMS (2), Law (2), Schulich (1), Music (1), Sci (2), SS (1).

Nominees: TBD (Faculty, Senator) Term to June 30, 2027
TBD (Faculty, Senator) Term to June 30, 2027
TBD (Faculty, Senator) Term to June 30, 2026

ITEM 7.3 – Membership – Senate Committee on University Planning (SCUP)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: SCUP meets Mondays at 3:00 p.m. as required.

Composition: 12 members elected by Senate as follows:

- Six (6) members of faculty who are members of Senate at the time their term on the Committee begins, only one of whom may be a Dean
- Two (2) graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)
 - One (1) undergraduate student Senator who is a member of Senate at the time their term on the Committee begins
- Two (2) members of administrative staff
- One (1) postdoctoral scholar

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Aliya Jokhu	UNDG	Schulich	June 30, 2026	UNDG rep.
Manuel Spiller	GRAD	Social Science	June 30, 2026	GRAD rep.
Cherin Chung	GRAD	Arts and Humanities	June 30, 2026	GRAD rep.
Faculty Members:				
Blaine Chronik	Faculty Member	Science	June 30, 2026	Sci rep. Senator in 2025-26
Rachel Forrester-Jones	Faculty Member	Health Sciences	June 30, 2027	HS rep. Senator in 2025-26
Rob Gros	Faculty Member	Schulich	June 30, 2027	Senator in 2025- 26
Susanne Schmid	Faculty Member	Schulich	June 30, 2027	Senator in 2025- 26
Xianbin Wang	Faculty Member	Engineering	June 30, 2027	Senator in 2025- 26
Zoe Sinel	Faculty Member	Law	June 30, 2026	Law rep.
Admin. Staff				
Sarah Padfield	Admin. Staff		June 30, 2027	Admin. Staff rep.
Rachel Halaney	Admin. Staff		June 30, 2026	Admin. Staff rep.
Post-Doc				

TBD	Post-Doc		June 30, 2026	Vacancy Post-Doc rep.
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Membership Summary:

Post-Doc:

Required: One (1) postdoctoral scholar. One (1) position is vacant due to a resignation.

Required: One (1) postdoctoral scholar for a term vacant due to a resignation., term from July 1, 2025 to June 30, 2026

Nominees: Manoj Reddy Medapati (Post-Doc) Term to June 30, 2026

ITEM 7.4 – Membership – University Research Board (URB)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: URB meets Tuesdays at 1:00 p.m., approximately eight times per year.

- Composition:**
- Eleven (11) members of faculty (one from each faculty/school, excluding the School of Graduate and Postdoctoral Studies), at least one of whom occupies a senior position in a Research Centre or Institute as defined under MAPP 7.9 (Establishment, Governance and Review of Research Institutes, Centres and Groups)
 - One (1) undergraduate student
 - Two (2) graduate students
 - Up to two (2) postdoctoral representatives
 - One (1) senior member of administrative staff serving in a leadership position with a research focus

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Noah Zabian	UNDG		June 30, 2026	UNDG
TBD	GRAD		June 30, 2026	Vacancy GRAD rep.
TBD	GRAD		June 30, 2026	Vacancy GRAD rep.
Faculty Members:				
TBD	Faculty Member	Ivey	June 30, 2027	Vacancy Ivey rep.
TBD	Faculty Member	FIMS	June 30, 2027	Vacancy FIMS rep.
TBD	Faculty Member	Arts and Humanities	June 30, 2027	Vacancy AH rep.
TBD	Faculty Member	Health Sciences	June 30, 2027	Vacancy HS rep.
Ingrid Johnsrude	Faculty Member	Social Science	June 30, 2027	SS rep.
Ana Luisa Trejos	Faculty Member	Engineering	June 30, 2027	Eng rep.
Sarah Gallagher	Faculty Member	Science	June 30, 2026	Sci. rep.
Augusto Riveros	Faculty Member	Education	June 30, 2026	Edu. rep.
Cheryle Seguin	Faculty Member	Schulich	June 30, 2026	Schulich rep.
Jana Starling	Faculty Member	Music	June 30, 2026	Music rep.

Wade Wright	Faculty Member	Law	June 30, 2026	Law rep.
Admin. Staff				
Mariam Hayward	Admin. Staff		June 30, 2027	Admin. Staff rep.
Post-Doc				
Idowu Olawoye	Post-Doc		June 30, 2027	Post-Doc rep.
Manda Fischer	Post-Doc		June 30, 2026	Post-Doc rep.

Membership Summary:

Student Members:

- **Required:** Two (2) graduates. Two (2) positions are vacant.

Faculty Members:

- **Required:** Eleven (11) members. Seven (7) filled. Four (4) positions are vacant.
- **Terms of Reference Compliance:** One (1) member from each faculty/school, excluding the School of Graduate and Postdoctoral Studies.
- **Faculty Representation:** Representatives must be from: AH (1), Ivey (1), HS (1), FIMS (1).

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

<u>Mitchell Sammut</u>	(Student, GRAD)	Term to June 30, 2026
<u>TBD</u>	(Student, GRAD)	Term to June 30, 2026

Required: Four (4) faculty members, terms from July 1, 2025 to June 30, 2027:

- One (1) member from Ivey
- One (1) member from FIMS
- One (1) member of the Faculty of Arts and Humanities
- One (1) member of the Faculty of Health Sciences

Nominees:	<u>TBD</u>	(Faculty, Ivey)	Term to June 30, 2027
	<u>TBD</u>	(Faculty, FIMS)	Term to June 30, 2027
	<u>TBD</u>	(Faculty, AH)	Term to June 30, 2027
	<u>Shannon Sibbald (HS)</u>	(Faculty, HS)	Term to June 30, 2027

ITEM 7.5 – 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
TBD	GRAD		June 30, 2026	Vacancy
TBD	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.
Manuel Spiller	GRAD	Social Science	June 30, 2026	SS rep.
Faculty:				
TBD	Faculty Member		June 30, 2027	Vacancy
TBD	Faculty		June 30, 2027	Vacancy

	Member			
TBD	Faculty Member		June 30, 2027	Vacancy
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Eng rep.
Randal Graham	Faculty Member	Law	June 30, 2027	Law rep.
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Edu rep.
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Schulich 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	Faculty Member	Social Science	June 30, 2026	SS rep.
Mike Domaratzki	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.

Membership Summary:

Student Members:

- **Required:** 17 students (10 undergraduates and 7 graduates). Three (3) positions vacant.

Representation: 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). **Representative may be from:** Ivey (1), Edu (1), Eng (1), FIMS (1), Law (1), Music (1), King's (1), Huron (1)

Faculty Members:

- **Required:** 20 faculty members. 17 filled. Three (3) positions are vacant.

- **Faculty Representation:** No more than two faculty members per Faculty/School/Affiliated College.
- **Representative may be from:** Ivey (1), Edu (1), FIMS (1), Law (1), Music (1), King's (2), Huron (2)

Required: Three (3) graduate students, term from July 1, 2025, to June 30, 2026

Representative may be from: Ivey (1), Edu (1), Eng (1), FIMS (1), Law (1), Music (1), King's (1), Huron (1)

Nominees:	<u>Basma Nasman (Edu)</u>	(Student, GRAD)	Term to June 30, 2026
	<u>TBD</u>	(Student, GRAD)	Term to June 30, 2026
	<u>TBD</u>	(Student, GRAD)	Term to June 30, 2026

Required: Three (3) faculty members, term from July 1, 2025 to June 30, 2027

- **Representative may be from:** Ivey (1), Edu (1), FIMS (1), Law (1), Music (1), King's (2), Huron (2)

Nominees:	<u>Nikki Rotas (Edu)</u>	(Faculty)	Term to June 30, 2027
	<u>TBD</u>	(Faculty)	Term to June 30, 2027
	<u>TBD</u>	(Faculty)	Term to June 30, 2027

ITEM 7.6 – Membership – Honorary Degrees Committee

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Workload: Meets two or three times a year, as required.

Composition: Nine (9) members, elected by the Senate, one (1) of whom must be a student who is a member of Senate, and at least one (1) of whom must be a member of staff.

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
TBD (election in progress)	UNDG/GRAD		June 30, 2026	GRAD/ UNGD rep. Senator
Members:				
TBD	Member		June 30, 2026	Vacancy
TBD	Member		June 30, 2026	Vacancy
Stacey Hann	Faculty Member	Social Science	June 30, 2027	
Donna Kotsopoulos	Faculty Member	Education	June 30, 2027	
Nicole Redvers	Faculty Member	Schulich	June 30, 2027	
Constanza Burucua	Faculty Member	Arts and Humanities	June 30, 2026	
Allyson Page	Faculty Member	Health Sciences	June 30, 2026	
Admin. Staff				
Jennifer Davila	Admin. Staff		June 30, 2027	Admin. Staff rep.

Membership Summary:

Members:

- **Required:** Eight (8) members, at least one (1) of whom must be a member of staff. Two (2) positions are vacant.
- **Terms:** Elected members may serve two consecutive terms, following which they are not eligible for further election until a lapse of two years.

Required: Two (2) members to complete the terms to June 30, 2026

Nominees:	<u>Jasmine Antonelli (UNDG)</u>	(Member)	Term to June 30, 2026
	<u>TBD</u>	(Member)	Term to June 30, 2026

ITEM 7.7 – Membership – Selection Committee for the Dean of the Faculty of Arts and Humanities

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

Composition:

- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Required: Three (3) faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean.

Nominees: Donna Kotsopoulos (Edu) (Dean)
 Lorelei Lingard (Schulich) (Faculty/Staff)
 Andrew Nelson (SS) (Faculty/Staff)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Nominees: Matt Davison (Sci) (Dean)

 Shauna Burke (HS) (Faculty/Staff)

 Sarah Gallagher (Sci) (Faculty/Staff)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

- the Provost & Vice-President (Academic), who shall be Chair
- the Vice-President (Research)
- 6 persons, one of whom shall be an undergraduate student enrolled in the Faculty and one of whom shall be a graduate student enrolled in a program housed in the relevant Faculty, elected by the Council of the Faculty concerned
- 3 faculty or staff elected by Senate, who are from outside of the Faculty concerned, and only one of whom may be a Dean

Nominees: Ken Coley (Eng) (Dean)
Jessica Grahm (SS) (Faculty/Staff)
Michael Fox (AH) (Faculty/Staff)

ITEM 8.1 – Report of the *ad hoc* Working Group to the Senate Committee on Academic Policy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

In the spring of 2024, the Senate Committee on Academic Policy considered amendments to the policy on the “Structure of the Academic Year”, acknowledging that it required revision as the University would not be able to meet policy requirements for undergraduate courses in the Fall of 2024. The Committee ultimately recommended a trial period for the amended policy of two years. The Senate amended it such that the policy was amended for the 2024-2025 academic year only.

The matter of revisions was brought back to the Committee in the Fall of 2024 for further consideration as it was noted that for the foreseeable future, the later Fall Reading Week will not meet the policy requirements for undergraduate courses, including meeting the required number of instructional hours per course and instructional days in the Fall term.

At its meeting on November 25, 2024, the Senate Committee on Academic Policy established an *ad hoc* Working Group to review the policy on the “Structure of the Academic Year” and make recommendations for revisions to the Senate Committee on Academic Policy.

The *ad hoc* Working Group met over a series of five meetings in the 2025 Winter Term: January 13, January 29, March 6, March 24, and April 17. It also engaged in a broad consultation process.

The Committee received the Report of the *ad hoc* Working Group at its meeting on May 5, 2025. The complete Report is attached for Senate’s information. The Report details the *ad hoc* Working Group’s review of the policy on the “Structure of the Academic Year” and its recommendations to the Senate Committee on Academic Policy.

ATTACHMENT(S):

[Report of the *ad hoc* Working Group to the Senate Committee on Academic Policy](#)

**Report of the *ad hoc* Working Group to the
Senate Committee on Academic Policy**

April 17, 2025

Mandate of the *ad hoc* Working Group

The policy on the “Structure of the Academic Year” requires revision as the University will not be able to meet policy requirements in the future, including meeting the required number of instructional hours per course and instructional days in the Fall term.

This may impact:

- timing of the start of the term;
- the scheduling of Reading Week;
- the number of study days; and
- examination periods.

A revision to the policy is required to address the challenges with current policy and provide long-term consistency for students, faculty, and staff.

At its meeting on November 25, 2024, the Senate Committee on Academic Policy established an *ad hoc* Working Group to review the policy on the “Structure of the Academic Year” and make recommendations for revisions to the Senate Committee on Academic Policy.

The mandate of the *ad hoc* Working Group is to recommend policy updates that will permit the Office of the Registrar to establish sessional dates going forward with as much consistency as possible, as well as the flexibility necessary to adjust from year to year based on calendar dates and other contingencies.

The membership of the *ad hoc* Working Group includes:

Role	Name
Chair of the Senate Committee on Academic Policy (Chair)	Ken Yeung
Faculty member, Senate Committee on Academic Policy	Nicole Campbell
Faculty member, Senate Committee on Academic Policy	Andrew Johnson
Faculty member, Senate Committee on Academic Policy	Alexander Meyer
Undergraduate student, Senate Committee on Academic Policy	Kathleena Henricus
USC Vice-President (University Affairs) (or designate)	Mariana Batista
SOGS Vice-President (Academic) (or designate)	Anthony Cruz
Associate Dean (Academic) or equivalent, selected by the Associate Deans (Academic)	Jeff Wood
Vice-Provost (Academic Programs)	Susan Lewis
University Registrar	Marisa Modeski

Vice-Provost (Graduate & Postdoctoral Studies)	Kamran Siddiqui
Vice-Provost (Students) (or designate)	John Doerksen
Deputy Registrar	Val Sarkany
Manager, Student Academic Services, School of Graduate and Postdoctoral Studies	Kimi Maruoka
University Secretary (<i>non-voting</i>)	Amy Bryson

This report details the *ad hoc* Working Group's review of the policy on the "Structure of the Academic Year" and its recommendations to the Senate Committee on Academic Policy.

Consultation/Review Process

The *ad hoc* Working Group met to review the policy on the "Structure of the Academic Year" over a series of five meetings in the 2025 Winter Term: January 13, January 29, March 6, March 24, and April 17.

The *ad hoc* Working Group identified several options available to ensure that instructional requirements for undergraduate courses are met each year and engaged in broad consultation with the campus community to understand the impact that these different options would have.

The options included:

- Option 1: Fall Reading Week in October, overlapping with Canadian Thanksgiving
- Option 2: Fall Reading Week later in the term with a designated Monday at the end of the term
- Option 3: Shortened Fall Reading Week break later in the term
- Option 4: Altering the timing of Fall Reading Week in some years between Thanksgiving week and later in the term

Input was sought from undergraduate students, faculty members / teaching staff, Graduate Teaching Assistants, and staff members.

Consultation included:

(i) Survey

A survey was deployed from February 3-14 to undergraduate students, faculty members / teaching staff, Graduate Teaching Assistants, and staff members.

The survey sought to understand the impact that different options to meet instructional requirements in the Fall Term would have. The survey questions are included in Appendix 1.

(ii) Town Halls

Two Town Halls were held as follows:

- Virtual Town Hall – February 12
- In-person Town Hall – February 14

(iii) Targeted Consultation

Targeted consultation sessions were held with the following groups in February 2025:

- Undergraduate Academic Forum
- Executives of the University Students' Council (USC)
- Executives of the Society of Graduate Students (SOGS)
- Executives of PSAC 610 (Teaching Assistants' and Postdoctoral Associates' Union)
- USC Academic Roundtable
- Housing and Ancillary Services
- Student Experience
- UWOFA

Survey Results and Themes from Town Halls and Consultation Sessions

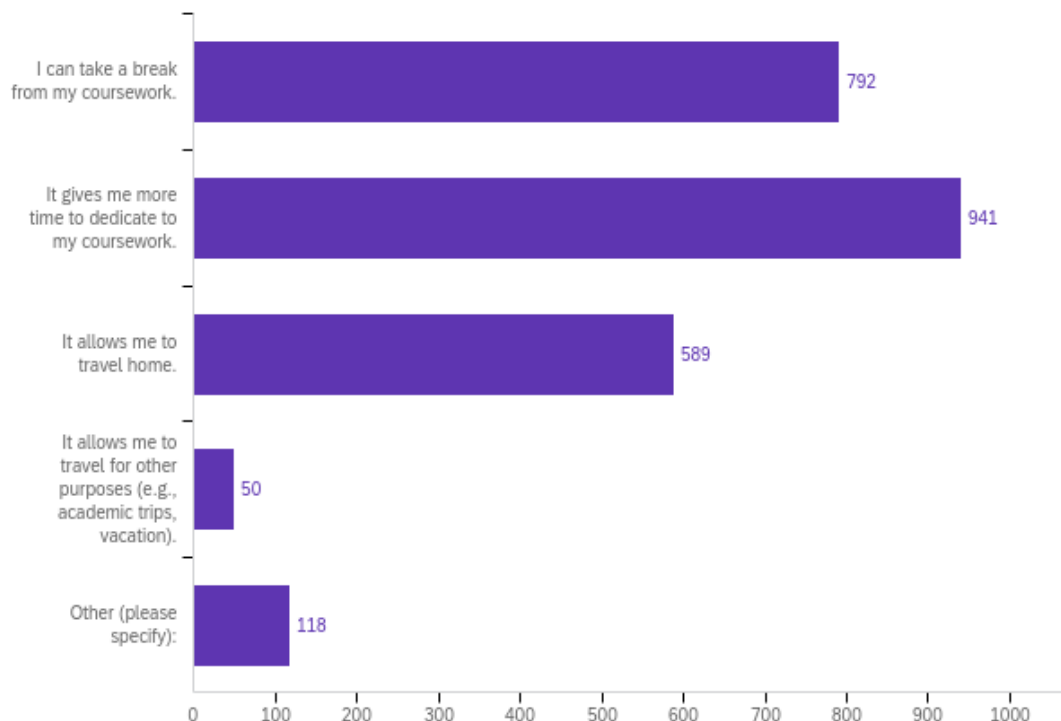
Survey

Survey questions (see Appendix 1) queried the expected impacts of the options under consideration for Fall Reading Week, and also asked participants to rank the order of options in terms of their preference for how to structure the academic year. Participants were provided with parameters that must be met by the structure of the academic year (e.g., instructional requirements).

The total number of survey participants is provided in the table below. It is important to note that the surveys had a high percentage of unanswered questions, particularly within the undergraduate student sample. Only those that responded to more than the first question in the survey were included in the data analysis.

Audience	Number of respondents
Undergraduate students	2490
Faculty members, teaching staff, and Graduate Teaching Assistants (GTAs)	373
Staff	96

Undergraduate students were asked to identify the primary purpose of Fall Reading Week for them as individuals. More than 70% of participants identified a course-related reason as the primary purpose:



Response option	Count	Subtotal
I can take a break from my coursework.	792 (33.4%)	
It gives me more time to dedicate to my coursework.	941 (39.7%)	
Subtotal: Coursework-related		1733 (73.1%)
It allows me to travel home.	589 (24.8%)	
It allows me to travel for other purposes (e.g., academic trips, vacation).	50 (2.11%)	
Subtotal: Travel-related		639 (26.9%)
Total	2372	2372

Additionally, 118 responses (4.74% of the total number of responses) proposed an “other” reason. Of these, 46 responses indicated that Reading Week is important for student mental health, and 57 responses indicated that Reading Week serves multiple purposes.

Participants were asked to rank the following scheduling options in terms of their preference for how to structure the academic year while ensuring that the instructional requirements are met in any given year:

- Scheduling Reading Week in October, overlapping with Canadian Thanksgiving (Option 1)
- Scheduling Reading Week later in the term with a designated Monday at the end of the term (Option 2)
- Having a shortened Reading Week later in the term (Option 3)

The results are summarized as follows:

Option 1: Fall Reading Week in October, overlapping with Canadian Thanksgiving

Audience	1st	2nd	3rd
Undergraduate students	968 (41%)	1225 (51%)	192 (8%)
Faculty/Teaching staff/GTAs	197 (62%)	85 (26%)	40 (12%)
Staff	79 (69%)	23 (20%)	13 (11%)

Option 2: Fall Reading Week later in the term with a designated Monday at the end of the term.

Audience	1st	2nd	3rd
Undergraduate students	1238 (50%)	958 (40%)	23 (10%)
Faculty/Teaching staff/GTAs	101 (31%)	123 (38%)	102 (31%)
Staff	24 (21%)	35 (31%)	54 (48%)

Option 3: Shortened Fall Reading Week break later in the term

Audience	1st	2nd	3rd
Undergraduate students	209 (9%)	189 (8%)	2004 (83%)
Faculty/Teaching staff/GTAs	27 (8%)	108 (34%)	108 (58%)
Staff	11 (10%)	54 (48%)	48 (42%)

The survey showed there was little support for Option 3. There was a slight preference from undergraduate students for Option 2 (51%). 41% of undergraduate students ranked Option 1 as their first choice. Faculty/Teaching Staff/GTAs and Staff preferred Option 1 (62%).

Additionally, respondents were asked about the impact should the timing of Fall Reading Week be altered in some years between Thanksgiving week and later in the term (Option 4):

Response option*	Undergraduate Students	Faculty/ Teaching Staff/GTAs	Staff
Advance notice would allow me to sufficiently plan ahead	1408 (56%)	162 (41%)	N/A
Altering the timing in some years would hinder my ability to plan/teach courses effectively	N/A	102 (26%)	N/A
It would not have a significant impact	945 (37%)	91 (23%)	103 (87%)
It would have an impact (please specify)	N/A	N/A	15 (13%)
Other (please specify)	176 (7%)	39 (10%)	N/A

*Note: Respondents were able to select more than one answer to this question

Of the “other” responses, the majority of responses indicated they were not in favour of altering the timing of Reading Week. Additionally, some respondents noted the importance of consistency from year to year:

Comments	Undergraduate Students	Faculty/ Teaching Staff/GTAs	Staff
Not in favour of altering Reading Week	128 (73%)	29 (74%)	11 (73%)
Importance of consistency	34 (19%)	17 (44%)	6 (40%)

Town Hall & Consultation Sessions

Participation in the town halls and consultation sessions was as follows:

Group Consulted	Number of Attendees
Virtual Town Hall	77
In-Person Town Hall	30
Undergraduate Academic Forum	19
Executives of USC, SOGS, and PSAC 610	12
USC Academic Roundtable	7
Housing/Student Experience	4
UWOFA	2
Total*	151

*Note: some individuals participated in more than one town hall and/or session

Themes: Survey, Town Hall, and Consultation Sessions

The following themes were identified for each option.

Option 1: Fall Reading Week in October, overlapping with Canadian Thanksgiving

- Participants noted it is early in the term (i.e., before midterms) and thus may not allow for students to have the break they need.
- From the Faculty/Teaching staff/GTA perspective, if Reading Week is early, it does not allow for a week for marking because it is before the majority of assessments are due.
- Participants noted both positive and negative impacts with regards to travelling home during this time in the term.
- An earlier Reading Week allows Western an opportunity for earlier support and intervention for students who may be struggling.
- Faculty units will see different impacts on courses depending on discipline and pedagogy.

Option 2: Fall Reading Week later in the term with a designated Monday at the end of the term

- There was both positive and negative response to this option. Some respondents were in favour, provided they had advance notice about the designated Monday, while others stated it would cause confusion and create challenges.
- It was noted that students and faculty (particularly limited duties/part-time faculty) have other obligations with regular schedules that may make a designated Monday difficult for them.
- It was also noted that this option backloads the term with instructional days when students must also prepare for exams and may not allow for enough time between the final two days of “Monday” courses to complete preparatory work.

Option 3: Shortened Fall Reading Week break later in the term

- Possible negative impacts were noted for students who travel home during Reading Week and concern for student mental health
- Could increase requests for accommodation
- Could cause challenges for courses with multiple sections or labs/tutorials on different days
- Concern a shortened Reading Week would result in absences in the classes held Monday/Tuesday that week.

Option 4: Altering the timing of Fall Reading Week in some years with advance notice

Comments from the survey, town halls, and consultation sessions were in support of consistency across both terms and academic years. When asked to consider the impacts of changing the timing of Reading Week in some years, participants noted that:

- It would disrupt the rhythm of when midterms are—particularly difficult for large courses.

- It does not allow for stability for courses between years, which has a negative impact on faculty.
- Knowing in advance would help to mitigate any challenges.

Student mental health was also a significant concern and discussed as part of each option. Reading Week was recognized as a component of mental health support for students, allowing them time to catch up on course work and/or to have a break from their studies.

Alternative suggestions from the Survey, Town Hall, and Consultation Sessions

In addition to the options outlined in the survey and at the consultation sessions, some alternate options were suggested:

- Designate the National Day for Truth and Reconciliation as an instructional day
- Rather than a “Designated Monday” have a “Virtual Monday”, either as part of a later Fall Reading Week or on its own to allow a later Fall Reading Week.
- Adjust the beginning/end of the Fall Term and have a later Reading Week.
- Eliminate Fall Reading Week and end the Fall Term earlier in December.

Working Group Discussion

The Working Group acknowledged the lack of interest in Option 3 expressed by students, faculty, and staff through both the survey and in the consultation sessions. They focused their discussions on Options 1, 2, and 4.

It was determined that although Option 2 received some favourable feedback, the logistical complexities of organizing a designated Monday at the end of the term, negative impacts on other commitments of students and faculty, and the challenge it would present with respect to running labs, made this option untenable either as an in-person instructional day or as a virtual instructional day.

The previously stated alternate suggestions were discussed by the Working Group and they noted the following:

- The timing of the National Day for Truth and Reconciliation presents a challenge primarily in years when it falls on a Monday.
- Adjusting the beginning of the term to start earlier than Labour Day or to reduce the Orientation period involves significant logistics and consultation that are beyond the mandate of the Working Group in providing recommendations for academic policy.
- Eliminating Fall Reading Week was not considered a viable option to explore at this time.

The Working Group also considered projections of dates for the Fall term from 2025 to 2050 (a period of 26 years) with respect to Options 1 and 4. There are seven possible iterations of the academic year, identified by the date on which September 1st falls.

The chart below shows the calendar years of each iteration. The following instructional requirements are included:

- The minimum number of required instructional days (60).
- An equitable number of instructional days for days of the week. To meet the required hours of instruction for undergraduate courses as per the “Course Numbering Policy, Essay Courses and Hours of Instruction” policy, 12 of each day of the week are required.
- A minimum December exam period of 12 days ending December 22.
- At least one study day between completion of classes and the first scheduled final exam in December.

While the Working Group acknowledged the desire of some undergraduate students for a later Fall Reading Week, instructional requirements and statutory holidays only rendered a later Fall Reading Week possible four times between the years of 2025 and 2050.

Summary of Fall Term Projections

Years Applicable	Sept 1 day of week	Proposed Class Start		Day of NDTR	Minimum 60 instructional days		Minimum 12 days of each day of the week		Minimum 12 day Dec exam period		Minimum 1 Study Day	
		TG FRW	Later FRW		TG FRW	Later FRW	TG FRW	Later FRW	TG FRW	Later FRW	TG FRW	Later FRW
Fall 2026, 2037, 2043, 2048	Tues	Wed	Tues	Wed	60	60		11 Mon	12	12	1	1
Fall 2027, 2032, 2038, 2049	Wed	Thurs	Wed	Thurs	60	60		11 Mon	12	12	1	1
Fall 2028, 2034, 2045	Friday	Thurs	Thurs	Sat	61	60	If NDTR obsvd Fri	11 Mon	13	13	1	1
Fall 2029, 2035, 2040, 2046	Sat	Thurs	Thurs	Sun	61	60	If NDTR obsvd Fri	11 Mon	13	13	2	2
Fall 2030, 2041, 2047	Sun	Thurs	Thurs	Mon	62	61		11 Mon	12	12	1	1
Fall 2025, 2031, 2036, 2042	Mon	Thurs	Thurs	Tues	63	62			12	12	1	1
Fall 2033, 2039, 2044, 2050	Thurs	Thurs	Thurs	Fri	61	60		11 Mon	12	12	1	1

NDTR = National Day for Truth and Reconciliation; TG FRW = Thanksgiving Week; Later FRW = the seventh week of term

Recommendations and Rationale

The *ad hoc* Working Group is recommending revisions to the policy on the “Structure of the Academic Year” that will permit the Office of the Registrar to establish sessional dates going forward that will ensure that the instructional requirements for undergraduate courses are met.

The proposed revisions to the policy on the “Structure of the Academic Year” are presented in Appendix 2.

Primary Recommendation: Schedule Fall Term Reading Week in October, overlapping with Canadian Thanksgiving

The *ad hoc* Working Group’s primary recommendation is to schedule Fall Term Reading Week in October, overlapping with Canadian Thanksgiving as follows:

A Fall Term Reading Week will be scheduled to begin as of 6:00 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on the Sunday following Thanksgiving.

Scheduling Fall Term Reading Week in October with Thanksgiving is a solution that will allow the University to meet policy requirements for undergraduate courses every year. It is the only solution that will allow the University to meet instructional requirements for undergraduate courses every year and provide consistency.

The survey data reported above showed broad support for this option. 41% of undergraduate student survey respondents and over 60% of faculty/teaching staff/GTAs and staff survey respondents ranked this as their preferred option.

Scheduling Fall Term Reading Week in October with Thanksgiving will provide students with a longer break beginning at 6:00 p.m. on the Friday. This scheduling will also provide consistency in duration with the Winter Term Reading Week which also begins at 6:00 p.m. on the Friday.

More than 70% of undergraduate survey respondents identified course-related reasons as the primary purpose for Reading Week. This longer break will provide students with an opportunity to alleviate overall stress through preparation (e.g., working on assignments, studying for mid-terms) as well as time to take a break from coursework and visit with family and friends, supporting student mental health.

The *ad hoc* Working Group noted that an earlier Reading Week provides an opportunity, at an earlier point in the term, for Western to support students who may be struggling. The University is encouraged to be proactive in supporting students to effectively use an earlier Reading Week (e.g., making students aware of academic supports available during Reading Week).

Secondary Recommendations

The *ad hoc* Working Group is recommending additional revisions to the policy on the “Structure of the Academic Year”, as shown in Appendix 2, intended to provide clarity.

These additional revisions are largely administrative/editorial in nature.

A summary of all proposed revisions to the policy on the “Structure of the Academic Year” is provided in Appendix 3.

Appendix 1

Survey regarding the “Structure of the Academic Year” policy

An *ad hoc* Working Group of the Senate’s Committee on Academic Policy is reviewing the [“Structure of the Academic Year” policy](#) in order to address challenges in meeting instructional requirements for undergraduate courses.

There are several scheduling options available to ensure that these instructional requirements for undergraduate courses are met each year, and the *ad hoc* Working Group is seeking your input. Specifically, we want to understand the impact that the different options would have for you.

The survey below should take about 10 minutes to fill out. Please complete this survey by the end of the day on **Friday, February 14**.

Your responses are anonymous. Survey responses will be aggregated and form part of the Working Group’s report. Anonymous individual comments may be included in the report.

Thank you for taking the time to complete this survey! We value your input!

Question:

1. From the options below, what is your primary role at Western, Huron University College, or King’s University College?
 - Undergraduate student
 - Graduate Teaching Assistant
 - Faculty member/teaching staff
 - Staff

Branching logic was used to take each group to their respective survey items.

Undergraduate Student Survey

Preamble:

Instructional requirements include the minimum number of teaching days and instructional hours needed in each term to meet accreditation standards, ensure consistent scheduling across the week, and provide students with adequate opportunities to engage with course material. For example, for undergraduate courses, requirements include at least 60 instructional days per term and at least 12 instructional days in a term for each day of the week (e.g., 12 Mondays, 12 Wednesdays, 12

Fridays).

The Fall Term presents unique scheduling challenges **in some years** for undergraduate courses due to its current structure.

There are several scheduling options available to ensure that these instructional requirements for undergraduate courses are met each year, and the *ad hoc* Working Group is seeking your input. Specifically, we want to understand the impact that the different options would have for you.

Questions:

2. Are you registered as a student at Western, Huron University College, or King's University College?

- Western
- Huron University College
- King's University College

Only for respondents that answer "Western" above:

2b. What is your home Faculty of registration?

- Arts and Humanities
- Don Wright Faculty of Music
- Education
- Engineering
- Health Sciences
- Information and Media Studies
- Ivey Business School
- Law
- Schulich School of Medicine & Dentistry
- Science
- Social Science

3. From the options below, please select the one that best reflects where you live when you are not attending Western, Huron University College, or King's University College.

- The Greater Toronto Area (GTA)
- In Ontario, but not in London or the GTA
- In Canada, but not in Ontario
- Outside of Canada

4. For you, what is the primary purpose of Fall Reading Week?

- I can take a break from my coursework.
- It gives me more time to dedicate to my coursework.
- It allows me to travel home.
- It allows me to travel for other purposes (e.g., academic trips, vacation).
- Other (please specify): [text box]

5. One option to help meet the instructional requirements would be to schedule **Fall Reading Week in October, overlapping with the Canadian Thanksgiving Holiday** (i.e., the second Monday in October).

How might an October Fall Reading Week that overlaps with the Canadian Thanksgiving Holiday impact you? Please select all that apply.

- I could spend more time around the Thanksgiving Holiday with friends and/or family.
- It would be a good point in the timing of my coursework for me to take a meaningful break.
- It would be too early in the term for me to take a meaningful break from my coursework.
- It would disrupt the flow of my coursework.
- It would not have a significant impact on me.
- Other (please specify): [text box]

6. Another way to help meet the instructional requirements is to **shorten the Fall Reading Break** by 2 days (i.e., the break being from Wednesday to Sunday).

How might a shortened November Fall Reading Break impact you? Please select all that apply.

- I would still have enough time to travel home.
- I would still have a meaningful break from my coursework.
- I would still have time to dedicate to my coursework.
- I would not have enough time to travel home.
- I would not be able to take a meaningful break from my coursework.
 - It would reduce the time that I could dedicate to my coursework.
 - It would not have a significant impact on me.
 - Other (please specify): [text box]

7. A third option is to **alter the timing of Fall Reading Week in some years** (e.g., between Thanksgiving week and later in the term) to address the instructional requirements for undergraduate courses. The timing of each year's Fall Reading Week would be communicated **at least 3 years in advance** to support the campus community in planning their academic year.

How might changing the timing of Fall Reading Week some years impact you, with the timing being communicated at least 3 years in advance? Please select all that apply.

- It would allow me to sufficiently plan ahead.
- It would not have a significant impact on me.
- Other (please specify): [text box]

8. A fourth option to meet the instructional requirement that undergraduate courses must have at least 12 instructional days for each day of the week in a term (e.g., 12 Mondays), is to **designate one Tuesday, Wednesday, or Thursday** near the end of the term **as a designated Monday** (i.e., that day will follow a Monday schedule).

For example: if there are only 11 Mondays in the term and 13 Thursdays, one Thursday will follow a Monday schedule.

How might having a designated Monday impact you? Please select all that apply.

- Provided that I have notice in advance, it would not have a significant impact on me.
- It would create confusion with my course schedule.
- It would make it harder for me to plan for my assignments, exams, and/or labs.
- It would disrupt my work, personal, and/or extracurricular commitments.
- Other (please specify): [text box]

9. Please rank order the scheduling options below in terms of your preference for how to structure the academic year to ensure that the instructional requirements are met in any given year (1 = Most preferred option, 2 = Second most preferred option, 3 = Least preferred option).

- Fall Reading Week in October, overlapping with the Canadian Thanksgiving Holiday
- Shortened Fall Reading Break later in the term
- Full Reading Week later in the term with a designated Monday at the end of the term

10. If there is there anything else you would like the Working Group to consider when making its recommendations, please share it in the text box below.

[textbox]

Faculty Member/Teaching Staff and GTA Survey

Preamble:

Instructional requirements include the minimum number of teaching days and instructional hours needed in each term to meet accreditation standards, ensure consistent scheduling across the week, and provide students with adequate opportunities to engage with course material. For example, for undergraduate courses, requirements include at least 60 instructional days per term and at least 12 instructional days in a term for each day of the week (e.g., 12 Mondays, 12 Wednesdays, 12 Fridays).

The Fall Term presents scheduling challenges **in some years** for undergraduate courses due to its current structure.

There are several scheduling options available to ensure that these instructional requirements for undergraduate courses are met each year, and the *ad hoc* Working Group is seeking your input. Specifically, we want to understand the impact that the different options would have for you.

2. Please select the Faculty(ies) in which you teach. Please select all that apply:

- Arts and Humanities
- Don Wright Faculty of Music
- Education
- Engineering
- Health Sciences
- Information and Media Studies
- Ivey Business School
- Law
- Schulich School of Medicine & Dentistry
- Science
- Social Science
- Huron University College
- King's University College

3. One option to help meet the instructional requirements in some years would be to schedule **Fall Reading Week in October, overlapping with the Canadian Thanksgiving Holiday** (i.e., the second Monday in October).

How might an October Fall Reading Week that overlaps with the Canadian Thanksgiving Holiday impact you? Please select all that apply.

- It would come at a good time in the term for my teaching and/or my courses.
- It would be too early in the term to be helpful for my teaching and/or my courses.

- It would not have a significant impact for my teaching or my courses.
- Other (please specify): [text box]

4. Another way to help meet the instructional requirements in some years is to **shorten the Fall Reading Break** by 2 days (i.e., the break being from Wednesday to Sunday).

How might a shortened Fall Reading Break impact you? Please select all that apply.

- It would still give me the necessary time to dedicate to my courses (e.g., course preparation, grading).
- It would disrupt lab/tutorial schedules.
- It would reduce the time that I could dedicate to my courses (e.g., course preparation, grading).
- It would not have a significant impact for my teaching or my courses.
- Other (please specify): [text box]

5. A third option to consider is to **alter the timing of Fall Reading Week in some years** (i.e., between Thanksgiving week and later in the term) to address the instructional requirements for undergraduate courses. The timing of each year's Fall Reading Week would be communicated **at least 3 years in advance** to support the campus community in planning their academic year.

How might changing the timing of Fall Reading Week impact you, with the timing being communicated at least 3 years in advance? Please select all that apply.

- Advance notice would allow me and my students to plan ahead.
- Altering the timing of Reading Week in some years would hinder my ability to plan and teach courses effectively.
- It would not have a significant impact for my teaching or my courses.
- Other (please specify): [text box]

6. Another option to meet the instructional requirement that undergraduate courses must have at least 12 instructional days for each day of the week in a term (e.g., 12 Mondays), is to **designate one Tuesday, Wednesday, or Thursday** near the end of the term **as a designated Monday** (i.e., that day will follow a Monday schedule).

For example: if there are only 11 Mondays in the term and 13 Thursdays, one Thursday would follow a Monday schedule.

How might having a designated Monday impact you? Please select all that apply.

- It would give me the instructional time that I need.
- It would create challenges for coordinating my classes.
- It would create challenges for coordinating my labs and/or tutorials.

- It would make planning assignments, exams, and/or other assessments more difficult.
 - Provided that I have notice, it would not have a significant impact for my teaching or my courses.
 - Other (please specify): [text box]
7. Please rank order the scheduling options below in terms of your preference for how to structure the academic year to ensure that the instructional requirements are met in any given year (1 = Most preferred option, 2 = Second most preferred option, 3 = Least preferred option).
- Fall Reading Week in October, overlapping with the Canadian Thanksgiving Holiday
 - Shortened Fall Reading Break later in the term
 - Full Reading Week later in the term with a designated Monday at the end of the term
8. If there is anything else you would like the Working Group to consider when making its recommendations, please share it in the text box below.

[text box]

Staff Survey

Preamble:

Instructional requirements include the minimum number of teaching days and instructional hours needed in each term to meet accreditation standards, ensure consistent scheduling across the week, and provide students with adequate opportunities to engage with course material. For example, for undergraduate courses, requirements include at least 60 instructional days per term and at least 12 instructional days in a term for each day of the week (e.g., 12 Mondays, 12 Wednesdays, 12 Fridays).

The Fall Term presents scheduling challenges **in some years** for undergraduate courses due to its current structure.

There are several scheduling options available to ensure that these instructional requirements for undergraduate courses are met each year, and the *ad hoc* Working Group is seeking your input. Specifically, we want to understand the impact that the different options would have for you.

Questions:

2. In your role, do you work with undergraduate students in some capacity?

- Yes
- No

3. Please select your unit:

- Arts and Humanities
- Don Wright Faculty of Music
- Education
- Engineering
- Health Sciences
- Information and Media Studies
- Ivey Business School
- Law
- Schulich School of Medicine & Dentistry
- Science
- Social Science
- Office of the Registrar
- Housing & Ancillary Services
- Student Experience
- Western Libraries
- Office of Indigenous Initiatives
- Office of Equity, Diversity & Inclusion
- Other (please specify): [text box]

4. One option to help meet the instructional requirements in some years would be to schedule **Fall Reading Week in October, overlapping with the Canadian Thanksgiving Holiday** (i.e., the second Monday in October).

How might an October Fall Reading Week that overlaps with the Canadian Thanksgiving Holiday impact you?

- It would not have a significant impact.
- It would have an impact (please specify): [text box]

5. Another way to help meet the instructional requirements in some years is to **shorten the Fall Reading Break** by 2 days (i.e., the break being from Wednesday to Sunday).

How might a shortened Fall Reading Break impact you?

- It would not have a significant impact.

- It would have an impact (please specify): [text box]

6. A third option to consider is **changing the timing of Fall Reading Week in some years** (i.e., between Thanksgiving week and later in the term) to address the instructional requirements for undergraduate courses. The timing of each year's Fall Reading Week would be communicated **at least 3 years in advance** to support the campus community in planning their academic year.

How might changing the timing of Fall Reading Week some years impact you, with the timing being communicated at least 3 years in advance?

- It would not have a significant impact.
- It would have an impact (please specify): [text box]

7. A fourth option to meet the instructional requirement that undergraduate courses must have at least 12 instructional days for each day of the week in a term (e.g., 12 Mondays,), is to **designate one Tuesday, Wednesday, or Thursday** near the end of the term **as a designated Monday** (i.e., that day will follow a Monday schedule).

For example: if there are only 11 Mondays in the term and 13 Thursdays, one Thursday would follow a Monday schedule.

How might having a designated Monday impact you?

- Provided that I have notice in advance, it would not have a significant impact.
 - It would have an impact (please specify): [text box]
8. Please rank order the scheduling options below in terms of your preference for how to structure the academic year to ensure that the instructional requirements are met in any given year (1 = Most preferred option, 2 = Second most preferred option, 3 = Least preferred option).
- Fall Reading Week in October, overlapping with the Canadian Thanksgiving Holiday
 - Shortened Fall Reading Break later in the term
 - Full Reading Week later in the term with a designated Monday at the end of the term
9. If there is anything else you would like the Working Group to consider when making its recommendations, please share it in the text box below.

[text box]

Structure of the Academic Year

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

1.0 HOURS OF INSTRUCTION

The hours of instruction at ~~The University of~~ Western **University are** ~~Ontario will be~~:

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

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

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

Notes:

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

2.0 NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

~~That~~ September 30 ~~is~~ ~~be~~ recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries.

September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, ~~the Office of Indigenous Initiatives will be consulted as to when to observe~~ the National Day for Truth and Reconciliation ~~will be observed on the Friday prior~~.

3.0 REMEMBRANCE DAY POLICY

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

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

4.0 GUIDELINES FOR THE STRUCTURE OF THE UNDERGRADUATE ACADEMIC YEAR

Note: The following provisions are not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, and certain programs in the Schulich School of Medicine & Dentistry (i.e., Doctor of Medicine (MD), Doctor of Dental Surgery (DDS)), ~~and School of Graduate and Postdoctoral Studies.~~

4.1 Guidelines for the Structure of the Undergraduate Fall/Winter Session ~~Teaching Terms~~

The Fall/Winter session is considered the regular academic session and is divided into two terms:

Fall term: normally from September to December.

Winter term: normally from January to April.

4.1.1 Scheduling and Length of the First Fall and Second Winter Terms

- (a) ~~Each term will~~ The Fall and Winter terms will each be comprised of at least 60 "lecture days." instructional days including at least 12 of each day of the week.
- (b) The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the term session (excluding weekends).
- (c) The first day of classes in the fall Fall term ~~in all teaching divisions~~ should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement); unless the cancellation of classes on those days would result in a term of less than 60 instructional days. "lecture days." In that case, classes will proceed as usual.

4.1.2 Scheduling Study Days and Examinations

- (a) There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination in December and April.
- (b) The final day of examinations will be no later than December 22 in the first Fall term and April 30 in the second Winter term.

Structure of the Academic Year

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

4.1.3 Scheduling ~~Thanksgiving Weekend~~, Fall **Term** Reading Week and ~~Spring~~ **Winter Term** Reading Week

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

~~School of Graduate and Postdoctoral Studies~~

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

~~REMEMBRANCE DAY POLICY~~

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

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

~~NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY~~

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

~~GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS~~

4.2 Guidelines for the Structure of the Undergraduate Spring/Summer Sessions

- (a) The Spring/Summer session is normally an optional study period from May to August.

- (b) The Spring/Summer session shall be comprised of three periods:

Summer Evening and Spring/Summer Distance Studies:

Twelve-week period - May to August.

Intersession: Six-week period - May to June.

Summer Day: Six-week period - July to August.

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

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

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

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

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

5.0 GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR IN THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES ~~School of Graduate and- Postdoctoral Studies~~

- (a) The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:

Fall term: normally beginning September 1 and ending December 31.

Winter term: normally beginning January 1 and ending April 30.

Summer term: normally beginning May 1 and ending August 31.

- (b) Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

6.0 SESSIONAL DATES

Undergraduate sessional dates are published in the Academic Calendar per the *Academic Calendar* policy.

6.1 Undergraduate Sessional Dates

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will determine ~~compile~~ all applicable undergraduate sessional dates for the academic year in accordance with Senate Academic Policy and communicate ~~recommend~~ them to the Senate Committee on Academic Policy for information and transmittal to Senate ~~for approval. The Senate Committee on Academic Policy will provide the approved sessional dates to Senate for information.~~

6.2 Faculty-Specific Undergraduate Sessional Dates

Faculty-specific undergraduate sessional dates are determined for programs that do not fall under the Guidelines for the Structure of the Undergraduate Academic Year established in section 4.0. These programs include:

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- Ivey Business School (Honours Business Administration Program)
- Faculty of Education (Bachelor of Education Program)
- Faculty of Law (Juris Doctor Program)
- Schulich School of Medicine & Dentistry – Doctor of Medicine Program (MD)
- Schulich School of Medicine & Dentistry – Doctor of Dental Surgery (DDS)

Faculty-specific undergraduate sessional dates are determined by the relevant Faculty in accordance with Senate Academic Policy and provided to the Senate Committee on Academic Policy through the Office of the Registrar for information and transmittal to Senate.

Appendix 3

Summary of Revisions to the Policy on the “Structure of the Academic Year”

A summary of all proposed revisions to the policy on the “Structure of the Academic Year” is provided below.

The proposed changes include:

- (i) substantive changes to the policy arising from the recommendations of the *ad hoc* Working Group that will permit the Office of the Registrar to establish sessional dates going forward that will ensure that the instructional requirements for undergraduate courses are met; and
- (ii) editorial amendments to provide clarity.

General Revisions:

Formatting Changes

- Numbering has been added to policy sections and subsections.
- Bullet points within the existing policy subsections have been replaced with alphanumeric identifiers (e.g., a-e).

Procedures

- The current policy on the “Structure of the Academic Year” includes a Procedure that presents an abbreviated version of the Undergraduate Sessional Dates.
- The Procedure will be removed. All Undergraduate Sessional Dates are published in the Academic Calendar per the “Academic Calendar” policy. Duplication of the dates within a Procedure document is not recommended.

Revisions to Policy:

Section 1.0 – Hours of Instruction

- References to “The University of Western Ontario” are updated to “Western University”.
- Clarification that Dean is intended to be “Dean (or equivalent)” and “Faculty” is intended to be “Faculty, School, or Affiliated University College”.

- The reference to “Master Timetable” is changed to “Academic Timetable” to align with the presentation of the timetable on the Office of the Registrar’s website.
- The statement regarding scheduling of examinations is updated to reference the policy on “Scheduling of Examinations and Responsibility for Printing” and remove the URL.

Section 2.0 – National Day for Truth and Reconciliation

- The section of the policy pertaining to the National Day for Truth and Reconciliation is moved up to become section 2.0 as it applies broadly across Western University to all Faculties, Schools, and Affiliated University Colleges including both undergraduate and graduate studies.
- The provision regarding the observance of the National Day for Truth and Reconciliation is amended to stipulate that when September 30 falls on the weekend, the National Day for Truth and Reconciliation will be observed by Western on the Friday prior.

Section 3.0 – Remembrance Day

- The section of the policy pertaining to Remembrance Day is moved up to become section 3.0 as it applies broadly across Western University to all Faculties, Schools, and Affiliated University Colleges including both undergraduate and graduate studies.
- Editorial changes to language are made.

Section 4.0 – Guidelines for the Structure of the Undergraduate Academic Year

- The section title is updated to clarify that it pertains to the *undergraduate* academic year.
- The Note listing the Faculties/Schools/Programs exempted from the guidelines for the structure of the undergraduate academic year presented in section 4.0 is updated to:
 - Specify the programs within the Schulich School of Medicine & Dentistry that are exempt.
 - Remove the School of Graduate and Postdoctoral Studies from the listing as the renamed section title specifies that the guidelines are for the undergraduate academic year only. Provisions relating to structure of the academic year for the School of Graduate and Postdoctoral Studies are presented in section 5.0.

Section 4.1 – Guidelines for the Structure of the Undergraduate Fall/Winter Session

- The existing subsection for “Undergraduate Fall/Winter Teaching Terms” is retitled as “Guidelines for the Structure of the Undergraduate Fall/Winter Session”.
- Language is added to define the Fall/Winter session, Fall term, and Winter term.

Section 4.1.1 – Scheduling and Length of the Fall and Winter Terms

- Subsection title is revised to reference Fall and Winter terms (as opposed to First and Second terms).
- References to “lecture days” are changed to “instructional days”.
- 4.1.1(a): clarification is added that the Fall and Winter Term will each be comprised of at least 60 instructional days including at least 12 of each day of the week.
- 4.1.1(b): “term” is corrected to “session”. The last day of registration for either term will normally be seven days from and including the start date of the *term*.

Section 4.1.2 – Scheduling Study Days and Examinations

- References to “first term” and “second term” are updated to “Fall term” and “Winter term”.

Section 4.1.3 – Scheduling Fall Term Reading Week and Winter Term Reading Week

- The existing section on “Scheduling Thanksgiving Weekend, Fall Reading Week and Spring Reading Week” is retitled as “Scheduling Fall Term Reading Week and Winter Term Reading Week”.
- A change in naming of the Reading Weeks is proposed – Fall Term Reading Week and Winter Term Reading Week – to clearly specify the term that the Reading Week occurs in.
- Provisions relating to the scheduling of Thanksgiving Weekend are removed as subsequent revisions subsume this period under the Fall Term Reading Week.
- 4.1.3(a): Following the recommendation of the *ad hoc* Working Group, the provision relating to the scheduling of the Fall Term Reading Week is revised to provide that a Fall Term Reading Week will be scheduled to begin as of 6 p.m. on the Friday prior to Thanksgiving and end at 11:59 p.m. on the Sunday following Thanksgiving.

- 4.1.3(b): The scheduling of the Winter Term Reading Week is not changed. The language is revised to reframe the scheduling of the Winter Term Reading Week around Family Day (as opposed to the third Monday in February). This change aligns with the framing of Fall Term Reading Week around a statutory holiday and may be more readily understood.
- 4.1.3(c): A statement is added to clarify that the provisions included within this section apply to Fall Term Reading Week and Winter Term Reading Week. No changes are made to the provisions.

Section 4.2 – Guidelines for the Structure of the Undergraduate Spring/Summer Session

- The existing section on Guidelines for Structure of Undergraduate Spring/Summer Sessions is moved from its current positioning to become nested under the broader section for Guidelines for the Structure of the Undergraduate Academic Year.
- 4.2(a): Language is added to note that the Spring/Summer session is normally an optional study period from May to August.
- 4.2(b): The description of the periods within the Spring/Summer session is reformatted to present the name of the period first followed by the duration/time description. No changes are proposed to the Spring/Summer session periods.
- Editorial amendments to language are included to provide clarity.

Section 5.0 – Guidelines for the Structure of the Academic Year in the School of Graduate and Postdoctoral Studies

- The existing “School of Graduate and Postdoctoral Studies” subsection is moved from its current positioning to become a higher-level section for “Guidelines for the Structure of the Academic Year in the School of Graduate and Postdoctoral Studies”.
- This formatting change clearly separates guidelines pertaining to the School of Graduate and Postdoctoral Studies from guidelines pertaining to undergraduate studies.
- The section is retitled from “School of Graduate and Postdoctoral Studies” to “Guidelines for the Structure of the Academic Year in the School of Graduate and Postdoctoral Studies” for clarity.
- No changes are made to the provisions within the section.

Section 6.0 – Sessional Dates

- A statement is added to indicate that undergraduate sessional dates are published in the Academic Calendar per the *Academic Calendar* policy.
- Separate subsections are added for Undergraduate Sessional Dates (6.1) and Faculty-Specific Undergraduate Sessional Dates (6.2).

Section 6.1 – Undergraduate Sessional Dates

- Clarification is added that the Office of the Registrar determines all applicable undergraduate session dates *in accordance with Senate Academic Policy*.
- A change is proposed to have the undergraduate sessional dates come forward to the Senate Committee on Academic Policy and Senate for information. Senate has oversight of the policies that provide guidance for the structure of the academic year. The Office of the Registrar should be delegated authority to set the sessional dates within those guidelines.

Section 6.2 – Faculty-Specific Undergraduate Sessional Dates.

- Provisions are added to document the current process regarding faculty-specific undergraduate sessional dates for the programs that do not fall under the Guidelines for the Structure of the Academic Year established in section 4.0.

ITEM 8.2 – Approval of Recommendations: Revisions to the Policy on the “Structure of the Academic Year”

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on the “Structure of the Academic Year” be revised as shown in Item 8.2.

EXECUTIVE SUMMARY:

The rationale for the recommended revisions as well as a summary of the revisions to the policy on the “Structure of the Academic Year” is provided in the Report of the *ad hoc* Working Group to the Senate Committee on Academic Policy (see Item 8.1).

Note: The 2025-26 Sessional Dates have already been approved by the Senate Committee on Academic Curriculum and Awards (ACA) and received by Senate for information. Those previously approved dates will not be impacted by the proposed changes to the policy on the “Structure of the Academic Year”. Fall Reading Week in 2025 will be held November 3-9.

ATTACHMENT(S):

Revisions to the Policy on the “Structure of the Academic Year”

Structure of the Academic Year

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

1.0 HOURS OF INSTRUCTION

The hours of instruction at ~~The University of~~ Western **University are** ~~Ontario will be:~~

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

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

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

Notes:

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

2.0 NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY

~~That~~ September 30 ~~is~~ ~~be~~ recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries.

September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, ~~the Office of Indigenous Initiatives will be consulted as to when to observe~~ the National Day for Truth and Reconciliation ~~will be observed on the Friday prior~~.

3.0 REMEMBRANCE DAY POLICY

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

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

4.0 GUIDELINES FOR THE STRUCTURE OF THE UNDERGRADUATE ACADEMIC YEAR

Note: The following provisions are not applicable to: Ivey Business School, Faculty of Education, Faculty of Law, and certain programs in the Schulich School of Medicine & Dentistry (i.e., Doctor of Medicine (MD), Doctor of Dental Surgery (DDS)), ~~and School of Graduate and Postdoctoral Studies.~~

4.1 Guidelines for the Structure of the Undergraduate Fall/Winter Session ~~Teaching Terms~~

The Fall/Winter session is considered the regular academic session and is divided into two terms:

Fall term: normally from September to December.

Winter term: normally from January to April.

4.1.1 Scheduling and Length of the First Fall and Second Winter Terms

- (a) ~~Each term will~~ The Fall and Winter terms will each be comprised of at least 60 "lecture days." instructional days including at least 12 of each day of the week.
- (b) The last day of registration for either the Fall or Winter term will normally be seven days from and including the start date of the term session (excluding weekends).
- (c) The first day of classes in the ~~fall~~ Fall term ~~in all teaching divisions~~ should not be scheduled on the first or second day of Rosh Hashanah (the Jewish new year) or on Yom Kippur (the Day of Atonement); unless the cancellation of classes on those days would result in a term of less than 60 instructional days. "lecture days." In that case, classes will proceed as usual.

4.1.2 Scheduling Study Days and Examinations

- (a) There will be at least one study day (including Saturdays and Sundays) between the completion of lectures and the first scheduled final examination in December and April.
- (b) The final day of examinations will be no later than December 22 in the first Fall term and April 30 in the second Winter term.

Structure of the Academic Year

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

4.1.3 Scheduling ~~Thanksgiving Weekend~~, Fall **Term** Reading Week and ~~Spring~~ **Winter Term** Reading Week

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

~~School of Graduate and Postdoctoral Studies~~

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

~~REMEMBRANCE DAY POLICY~~

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

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

~~NATIONAL DAY FOR TRUTH AND RECONCILIATION POLICY~~

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

~~GUIDELINES FOR THE STRUCTURE OF UNDERGRADUATE SPRING/SUMMER SESSIONS~~

4.2 Guidelines for the Structure of the Undergraduate Spring/Summer Sessions

- (a) The Spring/Summer session is normally an optional study period from May to August.

- (b) The Spring/Summer session shall be comprised of three periods:

Summer Evening and Spring/Summer Distance Studies:

Twelve-week period - May to August.

Intersession: Six-week period - May to June.

Summer Day: Six-week period - July to August.

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

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

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

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

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

5.0 GUIDELINES FOR THE STRUCTURE OF THE ACADEMIC YEAR IN THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES ~~School of Graduate and Postdoctoral Studies~~

- (a) The academic year in the School of Graduate and Postdoctoral Studies consists of three terms:

Fall term: normally beginning September 1 and ending December 31.

Winter term: normally beginning January 1 and ending April 30.

Summer term: normally beginning May 1 and ending August 31.

- (b) Term dates do not necessarily coincide with the beginning of classes, therefore students should contact their program for the specific date when courses start.

6.0 SESSIONAL DATES

Undergraduate sessional dates are published in the Academic Calendar per the *Academic Calendar* policy.

6.1 Undergraduate Sessional Dates

The Office of the Registrar, in consultation with the academic community and appropriate administrative offices, will determine ~~compile~~ all applicable undergraduate sessional dates for the academic year in accordance with Senate Academic Policy and communicate ~~recommend~~ them to the Senate Committee on Academic Policy for information and transmittal to Senate ~~for approval. The Senate Committee on Academic Policy will provide the approved sessional dates to Senate for information.~~

6.2 Faculty-Specific Undergraduate Sessional Dates

Faculty-specific undergraduate sessional dates are determined for programs that do not fall under the Guidelines for the Structure of the Undergraduate Academic Year established in section 4.0. These programs include:

Structure of the Academic Year

- Ivey Business School (Honours Business Administration Program)
- Faculty of Education (Bachelor of Education Program)
- Faculty of Law (Juris Doctor Program)
- Schulich School of Medicine & Dentistry – Doctor of Medicine Program (MD)
- Schulich School of Medicine & Dentistry – Doctor of Dental Surgery (DDS)

Faculty-specific undergraduate sessional dates are determined by the relevant Faculty in accordance with Senate Academic Policy and provided to the Senate Committee on Academic Policy through the Office of the Registrar for information and transmittal to Senate.

ITEM 9.1 – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Withdrawal of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), Introduction of a Stand-Alone Bachelor of Science in Nursing (BScN), and Revisions to the Policies on “Nursing Applicants” and “Progression Requirements – Nursing”

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) program be discontinued; and

That students currently enrolled in the Western-Fanshawe Collaborative BScN be permitted to graduate upon fulfillment of the program requirements by August 31, 2031; and

That the Western-Fanshawe Collaborative BScN be withdrawn effective September 1, 2031; and

That on the recommendation of ACA, Senate approve that effective September 1, 2025, a stand-alone Bachelor of Science in Nursing (BScN) be introduced by the Arthur Labatt Family School of Nursing in the Faculty of Health Sciences as shown in Item 9.1; and

That effective September 1, 2025, the policies on “Nursing – Applicants” and “Progression Requirements – Nursing” be revised as shown in Item 9.1.

EXECUTIVE SUMMARY:

In 2024, Fanshawe College initiated dissolution of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) Program. Admission to the Western-Fanshawe Collaborative BScN will be discontinued September 1, 2025.

Students currently enrolled in the Western-Fanshawe Collaborative program will not experience any changes. They will be able to graduate with the Western-Fanshawe Collaborative BScN upon fulfillment of the program requirements by August 31, 2031. Their program will continue in the current format.

As part of the dissolution agreement, students who do not progress within the first two years of the program at Fanshawe College will complete failed courses at Fanshawe and then join the BScN students at Western. If Collaborative program students experience delays in progression in the final years of the program, they will be able to take courses with the Western BScN program students without interruption. The ability to complete the Collaborative program course requirements is facilitated by having the Western stand-alone BScN program progression largely unchanged through the transition.

As a result of the closure of the Western-Fanshawe Collaborative BScN, the Arthur Labatt Family School of Nursing is proposing the introduction of a stand-alone Bachelor of Science in Nursing (BScN) program which will admit students effective September 1, 2026. The new standalone BScN will have the same program description, program learning outcomes, and admission requirements (other than removing any reference to Fanshawe College students). Fanshawe College has also developed a stand-alone baccalaureate program separate from any Western University affiliation.

The Arthur Labatt Family School of Nursing is proposing to deliver this 8-term BScN program in 3.5 calendar years rather than over 4 calendar years. With this change, fourth-year courses will be taken in the summer and fall terms versus the fall and winter terms in a traditional 4-year program. The 3.5-year option currently exists within the Collaborative program but is voluntary. In the new stand-alone program, there may be an opportunity for a limited number of students to complete their studies within a traditional 4-year timeframe at the discretion of the Arthur Labatt Family School of Nursing.

The movement to a 3.5-year program delivery is in response to increasing nursing enrolment resulting on pressure securing sufficient clinical placements with the School's partners. The change proposed here results in the ability to use clinical placement opportunities in the summer and fall terms rather than only in the fall as in the current model. This will benefit students by providing a greater choice of placements and clinical partners by lessening the number of students at one time. The Ontario government is also requesting that nursing programs graduate students more quickly in response to the nursing labour shortage. This change responds to this request by capitalizing on an existing strategy with no major change to the existing program.

The changes to the sequence of the program to 3.5 years may impact students' ability to work in the summer between years 3 and 4. However, this change also results in graduates entering the workforce four months earlier which will double their earning potential. Currently students who work in student nursing extern positions earn an average of \$21.00/hr and this will increase to \$41.00/hr when they are able to work as a graduate nurse. In consultation with the Western-Fanshawe Nursing Students Association (WFNSA), students felt this was reasonable and the School will be working with the Faculty of Health Sciences communication specialists to ensure students are aware of the benefits to them with this change. Students with interruptions in progression will be able to take the required courses in the fall and winter as they are offered to the Compressed Time Frame students in those terms and therefore the delays would be minimal, i.e., students do not have to delay a year to complete their program.

The course progression in the stand-alone BScN program will be largely unchanged from the Collaborative program. The course changes include the addition of a new required course (Nursing 2290A/B: *Epistemic Justice in Healthcare*) and making an existing current nursing elective (Nursing 3440A/B: *Care of Individuals and Families through the Cancer Care Continuum*) a required course. Two electives are removed. The course changes are in response to the identified learning needs of students and

are responsive to changes in the Entry-to-Practice Competencies of the College of Nurses.

The policies on “Nursing Applicants” and “Progression Requirements – Nursing” will be updated to reflect the dissolution of the Western-Fanshawe Collaborative BScN program and the introduction of a stand-alone BScN at Western. Additional updates to the policy on “Nursing Applicants” raise the minimum required grade in the Ontario secondary school courses required for admission to Nursing from 65% to 70%.

Note: At its meeting on April 16, 2025, the Subcommittee on Undergraduate Academic Courses (SOC) approved the introduction of Nursing 2290A/B.

ATTACHMENT(S):

[Revised Calendar Copy – Western-Fanshawe Collaborative Nursing Program](#)

[Revisions to the Policy on “Nursing Applicants”](#)

[Revisions to the Policy on “Progression Requirements – Nursing”](#)

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21495>

**WESTERN-FANSHAWE COLLABORATIVE NURSING PROGRAM – ADMISSION
DISCONTINUED**

Admission to this program is discontinued, effective September 1, 2025. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

The program requirements remain unchanged.

Nursing Applicants

Policy Category:	Admission
Subject:	Nursing Applicants
Subsections:	Western Fanshawe Collaborative Nursing Program <u>Bachelor of Science in Nursing Program</u> ; <u>Compressed Time Frame BScN Program (Regular Stream</u> <u>Compressed Time Frame BScN Program (RPN Stream A)</u> ; <u>Compressed Time Frame BScN Program (RPN Stream B)</u> ; <u>Academic Policies</u> ; <u>Admission Appeals Procedure</u>
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	
Officer(s) Responsible for Procedure:	*
Related Policies:	<u>Progression Requirements – Nursing</u> <u>Potential Health Risks/Immunization Requirements</u> <u>Undergraduate Degree Admissions</u>
Effective Date:	<u>September 1, 2025</u> March 14, 2025
Supersedes:	<u>March 14, 2025</u> ; September 1, 2024

~~WESTERN-FANSHAWE-COLLABORATIVE~~ **BACHELOR OF SCIENCE IN NURSING PROGRAM**

Admission Requirements – For Admission, September 2026 ~~2020~~ and beyond

Enrolment in first year is limited and admission is competitive. The minimum admission average is determined each year and is dependent on the number and quality of applicants, and number of available places in the program. Meeting the minimum requirements listed does not guarantee admission.

Note: All students applying to the ~~Western-Fanshawe Collaborative~~ Bachelor of Science in Nursing (BScN) program do so through the Ontario Universities' Application Centre, choosing program code 'ENW' for Western ~~and 'ENF' for Fanshawe College. Students are encouraged to apply to both Western and Fanshawe where applicable.~~

Note: Priority consideration shall be given, all other things being equal, first to Canadian citizens and permanent residents from Ontario, and second to Canadian citizens and permanent residents from other Canadian provinces. Special consideration may be given to a student supported by the Canadian International Development Agency or a similar agency.

1. Prerequisite requirements:

All applicants must also have completed the following or equivalent Ontario secondary school courses with a minimum grade of **70%** ~~65%~~ in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
 - Functions MCR3U
 - Functions and Applications MCF3M

Note: If an applicant does not meet the minimum Math requirement in one of the Grade 11 prerequisites, Western will check for a minimum of **70%** ~~65%~~ in one of Advanced Functions MHF4U, Calculus and Vectors MCV4U, or Math of Data Management MDM4U.

Applicants may be required to submit official detailed course syllabus information to determine if courses other than the above are deemed equivalent to the prerequisite requirements.

2. CASPer requirements (for Admission, September **2026** ~~2020~~ and beyond):

Applicants to the ~~Western-Fanshawe Collaborative~~ **Bachelor of Science in** Nursing Program will be required to complete CASPer (Computer-Based Assessment for Sampling Personal Characteristics), a mandatory online 90-minute computer-based assessment as a component of the admission process. Applicants who do not complete the CASPer test will not be considered for admission. CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

CASPer is an online test designed to evaluate key non-cognitive skills, as well as interpersonal and professional characteristics essential for students to be successful

in nursing programs and ultimately, as practicing nurses. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.

3. Academic Requirements:

Applicants Presenting an Ontario Secondary School Diploma

Applicants must complete an Ontario Secondary School Diploma (OSSD) and have a minimum of six Grade 12 U and/or M-level courses (excluding co-op courses), including the prerequisite courses with a minimum grade of 70% 65% in each.

Applicants with High School Standing from other Canadian Provinces

Applicants from other provinces in Canada are eligible to apply for admission on the basis of senior matriculation if their academic records meet, in subject matter and standing obtained, both the requirements of admission to this School and to a recognized university in their own province. This must include the successful completion of (Grade 12 university preparation) courses in English, Biology, Chemistry and Mathematics with a minimum grade of 70% 65% in each.

Applicants Currently Enrolled in a University, or who have Previously Attended University or other Post-Secondary Institutions

Applicants applying to enter the nursing program from Post-Secondary studies are considered on the basis of their high school prerequisite coursework and university, college or other post-secondary standing. Specifically,

- students applying with one year of full-time university study must have achieved a minimum 70% overall average;
- students having completed two or more full-time years of university study must have achieved a minimum 70% average in the final two years (10.0 credits) of study. If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.
- students applying from a College of Applied Arts and Technology (CAAT) must have achieved a cumulative average of “B” (GPA of 3.0) in a completed program.

All applicants must also have completed the equivalent of the following Ontario secondary school courses with a minimum grade of 70% 65% in each:

- English ENG4U
- Biology SBI4U
- Chemistry SCH4U
- One of:
 - Functions MCR3U
 - Functions and Applications MCF3M

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the pre-requisite requirements.

Mature Applicants

Applicants will be considered for admission who:

- meet Western's definition of mature applicant, and
- are able to demonstrate academic success within the last four (4) years by achieving a credit equivalent to the following Ontario secondary school courses, according to the general criteria at Western, with a minimum mark of 70% 65% in each:
 - English ENG4U
 - Biology SBI4U
 - Chemistry SCH4U
 - One of:
 - Functions MCR3U
 - Functions and Applications MCF3M

Indigenous Applicants

The Arthur Labatt Family School of Nursing recognizes that Indigenous Peoples are not represented adequately in the nursing profession and therefore welcomes their applications.

Eligible Indigenous applicants may be admitted to the nursing program from one of two paths:

1. Indigenous applicants who have successfully completed the program's admission requirements, and whose admission average has met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered for admission along with all other program applicants.
2. Indigenous applicants who have successfully completed the program's admission requirements, but whose overall average has NOT met the annual program admission average as determined by the Arthur Labatt Family School of Nursing and the University's Admissions Office, will be considered on a discretionary basis ~~to fill four seats (two seats at the Western site and two seats at the Fanshawe College site)~~ set aside for applicants in this latter category.

Applicants from Degree Nursing Programs

Applicants in this category must have completed the requirements as outlined below to receive admission consideration:

1. Meet admission requirements as stated in this policy;
2. Submit, in writing, the reason for leaving the previous or current program and for applying to a nursing program at Western University.

The applicant must provide written permission to the Arthur Labatt Family School of Nursing to contact the Dean, Director, Coordinator, or Head of the Nursing program in which the student was previously or is currently registered for release of information about the student's status in the previous or current nursing program (including matters pending) with regard to failures, probation, suspensions, determination of professional unsuitability, disciplinary action, or other related matters.

Applicants are not admitted into upper year studies. All core Nursing courses must be completed at Western University ~~and/or Fanshawe College~~.

Submission of Applications for Admission

Applications for admission to the ~~Western-Fanshawe Collaborative BScN~~ Bachelor of Science in Nursing Program must be submitted by February 15. It is recommended that the application be made early to ensure all required documentation arrive in a timely manner. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)

Admission Requirements (for Admission, September 2025 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1. Prerequisite requirements:

All applicants must also have completed the following courses at an accredited University with a minimum grade of 60% in each of physiology, anatomy and statistics (see below):

1. 1.0 course in human physiology, or equivalent
2. 0.5 course in human anatomy
3. 0.5 course in introductory statistics

Prerequisite courses must be taken within 10 years of the year seeking admission.

Applicants may be required to submit official detailed course syllabus information to determine if courses meet the prerequisite requirements.

2. Academic requirements:

To be eligible to apply to the Compressed Time Frame Bachelor of Science in Nursing (BScN) program (Regular Stream), applicants:

- Must have completed at least ten (10.0) university-level full-course equivalents with a minimum 75% (3.0 GPA), and
- Have no more than 5.0 courses at the introductory level (equivalent to courses numbered 1000 to 1999 at Western University).

If courses are repeated within the last 10.0 credits completed, both attempts are utilized in the admission average.

Students with university preparation outside of North America must submit documentation from the World Education Services (WES).

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM A)

Admission Requirements (for Admission, September 2025 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1. Academic requirements:

- Completion of a Practical Nursing program from an accredited College of Applied Arts and Technology in Ontario with a minimum GPA of 75%, or 3.5.
- A minimum average of 65% in 5.0 degree-credit courses (equivalent to one full year) at a recognized university. For applicants with more than 5.0 credits, the top 5.0 course grades will be used.
- Applicants must complete the Practical Nursing diploma by the end of May in the year they are applying.

Applicants with university preparation outside of North America must submit a course-by-course evaluation through the World Education Services (WES).

2. Experiential and Registration Requirements:

- A) For applicants who completed the Practical Nursing Diploma within five years prior to applying:
- Have RPN registration in good standing with the College of Nurses of Ontario
 - Be entitled to practice with no restrictions
- B) For applicants who completed the Practical Nursing Diploma more than five years prior to applying:
- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
 - Applicants must provide a complete Verification of Employment Hours form
 - Have RPN registration in good standing with the College of Nurses of Ontario
 - Be entitled to practice with no restrictions

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is February 15. It is recommended that the application be made early. The enrolment in this program is limited.

COMPRESSED TIME FRAME BScN PROGRAM (RPN STREAM B)

Admission Requirements (for Admission, May 2025 and beyond)

Enrolment in this program is limited and meeting the minimum requirements listed does not guarantee admission.

1. Academic requirements:

- Completion of an accredited Canadian two-year Practical Nursing Diploma program with a minimum GPA of 75%, or 3.5, and a competitive overall admission average.

2. Experiential and Registration Requirements:

- Completion of the equivalent of two years of full-time RPN practice experience (3,640 hours in Canada)
- Applicants must provide a complete Verification of Employment Hours form
- Have RPN registration in good standing with the College of Nurses of Ontario
- Be entitled to practice with no restrictions

Submission of Application for Admission

All applicants must apply through the Ontario Universities Application Centre. The application deadline is January 15. It is recommended that the application be made early. The enrolment in this program is limited.

ACADEMIC POLICIES

The following applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

Advanced Standing and Transfer of Credit

Decisions regarding advanced standing and transfer of credit are governed by the policy of this University.

1. In exceptional circumstances, a student registered in a BScN program in another university may be able to transfer into a program offered by this University. Permission must be granted by the Admissions Committee, Arthur Labatt Family School of Nursing.
2. An applicant may request transfer of credit toward a degree at this University for courses taken prior to admission to the BScN program at this University. The Arthur Labatt Family School of Nursing reserves the right to determine what transfer of credit will be granted.
3. After admission to the Arthur Labatt Family School of Nursing, students intending to take courses at another university are required to obtain a Letter of Permission from Program Office for credit in their BScN program.

ADMISSION APPEALS PROCEDURE

The following admission appeals procedure applies to all undergraduate Nursing programs offered by the Arthur Labatt Family School of Nursing.

Decisions of the Admissions Committee are final.

Applicants may request a review of the decision by the Admissions Committee, provided that such a request is based upon significant new information, pertinent to the application and not available to the applicant prior to the complete submission of application material. This request must be filed with the Office of the Registrar's Office no later than 2 two weeks after the issuance of the original decision.

Progression Requirements – Nursing

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Nursing
Subsections:	Programs ; Progression Requirements ; Courses Required for the Western-Fanshawe Collaborative BScN Program ; Courses Required for the Compressed Time Frame BScN Program (Regular Stream) ; Courses Required for the Compressed Time Frame BScN Program (RPN Stream A) ; Courses Required for the Compressed Time Frame BScN Program (RPN Stream B) ; Progression: Clinical Application Collaborative Evaluation ; Unacceptable Clinical Application ; Failure to Meet Progression Requirements
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025 September 1, 2024
Supersedes:	September 1, 2024 ; September 1, 2023, January 1, 2023

This policy covers the following nursing undergraduate programs: the Western-Fanshawe Collaborative Bachelor of Science in Nursing, the Bachelor of Science in Nursing, and the Compressed Time Frame Bachelor of Science in Nursing.

Note: The last admission to the Western-Fanshawe Collaborative Bachelor of Science in Nursing is September 1, 2025, and students will complete that program on or before August 31, 2031. Students will be admitted to the Bachelor of Science in Nursing effective September 1, 2026.

~~WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM AND COMPRESSED TIME FRAME BScN PROGRAM~~

PROGRAMS

Enrolment in non-Nursing courses is limited and in some cases demand exceeds that limit. The University is unable to guarantee registration in any particular course and reserves the right to withdraw course offerings.

The Western-Fanshawe Collaborative Bachelor of Science in Nursing, the Bachelor of Science in Nursing, and Compressed Time Frame programs offer a Bachelor of Science in Nursing (BScN) degree programs that qualify graduates to apply to write the NCLEX-RN and subsequently register as a professional nurse with the College of Nurses of Ontario.

The Western-Fanshawe Collaborative BScN program is offered collaboratively by the Western University and Fanshawe College of Applied Arts and Technology. The first two years of the program are offered at both institutions. All students complete years 3 and 4 at the Western site. Program requirements are the same at both sites.

The Bachelor of Science in Nursing program is an 8-term program offered over 3.5 calendar years.

The Compressed Time Frame (CTF) Nursing program allows students to complete a BScN degree in five consecutive terms if enrolled in the CTF Regular Stream or the RPN Stream A, otherwise if enrolled in the RPN Stream B the program is completed in six consecutive terms.

PROGRESSION REQUIREMENTS

Students may proceed to the next year of their program if the following conditions are met:

- A PASS is required in clinical application courses
- A passing grade of at least 65% in Nursing theory courses
- A passing grade of at least 60% in the following courses: Physiology 1020, Nursing 1330A/B, Nursing 2440A/B, Nursing 3820A/B, Pharmacology 2060A/B
- A passing grade of at least 50% in all elective courses.

A student whose year average is below 65% may not proceed to the next year/level of the program until the average has been raised to 65% or above.

A maximum of 2.0 full course equivalent credit (FCE) failures are permitted throughout the program.

Failed Nursing courses may be repeated only once. Students who fail a theory or clinical application course will be required to repeat the corequisite theory/clinical application course.

COURSES REQUIRED FOR THE WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM

Admission to this program is discontinued, effective September 1, 2025. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course – Western	Theory Course – Fanshawe	Clinical Application Course - Western	Clinical Application Course - Fanshawe
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 1140A/B	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			

Progression Requirements – Nursing

Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			
Nursing 4401W/X			
		Nursing 4410A/B	
Nursing 4440A/B			
		Nursing 4461W/X or Nursing 4451W/X	

Science and Writing Requirements

(must achieve 60%)

Western Course Number	Fanshawe Course Number
Nursing 1330A/B	ANAT 7002
Physiology 1020	NRSG 7039
Pharmacology 2060A/B	PHRM 7004
Nursing 2240A/B or the former Pathology 2420A/B ¹	NRSG 7043
Nursing 3820A/B	

¹ if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs the student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

COURSES REQUIRED FOR THE BScN PROGRAM

Admission to this program will commence September 1, 2026.

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Progression Requirements – Nursing

Theory Course	Clinical Application Course
Nursing 1040A/B	
Nursing 1050A/B	
Nursing 1190A/B	
Nursing 1080A/B / Nursing 1180A/B	
Nursing 1120A/B	
Nursing 2630A/B	
Nursing 2290A/B	
	Nursing 2231A/B
Nursing 2270A/B	
	Nursing 2271A/B
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 3630A/B	
	Nursing 3911A/B
Nursing 3920A/B	
	Nursing 3921A/B
Nursing 3310A/B	
Nursing 3340A/B	
Nursing 3440A/B	
Nursing 3500A/B	
Nursing 3456A/B	
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

Science and Writing Requirements

(must achieve 60%)

Course Number
Nursing 1330A/B
Physiology 1020
Pharmacology 2060A/B
Nursing 2240A/B or the former Pathology 2420A/B ¹
Nursing 3820A/B

¹ if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs the

student will be withdrawn from the nursing program.

In the event of a failed elective, students must successfully complete an elective, not necessarily repeat the failed elective.

COURSES REQUIRED FOR THE COMPRESSED TIME FRAME BScN PROGRAM (REGULAR STREAM)

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1201A/B	
	Nursing 1335A/B
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
	Nursing 3700Q/R/S/T
	Nursing 3800Q/R/S/T
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements

(must achieve 60%)

WESTERN Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2240A/B or the former Pathology 2420A/B ¹

¹ if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

COURSES REQUIRED FOR THE COMPRESSED TIME FRAME **BScN** PROGRAM (RPN STREAM A)

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3800Q/R/S/T
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	

Progression Requirements – Nursing

	Nursing 4461W/X or Nursing 4451W/X
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Science Requirements

(must achieve 60%)

WESTERN Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B or the former Pathology 2420A/B ¹

¹ if taken prior to 2024-25

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

COURSES REQUIRED FOR THE COMPRESSED TIME FRAME **BScN** PROGRAM (RPN STREAM B)

Nursing Requirements

(must achieve 65% in the theory components and a PASS in the Clinical Application Courses)

Theory Course	Clinical Application Course
Nursing 1050A/B	
Health Sciences 1001A/B	
Health Sciences 1002A/B	
Nursing 1101A/B	
Nursing 1102Q/R/S/T	
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
	Nursing 2500Q/R/S/T
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
	Nursing 3800Q/R/S/T

Progression Requirements – Nursing

Nursing 3630A/B	
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements

(must achieve 60%)

WESTERN Course Number
Nursing 3820A/B
Pharmacology 2060A/B
Nursing 2440A/B

One failed clinical application course and one successful repeat attempt is permitted throughout the program. If a second clinical application course failure occurs, the student will be withdrawn from the nursing program.

PROGRESSION: CLINICAL APPLICATION COLLABORATIVE EVALUATION

Components of a clinical application course include practice, laboratory and/or simulated professional practice and written work. Professional practice courses are graded as:

Satisfactory (S) - Satisfactory performance in relation to the course goals

Unsatisfactory (U) - Unsatisfactory performance in any of the course goals

Needs Development (ND) - Used at midterm evaluation to identify performance in any of the course goals requiring focused attention

In order for students to achieve satisfactory clinical application performance, they are required to:

- Complete the Pre-Placement Requirements for clinical application agencies by date specified prior to course start;
- Meet all course goals;
- Keep appointments with assigned clients, families and faculty;
- Advise appropriate people of inability to keep appointments in a timely manner;
- Attend classes, seminars, clinical application experiences, tutorials, simulation and laboratories;

- Notify the Academic Advisor (Western), Year 1 or 2 coordinator (Fanshawe), clinical instructor and clinical application agency/unit prior to any absence or late arrival;
- Be prepared for all clinical application assignments;
- Adhere to/comply with all professional Guidelines and Standards of Practice of the College of Nurses of Ontario;
- Successfully meet all requirements of the Collaborative Success Plan (CSP) if applicable.

Unacceptable Clinical Application

Behaviors leading to unacceptable clinical application place students, the institution and/or its clients at risk. Examples include but are not limited to:

- Lack of judgment, knowledge or skill;
- Unprofessional comments or conduct;
- Inadequate preparation;
- Abuse of the position of trust;
- Unsafe practice;
- Violation of confidentiality and/or privacy.

NOTE: It is strictly forbidden that any audio/video/photographic images be taken in any clinical application setting, including lab and simulation for any reason.

Any student who exhibits signs or behaviours that jeopardize the welfare of the client or agency will be asked to leave the agency. Any instance of unacceptable practice will be reported to the Associate Director, Undergraduate Programs (Western) or the Chair of the Collaborative BScN program (Fanshawe College). Removal from any clinical application course may result in a course failure and/or withdrawal from the program.

FAILURE TO MEET PROGRESSION REQUIREMENTS

Students who fail to meet progression requirements are advised to contact the following individuals regarding continuation in the program:

*Western collaborative students, **Western BScN students**, and Western CTF students:* Academic Advisors, Arthur Labatt Family School of Nursing

Fanshawe site students: Year Coordinator

ITEM 9.2 – King’s University College: Introduction of a Major in Analytics and Decision Sciences

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2025, a Major in Analytics and Decision Sciences be introduced by King’s University College as shown in Item 9.2.

EXECUTIVE SUMMARY:

Analytics and Decision Sciences is a multidisciplinary program that takes a broad foundation in mathematics, economics, philosophy, and psychology, and layers onto it a set of advanced yet practical courses in areas such as statistics, business analytics, data visualization, risk analysis, time-series forecasting, and more. These areas exist at the intersection of data and decision-making, and a foundation in Analytics and Decision Sciences arms students to solve quantitative and non-quantitative problems across the management and social sciences.

The impetus for introducing a Major in Analytics and Decision Sciences is to provide a subset of students, who remain outside of the traditional sciences, an opportunity to learn more advanced data analytics skills applied to management and social sciences contexts.

SUPR-U requested an external review of the proposed Major per Western’s Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

ATTACHMENT(S):

[New Calendar Copy – Major in Analytics and Decision Sciences](#)

[Extracted from the New Undergraduate Module Proposal – Major in Analytics and Decision Sciences](#)

[Primary Contact and Consultation](#)

[Final Assessment Report](#)

NEW CALENDAR COPY

MAJOR IN ANALYTICS AND DECISION SCIENCES

Admissions Requirements

Completion of first-year requirements, including:

3.5 principal courses:

0.5 course from: Mathematics 1230A/B (with minimum grade of 70%), Calculus 1000A/B (with minimum grade of 60%).

0.5 course from: Mathematics 1229A/B (with minimum grade of 70%), Mathematics 1600A/B (with minimum grade 60%).

1.0 course: Economics 1021A/B, Economics 1022A/B (each with minimum grade 60%).

1.0 course from: Psychology 1000, Psychology 1000W/X (with minimum grade of 60%) (can be taken in year 2).

0.5 course: MOS 1033A/B (can be taken in year 2).

1.5* courses from: any subject numbered 1000-1999.

Note: Students admitted to the University without the high school prerequisites for the first-year mathematics courses for this program must fulfil the mathematics prerequisite requirements before attempting these courses.

*If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

Module

6.5 courses:

2.0 courses normally taken in second year: Analytics and Decision Sciences 2288F/G, Analytics and Decision Sciences 2298A/B, Economics 2222A/B, Philosophy 2293A/B.

0.5 course normally taken in second year from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.

2.0 courses: Analytics and Decision Sciences 3293A/B, Analytics and Decision Sciences 3864A/B, Analytics and Decision Sciences 4293F/G, Analytics and Decision Sciences 4294F/G.

0.5 course from: Psychology 2135A/B, Psychology 2221A/B, Psychology 2840F/G, Psychology 2990A/B.

0.5 course from: English 2071F/G, English 2073F/G, English 2203F/G, History 2800F/G, History 2808F/G, History 3809F/G, Philosophy 2203**, Philosophy 2222E**, Philosophy 2245F/G, Philosophy 2254A/B, Philosophy 2500F/G.

1.0 course from: Additional Analytics and Decision Sciences courses at 2000-level or above, any Data Science courses at 2000-level or above, approved Special

Topics courses at 3000-level or above in Management and Organizational Studies, Economics, or Psychology, Economics 2223A/B***, Economics 3372A/B, Economics 3381A/B, Economics 3385A/B, Economics 3386A/B, MOS 2235A/B, MOS 2255F/G, MOS 3323A/B, MOS 3357A/B, MOS 3335A/B, Psychology 2135A/B***, Psychology 2221A/B***, Psychology 2840F/G***, Psychology 2990A/B***, Psychology 3260F/G, Psychology 3891F/G, Psychology 3892F/G.

**If selected, the module becomes 7.0 courses instead of 6.5 courses.

*** If not taken to fulfil other requirements for the Major in Analytics and Decision Sciences

Note: Some of the courses in the final 1.0 picklist above have additional requirements (e.g., prerequisites) and restrictions (e.g., concurrent modular enrolment).

***Extracted from the New Undergraduate Module Proposal –
Major in Analytics and Decision Sciences***

Analytics and Decision Sciences (ADS) is a multidisciplinary program that takes a broad foundation in mathematics, economics, philosophy, and psychology, and layers onto it a set of advanced yet practical courses in areas such as statistics, business analytics, data visualization, risk analysis, time-series forecasting, and more. These areas exist at the intersection of data and decision making, and a foundation in ADS arms students to solve quantitative and non-quantitative problems across the management and social sciences.

Between 2017 and 2023, multiple internal surveys of students in programs hosted by the School of Management, Economics, and Mathematics (MEM) at King's University College have indicated that a major in Analytics is the most in-demand new program the School can offer. This demand coincides with changes in the job market for management graduates, who are increasingly expected to have some expertise in data analytics. The School's initial response to these shifts was to start small by first introducing the Minor in Analytics and Decision Sciences, intended primarily to be completed in conjunction with a module in Management and Organizational Studies (MOS), Finance, Economics, or other social science. The launch of the Minor was successful (judging by program registrations and outcomes) and has led to an interest from students to pursue ADS as a major.

The impetus for introducing the Major is to provide a subset of students, who remain outside of the traditional sciences, an opportunity to learn more advanced data analytics skills applied to management and social sciences contexts. The courses in the ADS program were developed to utilize the same mathematics and statistics foundation already required for Economics, Finance, and BMOS areas at King's, which broadens the eligibility of current students and simplifies recruitment of new students. At the same time, the School maps the "endpoints" of ADS to professional accreditations, job market demands, and graduate program expectations.

In terms of efficiencies, the courses used in the Minor in Analytics and Decision Sciences and the proposed Major are suitable additions to many other programs. The importance of analytics in business/management has increased in the last few years, creating substantial demand for the kinds of skills distilled within ADS courses, e.g., the listing of explicit analytics skills is part of the latest changes to the CFA (Chartered Financial Analyst) requirements. ADS courses are now listed as part of the Finance module at King's, as well as the Honours Specialization in Financial Economics. The School anticipates this kind of synergy will extend to other areas, e.g., in response to changes to the CPA (the foremost accounting accreditation) requirements that now emphasize analytics.

The School anticipates that most students majoring in ADS will complete an honors double major through concurrent registration in program areas like MOS, Finance, Economics, Psychology, etc.

Objectives

The proposed program fits perfectly into the small liberal arts university college model of King's and is highly compatible with its mission and priorities. The Major in Analytics and Decision Sciences contains courses in the mathematical and statistical sciences, as well as social sciences such as economics and psychology. The humanities requirements include a mandatory philosophy course, as well as options from English, philosophy, and history. The School believes strongly in the value of a classical liberal arts education, and this program proposal is a concrete manifestation of the position of King's in the modern education landscape.

At the same time, the Major in Analytics and Decision Sciences is aligned with the strategic orientation of Western, especially surrounding data acumen. The ADS program aligns with many aspects of Western-150 Strategic Plan by expanding the scope of research, scholarship, and creative activity at King's. ADS uses new and interdisciplinary methodologies to meet unforeseen challenges and intensifies engagement with industry through professionally oriented experiential learning courses. ADS faculty are engaged in interdisciplinary, high impact research, including in partnership with nearby hospitals and local health partners. As a discipline, we have adopted a culture of continuous improvement and innovation, and have consciously designed the program requirements so the learning experience can be personalized based on student interest.

The program objectives are (1) to create graduates who can inform and lead debate using quantitative reasoning while understanding limitations of quantitative methods and the need for complementary managerial skillsets; and (2) to satisfy the market demand for university graduates who have a mix of data and business skills needed by businesses, government, and not-for-profits.

The School anticipates many of the students majoring in ADS will be double majoring in aligned areas such as accounting, finance, and economics, which is fortuitous considering the increasing tilt of those fields toward analytics. The School also hopes to draw students in areas such as political science, philosophy, English, and history, who will gain a formidable quantitative skillset alongside their training in qualitative problem-solving, communication, and writing that often lead to employment in managerial and administrative roles that benefit from a mix of proficiencies.

Finally, the ADS program teaches students how to program in several popular languages, as well as how to apply those programming skills to solve problems in business/management and social science areas. Students completing the Major in Analytics and Decision Science will simultaneously qualify for a diploma from the Canadian Operational Research Society (CORS) and will be prepared for a variety of graduate programs in areas such as business analytics.

Program Learning Outcomes

1. Graduates will be able to frame questions and solve complex problems arising from those questions, using a mix of qualitative and quantitative reasoning.
2. Graduates will be able to implement problem-solving strategies using a mix of skills with software, programming, and basic analysis.
3. Graduates will be able to use descriptive analytics methods to summarize quantitative information so that it is interpretable.
4. Graduates will be able to use techniques of predictive analytics on data to identify the likelihood of future outcomes and create models.
5. Graduates will use techniques of prescriptive analytics to identify the best decision/recommendation.
6. Graduates analyze the roles ideology, culture, political power, and history play in decision-making.
7. Graduates will have honed an ability to utilize information in a variety of forms, including textual, graphic, numerical, and scientific information, and be aware of limitations, including bias.
8. Graduates will have learned how to communicate effectively, using language appropriate for the stakeholders they are engaging with, displaying the professionalism expected, and mindful of the importance of clarity and the dangers of ambiguity when presenting any analysis of data.
9. Graduates will be resilient and will have mastery of their domain knowledge sufficient to identify and address their limitations, technical or otherwise. They will be able to pursue the additional learning and professional development necessary to tackle new challenges.
10. Graduates will be able to engage with local groups and organizations to address problems with a mix of local and global characteristics.
11. Graduates will understand the limitations of standard technical approaches, as well as the circumstances that will require extending their knowledge and/or developing new approaches to solve problems.
12. Graduates will be able to evaluate how the display of technical data needs to be treated as a creative story-telling process, and to appreciate the perspective of non-technical audiences who may be consuming the media created via technical analysis.
13. Graduates will adopt practices for effective teamwork, ethical action, good time management, and conflict resolution in a variety of situations while respecting a diversity of viewpoints.

Admission Requirements

The admission requirements for the Major ensure a foundation in matrix algebra, calculus, microeconomics, macroeconomics, psychology, and management information systems (with Excel). Minimum grade requirements in calculus and matrix algebra signal to students that ADS has mathematical features beyond those in Finance, Economics, and MOS modules requiring the same courses.

Program Requirements

The completion of the full set of ADS courses ensures technical competence and an ability to apply that competence to substantial problems of varying degrees of

complexity and ambiguity. Additional completion of foundation courses in philosophy and psychology ensures students have an appreciation for the limitations of analytics techniques to address all problems on technical grounds alone, and to appreciate the nuances played by factors such as cognition, culture, biases, and personal values, which the School expects to be reflected in the reports, presentations, and other artifacts assessed as part of major cases and projects in ADS 4293F/G and 4294F/G.

Primary Contact:

M. Yenson, Vice-President and Academic Dean, King's University College

Consultation:

SUPR-U – approved April 23, 2025

EPC – approved September 8, 2023

J. Jeffrey, Director, School of Management, Economics, and Mathematics,
King's University College

J. Turnbull, Associate Director, School of Management, Economics, and
Mathematics, King's University College

Consultation occurred in October 2023. The following individuals were consulted:

J. Hutter, Acting Dean, Faculty of Science

K. Yeung, Associate Dean (Academic), Faculty of Science

C. Hall, Acting Chair, Department of Mathematics, Faculty of Science

G. Wild, Undergraduate Associate Chair, Department of Mathematics, Faculty of
Science

A. Haque, Undergraduate Chair, Department of Computer Science, Faculty of
Science

M. Domaratzki, Chair, Department of Computer Science, Faculty of Science

H. Yu, Undergraduate Chair, Department of Statistical and Actuarial Sciences,
Faculty of Science

K. Sendova, Chair, Department of Statistical and Actuarial Sciences, Faculty of
Science

N. Harney, Dean, Faculty of Social Science

D. Shrubsole, Associate Dean (Undergraduate Studies), Faculty of Social Science

G. Read, Dean of Arts and Social Science, Huron University College

J. Mitchell, Associate Academic Dean, Brescia University College

L. Gribble, Chair, Department of Psychology, King's University College

G. Broad, Chair, Department of History, King's University College

I. Rae, Chair, Department of English, King's University College

J. Heng, Chair, Department of Philosophy, King's University College

All resulting discussion and feedback are reflected within this proposal. There were no objections.



Major in Analytics and Decision Sciences
Final Assessment Report & Implementation Plan
March 2025

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Arts (B.A.)	
Date of Introduction	September 1, 2025	
New Module	Major in Analytics and Decision Sciences	
External Reviewers	Dr. Srinivas Krishnamoorthy Beedie School of Business Simon Fraser University	Dr. Michael Pavlin William Birchall Chair in Management Analytics, Wilfrid Laurier University
Internal Reviewer	Vicki Sweeney, Associate Dean Huron University College	Jiya Sahni Faculty of Science Science Councilor
Date of Site Visit	January 16 & 17, 2025	
Date Review Report Received	February 7, 2025	
Date Program/Faculty Response Received	Program: March 7, 2025 Faculty: March 7, 2025	
Evaluation	Approved to Commence	
Approval Dates	SUPR-U: April 23, 2025 ACA: May 6, 2025 Senate:	
Year of Next Review	2033-2034	
Progress Report	June 2029	

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 new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Major in Analytics and Decision Sciences to be delivered by the School of Management, Economics, and Mathematics at King's University College.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Academic Dean, King's University College.

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

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

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee on Program Review - Undergraduate (SUPR-U), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Program Summary

Analytics and Decision Sciences (ADS) is a multidisciplinary program that takes a broad foundation in mathematics, economics, philosophy, and psychology, and layers onto it a set of advanced yet practical courses in areas such as statistics, business analytics, data visualization, risk analysis, time-series forecasting, and more. These areas exist at the intersection of data and decision making, and a foundation in ADS arms students to solve quantitative and non-quantitative problems across the management and social sciences.

Projected enrolment in the Major is 10 students in the first year of offering – going up to about 25 students as of the third year of offering.

Strengths and Innovative Features Identified by the Program

- Interdisciplinary program that includes experiential learning experiences involving external partners – these opportunities will help students develop communication skills and add a focus on the dangers of ambiguity when presenting analysis of data.
 - Possibility for students in the Major in ADS to complete a dedicated internship in analytics.
- Unique to this program, students will:
 - develop an ability to frame questions and solve complex problems, using a mix of qualitative and quantitative reasoning, in local and global contexts.
 - connect business/management problems to appropriate theories and frameworks drawn from the mathematical and statistical sciences, and implement strategies using a mix of skills with software, programming, and basic analysis.
 - connect technical skills to a broader social context to analyze the roles ideology, culture, political power, and history play in decision-making.
- Courses to be included in the proposed Major in ADS will prepare students for success at the Chartered Financial Analyst (CFA); and, create synergies with other programs such as Finance, MOS, Economics.
- Success of the Minor in ADS, student interest, along with increasing demand for analytics skills in business/management, are good indicators that a Major in ADS is likely to be successful.

Proposal Preparation and Review Process

Following the successful launch of the Minor in ADS, and internal surveys of students conducted between 2017 and 2023, student demand for a major has continued to grow. The School recognized the increasing demand for analytics in business/management skills, which remain outside of the traditional sciences. The School's leadership met with Undergraduate Chairs – after their review of this proposal, no objections were raised. More specifically, those consulted regarding the proposal included:

- Chair, Department of Psychology, King's University College
- Chair, Department of History, King's University College
- Chair, Department of English, King's University College
- Chair, Department of Philosophy, King's University College
- Dean of Arts and Social Science, Huron University College
- Acting Dean, Faculty of Science
- Associate Academic Dean, Faculty of Science
- Acting Chair, Department of Mathematics, Faculty of Science
- Undergraduate Associate Chair, Dept of Mathematics, Faculty of Social Science
- Undergraduate Chair, Computer Science, Faculty of Science
- Chair, Computer Science, Faculty of Science
- Undergraduate Chair, Statistical and Actuarial Sciences, Faculty of Science
- Chair, Statistical and Actuarial Sciences, Faculty of Science
- Dean, Faculty of Social Science
- Associate Dean Undergraduate, Faculty of Social Science

Following approval to proceed with an external review by SUPR-U, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met via Zoom over two days with the:

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- Associate Director Mathematics and ADS
- Director, School of Management, Economics, and Mathematics
- Dean of Faculty, King's University College
- Associate Dean (Academic), King's University College
- University Librarian, Associate University Librarian & Collection Strategies
- Program Faculty
- Administrative Staff
- Current Students
- Recent Alumni of the Minor in ADS

Following the site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the academic unit and the Dean for review and response. These formative documents, including the new program proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this assessment report of the proposed Major in Analytics and Decision Sciences.

Summative Assessment – External Reviewers’ Report

The external reviewers shared that *“our overall assessment of the proposed ADS major is positive. The program objectives are clear and well aligned with documented labour market demand for data literate business professionals.”*

Strengths and/or Unique Aspects of the Program

- Overall, objectives are clear and well aligned with documented labour market demand for data literate business professionals.
- Faculty and staff resources are very adequate for this new program. The experience with the minor, and the relatively small enrollment, means that all courses are already being offered and there is no perceived need to increase the number of sections.
 - Almost all courses allocated to full-time faculty.
- Curriculum will be enhanced by: 1) varied delivery modes, including experiential learning; 2) a philosophy course that explores how decision making is influenced by history, culture, political power, and ideology – demonstrating a commitment to EDI; and 3) a data visualization course that covers ways to mitigate sources of bias.
- Proposed admission requirements will ensure that students have a foundational understanding of mathematics and economics necessary for successful program completion.
- Good connections with local institutions like hospitals and healthcare networks to ensure a ready supply of experiential learning opportunities.
- Alumni of the Minor in ADS found it to be a strong preparation for challenging graduate work in business analytics.

Opportunities for Program Improvement Mentioned by Reviewers

- A data management course, which includes technical and soft skills, would help enable students to envision data management at an institutional level. *(Associated with Recommendation #3)*
- Students will need access to a persistent relational database to enable their development of required industry skills. *(Associated with Recommendation #6)*
- Consider ways of expanding student access to networking and employment resources. *(Associated with Recommendation #7)*
- Ensure that classes are scheduled in rooms that have Wi-Fi and electrical outlets. *(Associated with Recommendation #5)*

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 The statement of "appreciating the difficulties of relying on purely data-driven approaches for decision-making" in the program objectives is vague and difficult to validate. We suggest amending to the effect of "understand limitations of quantitative methods and the need for complementary managerial skillsets".	Program: The proposal was amended to reflect this change. Faculty: The Dean's Office agrees with and supports the program response. The program objectives (Section 2.1.3, 2. Evaluation Criteria), now read: <i>"Our program objectives are (1) to create graduates who can inform and lead debate using quantitative reasoning while understanding limitations of quantitative methods and the need for complementary managerial skillsets; and (2) to satisfy the market demand for university graduates who have a mix of data and business skills needed by businesses, government, and not-for-profits."</i>
Recommendation #2 Areas of alignment with the strategic plans of Western and King's are present and should be better and more explicitly emphasized in the program proposal.	Program: This component of the proposal has been expanded to better delineate alignments with Western-150. Faculty: The Dean's Office agrees with and supports the program response.
Recommendation #3: Include a data management course to the ADS major. It would support a broader capacity to envision data management at an institutional level. The course could include technical skills (SQL) and softer skills.	Program: <ul style="list-style-type: none"> The program proposes that, effective September 2026, the ADS major be amended to require MOS 3335A/B (Introduction to Data Science for MOS). King's presently lists this course as an option within the modular checklist for the ADS major. The amendment then requires that the "1.0 from..." options list be reduced to "0.5 from..." which is reflected in the revised proposal. This change would necessitate an update to the formal prerequisites for MOS 3335A/B so that special permission will not be needed for students to enroll. Softer skills around data governance and data management would be incorporated into the database management portion of the course. Faculty: The Dean's Office agrees with and supports the program response.

<p>Recommendation #4: The program architects should ensure that the annual retreat is continued and that there is reserved meeting time during this event to review the program courses and identify areas for changes and improvements.</p>	<p>Program: The program confirms a continued commitment to having annual retreats which focuses on ongoing program improvements.</p> <p>Faculty: The annual retreat is a continuing exercise. A commitment to the same was established several years ago and has been ongoing since.</p>
<p>Recommendation #5: Courses with specific classroom needs should have priority for those classrooms. This is currently done in an ad hoc fashion. If needed a more formal arrangement could be considered.</p>	<p>Program:</p> <ul style="list-style-type: none"> • Preferential scheduling, in a formal fashion, runs into constraints with classroom capacity. The only feasible way to address this difficulty is to have more classrooms that meet the requirements. • In part to meet this need, a classroom modernization committee was struck in Fall 2024 (with one member of the ADS group serving). The purpose of this group is to determine the needs and criteria for improvement of classrooms (e.g., more outlets). <p>Faculty: Although preferential scheduling sometimes runs into constraints, efforts will be taken to ensure that classrooms for ADS courses have the necessary infrastructure to run the aforesaid classes. There is an overall impetus to ensure that more classrooms meet the requirements of the courses that are conducted in them.</p> <p>A Classroom Modernization Project is part of King's University's broader strategic goal of improving the quality of education through state-of-the-art learning environments. The objective is to modernize classrooms with technology-driven tools, adaptable designs, and inclusive learning spaces that support diverse pedagogical approaches and student engagement. The upcoming milestones include a phased roll-out plan based on the success of the Proof of Concept (PoC) classroom. Such projects play a vital part of the King's commitment to providing an innovative and inclusive learning environment to programs such as the ADS major.</p>
<p>Recommendation #6: Database and computing resources should be evaluated particularly with respect to the establishment of a new or revised data management course. Access to a persistent relational database will provide students with an opportunity to refine this skillset that was identified by current and former students as a key job market skill and is recognized by the reviewers as fundamental.</p>	<p>Program: A relational database for MOS 3335A/B (involving SQL) can be set up with support from King's ITS. No difficulties are anticipated for a September 2026 start.</p> <p>Faculty: The Dean's Office agrees with and supports the program response.</p>

<p>Recommendation #7: Allocate specific resources to support graduate and career networking and employment resources to enhance resources provided through student clubs.</p>	<p>Program:</p> <ul style="list-style-type: none">• A portion of the School of MEM's budget will be allocated specifically to support networking and career resources for students in the ADS major, as is typically done for other professional pathway programs events (such as the CPA and accounting initiatives, or CHRP and human resources initiatives).• As the alumni network grows, first including students with the ADS minor and eventually with the ADS major, the program will work with the Office of Alumni and Development and Program Manager, School of MEM at King's to identify networking and career development opportunities targeted to students in the ADS program. <p>Faculty: The Dean's Office agrees with and supports the program response.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program leader and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan. Recommendations #1 and #2 have not been included in the implementation plan as the suggested edits put forward in these recommendations have all been made in the proposal brief.

Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #3 Include a data management course to the ADS major.	<ul style="list-style-type: none"> Revise ADS Major to require MOS 3335A/B (Introduction to Data Science for MOS) and concurrently reduce “1.0 from...” option listing to become “0.5 from...”. Revise prerequisites for MOS 3335A/B to include Economics 2222A/B. Incorporate skills around data governance/management into the database management portion of the course. 	Associate Director	By Sept 2026
Recommendation #4 Ensure that the annual retreat is continued with dedicated time to review the ADS Program.	<ul style="list-style-type: none"> Schedule an annual retreat with dedicated time to review the program courses and identify areas for changes and improvements. 	Associate Director	By Sept 2026
Recommendation #5 Courses with specific classroom needs should have priority for those classrooms.	<ul style="list-style-type: none"> Expand number of classrooms with outlets. With renewed capacity, initiate preferential scheduling (e.g., of labs requiring plugs) in a more formal way. 	Associate Director & Associate Academic Dean	By Sept 2026
Recommendation #6 Database and computing resources should be evaluated particularly with respect to the establishment of a new or revised data management course. Access to a persistent relational database will provide students with an opportunity to refine this skillset.	<ul style="list-style-type: none"> Create relational database for use in MOS 3335A/B. Establish access protocols for database on King’s ITS server “Scotty”. 	Associate Director	By Sept 2025 By Sept 2026
Recommendation #7 Allocate specific resources to support graduate and career networking and employment resources.	<ul style="list-style-type: none"> Allocate funds to support networking and career resources for students in the ADS major in the in the Fall-Winter 2025 budget. Expand networking and career development opportunities particularly for students in the ADS program, utilizing the growing alumni base. 	Associate Director	By Sept 2025

ITEM 11.1 – Revisions to MAPP Policy 7.14 – Research Involving Human Participants

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That on the recommendation of the University Research Board, Senate approve and recommend to the Board of Governors, that effective July 1, 2025, MAPP Policy 7.14 – Research Involving Human Participants be revised as shown in Item 11.1.

EXECUTIVE SUMMARY:

MAPP 7.14, *Research Involving Human Participants* currently provides that,

“For the final meeting of the Board of Governors each year, Director of Research Ethics and Compliance shall submit a report to the Board of Governors through the University Research Board (URB) regarding the REBs’ activities.”

At the February 14, 2025 Senate meeting, a Senator asked to consider a change to MAPP 7.14 to allow Senate to receive the REB report for information. This item was subsequently referred to the University Research Board (URB) for consideration.

The URB discussed the concerns related to MAPP 7.14 – Research Involving Human Participants at its April 8 and May 6 meetings. The URB determined that MAPP 7.14 should be revised to allow the annual report to be provided to Senate for information before being provided to the Board of Governors.

ATTACHMENT(S):

[MAPP 7.14 – Research Involving Human Participants](#)

POLICY 7.14 – Research Involving Human Participants

Policy Category:	Research
Subject:	Human Ethics
Approving Authority:	Board of Governors
Responsible Officer:	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Related University Policies:	MAPP 7.0 – Academic Integrity in Research Activities
Effective Date:	July 1, 2025 June 17, 2024
Supersedes:	June 17, 2021, June 30, 2009

I. PURPOSE

To cultivate an environment in which the conduct of Research involving Human Participants, performed by faculty, staff or students of or in affiliation with The University of Western Ontario (Western), follows the highest ethical standards.

To promote an awareness and understanding of how the Core Ethical Principles of Respect for Persons, Concern for Welfare, and Justice are applied within the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) as well as all applicable regulations, guidelines, and standards pertaining to human participant protection: and

To establish an independent human research ethics review process charged with the task of promoting the ethical pursuit of Western's research objectives.

II. SCOPE

This policy applies to all research involving humans conducted by faculty, staff or students of or in affiliation with Western (Western Human Research).

III. AUTHORITY AND RESPONSIBILITY

- a) The Research Ethics Boards (REBs) are accountable to the Board of Governor's with respect to the processes the REBs follow in pursuit of their mandates.
- b) The Vice-President (Research) is designated as the senior administrative officer of Western responsible to ensure Western's REBs are provided with necessary and sufficient ongoing financial and administrative resources to fulfill their regulatory duties.
- c) Western's Research Ethics and Compliance Office (RECO) is responsible to provide administrative support and to facilitate the REBs' management of the approval and monitoring processes for Western Human Research.
- d) The REBs shall act independently of the Board of Governors when making decisions regarding the ethics of Western Human Research. Neither the Board of Governors nor any other entity may override a REB's decision to approve, reject, request modifications to, or terminate any proposed or ongoing research. Notwithstanding this point, the REBs are accountable to the Board of Governors with respect to the processes the REBs follow in pursuit of this policy.
- e) For the final meeting of the Board of Governors each year, Director of Research Ethics and Compliance shall submit a report to the Board of Governors through the University Research Board (URB) and Senate regarding the REBs' activities. This report shall include information regarding the number of protocols reviewed by both REBs, the efficiency of the review process, and related procedural matters.
- f) The RECO is responsible to provide leadership to serve Western's research community of faculty, staff and students who share responsibility for undertaking human participant research in alignment with all external and institutional requirements and statutory requirements.
- g) Western's REBs may be designated as another institution's REB of Record or, conversely, another institution's research ethics board may be designated as the Western REB of Record (e.g. for the purpose of multi-centre research). In each case, it is subject to approval by one of the relevant Western REB and the Vice-President (Research). The designated REB acting as the Board of Record carries out the mandate of the designating institution's REB provided it meets and maintains acceptable research ethics review qualification or accreditation standards.

IV. RESPONSIBILITY OF THE RESEARCH ETHICS BOARDS

- a) Western's REBs are established to protect the rights and welfare of human participants who take part in Western Human Research.
- b) The REBs shall review the ethical acceptability of all Western Human Research, regardless of where the research is conducted.
- c) The REBs will provide initial review and ongoing oversight of research projects to ensure that they meet the ethical principles and that they comply with all applicable regulations, guidelines, and standards pertaining to human participant protection. The REBs shall comply with and apply:
 - i. The principles of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) for all research;
 - ii. As applicable to the research, the requirements of the International Conference on Harmonisation (ICH) Good Clinical Practice (GCP); Part C, Division 5 of the Food and Drug Regulations; Part 4 of the Natural Health Products Regulations; Part 3 of the Medical Devices Regulations, the provisions of the Ontario Personal Health Information Protection Act (PHIPA) and research requirements under O. Reg. 329/04;
 - iii. When applicable to the research, the requirements of the *U.S. federal regulations* to the extent that they exceed the applicable Canadian regulations and guidelines.
- d) Western's REBs have the authority to ensure that all research they review is designed and conducted in an ethically acceptable manner.

This includes:

- i. rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans that the REB deems to be noncompliant with the applicable regulations, guidelines, and standards pertaining to human participant protection, or
- ii. approving any research that the REBs deems to comply with the applicable regulations, guidelines, and standards pertaining to human participant protection.

V. NON-COMPLIANCE

- a) Failure to comply with Western's policies and procedures may prevent approval of pending ethics applications and/or may result in the revocation of approval of current studies being revoked by the REBs. As warranted by the severity of circumstances, an REB may also send notification of such failure to comply to the Vice-President (Research), the researcher's Dean, Chair or Director, Institute Heads, and appropriate funding and licensing agencies.
- b) Failure to comply with this policy may result in the revocation of grant funding.

All guidelines, forms and instructions are accessible on the website at <http://www.uwo.ca/research/ethics>

Glossary of Terms

Core Ethical Principles of Respect for Persons, Concern for Welfare, and Justice – Respect for human dignity requires that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due. Respect for human dignity is expressed through three core principles: Respect for Persons, Concern for Welfare, and Justice. These core principles transcend disciplinary boundaries and, therefore, are relevant to the full range of research covered by the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018)

Human Participant – An individual whose data, biological materials, or responses to interventions, stimuli, or questions by a researcher are relevant to answering the research question(s). Also referred to as a “human participant,” and in other policies/guidance as “subject” or “research subject (as defined by TCPS2 [2018] https://ethics.gc.ca/eng/tcps2-eptc2_2018_glossary-glossaire.html).

Multi-centre – The research is reasonably expected to be conducted at more than one centre participating in the delegated REB model.

Research – An undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation (as defined by TCPS2 [2018] https://ethics.gc.ca/eng/tcps2-eptc2_2018_glossary-glossaire.html).

Research Ethics Board of Record (REB of Record) – The qualified Research Ethics Board that has been delegated authority for the ethics review and ethical oversight of a research study.

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS) – A joint policy of Canada’s three federal research agencies – the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC), or “the Agencies”. The TCPS covers research involving human participants in person, by mail-out or internet. TCPS also applies to research involving human tissue and personal data collected from human participants. (see: https://ethics.gc.ca/eng/tcps2-eptc2_2018_introduction.html#1)

Western’s Research Ethics Boards (REBs) –

- Non-Medical Research Board (NMREB): reviews research studies that predominately deal with social, behavioral, and cultural research in a non-clinical, non-patient-based population.
- Health Science Research Ethics Board (HSREB): reviews research studies that take place predominately inside a medical or health care environment or involve a patient population.

ITEM 12.1 – Preliminary Report of the Senate *ad hoc* Committee to Review the Navitas Proposal

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the March 14, 2025 Senate meeting, Senate approved the creation of an *ad hoc* Committee to Review the Navitas Proposal. The *ad hoc* Committee has met weekly since March 28, 2025.

The *ad hoc* Committee's terms of reference included a commitment to report back to Senate with a Preliminary Report in May. The Preliminary Report is attached.

ATTACHMENT(S):

[Preliminary Report of the Senate *ad hoc* Committee to Review the Navitas Proposal](#)

Preliminary Report of the *ad hoc* Committee to Review the Navitas Proposal

May 9, 2025

Mandate of the *ad hoc* Committee

The goal and mandate of the *ad hoc* Committee are to:

- Examine the proposed partnership with Navitas without prejudice.
- Weigh alternatives and assess scenarios without Navitas.
- Articulate the fundamental difference between the 2020 and the 2025 proposals.
- Define Western's essential components of a potential partnership.
- Summarize and evaluate risks and drawbacks and look at possibilities to mitigate them.
- Weigh the global and financial benefits in the context of the state of the higher education sector in Ontario and Canada.
- Support ongoing consultations by proposing additional questions and evaluating available feedback from the consultations.
- Provide a report to Senate with a recommendation of whether to proceed with the Navitas Proposal.
- The recommendation of the *ad hoc* committee in respect of the Navitas Proposal is intended to take the place of what would otherwise be the remit of other Senate standing committees under their terms of reference (SCUP, ACA and Policy).

The membership of the *ad hoc* Committee includes:

Role	Name
Faculty/staff member of Senate	Blaine Chronik (Faculty of Science)
Faculty/staff member of Senate	Stephanie Hayne-Beatty (Administrative Staff)
Faculty/staff member of Senate	Melanie Mills (Administrative Staff)
Faculty/staff member of Senate	Alfonso Nocilla (Faculty of Law)
Faculty/staff member of Senate	Susanne Schmid (Schulich School of Medicine & Dentistry)
Faculty/staff member of Senate	Lynn Shaw (Faculty of Health Sciences)
Undergraduate student Senator	Jenna Beecroft
Undergraduate student Senator	Ethan Da Costa

Graduate student Senator	Alexandra Lukawski
Graduate student Senator	George Philip
Dean	Matt Davison
Chair of the Senate Committee on Academic Curriculum and Awards	Sophie Roland
Chair of the Senate Committee on Academic Policy	Ken Yeung
Chair of the Senate Committee on University Planning	Dale Laird
Provost (Chair)	Florentine Strzelczyk
Vice-Provost (Graduate & Postdoctoral Studies)	Kamran Siddiqui
University Registrar	Marisa Modeski
University Secretary (<i>non-voting</i>)	Amy Bryson
Associate Vice-President (Institutional Planning & Budgeting) (<i>resource</i>)	Ruban Chelladurai
Deputy Provost (<i>resource</i>)	Jeff Hutter
Vice-Provost (Academic Programs) (<i>resource</i>)	Susan Lewis
Vice-Provost (Students) (<i>resource</i>)	John Doerksen
President, University Students' Council (<i>resource</i>)	Emilie Kalaydjian
President, Society of Graduate Students (<i>resource</i>)	Cherin Chung

This preliminary report details the *ad hoc* Committee's work to-date. The *ad hoc* Committee began meeting weekly on March 28, 2025. At their first meeting, the *ad hoc* Committee determined a Western International representative would be invited to participate in future meetings as a resource.

Context

Internationalization is central to Western's strategic plan, *Towards Western at 150*, the global engagement plan, *Western in the World*, and the research strategic plan, *Mobilize for Impact!*. Each set ambitious goals to expand Western's international reach and impact, including a commitment in the strategic plan to grow the number of international students to 20%.

Western's international enrolment currently falls well below that of our peers, with Western having the lowest proportion of international undergraduates in the U6. Western's late start to strategic international student recruitment has resulted in less robust partnerships with strategically important countries.

Seeking to catch up, since 2020, Western has intensified efforts in direct international recruitment, created dedicated teams who, alongside faculty and staff, are accelerating and prioritizing this work. However, the complexities of our current environment have proved difficult to mitigate. A global pandemic, geopolitical instability, growing competition for globally mobile students, and caps on international study permits have constrained our international recruitment efforts. Additionally, domestic tuition was rolled

back 10 percent in 2019-20 and has been frozen since and provincial grants have remained stagnant since 2016.

Western's international student enrolments are declining, with approximately 780 fewer international tuition-paying students since 2020-21. This decline equates to approximately a \$40 million reduction in revenue. Should Western continue its current strategies without change, it is projected the declining international enrolment and revenue downward trend will continue.

Western must continue to explore new approaches to enhance existing recruitment efforts and strengthen its global presence. The Navitas proposal is one aspect of a multi-pronged approach to international recruitment.

Information and Data Gathering Process

The *ad hoc* Committee engaged representatives from Navitas Canada as well as Western International Education experts to inform its work. Additionally, the Deputy Provost, University Registrar, Vice-Provost (Academic Programs), Associate Vice-President (Institutional Budgeting and Planning), and Vice-President (Operations & Finance) provided information from their respective portfolios.

A delegation of eight representatives from the *ad hoc* Committee participated in site visits to two international colleges operated by Navitas, the International College of Manitoba at the University of Manitoba (ICM) and Fraser International College at Simon Fraser University (FIC) from April 13 – 16, 2025. The delegation, made up of faculty, staff, and students, toured the facilities and met with international college faculty, staff, students, alumni, and university senior leaders at each site. They also met with representatives from Navitas Canada.

Highlights from the site visit included:

- Proactive advising and holistic student support: both sites offered highly integrated student support models, with wraparound services from wellness to academic mentorship.
- Academic oversight and quality assurance: The proposed model of Western faculty overseeing Navitas course sections, including hiring, curriculum development, grading, and syllabus approval reflected the strong academic governance observed at both ICM and FIC.
- Student integration and engagement: Residence life integration, leadership programs, and access to university-wide clubs and services foster student belonging, a model that could enhance the first-year experience at Western.
- Dedicated space & community building: Each site had physical spaces for students to gather and engage in both academic and social activities, supporting the fostering of community.

- Institutional alignment: The international college models at both sites aligned with the host institution's mission of increasing access, enhancing diversity, and supporting student success.
- In particular, the University of Manitoba noted that one of their values as a university was to provide access to a university education. They felt that their 15 years partnership with Navitas did not compromise any of their values as a public university in the partnership; rather, they were enhanced by the partnership as students could access their university who would have otherwise never attended UM.
- Instructional practices: Small class sizes, 4-hour classes, and faculty with deep experience teaching international students allow for personalized, effective learning. Instructors and support staff at both sites expressed passion for teaching and guiding international students.
- Cultural competence and diversity: The partnerships support diversity and intercultural competence amongst student and staff, which aligns with Western's values.

The delegation identified that further information is required for the following areas:

- Graduate level programming: to determine how this would be designed, accredited, and supported at Western, as well as if new admission pathways would be required.
- Recruitment overlap: how Western and Navitas would distinguish their recruitment strategies and value propositions.
- Transition and orientation: how Western's robust orientation programming may be harmonized with Navitas-specific programming.
- Support for accessibility and English language training: clarification on how Navitas meets Western's accessibility standards and that English as a second language (ESL) will be delivered by Western's English Language Centre (WELC). It was noted that Western will be responsible for setting English language standards.
- Policy alignment: International College courses would be approved by Western's Senate, with courses offered aligning with all Western Senate Academic Policies. Additionally, the Western International College will need to apply or mirror Western's Code of Student Conduct.

The site visits revealed mature, integrated models of international student support. The partnerships demonstrated how Navitas can customize its model to suit an institution's culture and needs. An impactful partnership with Navitas would require careful planning, alignment of values, and attention to areas such as faculty employment, graduate programming, and student services integration.

The report from the site visit is provided in Appendix A.

Draft Proposal: Analysis

The *ad hoc* Committee reviewed the draft proposal which includes context, the details of the potential partnership with Navitas, a proposed organizational structure, success metrics at other Navitas International Colleges, and the proposed financial structure and considerations (see Item 12.2 in the Senate agenda).

The *ad hoc* Committee considered a number of aspects of the proposal that require explanation, deeper analysis, and contextualization. These include:

- Understanding our university values in the context of higher education mandates.
- Understanding better the proposed Professional Masters program pathway, including which Professional Master's programs would be targeted and identify an existing case study that may be used in developing a model for Western.
- Further defining the admission process with respect to admission to the proposed Western International College (WIC) versus direct admission to Western.
- Further explaining the role departments and programs play in both curriculum development and student supports and articulate the agency they will have in decision-making.
- Defining clearly who would teach in the WIC and the process for hiring both academic and non-academic roles.
- Analyzing the success metrics of other universities, in particular progression and graduation rates at other universities with Navitas International Colleges.
- Further explaining the immigration and visa requirements for students admitted to the WIC as well as any requirements when they transfer to Western for their second year.

Additionally, the *ad hoc* Committee noted the following in its discussions:

- The proposal is a model of what can work for Western specifically; each International College in Canada has unique aspects.
- The class sizes at ICM and FIC (25-35 students) are significantly smaller than first-year large enrolment courses (500 – 1000 students).
- Within the current direct recruitment system, highly talented students who otherwise meet Western's entry requirements may not be found eligible because they are missing required prerequisites from the respective curriculum they are following in their country of origin or need to upgrade their degree studies.
- In the Navitas recruitment model, should a prospective student be eligible for direct entry to Western, they will be referred to the Office of the Registrar team. If a student meets direct entry requirements but chooses to attend the WIC for the unique programming offered, they are required to sign a document to confirm they understand it is their choice to do so.
- Graduate programs are limited in recruitment resources given their decentralized nature. The need for partners who can assist is crucial.
- Alumni of the WIC may be later engaged in student leadership roles or as staff.

The draft proposal containing the changes that were discussed at the *ad hoc* Committee was subsequently shared with Senate on May 2, 2025.

Key Differences between 2020 and 2025 Proposals

In February 2020, a draft discussion document was provided to Senate regarding a proposed partnership with Navitas (see Appendix B). Several key differences are identified between the 2020 and 2025 proposals.

The 2020 proposal contemplated outsourcing academic work, with instructors hired by Navitas. Concern was raised over the lack of university oversight and control over academic curriculum and content, academic quality, and student outcomes.

The 2025 proposal will ensure that faculty who teach in the WIC are recommended through the department and faculty appointment committees and recognized under the UWOFA collective agreement. Western will retain complete control over programs participating in the WIC, the courses offered, course content, student assessment, and quality control (as per Western's Institutional Quality Assurance Process (IQAP)).

The 2020 proposal only contemplated undergraduate recruitment and first-year education through the proposed partnership. The 2025 proposal also includes recruitment for Professional Masters students in order to better prepare them for entry into their graduate programs.

Alternative Models

The *ad hoc* Committee also reviewed and discussed other international education models, including Western's current direct recruitment practices, English for Academic Purposes programs (EAP), Preliminary Year programs (PYP), as well as the pros and cons of other third-party international education providers. An International Education Models report is provided in Appendix C.

Western's Direct Entry Recruitment

Western's international recruitment team covers East and Southeast Asia; the Middle East, Africa, and Europe; South Asia; and Latin American and the Caribbean, participating in over 600 in-person and virtual events each year. Four recruiters and regional managers have been added since 2023.

Since 2020, Western has made significant investments in an in-house model to meet recruitment goals, spending over \$3 million annually in recruitment, including market and agent fees. Additionally, over \$6 million has been allocated to scholarships for international students. However, these investments have not reversed the enrolment declines noted above.

International recruitment is resource-intensive, requiring deep expertise in curriculum, regional dynamics and evolving student preferences. The Office of the Registrar leverages enrolment data, competitor analysis, in-country intelligence and local partnerships to refine its strategies and measure return on investment (ROI). Regional dynamics further complicate international recruitment. Despite best efforts, the return on investment in direct recruitment remains inadequate. Western's current international undergraduate enrollment is 7.5%, well below the U6 peer average of 18.3%. Western's efforts lag 15 – 20 years behind peer institutions that have long-established international recruitment strategies. The situation is worsened by stricter federal study permit policies and global shifts in student mobility.

English for Academic Purposes Programs

EAP programs became a feature for many universities over 25 years ago to respond to a particular need among international students: to enhance English language proficiency infused with skills designed to help students succeed in an academic setting. However, today many international students meet English language requirements outright, and a reduction in student demand has led to a decreased interest in EAP programs.

Western's English Language Centre (WELC)'s yearlong EAP program exemplifies both past successes and current challenges. Over the past decade, enrolments have significantly declined, partly because applicants to the full-year program are not offered admission to a Western degree program alongside their EAP program. The introduction of Provincial Attestation Letters (PALs) has further complicated the pathway.

In contrast, demand remains strong for WELC's two-month English language training "Boost" program, which is directly tied to conditional admission to a Western degree program. The shorter Boost program aligns better with the preferences of today's international students, who increasingly arrive with stronger English proficiency and seek faster, more cost-effective pathways into degree studies.

Preliminary Year Programs

PYPs are pre-university programs that add an additional year (1+4) to the standard four-year undergraduate curriculum. They provide foundational courses in writing, communication, mathematics, and other academic skills to assist students in transitioning to university-level study.

Today's international students are more academically prepared, possessing stronger English proficiency and greater familiarity with North American high school curricula. Consequently, most are ready to begin first-year, for-credit university courses immediately, which reduces demand for PYPs. This shift has resulted in the closure of many such programs across North America. Recruitment for preliminary years requires

distinct strategies and resources compared to direct degree recruitment, which further adds to costs and complicates their viability. Western's experience reflects this trend.

Third-party International Education Providers

The *ad hoc* Committee reviewed information regarding other third-party international education providers considered. Within the Canadian landscape, currently, Navitas and Kaplan operate pathway programs. Kaplan is new to the Canadian context, with recent agreements at the University of Victoria and the University of Alberta. While they are experienced globally, their familiarity with Canadian publicly funded, unionized institutions is limited. Additionally, there is no senior leadership team available in Canada and no peers to learn from considering the recent agreements

Other providers considered were Shorelight, AEG, Bridge Education Group, and Cambridge Educational Group (OnCampus):

- Shorelight: The proposal was reviewed in 2020 but not selected due to a lack of Canadian experience. Currently, they are not an option because they are US-based and there are new procurement restrictions.
- AEG: Explored for 2+2 business and engineering programs. Not pursued due to limited revenue potential and concerns over alignment with Western's global standing.
- Bridge Education Group has exited the pathway space and now focuses on corporate and language training.
- Cambridge Educational Group (OnCampus): Primarily focused on the UK and EU and thus not explored further.

In contrast, Navitas has partners with universities in Canada for nearly 20 years. They are a well-known and trusted contact for provincial governments and federal departments, and are attuned to the policy environment in which they operate. They board a well-known and respected team of Canada-based senior leaders with decades of experience in international education, post-secondary education leadership, government policy-making, and marketing and recruitment.

Financial Impacts

The *ad hoc* Committee considered the financial aspects of the different models. A Operating Budget Simulations: Five-Year Period 2025-26 through 2029-30 report is provided in Appendix D.

Since 2020, Western has invested substantially and incrementally in undergraduate international recruitment, including funds for staffing, travel, IT infrastructure, recruitment agents, other third-party services, and scholarships. In 2024-25, it is estimated that \$3.3 million will be spent. With respect to direct recruitment strategies, it was noted that substantial resources and expertise were dedicated to Western's agents, however the number of students recruited through agents has declined since 2022-23. It

was also noted that institutions seeing more success in international recruitment have stronger brand recognition, rankings, legacy, and ability to invest in student scholarships.

Despite significant investments and recruitment efforts, international enrolment at Western is declining. Western needs to explore other options or will face serious financial pressures and associated risks. Simulations show that should the external environment remain unchanged, and international undergraduate intake sees a small increase (e.g., to 780), remains constant (e.g. at 600), or declines (to either 500 or 400), operating reserve projections will be in a negative situation as early as 2028-29 (see Appendix D, Scenarios 1 – 4).

The *ad hoc* Committee is also considering a risk analysis prepared by Western's risk assessment team. This discussion is ongoing.

On May 8, members of the *ad hoc* Committee received a report prepared by the UWOFA Task Force on Navitas from the UWOFA President. The report was discussed at the *ad hoc* Committee's meeting on May 9.

Appendices

The following appendices are attached:

- A. Site Visit Report
- B. February 14, 2020 Senate Agenda Excerpt: "One Element of Western's Internationalization Aspirations: Undergraduate International Enrolments"
- C. International Education Models Report
- D. Operating Budget Simulations: Five-Year Period 2025-26 through 2029-30 Report

International College Site Visits: A High-Level Summary Report

A delegation of eight representatives of the Senate Ad Hoc Committee to Review the Navitas Proposal participated in site visits to two international colleges operated by Navitas: International College of Manitoba (ICM at University of Manitoba) and Fraser International College (FIC at Simon Fraser University) from April 13-16, 2025.

The delegation, representing Western faculty, staff and students, toured the facilities of each site and met with international college faculty, staff, students and alumni. They also met with representatives from Navitas Canada.

Participants were asked to record their feedback and observations in response to the questions below. While the Appendix includes all comments, below is a high-level summary of responses:

1. What partnership elements have you seen that would work well at Western?

Proactive Advising & Student Support: Both ICM and FIC offer highly integrated student support models centered on proactive advising, tailored learning assistance, and wellness services. These were seen as possible models for Western, especially if aligned early with Western's services.

Academic Oversight & Quality Assurance: Western faculty overseeing Navitas sections, including hiring, curriculum development, grading, and syllabus approval, reflects the strong academic governance already observed at SFU and UM.

Student Integration & Engagement: Residence life integration, leadership programs, and access to university-wide clubs and services foster student belonging and could enhance the first-year experience at Western.

Dedicated Space & Community Building: Physical spaces for international college students to gather and engage in academic and social activities were seen as key to fostering community.

Institutional Alignment: The Navitas model aligns with institutional missions of increasing access, enhancing diversity, and supporting student success. Western's goals in these areas would be well-served by a similar structure.

Instructional Practices: Small class sizes, 4-hour blocks, and faculty with deep experience teaching international students allow for personalized, effective learning.

2. What positive observations did you have?

Holistic Support Models: Wraparound services—from wellness to academic mentorship—are central to student success and would significantly enrich Western's offerings.

Successful Transitions: ICM reports a 95% transition rate to full-time undergraduate study; FIC boasts the highest retention of transfer students. Students feel supported, confident, and engaged.

Strong Faculty and Staff Commitment: Instructors and support staff at both sites expressed passion for teaching and guiding international students, contributing to a welcoming environment.

Cultural Competence & Diversity: These partnerships support diversity and intercultural competence among students and staff, which aligns with Western's values.

Alumni Engagement: Alumni often return as staff or volunteers, contributing to a strong sense of community and mentorship.

Academic Integrity Maintained: Course rigour, assessment, and expectations match host institutions', ensuring seamless transitions for students and maintaining academic quality.

Institutional Alignment and Impact: Both partnerships align closely with their host institutions values and strategic goals. They contribute significantly to campus diversity, support student success pathways, and enrich the overall university community. The model effectively blends academic rigor with comprehensive support, benefiting international students while enhancing the broader campus environment. UM feels that they did not compromise any of their values as a public university in the partnership; quite the opposite, they feel they enhanced it.

3. What questions or concerns do you still have?

Graduate Program Uncertainty: Both institutions offered limited clarity on graduate-level programming. How these would be designed, accredited, and supported at Western remains unclear.

Recruitment Overlap: How Navitas and Western would distinguish their recruitment strategies and value propositions is still unknown.

Transition & Orientation: Concerns exist about harmonizing Navitas-specific orientation with Western's robust orientation programming.

Support for ESL and Accessibility: Clarification is needed on how Navitas matches Western's accessibility standards and delivers ESL-sensitive instruction without compromising academic alignment.

Balance of Student Streams: The ideal ratio of direct entry vs. pathway students at Western is yet to be determined.

Lessons from Other Sites: There is interest in hearing more candid reflections, especially on challenges or failures from other institutions.

4. What partnership elements would require modification?

Faculty Employment Model: Western would need to align instructor roles with its Collective Agreements, with instructors intended to be members of UWOFA.

Service Integration: Support services (advising, wellness, accommodations) would need to be explicitly articulated as shared or co-delivered to prevent siloed student experiences.

Graduate Admissions: Graduate programs may require new admission pathways, Casper test prep, and special consideration for 3-year undergraduate degrees.

Policy Alignment: Key policies like academic accommodation, code of conduct, and course requirements would need to closely mirror Western's.

Residence Participation: There is strong interest in making residence living a key element of the pathway experience to support social integration.

5. What follow-ups would you like the Committee to undertake?

- Create a comparison chart of alternative models including risks and benefits.
- Review and work through the proposal, section by section, collaboratively.
- Model program pathways, especially for graduate and professional degrees.
- Consult with faculty involved in similar partnerships at other institutions.
- Define specific wraparound services and programming support Western would require.
- Recommend programs to start with based on demand.

6. What follow-ups would you like the Chair to undertake?

- Engage with Navitas on graduate recruitment strategies and clarify existing programs internationally.
- Speak with Western's Office of Indigenous Initiatives to explore partnership opportunities.
- Seek/create case examples of successful graduate pathway programs.
- Obtain and share information on Navitas' relationship with the Ontario government.

7. What conclusions can we draw from these site visits?

The visits to ICM and FIC revealed mature, integrated models of international student support. The partnerships demonstrated how Navitas can customize its model to suit an institution's culture and needs. It appears that Western could build an impactful partnership with Navitas—but it would require careful planning, alignment of values, and attention to areas like faculty employment, graduate programming, and student services integration.

May 16, 2025

International College Site Visit Itinerary

<u>Date</u>	<u>Time</u>	<u>Details</u>
Apr 13, <i>Sunday</i>	8:00am	Meet at south side of Clare Hall, 271 Ramsay Rd
	10:15am	DriverSeat shuttle arrives Toronto Pearson International Airport (YYZ)
	12:15pm	Air Canada Flight AC263 YYZ to Winnipeg International Airport (YWG)
	~2:30pm	Shuttle pickup at YWG
	3:00pm	Check in to hotel
	4:30pm	Walk to restaurant.
	5:00pm	Team dinner
	~7:30pm	Western team briefing.
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Apr 14, <i>Monday</i>	8:00am	Morning Briefing over breakfast.
	8:45am	Shuttle pickup from Fort Garry Hotel to University of Manitoba
	9:30am	Introductions & overview at International College of Manitoba
	10:00am	Meeting with Greg Smith, Vice-Provost (Academic Planning & Programs)
	11:00am	Tour of facilities
	12:30pm	Lunch with ICM staff & alumni
	1:45pm	Meeting with ICM Faculty
	2:30pm	Walk to shuttle pick-up location; collect luggage
	2:45pm	Shuttle pickup for Winnipeg International Airport
	5:20pm	Air Canada Flight AC 299 YWG to Vancouver International Airport (YVR)
	6:45pm	Taxi YVR to hotel; <i>Taxis located on Arrivals level 2.</i>
	7:30pm	Check in to hotel
	8:00pm	Team debrief over dinner

May 16, 2025

International College Site Visit Itinerary

Apr 15,
Tuesday

8:00am	Morning briefing over Breakfast
9:00am	Taxi from hotel to Simon Fraser University
9:30am	Intros, Overview & Facility Tour, Fraser International College
10:00am	FIC Programming Showcase & Alumni Meeting
11:30am	Meeting with FIC Faculty
12:15pm	Transit to lunch
12:30pm	Lunch with SFU Colleagues
1:30pm	Return to FIC
1:45pm	Q&A with FIC Leadership & Darcy Rollins
2:20pm	Transit to downtown Vancouver
3:15pm	Meet with Peter Hall , Associate Vice-Provost (Academic)
4:00pm	Return to hotel
4:30pm – 5:00pm	Western delegation debrief.
6:00pm	Team dinner

Apr 16,
Wednesday

6:15am	Check out of hotel
6:30am	Taxi from Delta to YVR
8:55am – 4:24pm	Air Canada flight AC34 YVR to YYZ
~4:45pm	DriverSeat shuttle pickup, YYZ Terminal 1
~7:00pm	Arrival at Clare Hall

Appendix

International College Site Visits: All Participant Feedback

Feedback on the Site Visits Overall

What partnership elements have you seen that would work well at Western?

Faculty Feedback

- The proactive advising approach for international students and making it easily accessible to students on a drop in accessible way and that it offers the welcoming and wellness approach to each student. This could be integrated within Western's student wellness as long as it maintains the ease of accessibility.
- Training programs for Western faculty union instructors who teach students in y1 y2 specific to international student learning needs and the full spectrum of wellness, advising and connections.
- Integration of students in the campus life activities, and resources.
- Space for IC students to connect and interact and learn together
- Development of the volunteer programs and student leadership and manager programs
- Committee within the university who manage the academic oversight, grading, review of assessments - these are outlined in the proposal
- Inter college and university committee to support and address issues in the partnership this is in the proposal
- Undergraduate programs:
 - proactive advising
 - flexible course selection and timelines tailored to each student
 - intersection between Western student services and Navitas advising/student services
- student live in residency, interspersed with domestic students.
- International college has dedicated space for academic advising, activities (student and faculty led)
- Western course coordinators oversee the Navitas sections, sign off on syllabus, assignments, grades, etc.

Staff Feedback

- Enhanced Diversity and Global Competence:
 - The Navitas partnerships (ICM and FIC) significantly enrich campus diversity, creating immersive learning environments that benefit both international and domestic students. This diversity fosters intercultural competence. Leadership at both universities shared that the partnerships have enhanced diversity beyond what the universities could have achieved independently, aligning with institutional values and strategic goals.
- Student Success and Retention:
 - Both partnerships demonstrate impressive success rates, with ICM showing a 95% transition rate to full-time programs. FIC reports the highest retention rates among transfer student populations. These outcomes underscore the effectiveness of the pathway model in providing robust academic preparation and seamless integration into university life.
- Comprehensive Student Support:

- A hallmark of both ICM and FIC is their student-centric support model. Proactive advising, tailored learning supports, and attention to cultural norms contribute significantly to student success. This holistic approach addresses individual needs, enhancing confidence and academic readiness.
- Academic Quality and Innovation:
 - Both partnerships maintain high academic standards while introducing innovative teaching methods. FIC and ICM offer 4-hour classes accommodate diverse learning styles, and there is consistent quality assurance. Faculty emphasize cultural competence and flexibility in teaching, contributing to a rich learning experience.
- Student Engagement and Integration:
 - International students at both institutions demonstrate active campus engagement, participating in clubs, activities, and governance. This involvement fosters a sense of belonging and contributes to personal growth. Alumni integration (30% of FIC staff) further enhances the student experience by providing relatable mentorship.
- Positive Student Experiences:
 - Students and alumni express strong affinity for their respective programs. They highlight the programs' role in facilitating smooth transitions to university life, inspiring academic exploration, and building confidence. The "extreme collaboration" culture at FIC particularly enhances the educational experience.
- Institutional Alignment and Impact:
 - Both partnerships align closely with their host institutions' values and strategic goals. They contribute significantly to campus diversity, support student success pathways, and enrich the overall university community. The model effectively blends academic rigor with comprehensive support, benefiting international students while enhancing the broader campus environment.
- In conclusion, the Navitas partnerships at both institutions demonstrate a synergistic approach to international education. They not only provide effective pathways for international students but also contribute positively to the universities' diversity, academic standards, and student success initiatives. The overwhelmingly positive feedback from students, faculty, and administration underscores the value these partnerships bring to their respective institutions.
- creating a physical space(s) for the international college students to learn and build community
- integrating Navitas student supports with Western student supports early and as much as possible
- providing extra training to Navitas instructors re: international student needs, and supports available, as well as including "student experience hours" in instructor contracts
- encouraging (is it possible to mandate?) Navitas students live in on-campus residences to foster greater integration/sense of belonging
- ensuring things like code of conduct, academic accommodation, and other policies at the international college match/mimic Western's to ensure smooth transition of students
- include the integrated learning skills (ILS) non-credit course for Navitas students and consider whether we offer a similar course for direct entry international students, as well
- maintain oversight of instructor hiring, curriculum development, syllabus approval, etc. at the Western program level via assigned coordinators
- start small with one or two program pathways and build from there"

Student Feedback

- the pride their alumni have for being a part of the international college resonates with Western's culture
- the wrap around services helps sell the city and the program more for students so they know they can be supported
- faculty feel well prepared and equipped to teach international students
- students have opportunity for volunteer and leadership experiences "

What partnership elements would require modification?

Faculty Feedback

- instructors to be faculty union members, and working within the workload documents of the instructors by unit for those that participate.
- Specific consideration of graduate programs that require additional types of learning spaces and equipment beyond classroom teaching spaces - if volume of graduate students increases beyond current capacity.
- review of admission criteria in graduate programs - some do not accept a 3 year degree for professional programs - special consideration of the Y1 Y2 prep courses and what and how this satisfies a four year equivalent degree,
- Development of program in y1 and y2 at Navitas aimed at support for Casper admission tests. Also demonstration of full course load for two terms is in the undergrad degree this is to know that students can manage a full course load in Masters programs
- employment model for faculty (would be hired through Western, would fall under faculty union)
- graduate program model is not clear

Staff Feedback

- I can imagine our partnership looking more similar to the SFU (FIC) model than the UM (ICM) model
- I think we should be as explicit about the integration of student services as possible in our agreement
- I don't think the international college should be completely separate from the rest of campus where students might never have to engage outside the college
- I think most aspects will need to be modified for Western, but that's really the value of partnering with Navitas; they are prepared to customize program elements for each institution and I think we'll draw from what is working well at other places, as well as what will fit Western's culture
- we'll need to think carefully about how to ensure Navitas is recruiting in different regions or from different applicant pools than our in-house international recruitment team - and that the value proposition for each is clear

Student Feedback

- orientation and general access to student experience initiatives
- grad student programs, very little information provided/ shown
- residence system/ training staff and soph

- our messaging about how long the pathway program might take, it differs quite a lot depending on the student (customization)"

What follow-ups would you like the Committee to undertake?

Faculty Feedback

- Pathway modelling for graduate programs - this is in process
- Consultation with the two faculty members with Navitas on these pathways
- Discuss opportunity: Is there a possibility for the Indigenous Student STEM access program (ISSAP) to take advantage of the Navitas ""missing prerequisite"" courses? What could a synergistic partnership look like?
- What would a Navitas program for professional Masters program look like?

Staff Feedback

- we need to probably see all of the options in a comparison chart to understand benefits and drawbacks; I think this will help committee members (and Senate members) see that we have reviewed alternatives to get to the place of proposing Navitas as a partner
- I think we need to review the draft proposal section by section, as a group, to ensure everyone has had a thorough chance to offer feedback before it is in its final form
- we should have a place for a brief overview of the site visits in the proposal

Student Feedback

- the committee would need to figure out what programs to start with based on demand and marketability
- the committee needs to create a plan for the different wrap around services that westerns college would need specifically
- creating a comprehensive schedule for student experience and specific activities throughout the year to foster sense of belonging"

What follow-ups would you like the Chair to undertake?

Faculty Feedback

- Discussion about what has navitas already started in recruitment regarding graduate program need in the current climate of tension in aquisition of international students.
- See above - talk to Christy Bressette and Navitas about ISSAP/Navitas synergies
- talk to Navitas to provide more information on the graduate side: how does this work in other countries?

Student Feedback

- more case examples of grad programs as there was very little data provided of a well supported masters that has been successful
- more information on Navitas' collaboration with Ontario government "

Daily Reflections: International College of Manitoba

What was positive about the meetings you had today?

Faculty Feedback

- Navitas offers exceptional student support and therefore, has exceptional success metrics for the students who go through the international college; they succeed academically and often move on to graduate degrees
- our system is based on students reaching out and finding their way, Navitas' system has highly integrated academic, linguistic, cultural, and social supports that surround students in their first year and prepare them for success. 92-95% of students move into second year and are successful throughout their studies, graduating in good time.
- Students talked freely about their experiences and the way they felt academically supported, but also how they felt integrated from day one. Some talked about the support they received through the college to decide what they wanted to study.
- instructors were interesting; some started as LDs and now have permanent positions because of their service at the international college, some are faculty and teach overload. They all love teaching international students; take pride in their academic success and in their cultural integration and in their confidence as they moved into year 2.
- UM makes a public-private partnership work because they have complete oversight over a. hiring, b. course content, c. quality assurance, d. student success metrics and outcomes.
- Navitas helps them to realize their academic mission, which is partially about access. Students come to UM through the International College who would have not found their way to UM otherwise.
- UM convincingly articulated that they would have neither had the expertise to offer the kind of student support that Navitas specializes in; they would have not had the resources to invest in both the recruitment and the first-year education model; and third they would have not had the runway/ timeline to build this in-house with trial and error under their financial circumstances.
- UM feels that they did not compromise any of their values as a public university in the partnership; quite the opposite, they feel they enhanced it.
- UM highlights that their direct recruitment grew alongside the pathway recruitment
- UM highlighted that their international Office has learned from the IC strategies and approaches to improve their supports for direct entry international students.
- Making a public university partnership with a private ICM is about values of Uof M and the benefits to supporting the Strategic mission and values of the university that of increasing access to diverse students, supporting the goals of development of global learners and expanding the diverse student body and the benefits are that these students contribute to society. Navitas supports U of M in building up the name brand of the university, helps build international links. Key to the partnership is the Uof M has oversight academically and in making decisions to the hiring of the teaching faculty that have oversight on grading and assessment of students. the network of recruiters also provides the access to potential students. Students shared that the supports and the transition year are essential and important to socialization, belonging and promoting participation in leadership roles that help them use their skills in helping other international students at ICM in many opportunities. The faculty noted that the students themselves are able to transition with the pre programs and credit courses and that the

supports for intervention and early supports for success are also key to success of students, even if that means they need to repeat some of the pre requisites and courses. Students noted that the transitions are not easy leaving their home countries, and that advise for students get involved, read emails, and participate in activities.

- ICM Support and management of issues for students: The approach to managing student needs and issues related to transition to Canada and academic progression and preparation for admission to UM was very positive, and was identified as a relational and collaborative approach aimed at building student success. Examples of academic support for learning were shared by ICM staff on the 13th and 14th and then triangulated by the student experience and the teaching faculty and instructors in this program as well as the student support team at ICM. The approach was very student/family centred as needed. This observation is important as it speaks to the strength and the integrity and experience of navitas in improving and being responsive to student needs. In addition the evolution to changes in student needs overtime was continuously fore fronted in the year 1 program. Changes were made to support student progression and updating and communications with families.
- Partnership Relationships: UM administration Dean and Provost and ICM administration Director and staff: What makes the partnership work and it's strength is founded on the clear academic autonomy and the way the partnership is structured and enacted to ensure that all admission into UM and all ICM instructors are approved, the grading assessment is rigorously reviewed and evaluated and approved /confirmed by UM. Meetings with the instructors reaffirmed that the same courses that students take at ICM are at the same standards and expectations and learning outcomes as UM students. This was reaffirmed many times across credit courses (that have additional teaching hours 30 min) in ICM and in UM.
- Commitment to student success: The focus on academic standards to meet progression in pass fail and in credit courses was noted by ICM admin and faculty. If students were not able to pass, there is a process to repeat courses e.g. english or a math prerequisite to support learning and competencies. These opportunities are founded in the approach to student centred and contextual needs to build confidence and to acquire the competencies to be successful in the UM courses and programs. If students are not successful there is mentorship and guidance to appropriate programs for students through the supportive counselling.

Staff Feedback

- Enhanced Diversity and Global Competence:
 - The ICM partnership significantly enriches the undergraduate student population's diversity. This diversification creates an immersive learning environment that benefits domestic students by exposing them to a wide array of cultures, perspectives, and global experiences. Such exposure is crucial in developing intercultural competence and preparing students for a globalized workforce.
- Successful Transition and Retention:
 - The impressive 95% transition rate from ICM to full-time undergraduate programs underscores the effectiveness of the pathway model. This high success rate indicates robust academic preparation and seamless integration of international students into the university's mainstream programs.
- Maintenance of Academic Standards:

- A key strength of the partnership is the unwavering commitment to academic rigor and consistent quality assurance. This approach ensures that the integrity of the university's academic standards is maintained across all programs, including those facilitated through ICM.
- Student-Centric Support Model:
 - The emphasis on comprehensive student support as a hallmark of ICM demonstrates a holistic approach to international student success. This focus likely contributes significantly to the high transition rates and overall student satisfaction.
- Student Engagement and Integration: Insights from International Learners: the interaction with students from Nigeria, Bangladesh, and the UAE provided valuable insights into the effectiveness of the International College of Manitoba (ICM) program:
 - Diverse Representation and Authentic Experiences - they were funny, enthusiastic and shared personal journeys in decision making for ICM.
 - Active Campus Engagement: These students demonstrated significant involvement in university life, participating in student clubs, activities, and governance.
 - Preparatory Program Efficacy: Students emphasized the role of ICM in facilitating their transition to full-time university studies. This preparation appears to be a key factor in their academic readiness and overall university experience.
 - Confidence Building: A notable outcome of the ICM program was the development of student confidence. This enhanced self-assurance was attributed to active participation in university life and academic success.
- Private-Public Partnership Rationale:
 - UM senior leaders outlined a compelling case for a public institution to partner with a private company like Navitas, describing the kinds of questions they asked themselves to determine if the partnership was, and continues to be, a good fit
 - Is the partnership aligned with the mission of the institution?
 - Are we supporting these students' success in meaningful ways?
 - Because there are only so many financial levers an institutional can pull, private partnerships that further the university's vision and connect to its values, can represent a path forward
- Student Success at the Heart of the Partnership:
 - Every stakeholder we spoke to (current students, alumni, staff, instructors, university admin) underscored the importance of international students feeling supported and set up for success when they transition to 2nd year
 - The fact that many ICM alumni have gone on to become advisors in the program speaks volumes about their positive experiences and on-going commitment to the college
 - We learned about a robust constellation of supports for ICM students, including direct engagement with UM staff (e.g., academic advisors) during the transition period between Year 1 and Year 2
- Making Good on Access Goals:
 - I understood, in a new way, that this partnership allows us to really advance our ideas around increasing access for students and I think we can make this clearer in the proposal

- Because Navitas recruits students who may not meet the requirements for direct entry, but have the capacity to learn and thrive at Western (with these extra supports), we can open doors for talented students who wouldn't otherwise have access
- We talk a lot about high entrance averages at Western; however, I also hear colleagues across the institution ask, 'what about other kinds of students? Who might we be missing?' This partnership could give us a practical method for improving access.
- Flexibility and Individualization of the Navitas Model for Western:
- it is clear we will be able to co-create our own international college model for Western, taking the best ideas from other partnered institutions and learning from their experiences to build a program that meets our needs

Student Feedback

- I was impressed with Navitas representatives centralizing students' experience as their main focus with passion and enthusiasm
- Meeting with alumni, administration, and faculty to learn about the logistics of partnering with Navitas
- Learning about the personal experiences of current students including, but not limited to difficulties encountered and personal testimonies of how Navitas has helped them to navigate the different culture and succeed academically
- Navitas representatives took accountability and acknowledged a few problems that have arisen. They have created a pilot program to address this problem and improve in the future
- Affirmation and reassurance about maintaining the academic rigour and quality of the university courses as well as the long term relationship they continue to have from meetings with administrators at U of M
- How enthusiastic the students were about the program
- ICM's self awareness, knowing that sitting around 1000 students is a stable number and works for them based on their current capacity.
- I liked how the Provost recognized that they would not have the ability to support the amount of international students they do without Navitas. They explicitly mentioned how they do not have the marketing and resource capacity to reach the numbers they currently have.
- The willingness to collaborate with the university "
- "- Pathway for students who normally wouldn't get in. Allows an option for these students.
- Lots of wraparound programming (cultural competency classes, life skills for Canada, resource mapping, etc)
- Navitas is able to cover the marketing costs to reach a wider network of students that Western has not tapped into.
- U of M still recruits for direct entry through Navita as well.
- Course content matches the academic rigour on main campus. Same material, same marking expectations.
- Oversight given on courses through both course coordinators and the university.
- Extra time with students + small course sizes make a big difference with these students.
- Attendance big-- students are personally followed up with if they miss class.
- Do not accept students after a 5 year gap, meaning most would be 17-21 years old.
- All support staff are cross-trained ("no wrong door policy")

- Pre-arrival courses for basics on website, docs, emails (PAS).
- Parent orientation provided online and in person
- Faculty are not unionized when at ICM.
- Loved seeing so many students volunteer and work who were alumni of the program!

What are some questions or concerns you may still have based on what you saw today?

Faculty Feedback

- Learning if the SFU issues are the same or different. Why do students choose to go to SFU? What advice they might give, same as faculty.
- Interested in what may be different at SFU program. UM and ICM have a long term relationship and have evolved a robust program for students overtime. I wonder if there are differences. I also wonder about the UM and ICM programs re there are 3 year and 4 year undergraduate programs and that they not universities with a research intensive focus and if we will find out any information related to the graduate program emphasis for Western, what aspects of these two programs can we take away that would be essential for the graduate student recruitment and success at Western and what will we need to learn more about to identify what we need and what is relevant to keep from these two visits important for both the graduate student recruitment and the undergraduate recruitment.

Staff Feedback

- Questions I still have (for SFU):
 - What changes have been adopted by the institution to better support international students in Years 2 and beyond, once they transition from the Navitas program? Have further investments been made to support units (e.g., academic advising, learning, writing, career) to allow for higher-touch services?
 - How is the additional revenue from international student enrolment used at the institution? Has this changed over time? Have you identified a “formula” that works?
 - Have there been challenges in the partnership that required both parties to sit down and problem solve together? What did that process look like?
 - What did the journey from proposal to approved partnership look like? Where there was resistance, what messaging was most effective? Is there still any resistance and what impact does it have?
- Questions I still have (for Western):
 - How might we underscore the value of our residence life system to international students and families? It appears to be beneficial for students to live on campus and be engaged in campus life in the critical first year. How do we encourage more/most of the Navitas students to make this choice?
 - What additional professional development is needed for our current staff and student leaders to effectively welcome and support an increasing and more diverse international student body?
 - What is our ideal balance of direct entry vs. Navitas-recruited international students?

Student Feedback

- One question that I still have would be the difference between the Navitas partnership with the University of Manitoba compared to the University of Simon Fraser

- How do the different partnerships benefit respectively? (based on their specializations, student demographic, programs etc.)
 - What are the advantages and disadvantages of each of these programs?
- Another question I would have is regarding the incentive for students to choose Navitas. What are their recruitment strategies?
- One concern that I would have is that all of the faculty members at U of M stated that there is no room for improvement with Navitas. Considering that learning is a lifelong pursuit and that there is always room for improvement. It is possible that the faculty members had a hard time coming up with ideas at that specific time. I'm curious to hear if the faculty Simon Fraser University shares the same perspective of the partnership as a flawless and perfect model. "
- USC and Western need to create a comprehensive plan as to how we need to prepare for Week 2026 (residence, soph, programming, sessions)
- timing as to when the students get to the city seems to be different for everyone
- obtaining new visas once admitted to the university after seems to be a difficult process for both students and navitas
- What kind of supports would Western need to allow a smooth transition from WIC to UWO? How do we retain students throughout their studies?
- How often do students ever enter ICM even when they have the qualifications for direct entry, and why may they choose that option?
- Since they do not accept students who have been out of school longer than 5 years, does this extend to Master's programs?
- Still not totally clear on accessibility options
- I want to see the differences between campuses, as this one is spread throughout the main campus.
- Still not totally clear on the entire course curriculum options, and specifically how instructing may be tailored to fit ESL students. If it has to match the main campus curriculum, how does it also work for ESL students in ways that are accessible to them?
- These faculty put an emphasis on treating the students the same as other students, but what supports would Western students want to have? Would they want integration, or an international community?

Daily Reflections: Fraser International College

What was positive about the meetings you had today?

Faculty Feedback

- Student support for transition to Canada, the programs and opportunities for students to connect and to participate in FIC with staff and other students. The approach of open doors for and onsite access to a proactive advising program supports students in progression before they have or experience issues. the program fosters relationships with staff the fosters students comfort in reaching out. The approach of starting with wellness in each conversation provides a human centered process in supports and in the conversations when students are not on track or experience academic challenges. Further it is clear that the teaching faculty are supported by the advising staff members as the faculty report absences immediately and if students have issue the faculty direct them to the onsite advising staff.
- The teaching faculty are fully engaged in the focus of student success and support the FIC mission to prepare students for entry into bachelors programs. Faculty feel supported with benefits and have witnessed other faculty be supported in unfortunate life events. The faulty used the word that they 'care' about the students their wellbeing and the development of skills and competences needed and support learning strategies that are tailored to each student needs re math or English language and conversation as well as developing knowledge about academic integrity. The other positive is that the 6 teaching faculty we met with our of 75 have long tenure with teaching at FIC and spoke highly about their commitment to teach in a program with 30 35 students and the positive approach of the 4 hour blocks that provides additional time of one hour to support student learning. These faculty are fully engaged. The teaching faculty are sessionals, they have experience in teaching at sfu and other universities and they teach courses in areas of expertise needed by the Y1 and y2.students adn they bring years of experience in teaching cohorts of international students. Their is a course coordinator who supports and signs off on the course outline, reviews assessments and grading to keep the credit courses aligned with same standards as sfu and to support the coordination of prerequisites and other FIC mandatory courses. The SFU provost identified the strength of the FIC re recruitment network was critical for SFU strategic growth for international students and pointed to the renewals and the ongoing need to continue to revisit goals and needs in the nreal process. The other positive that was clearly identified was that while faculites were able to opt out in the beginning, and some did, however since the begining all but one faculty is participating in the partnership and there is better retention and progression of FIC international students than transfer students.
- The expertise, years of experience and program evolution of Navitas is key to the the ongoing quality assurance of instruction and in the human supports for students.
- "Summary of key reflections across the site visits to ICM and FIC
 - Both programs offer strong and well developed programs to transition students into undergraduate degree programs founded on relational student centred learning and supports. Evident in communications with students, staff and instructors. Staff and instructors 'care' about the students in forming connections,spaces and opportunities to belong.

- The values of UM and SFU underscore the partnership and the approach to academic standards and the integrity of courses taught for credit are closely monitored for quality and consistency through team review at SM of the grading, assessments and for review of CV's of instructors. This oversight was explained and they have many years in maintaining high standards through partnering and working together. The structures to support the partnerships are designed and tailored at each university.
 - There is a positive workplace culture at Navitas that instructors recognize as part of the key to their ongoing tenure in teaching, they have benefits and professional development support. They are engaged in the mission of supporting international students into higher education and they reflected on the positivity of teaching in this program.
 - The instructors teach to their areas of knowledge strength, physics, english, math language, global issues etc. and continuously improve their capacity through their tenure in teaching in the navitas college. This builds capacity of the overall academic program within the college and supports student success"
- meeting with Fraser International students at SFU: students talk about how helpful it has been to be part of the college in their first year, smaller class environment, abundant students services, immediate help through open door policy, immediate, on the spot support, ability to make friends through FIC's extensive student programming, building confidence and feeling protected and nurtured (not segregated); large number of FIC students who engage in the college's leadership program also then become student leaders and volunteers after transfer to SFU proper which speaks for the model and its goal to achieve full integration of international students. and of course, we know from current international students that they lack the courage and most importantly the social and cultural tools to engage and integrate, feeling segregated and often lonely. Navitas specializes in this particular area and their model's success in evidenced in the academic success and social and cultural integration of their students once they leave the college.
- impressed with the extensive services: student advising, student success, student engagement, student wellness. There have been questions regarding what Navitas would do with the first-year tuition. They invest extensively in services for students: academic, advising, holistic approaches to student experience, success and wellness. Their partnership agreements are 10 years, because it take them a number of years to break even.
- Discussions with Faculty: SFU our sources academic work, like UM (which is not what we would do), but predominantly hires at both of the institutions we visited, are instructors who teach both in the university and at the College. the Colleges have a seniority system with many having achieved a higher degree of job security. Instructors are better compensated because of the four-hour block teaching and additional work around tutorials and 1:1 drop in sessions and workshops and men touring. Half of them preferred teaching in the college over teaching at the main campus. all of them were passionate about international students and took pride in their ability to enable access to their university's education for international students. When asked about precarious labour (i.e. limited duties status), they felt the existence of the college secured work for them that they otherwise would not have had.
- we met with the SFU administration. Similarly to UM, they said that they did not feel less of a public university through their partnership with N. Like UM, they feel that the partnership

enabled them to fulfil their academic mission to be accessible to students who desire an education at their institution. SFU reports that students through the FIC stream are superbly prepared and do better than direct-entry international students in terms of retention, progression, and graduation. We requested data which they committed to send.

- Most notably, the SFU administration also stated (like UM) that they would not have had the resources, expertise, and timeline to invest in, mount, and succeed with this type of integrated, tailored, totally developed, highly successful student support program and its 30-year success metrics."

Staff Feedback

- Importance of Integrated Services:
 - FIC and SFU colleagues both underscored the value of integrating Navitas and institutional student support services from the outset so that students have a seamless experience in accessing critical resources (e.g., advising, wellness, career); as we work on the detail of the partnership agreement, we will want to be explicit about where students will receive services and how the university will work with Navitas, in some instances on co-delivery.
 - Two key examples of integration for me are: academic accommodations for students with disabilities and student code of conduct. If the international college will operate in a independent manner, the policies and procedures – at minimum – need to be closely aligned.
 - The image of a relay race has been central for me. When does the baton need to be passed between Navitas and Western? How early on before a student's transition to the university do our staff need to be introduced to the students and connected to the international college staff for a smooth hand off?
- Increasing capacity vs. stretching resources:
 - Today helped me understand, in a new way, how the Navitas model can support the institution by taking a group of students that have historically over-subscribed to our support services and providing them with an extremely high level of support in their first year. While Navitas staff are giving students the tools they need to succeed in first year, Western support staff can focus on other core priorities. When these students transfer to Western, they will presumably draw on support services to a lesser degree because of the exceptional foundational year they experienced at the international college.
 - In this fiscal climate, and with a staffing structure often at capacity, this partnership has the potential to actually ease the load for Western staff in these students' first year - and throughout their degree.
- Dedicated, passionate, & experienced staff & faculty:
 - While this is not entirely different from the current approach we use at Western, as we met with stakeholders at SFU today, it became clear that the instructors hired at FIC were especially passionate about and seasoned in the teaching (and care) of international students. They go beyond the bounds of relaying academic content to help them navigate both FIC and institutional supports. I really appreciated that instructors are expected to participate in additional "student experience hours" for every course they teach (e.g., workshops, tutorials, movie nights + discussions) and have the

opportunity to act as direct 1-1 mentors with students who seek an additional level of coaching.

- Many of the staff we met were graduates of FIC and SFU. In conversation with Darcy, Navitas doesn't explicitly recruit graduates for staff positions, but graduates are often so eager to support the program that they volunteer and look for other opportunities to extend their relationship with the program. As we think about starting this partnership at Western, we will want to work with Navitas to ensure some of the initial staff members are graduates of other Navitas-partnered institutions before we have formal graduates of our own to engage.
- Operational Excellence
 - Alumni Integration: 30% of FIC staff are alumni, fostering a deep understanding of the student experience.
 - Innovative Teaching: 4-hour classes accommodate diverse learning styles, demonstrating adaptability in pedagogy.
 - Proactive Advising Model: A tailored support system addresses individual student needs, cultural norms, and expectations.
- Student and Alumni Engagement:
 - Positive Experience: Strong affinity expressed by current students and alumni.
 - Academic Inspiration: Programs catalyze academic exploration and personal growth.
 - Collaborative Culture: ""Extreme collaboration"" in clubs and learning groups enhances the educational experience.
- Faculty Perspective:
 - Cultural Competence: Emphasis on educator flexibility and understanding of diverse cultural norms.
- Institutional Impact:
 - Retention Success: Highest retention rates among transfer student populations.
 - Enhanced Diversity: FIC significantly contributes to SFU's campus diversity.
 - Alignment with Institutional Values: FIC's pathway model resonates with SFU's commitment to student success.
- This partnership demonstrates a synergistic approach to international education, effectively blending academic rigor with comprehensive student support. The model not only benefits international students but also enriches the overall campus community, aligning closely with SFU's strategic goals for diversity and student success.

Student Feedback

- 30% of staff also alumni
- Students VERY involved, many clubs and opportunities for them to connect with others and skill sets.
- Open door policy, drop in advising, and their own wellness support team (with counsellors) are great. Allow tailored and one-on-one help. Including their crisis management (going with a student to the hospital, for example).
- Students can join SFU clubs, just can't be on exec.
- Important to build connections so students know who to go to. The students we spoke to all mentioned some of these programs.

- Students found living in residence vital for them to make friends on main campus.
- Proactive advising model seems to work well. Instructors being able to flag concerns also allows that.
- The wellness team can provide basic academic accommodations to the student while they wait for assessment.
- The teaching excellence course (faculty) and Sexual Health course (students) both seem like really vital programs to bring to Western if such a partnership were to happen.
- Faculty do get benefits through Navitas at this campus.
- Some students like the separate building for FIC. It is nice that everything they need is in one place, but it is fairly removed from the rest of campus.
- FIC is very organized and well run by experienced personnel
- Large and committed group of alumni that continue to stay involved even after they transfer to SFU
- involvement with the student union allows for FIC students to access the same health care plan and base line involvement with clubs which would be key in supporting their integration to main campus
- in house councillor
- I am very impressed with the faculty and how enthusiastic they were about their roles and FIC, specifically their passion for teaching international students
- Provided more insight into the different student experiences
- The staff roles available to alumni speak about how Navitas have helped and continue to maintain a connection with international students
- Throughout the conversations, many of the students emphasized the importance of community and belonging by having the opportunity to join cultural clubs and committees on main campus
- -Many students also spoke about the opportunities they were able to seize (i.e., co-op, internships, student leadership positions) who otherwise may not have been admitted to their respective programs
- Continued relationship with FIC students and emphasis of staff roles available to alumni have further demonstrated Navitas' commitment to the student experience
- Heavy emphasis on the alignment of policies with respective universities was reassuring
- Wellness services available at Navitas would enhance the excellent services and resources available at Western University, effectively furthering the Towards Western at 150 (e.g. GBSV, teaching excellence, student advisement). Additionally, these programs are not limited to the international students from Navitas and could address the needs of international students at Western University
- Additional reassurance over the quality and approval of the academic rigour at SFU as faculty maintain the same expectations and all courses are to be approved through Senate
- A few initial concerns regarding the "perfect" system were subsided as faculty did speak more about some language barriers as well as other desires for a perfect program (if there were unlimited funds) i.e., support in the classroom with teaching assistants etc."

What are some questions or concerns you may still have based on what you saw today?

Faculty Feedback

- More about how the pathways and programs for graduate students may work and how their may be innovations in the partnership to support graduate pathways
- we need to work through the details of the proposed professional masters' program, using concrete examples and different student types.

Staff Feedback

- My questions are more geared toward how we might implement this program at Western:
 - what have we learned/liked from UM and SFU that we will integrate into our model?
 - what specific components need to be articulated in our proposal for Senate vs. our partnership agreement vs. future planning documentation?
 - what and how many courses or programs will we include when the program launches?
 - do we need to include the Professional Master's program recruitment as part of the initial agreement or can that be added at a later time (do we consider this in 2 phases?)?
 - can we adjust our academic schedule/course offerings in such a way that we could allow for 3 entry points into 2nd year for Navitas (and other) students?

Student Feedback

- How could we do a master's that would work? Theirs did not work because of small cohorts and accreditation loss. But we couldn't get a clear answer on how this program would function at Western.
- Their own alumni work for FIC. What would we do when we don't have any alumni at the start at Western. How do we match this great international connection the students have with the advisors and staff?
- How would orientation work at Western? Western has such a robust orientation, and we would need to find ways for such students to both have individualized Navitas orientation as well as the one we offer to all Western students.
- Vice provost pushed that have multiple pathways for students is key. How would we achieve this?
- I am still not sure how this would work for graduate students as both institutions don't currently have examples they could show us
- would like to know if these programs failed? can the services be as comprehensive as the undergraduate services
- What works for FIC should not be the exact adaptation that Western uses, we need be creative in our implementation
- One question that I still have, based on the meetings today, concerns graduate studies. I would like to see a refined report on what this would entail, what the exit points would be, and which specific master's programs could potentially be involved.
- Throughout the meetings, I have heard that this program previously existed at SFU, but there were no additional details provided. Despite the fact that SFU is in a different province in Canada and they do not have the same level of graduate programs, it would be valuable to hear about what did not work. Furthermore, a case study or sample proposal from a department conducting a professional graduate program would be extremely valuable. "



One Element of Western's Internationalization Aspirations: Undergraduate International Enrolments

Draft – February 6, 2020

A. Background: Strategic Plan Priorities

Western's current Strategic Plan's title – *Achieving Excellence on the World Stage* – signals the University's determination to raise its profile among globally pre-eminent universities.

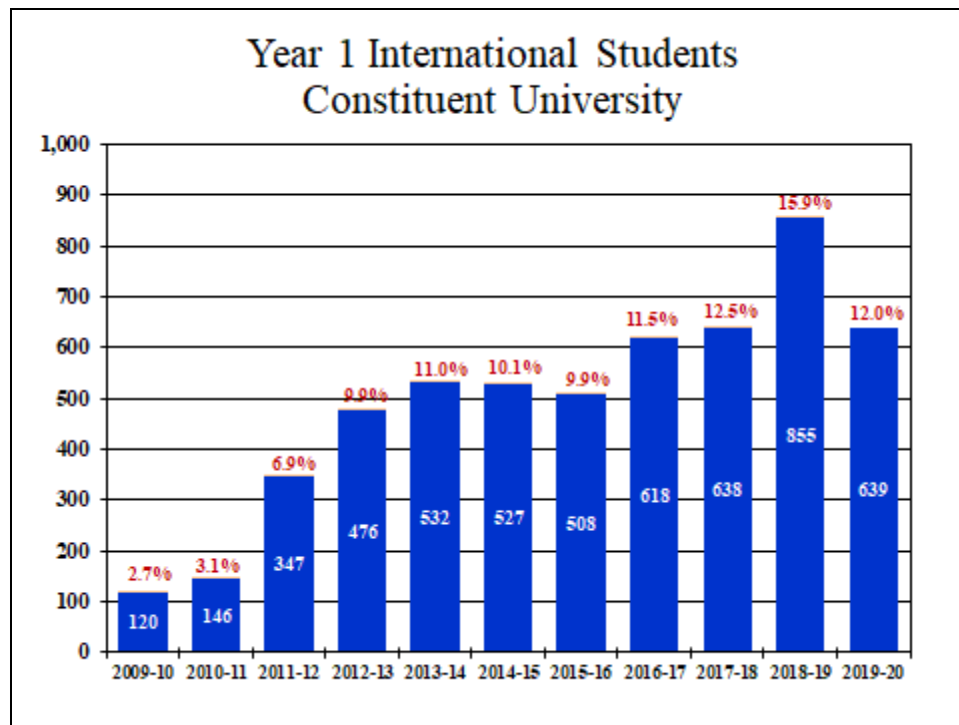
The plan clearly states that, by raising our University's national reputation and international profile, we will be able to recruit and retain the world's brightest students. Western's vision – as laid out in the Strategic Plan – is: **Western will be a destination of choice for the world's brightest minds seeking the best learning experience at a leading Canadian research university.** The Strategic Plan also sets the following specific targets against which progress toward our goals can be monitored:

- Attract the brightest students as demonstrated through the highest entering grade average among Canada's leading research-intensive universities.
- Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- Increase international undergraduate student enrolment to at least 15% of the undergraduate student body.

B. Progress To-Date

Prior to 2011-12 – and starting in the mid 1990's – undergraduate enrolment planning at Western focussed on increasing student quality and educational quality, with the objective of increasing entrance standards, retention rates, and graduation rates. During that period, Western made substantial progress such that our entrance standards, retention rates, and graduation rates were among the highest in the province. In 2011, the University started to develop plans to expand the international component of undergraduate enrolments – with the understanding that we will not compromise the quality-related objectives that were achieved during the previous 15-year period. The creation of Western International in 2011-12 as a new budget unit signalled our commitment to undergraduate international enrolments as one element of our internationalization aspirations. As noted above, the 2014 Strategic Plan set out specific objectives with regards to undergraduate international enrolments.

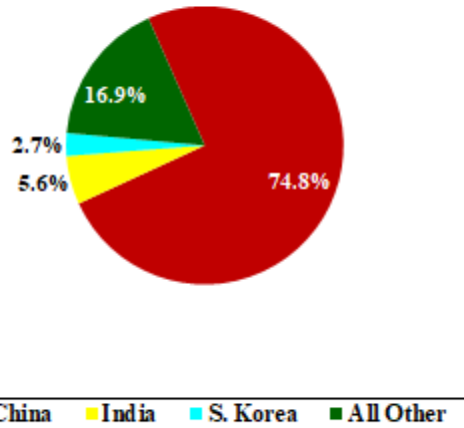
The proportion of international students in our incoming first-year class steadily grew – from 3% in 2010-11 to about 10% in 2015-16. The growth continued to the 12% range between 2016-17 and 2019-20, with an unexpected bump to nearly 16% in 2018-19.



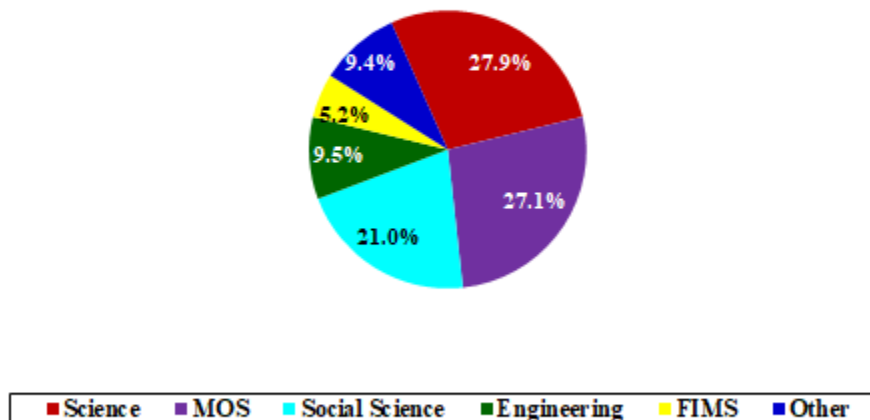
This significant growth in such a short period of time was possible through the collaborative recruitment efforts of Western International, the Registrar’s Office, various academic units, recruitment in private high schools in Ontario/Canada, recruitment of off-shore students through contracts with private recruitment agents in other countries, and partnerships with third-party (private sector) ESL providers and the Western English Language Centre (WELC) operated through our Faculty of Education. While this achievement was remarkable, some concerns have surfaced in recent years regarding the distribution of both the source (by country of origin) and destination (by program) of our incoming international students. In fact, in 2018-19, due to an unexpected jump in confirmation rates, nearly 50% of the incoming class in our DAN-MOS program was international students and our total first year class comprised of nearly 16% international students. In addition, in the most recent years, about 75% to 80% of the incoming international students come from a single country and nearly 80% enter three (of eleven programs) that have first-year direct-entry admissions.

As a result of these distribution concerns (source and destination) – and in direct response to a request from the Faculty of Social Science regarding the DAN-MOS program as well as consultation with the Deans of the other Faculties offering direct-entry programs – the University planned to “take a step back” and reduced the intake level in 2019-20. As shown in the above graph, our first year international intake was reduced to 639 (or 12% of the incoming class) in order to re-think our plans/efforts to address the “distribution concerns”.

Source of 2019-20 Full-Time First-Year
Undergraduate International Students at Western
(Total = 639)



Destination of 2019-20 Full-Time First-Year
Undergraduate International Students at Western
(Total = 639)



C. Looking Forward – Options for International Enrolment Planning

As we look ahead, undergraduate international enrolment growth continues to be a priority as part of our overall internationalization aspirations – and, we are looking to meet and exceed our Strategic Plan objective of “at least 15% of the undergraduate student body”. We are currently at approximately 12% international undergraduate students and we intend to increase that proportion to a competitive level with other comparator institutions, in the approximate low 20’s% range.

It should be noted that our aspirations for undergraduate international growth does not reduce the spaces for domestic students in our first-year programs. While the current government funding system does not provide incremental grant funding for domestic enrolment growth, we do have to maintain the current level of domestic enrolments in order to receive the overall level of provincial grant funding. In fact, at Western, our enrolment planning would include modest growth in domestic undergraduate enrolments – in areas of high demand. Therefore, any growth in international enrolments will lead to overall enrolment growth.

Over the past two planning cycles, we have been exploring our options for diversification of undergraduate international student body – both source and destination. Two options are under consideration:

1. *Invest substantial incremental resources to expand our own/internal recruitment infrastructure and directly recruit in all parts of the world and/or contract with more private agents in other countries.* We believe this approach would be very expensive with no guarantees for success – in terms of numbers and the diversification objectives. All universities in Canada and around the world are competing aggressively for international students and these universities are also working with the very same agents that we would look to contract. As noted above, our successes in the early years (between 2011 and 2018) were due to the large inflow of students from a single country and into three specific programs.
2. *Explore the concept of an international college with an articulation agreement model where Western would have academic oversight for the course content and student assessment.* Western would continue with current levels of our own recruitment and explore the possibility of a pathways-type partnership with a private organization to support further enrolment expansion. Navitas is such an organization that has established successful arrangements around the world, including two universities in Canada. Navitas has a very large recruitment infrastructure (4500 recruitment agents in 70 countries) and has the ability to recruit students that are in line with our quality and diversification requirements and objectives. Western would not be able to duplicate anywhere near the Navitas infrastructure, expertise, capabilities, and success – definitely not in the short- to medium-term.

D. The Navitas Partnership Option: Issues and Considerations

Based on early discussions with Navitas, our understanding is that a proposed partnership with Navitas (if there is one) would operate as follows:

General Structure of the Pathways Partnership

1. Navitas would set up a private International College in/near the University campus – and recruit international students into Western-approved first-year pathways. Western International, Registrar's Office (Admissions) and Navitas officials will establish and maintain close communications and coordinate efforts where appropriate (e.g., recruiting strategies, international student services).
2. Students who successfully complete the first year at the International College may be admitted into second year programs at Western where there is capacity and for which these students have met the necessary requirements – through a pathways-type transfer arrangement. This transfer arrangement is similar to upper-year transfers coming into Western after completing studies (year 1 or higher) at other universities in Ontario, Canada, and other countries – or from other educational institutions with agreed-upon transfer credits from accepted courses from those other institutions.
3. Navitas is a private for-profit organization. We currently work with various similar organizations and individuals. Our preliminary assessment indicates that Navitas is committed to student-centered service-oriented delivery of its programs that leads to student success in the form of high retention and graduation rates.

First-Year Admissions and Entrance Standards

4. Navitas would manage admission to the International College. However, Western will approve entrance standards. The minimum (final grade) entrance requirement into the International College would be slightly below Western's current minimum entrance requirement of 83.5%, with a goal of no lower than 81% for pathways into the Constituent University .
5. The International College entrance requirement would still be above the minimum first year admission requirement of many other Ontario universities (from where we admit upper-year transfers).

Courses Offerings and Associated Quality Controls

6. The first-year courses offered at the International College would be Western approved courses (i.e. by the relevant Faculty/Department/Program).

7. For each course, Western would approve the content, curriculum, assessment/evaluation mechanism, and grading approach.
8. Courses at the International College would be offered in small classes (maximum 40) and have additional in-class contact hours than the comparable course at the university.

Instructors for the Courses

9. Instructors would be hired by the International College – and would not be part of the Western faculty bargaining unit unless their teaching at the Constituent University makes them part of the bargaining unit.
10. The instructors would be vetted by Western (i.e. by the relevant Faculty/Department/Program).

Arrangements and Standards for Possible Progression into Year 2 at Western

11. Students from the International College would be accepted into a second year program at Western if and only if there is capacity in the program and if the students meet the upper-year transfer grade requirements. The International College would counsel students who may not be able to get into their preferred program at Western or the affiliates.
12. The proposed requirement (for admission into second year at Western) is an average grade of 70% in five first-year qualifying courses at the International College. The proposed requirement grade threshold would be reviewed annually based on student experience and success. This grade requirement is consistent with Western's Transfer Credit policy.

Graduation Rates of International College Students

13. Our agreement would require that the graduation rates of the pathways students coming from the International College be similar to those of our direct-admit international students who progress into second year.

Diversification – Source and Destination

14. The International College would set limits of its students from any one country. This requirement would ensure that the profile of the potential future upper-year transfers to Western would be diverse in terms of home country.
15. In addition, over a 3 to 5 year period, the International College would admit the numbers of students that are aligned with Western's program-specific enrolment needs – which

would be based on direct input from the Deans of the Faculties, in consultation with Departments and Programs. This component would ensure that our program-based diversity objectives are pursued/achieved.

16. Students admitted to the International College are recruited for the sole purpose of the pathways transfer into Western and its Affiliated University Colleges. It is understood that there may be situations that a student chooses to attend another university after completion of first year at the International College. The pattern of student flow would be tracked on an annual basis – and if the expected majority flow to Western does not materialize, then discussions with Navitas will be undertaken and the partnership may be terminated.

Financial Matters

17. Tuition fees for first year students at the International College would be similar to the first-year international tuition for Western programs – and the tuition would be collected and retained by the International College. All costs associated with the delivery of the first-year program/courses would be covered by the International College.
18. Navitas would pay a “royalty” to Western from its tuition fee revenue – to cover the costs of space/facilities, collaboration in the areas of advertising/recruitment, and the resources made available by the Faculties/Departments/Programs in areas such as course planning, curriculum/content reviews, and other academic planning related matters. At Western, our intention is to flow the royalty revenues (net of the costs associated with space/facilities or administrative unit direct costs) to the Faculties/Departments/Programs – based on enrolment levels.
19. The International College students would also pay the Western student ancillary fees – which would be flowed in full to Western. Western’s student services (funded by ancillary fees) would be available to the International College Students. Examples include use of recreation facilities and participation in intramural sports. Participation of International College students in services/clubs offered by the University Students Council (USC) would be an outcome of discussions with the USC.
20. When the International College students come to second year at Western (as upper-year transfers), tuition would be collected and retained by Western. We expect these to be incremental revenues to Western – and we would share these with the Faculties through our standard revenue sharing systems. *Note that the revenue sharing systems would be reviewed as part of the University’s next multi-year plan, which would start in 2021-22.* Through the revenue sharing systems, the Faculties would be provided incremental revenues – and these revenues would be part of the University’s integrated planning process for Faculties and Support units, which includes enrolment plans, budget plans,

faculty/staff complement plans, and space/facilities needs. Western will also bolster some of our bursary and scholarship programs for both international and domestic students with some of the incremental revenue.

Infrastructure – Space/Facilities

21. The International College would be provided space/facilities on the Western Campus. As noted above, the University (as part of the royalty payment) would recover the full costs of the space.
22. As indicated earlier in this document, our planning for growth in international undergraduate enrolment will lead to growth in overall enrolments at Western – which would require expansion of our physical infrastructure. Our long-range space planning would incorporate such infrastructure needs.

Length of Contract, Annual Monitoring, and Mid-Term Review

23. The contract with Navitas would be for a 10-year period – with a full mid-term review at the end of 5 years.
24. The mid-term review would include detailed metrics on student flow to Western from the International College, student diversity (source and destination), and student performance in each year of study, and graduation rates.
25. In order to ensure that there are no surprises during the mid-term review, we would have annual reviews that would allow us to make the necessary adjustments to meet the University's academic and quality requirements.
26. If the partnership does not meet agreed-upon goals, Western reserves the right to require remedial actions up to and including termination of the contract.
27. The overarching principles of any arrangement with Navitas would ensure that Western has full oversight/control of student quality and educational quality – and the proposed metrics would allow us to track quality-related outcomes/expectations.

International Education Models

While direct recruitment has been Western's primary method for attracting international students, other alternative models have been explored here at Western and across Canadian universities. These models include engaging third-party providers, English for Academic Purposes (EAP) programs, Preliminary Year models and in-house international college models. Below is a discussion of these models, focusing on their relevance, effectiveness and sustainability in the current global context.

In 2020, when a different Navitas partnership model was proposed, Western opted to continue with its in-house international education approach. This decision led to several additional strategic investments, including intensifying student recruitment, enhancing the Western English Language Centre (WELC), expanding into our Preliminary Year program (then offered at Brescia University College), and building resources and capacity within Western International. The following sections explore each of these elements in greater detail, including the associated costs and their relative effectiveness, taking into account today's evolving global landscape.

1. Western's direct-entry recruitment (led by the Office of the Registrar)

Since 2020, Western has intensified its efforts in direct international recruitment, expanding its international recruitment team from four to nine recruiters and actively operating in more than 20 strategically important countries.

What does international recruitment look like?

Western's recruitment team covers East and Southeast Asia; the Middle East, Africa, and Europe; South Asia; as well as Latin America and the Caribbean. The team participates in over 600 in-person and virtual events each year, targeting students, families, counselors, agents, and schools.

Since 2020, Western has invested over \$3 million annually in recruitment, including marketing and agent fees. Additionally, more than \$6 million has been allocated to international scholarships over the past three years, and four recruiters and regional managers have been added since 2023. Yet, the impact has not reversed enrolment declines: international undergraduate enrolment has decreased by 780 students since 2020–21, equating to approximately \$40 million in lost revenue.

Further, while COVID-related impacts and the cap on Provincial Attestation Letter (PALs) may not last forever, the lack of established recruiting infrastructure makes it challenging to recover to past enrolment levels let alone grow to Western's stated goal of 20 per cent international enrolment.

Deep expertise required

International recruitment is resource-intensive, requiring deep expertise in curriculum, regional dynamics and evolving student preferences. The Office of the Registrar leverages enrolment data, competitor analysis, in-country intelligence and local partnerships to refine its strategies and measure return on investment (ROI). The scale of the work is significant. The recruitment cycle follows a structured annual timeline: raising awareness (Aug–Nov), assisting applicants (Dec–Jan), supporting admitted students (Feb–May), and preparing incoming students (June–Aug). Given the breadth of regions covered and the volume of activity, staff typically spend only six to eight weeks per year on the ground in each region, limiting opportunities for sustained engagement.

Regional dynamics further complicate international recruitment. For example, in China, Western companies collaborate with in-country representatives while navigating shifting student mobility trends and rising economic pressures. In India, despite recent progress, diplomatic tensions and federal policy changes have significantly affected application and registration rates. These challenges reflect broader geopolitical, economic, and demographic shifts—not shortcomings in Western’s recruitment strategy, but an ongoing need for adaptive investment. For 2025–26, a key focus will be on improving yield from Offers to Confirmations.

Five-year review of results

Despite our best efforts, the return on investment in direct recruitment remains inadequate. Western’s current international undergraduate enrollment is 7.5 per cent—well below our U6 peer average of 18.3 per cent. The situation is worsened by stricter federal study permit policies and global shifts in student mobility.

Given the limitations of the current model, Western must explore complementary approaches that provide consistent, multilingual and year-round engagement with prospective students. A third-party education and recruitment provider like Navitas would expand Western’s global reach, enhance conversions from application to registration, and help fully utilize allocated study permits, i.e., Provincial Attestation Letters (PALs). This would augment—not replace—our recruitment efforts.

Despite this significant lift, Western’s efforts still lag 15-20 years behind peer institutions that have long-established international recruitment strategies.

2. English for Academic Purposes (EAP)

English for Academic Purposes (EAP) Programs became a feature for many universities over 25 years ago.

EAP programs responded to a particular need among international students: to enhance English language proficiency infused with skills designed to help students succeed in an academic setting.

However, today many international students meet English language requirements outright. English is now widely taught in high schools abroad, and more universities worldwide offer their programs in English, often partnering with English-speaking institutions.

This global shift is particularly evident in key sources of international students, such as China and India. For instance, China, Western's largest source of international students, now boasts universities and regional education hubs that provide English-language programs in collaboration with institutions from Europe, Australia, and North America.

The reduction in student demand has led to a decrease in interest in EAP programs. Furthermore, most EAP programs add a full year to degree completion, and 68 percent are non-credit, often perceived as remedial and disconnected from academic faculties, which makes them less appealing to today's students (Corcoran, 2022).

While demand has plummeted, the EAP market in Canada remains highly saturated, with 236 programs nationwide and over half based in Ontario. Nearly 20 per cent serve fewer than 100 students annually, making it increasingly difficult to achieve scale or differentiation (Corcoran et al., 2022).

This national picture is reflected at Western. Our Western English Language Centre (WELC) yearlong EAP program exemplifies both past successes and current challenges. Initially outsourced to the for-profit provider Culture Works, the program saw strong enrolments and generated revenues that supported academic priorities across campus.

Over the past decade, however, WELC has operated in-house without external support. Enrolments have significantly declined, partly because applicants to the full-year program are not offered admission to a Western degree program alongside their EAP program. The introduction of PALs has further complicated the pathway: students in non-degree EAP programs now require both a PAL and multiple study permits—an impractical approach for institutions aiming to maximize degree-seeking international enrolments.

In contrast, demand remains strong for Western's two-month English language training "Boost" program, which is directly tied to conditional admission to a Western degree program. The shorter Boost program aligns better with the preferences of today's international students, who increasingly arrive with stronger English proficiency and seek faster, more cost-effective pathways into degree studies.

3. Preliminary year programs

Preliminary Year Programs (PYPs) are pre-university programs that add an additional year (1+4) to the standard four-year undergraduate curriculum. They provide foundational courses in writing, communication, mathematics, and other academic skills to assist students in transitioning to university-level study. While some courses may count as block credit toward first-year requirements, admission to a degree program does not include the PYP.

Today's international students are more academically prepared, possessing stronger English proficiency and greater familiarity with North American high school curricula. Consequently, most are ready to begin first-year, for-credit university courses immediately, which reduces demand for PYPs. This shift has resulted in the closure of many such programs across North America.

Recruitment for preliminary years requires distinct strategies and resources compared to direct degree recruitment, which further adds to costs and complicates their viability.

Western's experience reflects this trend. The Brescia Preliminary Year program once attracted strong international interest but has experienced a steep decline in enrollment over the past three years, despite targeted recruitment efforts before and after integration. The added requirement of a Provincial Attestation Letter (PAL) has only intensified the challenge. Moving forward, the development of the program will focus on domestic accessibility pathways rather than international enrolment.

4. In-house first-year international college

Some universities that built international recruitment capacity decades ago also experimented with operating their own first-year international colleges. These initiatives provided integrated support and academic programming for international students transitioning into university life. However, their track record has largely been marked by underperformance and financial strain.

One of the first in-house first-year programs in Canada is Vantage College at the University of British Columbia (UBC). Established in 2013, the model is similar to what is proposed through the Navitas partnership, offering international students an integrated learning environment alongside some of the supports that Navitas would have in place. UBC channeled major resources into developing this model, yet the program struggles to remain viable. Designed to accommodate 750–1000 students, enrolment fell to just 172 students by 2023–24 and further declined to 136 in 2024–25. A 2023 review narrowly avoided closure by recommending a significant scale-back of academic streams—from four to two. This stark failure highlights the inherent risks of attempting to create an international enrollment strategy from scratch rather than working with established pathways or partnerships. If a globally renowned QS top 100 institution like UBC cannot sustain such a program, smaller or lower-ranked institutions face even greater challenges. This underscores the importance of leveraging third-party expertise to navigate the complexities of international student recruitment and retention.

Another example is Toronto Metropolitan University (TMU), formerly known as Ryerson University. In 2013, TMU explored a partnership with INTO University Partnerships, which promised rapid growth in international enrollment through a 25-year contract, a dedicated new building, and comprehensive support services. A team went down to South Florida, an early adopter of INTO who relied on them to build their international recruitment, admissions, ESL programs, and student services support from the ground up and achieved considerable success.

After deliberating, TMU opted for an in-house approach, seeking to leverage institutional subject matter expertise. In 2013, it launched the Ryerson English as a Second Language Foundation Program (RESLFP), which saw modest growth—from 26 to 217 students (Toronto Metropolitan University, 2021). To further expand international enrolment, the university entered into a partnership with Navitas in 2020.

Running such initiatives requires substantial investment in facilities, staffing, and marketing, with no guarantee of returns. Third-party providers, by contrast, often shoulder the financial burden and bring proven models that reduce institutional risk.

Other in-house programs nationwide also had to close due to accumulated debt. A notable example is the University of Calgary, where the program was run out of the Faculty of Education.

The struggles faced by institutions in major metropolitan centers across Canada demonstrate that universities lack the specialized expertise necessary to run such units and that trial and error, failure, and restarts are the norm for in-house first-year international colleges.

5. Third-Party international education providers

Third-party providers play a crucial role in the recruitment and education of international students, especially during their first year, often through a dedicated international college on campus.

These providers have extensive, established global **recruitment networks**—networks that would take us decades to build ourselves. By leveraging their infrastructure, universities gain access to students from around the world, enhancing campus diversity and international reach.

a. How International Colleges operate

International colleges, in partnership with global education providers, deliver students' first year of study. It is up to the universities to shape their relationships with the global education providers. The models that we at Western would be interested in include:

- Existing faculty teach credit-bearing courses, ensuring academic integrity, oversight and consistency with university standards.
- Western programs and departments that oversee program quality, progression standards and instructor hiring.
- Transition into second-year university programs occurs only when students are academically ready.

What distinguishes the Navitas model is the comprehensive support students receive, including:

- Additional tutorials, workshops, and cultural orientation programming.
- Tailored guidance for adapting to Canadian academic, cultural, and social norms.

- Comprehensive academic advising, student success mentoring, and wellness support.

These wraparound supports are a fundamental strength of international education providers—something we would gain access to by collaborating with an experienced organization.

b. Program model and timeline:

Students typically spend **three to four semesters in the International College, which comprises** a 12-month Year 1 that includes fall, winter and spring. This is followed by Years 2–4 in the mainstream program. All four years occur on campus, ensuring continuity and complete integration into the academic community.

c. The Canadian landscape: Currently, **Kaplan** and **Navitas** operate pathway programs in Canada:

- **Kaplan** is new to the Canadian context. They are an Australian company with very recent agreements at UVic and the University of Alberta. While they are experienced globally, their familiarity with Canadian publicly funded, unionized institutions is extremely limited. They have no leadership team on the ground in this time zone. Our initial conversation revealed exactly that: their understanding of the Canadian context, campus unionization, and collegial governance is still limited; there is no senior leadership team available here in Canada, and there are no peers to learn from considering the recent agreements.
- **Navitas:**
 - **Long-term results are crucial:** Navitas has partnered with public universities for 30 years globally and nearly 20 years in Canada, boasting an impressive track record for students and their university partners.
 - **Canada and Ontario experience:** Navitas is deeply familiar with and respectful of the university culture in Canada and the dynamics that underpin its values. The organization has established long-term relationships throughout the country and is attuned to the policy environment in which it operates.
 - **Strong Government Relations:** Navitas is a well-known and trusted contact for provincial governments and federal departments, including Ontario's Ministry of Colleges and Universities (MMCUC) and Immigration Refugees and Citizenship Canada (IRCC). They have a proven track record of navigating complex regulatory environments and building trust with policymakers. Their established presence in Ontario speaks to their credibility and success.
 - **Large Canadian ownership:** Three of the largest equity owners of Navitas are the Ontario Teachers' Pension Plan, the Canadian Pension Plan, and the British Columbia Investment

Trust. This makes Navitas the most “Canadian-owned” of any potential partner, meaning that its success supports Canadian pensions. It is over 50 per cent Canadian owned.

- **Extensive due diligence:** Western has previously engaged in an extensive due diligence process with Navitas, examining its ownership, structures, operations, financial health, and more. Based on this review, we were able to verify the credibility of its claims and have confidence that they would be a superior partner option for Western, should this partnership move forward and be approved by the Senate and Board of Governors.
- **On-the-ground knowledge and readiness:** Unlike any other provider in Canada, Navitas boasts a well-known and respected team of Canada-based senior leaders with decades of experience in international education, post-secondary education leadership, government policy-making, and marketing and recruitment. This deep bench strength offers unique knowledge, quick access, and readiness to advance partnerships and troubleshoot emerging issues.
- Navitas is **not primarily a recruitment company**; it is an educational institution. Unlike its competitors, it recruits for its university partnerships where it collaborates in delivering high-quality education.

Navitas stands out for its scale:

- 320+ recruitment staff in 27 countries.
- 2,100 recruitment partners.
- Reach into 151 countries, with 24/7 support in local languages, time zones, and cultural contexts.

Other Providers Considered

- **Shorelight:** The proposal was reviewed in 2020 but not selected due to a lack of Canadian experience; Western was unwilling to act as a pilot. Currently, they are not an option because they are US-based and there are new procurement restrictions.
- **AEG:** Explored for 2+2 business and engineering programs. Not pursued due to limited revenue potential and concerns over alignment with Western’s global standing.
- **Bridge Education Group** has exited the pathway space and now focuses on corporate and language training.
- **Cambridge Education Group (OnCampus):** Primarily focused on the UK and EU, not explored further.

Among the available options, Navitas is uniquely positioned to meet Western’s needs in a pathway partnership. Its extensive experience in Canada, robust recruitment infrastructure, and proven ability to deliver quality programs make it the most viable partner for advancing Western’s international education goals.

6. Data Summary

Number of Registrants in AEP as of April 21, 2025										
Program	S2020	F2020	S2021	F2021	S2022	F2022	S2023	F2023	S2024	F2024
AEP	60	87	22	63	21	106	39	108	19	77
Notes: This data takes into account late cancellations that may have reversed tuition after the end of each term Students who withdrew are not counted above										
Preliminary Year / ISSAP Enrolment										
		2019-20	2020-21	2021-22	2022-23	2023-24p				
Domestic		28	10	8	14	23				
International		66	30	13	7	4				
Total		94	40	21	21	27				
Source: Cube										
Constituent University Full-Time Undergraduates										
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total	1,990	2,217	2,342	2,692	2,763	2,822	2,761	2,593	2,398	2,212
Source: https://www.ipb.uwo.ca/db/student-enrolment/senate.php										

7. Conclusion: Why can't we do this on our own?

We have worked hard to develop our in-house resources and expertise; however, the results are not timely and not significant enough to close the gap between us and our peers.

Currently, our budget is shrinking. For the first time in 25 years, we find ourselves in a deficit position, having to dip into our reserves. We do not have the luxury of a 10-year plus runway to experiment with in-house models without adjacent recruitment, nor can we invest in a project that many other universities are struggling with.

Navitas has a proven model for international student recruitment, integrated and targeted student support, and first-year education: their students succeed academically and move on to fulfilling careers. Those who are student leaders at Navitas International College often become student leaders at the partner university. Strategic partnerships that complement and enhance in-house capabilities help mitigate the risks and resources needed for global enrollment growth and student success. Furthermore, diversifying an institution's international student population, which Navitas' scale and infrastructure can achieve, carries immense strategic value beyond mere enrollment figures. There are no successful and sustainable in-house programs in Canada. In the words of a

provost from a Navitas partner university, corroborated by the other provosts: “We would have neither had the resources to invest in an in-house program nor the expertise to succeed without trial and error within the timeframe in which we needed to make progress.” Testimonials from students regularly highlight the benefits of the extensive support and mentoring they received during their first year at the International College, which built their academic, social, and personal confidence to engage with the wider university in their second year and succeed.

8. Risks and Resource Assessment will follow separately.

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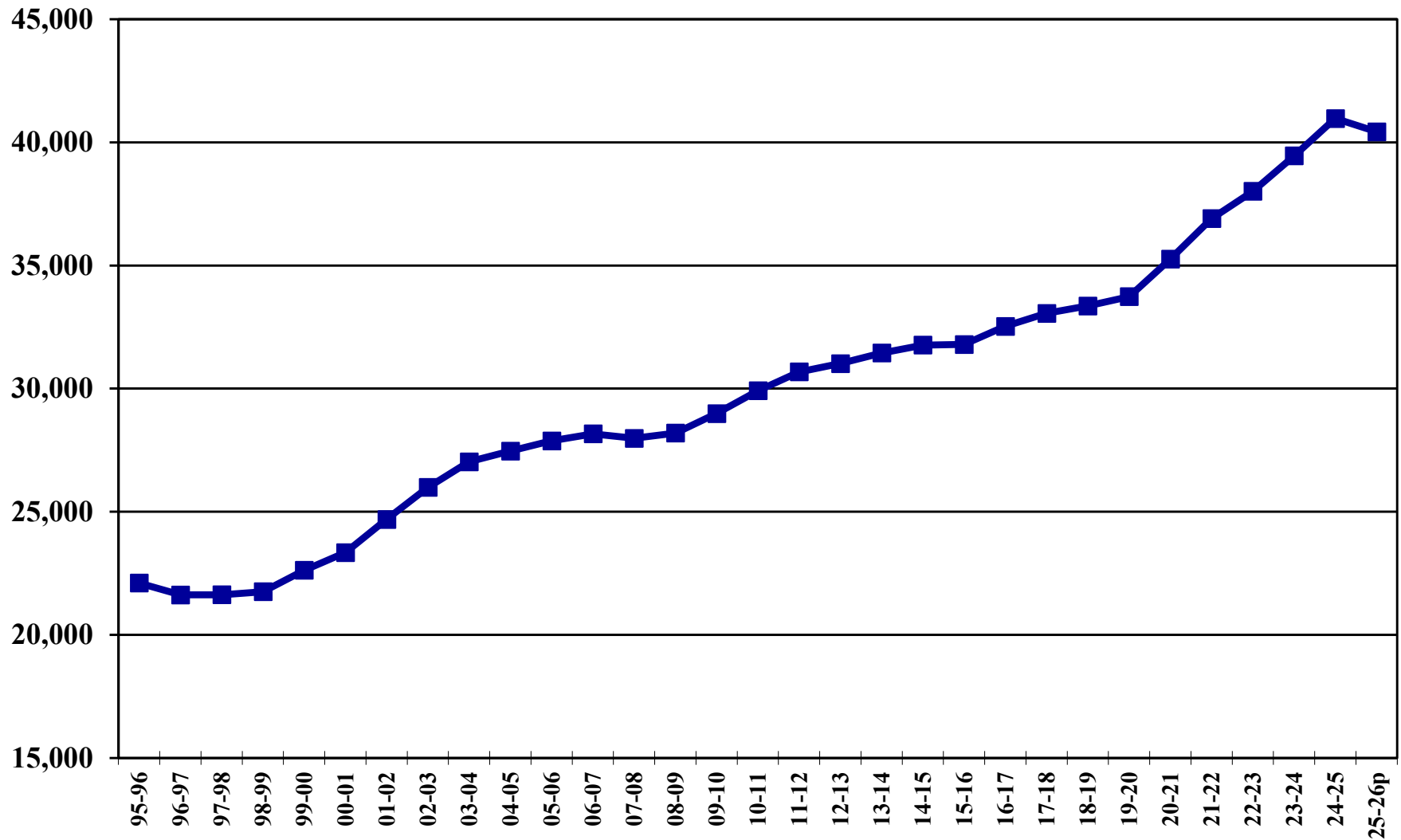
Operating Budget Simulations

Five-Year Period

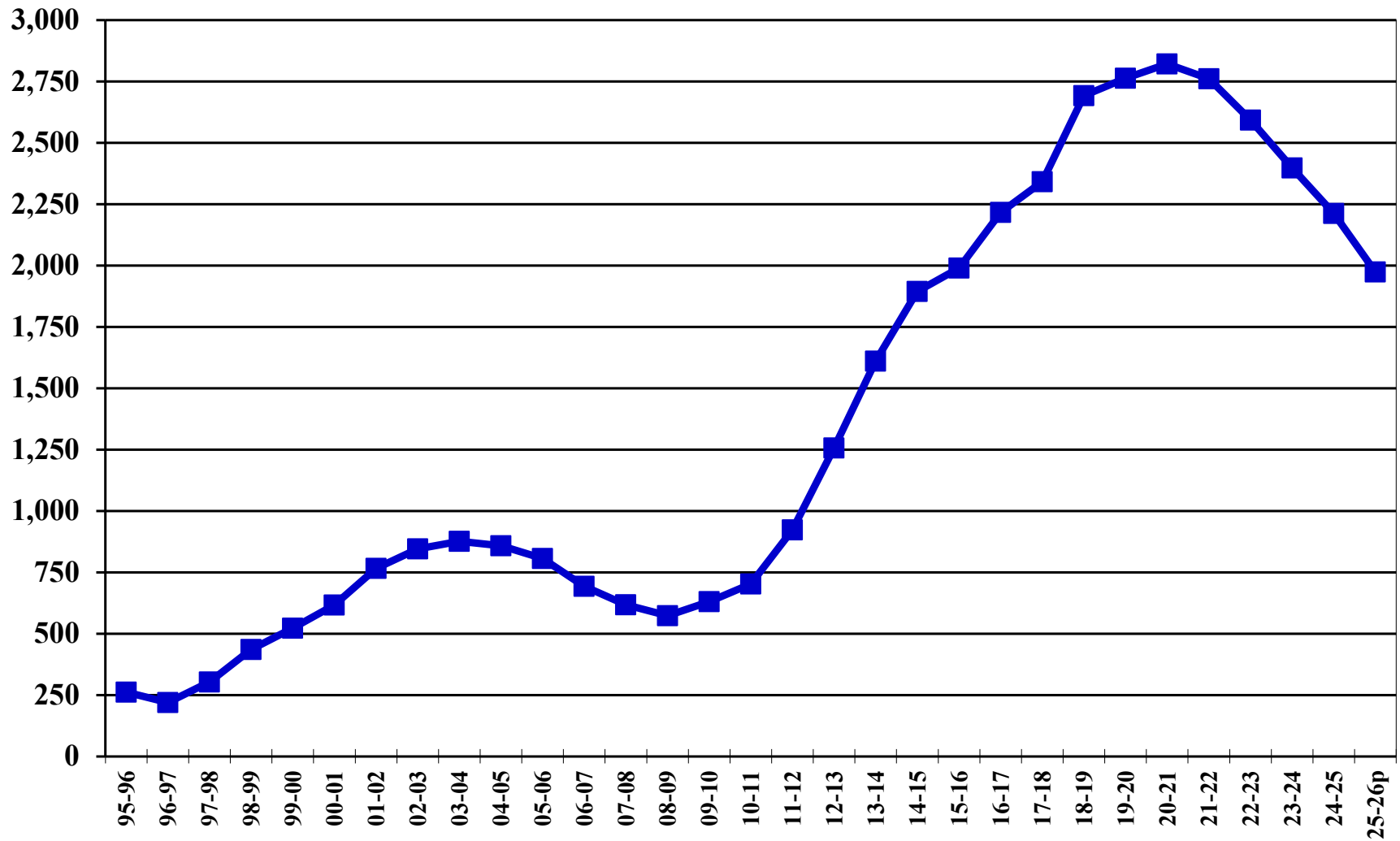
2025-26 through 2029-30

Background Information

Total FTE Enrolment at Western

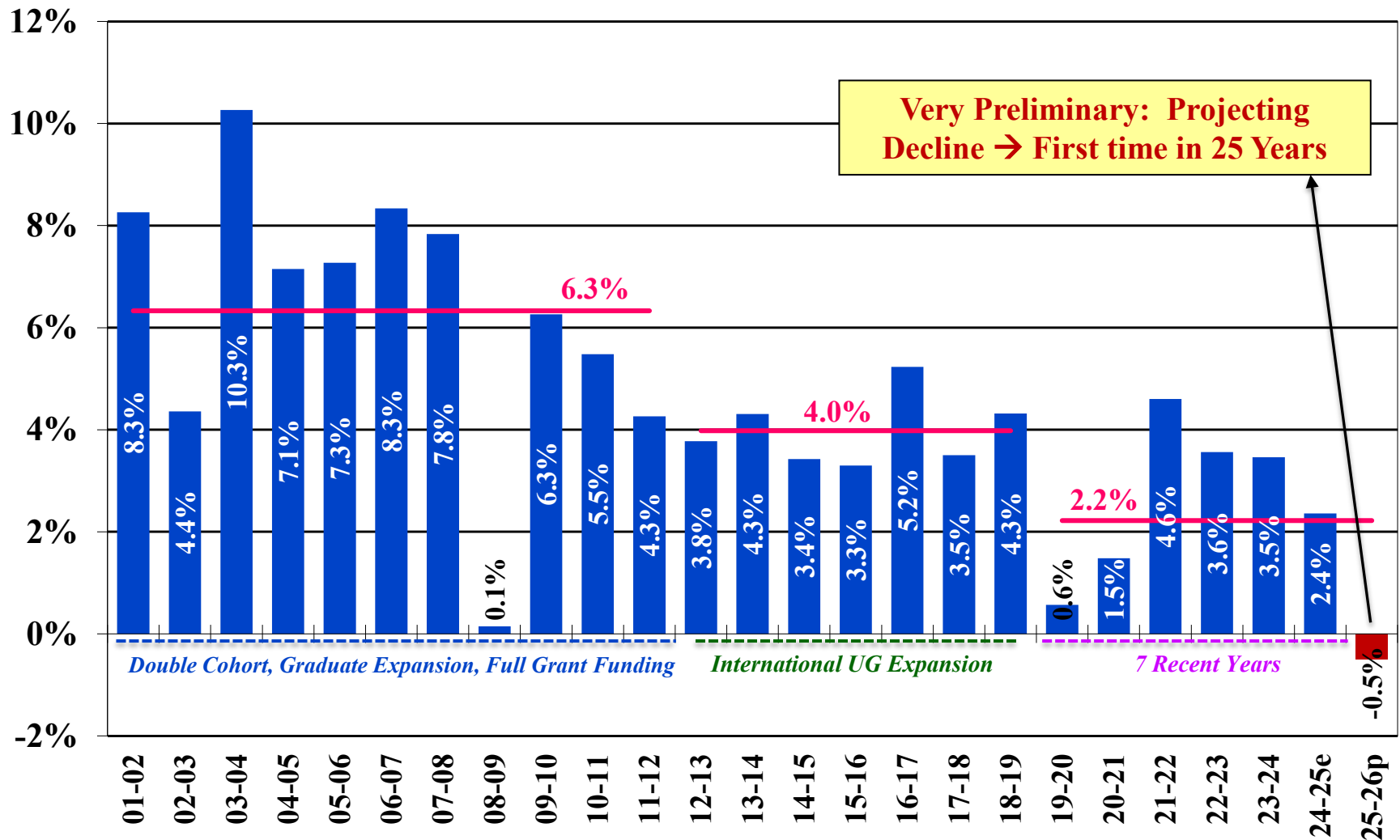


Full-Time Undergraduate International Enrolment at Western

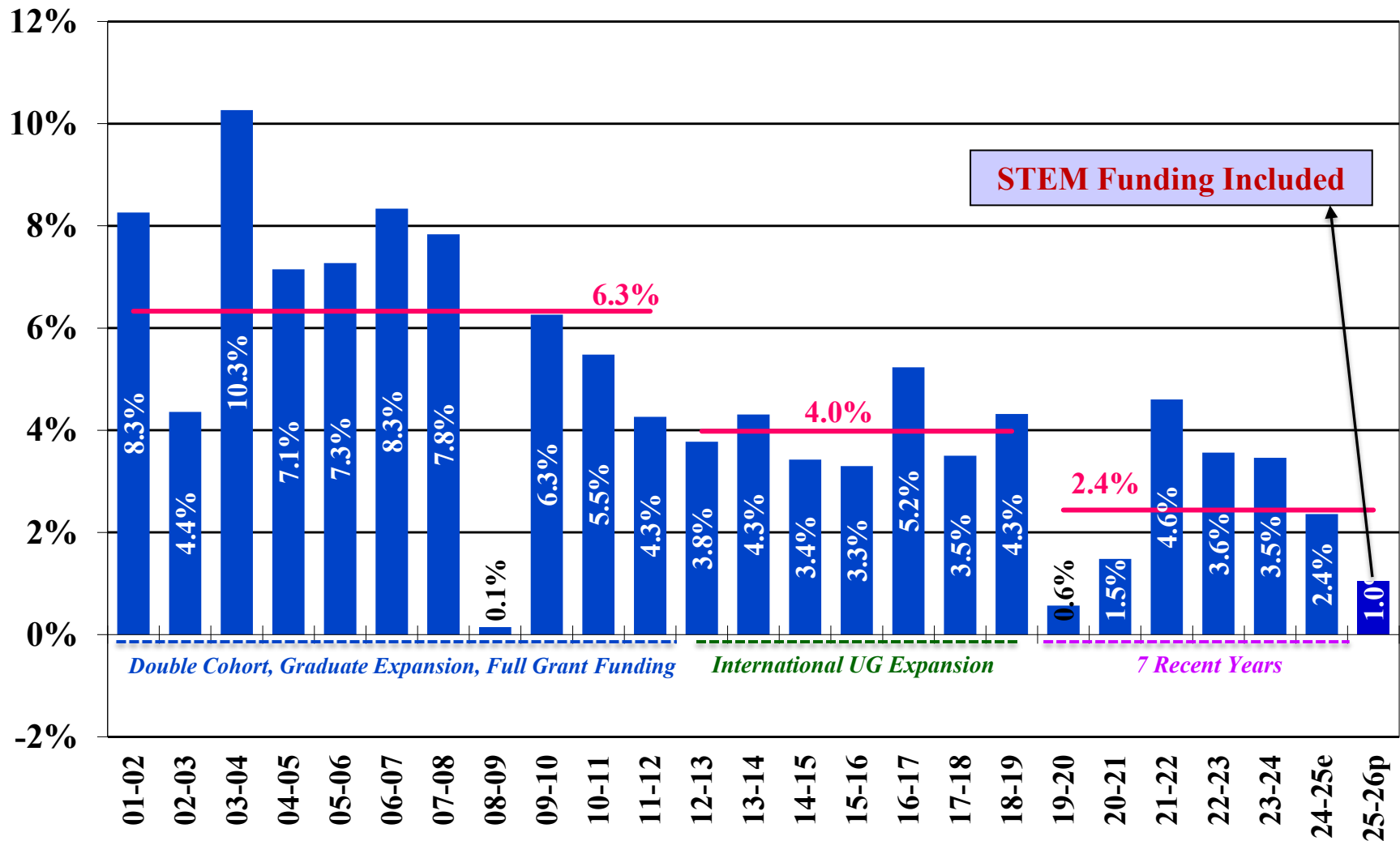


Operating Revenues:

Annual % change – 2001-02 to 2025-26p



Operating Revenues: Annual % change – 2001-02 to 2025-26p



Simulations for the Next 5 Years

Operating Budget Simulations: Assumptions

- (What if) External Environment remains unchanged
 - Core Operating Grants remain frozen
 - Domestic Tuition remains frozen (except Out-of-Province and Anomalies)
 - International Study Permit Caps remain in place
 - Competition for Int'l UG Students continues to increase
 - Note: recently-announced time-limited STEM funding now included in revenues

Operating Budget Simulations: Assumptions

- Revenues
 - Enrolments → modeling 2 Scenarios
 - Graduate – as per Faculty plans
 - Flat Domestic UG in both Scenarios
 - Scenario 1: Int'l UG Intake grows to 780
 - Scenario 2: Int'l UG Intake constant at 600
 - Scenario 3: Int'l UG Intake constant at 500
 - Scenario 4: Int'l UG Intake constant at 400
 - International Tuition Rates → 2% Annual Increases
 - Small increases in “All Other Revenues”

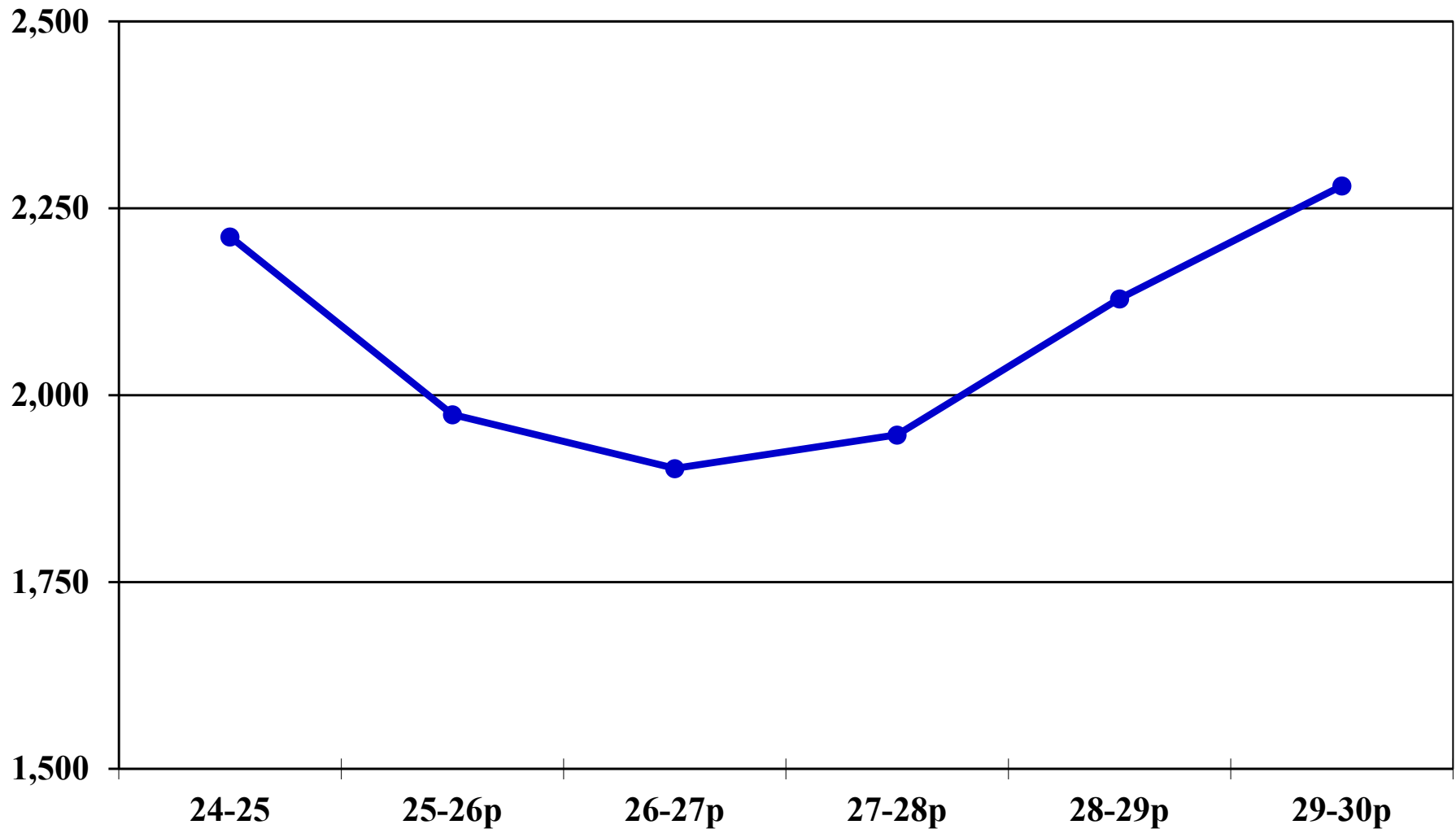
Operating Budget Simulations: Assumptions

- Expenses
 - IBA Structure continues at 3% of Base Budgets → Faculties and Support Units
 - All costs (compensation and university-wide/non-salary) increase by an average of 4% per year
 - One-time spending remains at planned 2025-26 level → lowest level in last 5 years
 - No incremental base funding available for allocation
 - No incremental revenue sharing beyond 2025-26 level

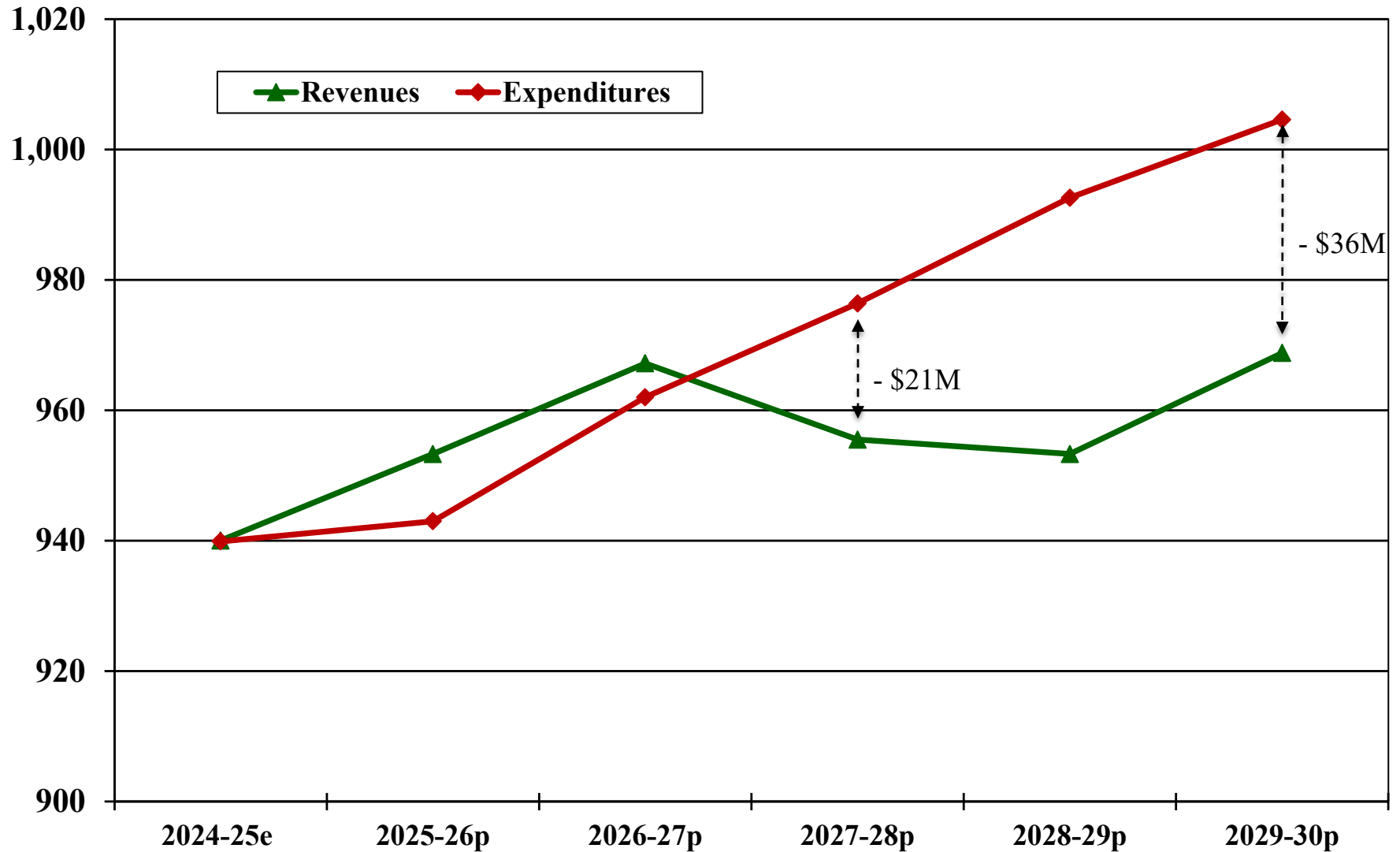
Scenario 1

*Using SUEPP Enrolment Projections
which assume international UG Growth
with Year 1 Int'l intake increasing
from 523 in 2024-25 to 780 in 2029-30*

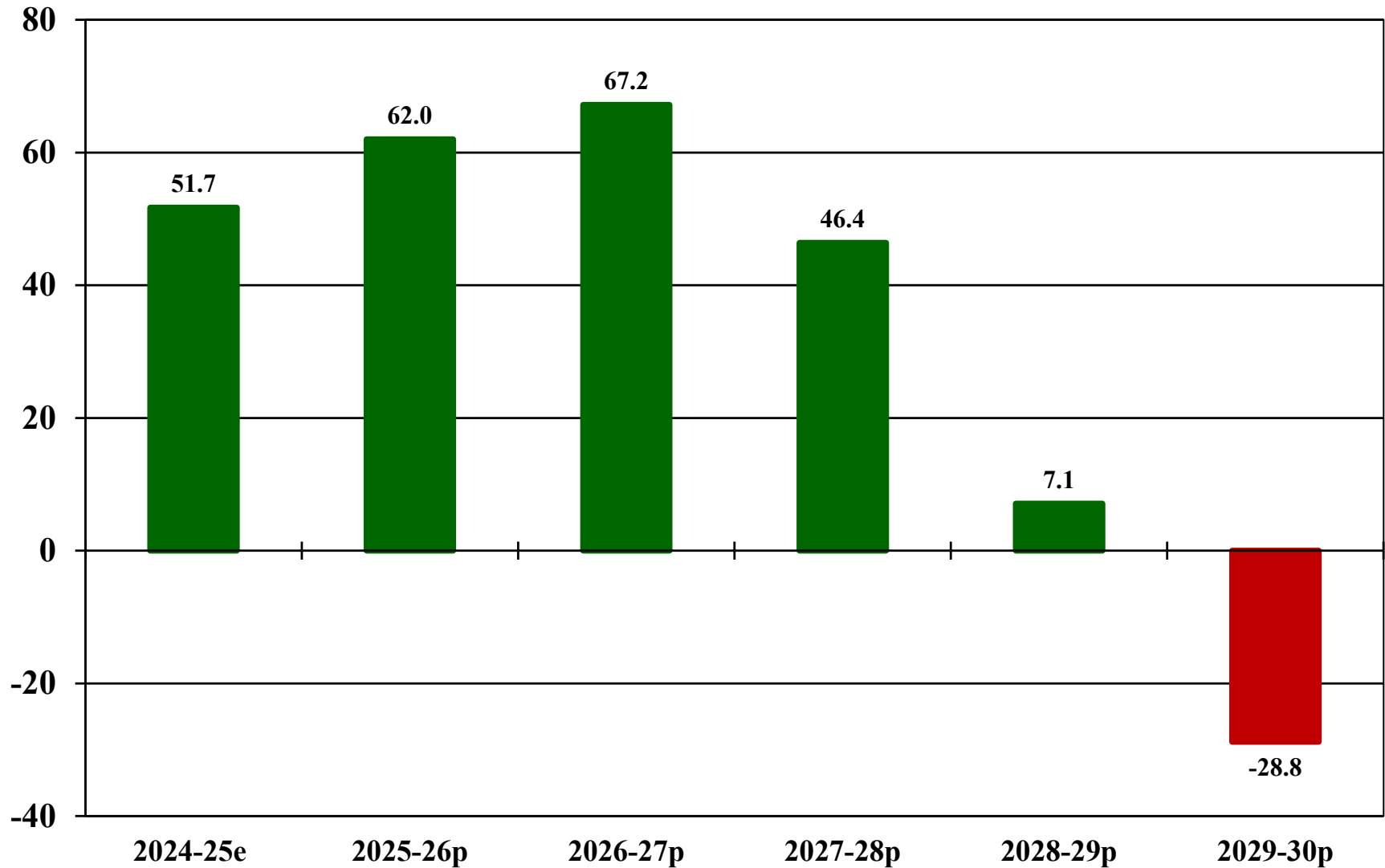
Scenario 1: Projected Full-Time Intn'l UG Enrolment (all years of study)



Scenario 1: Operating Budget Simulation (\$M)



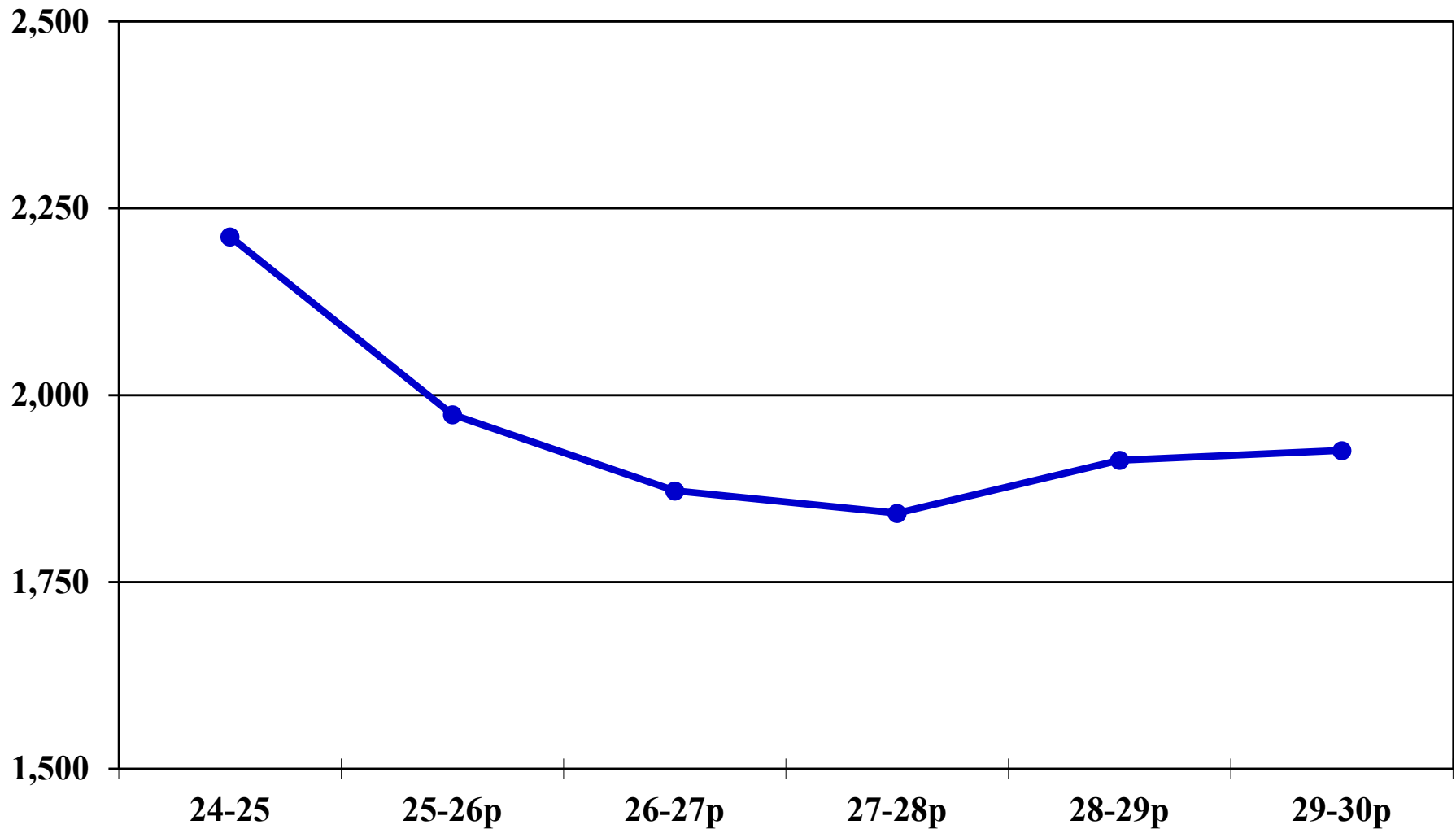
Scenario 1: Projected Operating Reserve (\$M)



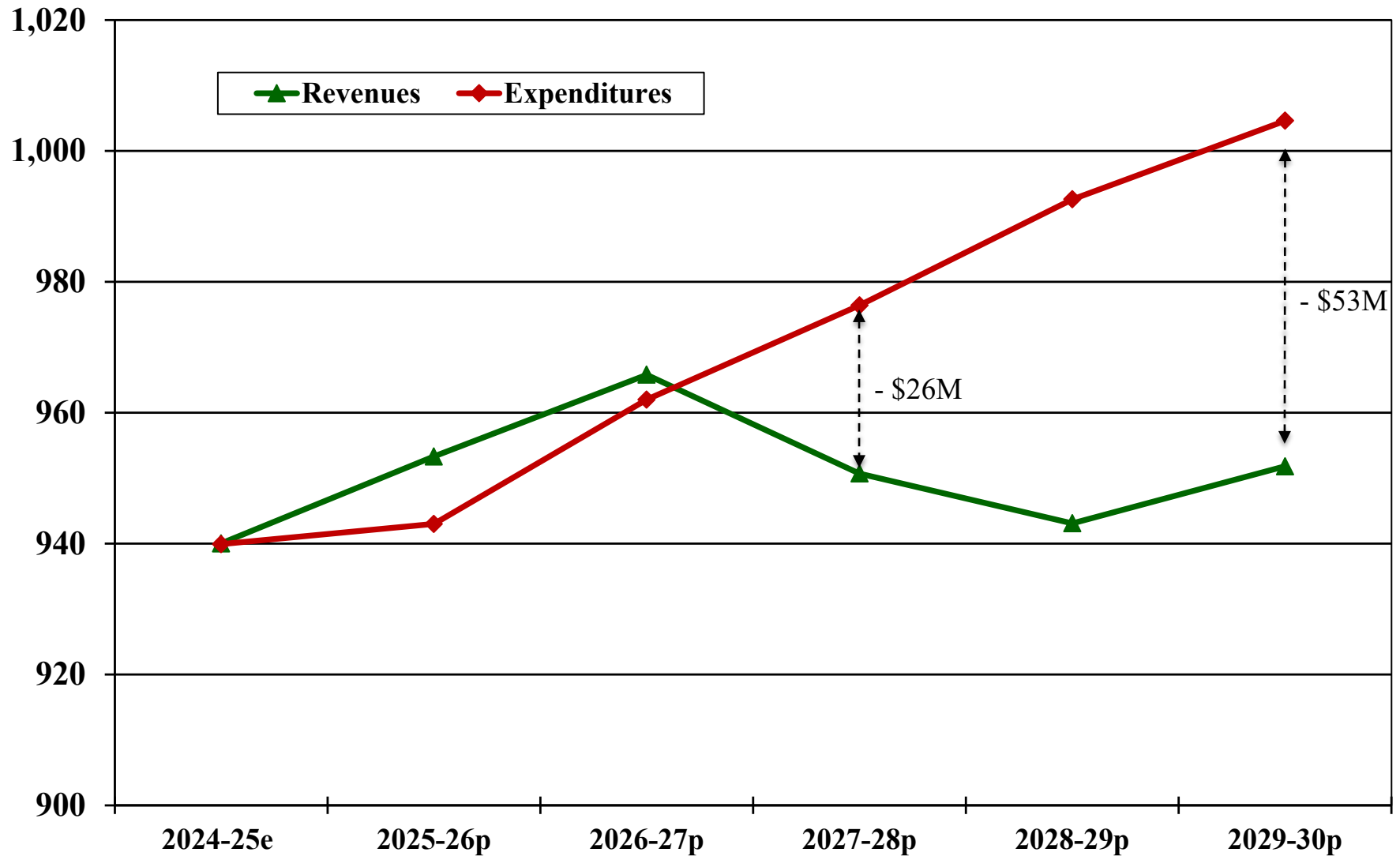
Scenario 2

*Assumes Year 1 UG Intake
Remains Constant at 600 from 2025-26 Onwards
(i.e. the average of last 6 years)*

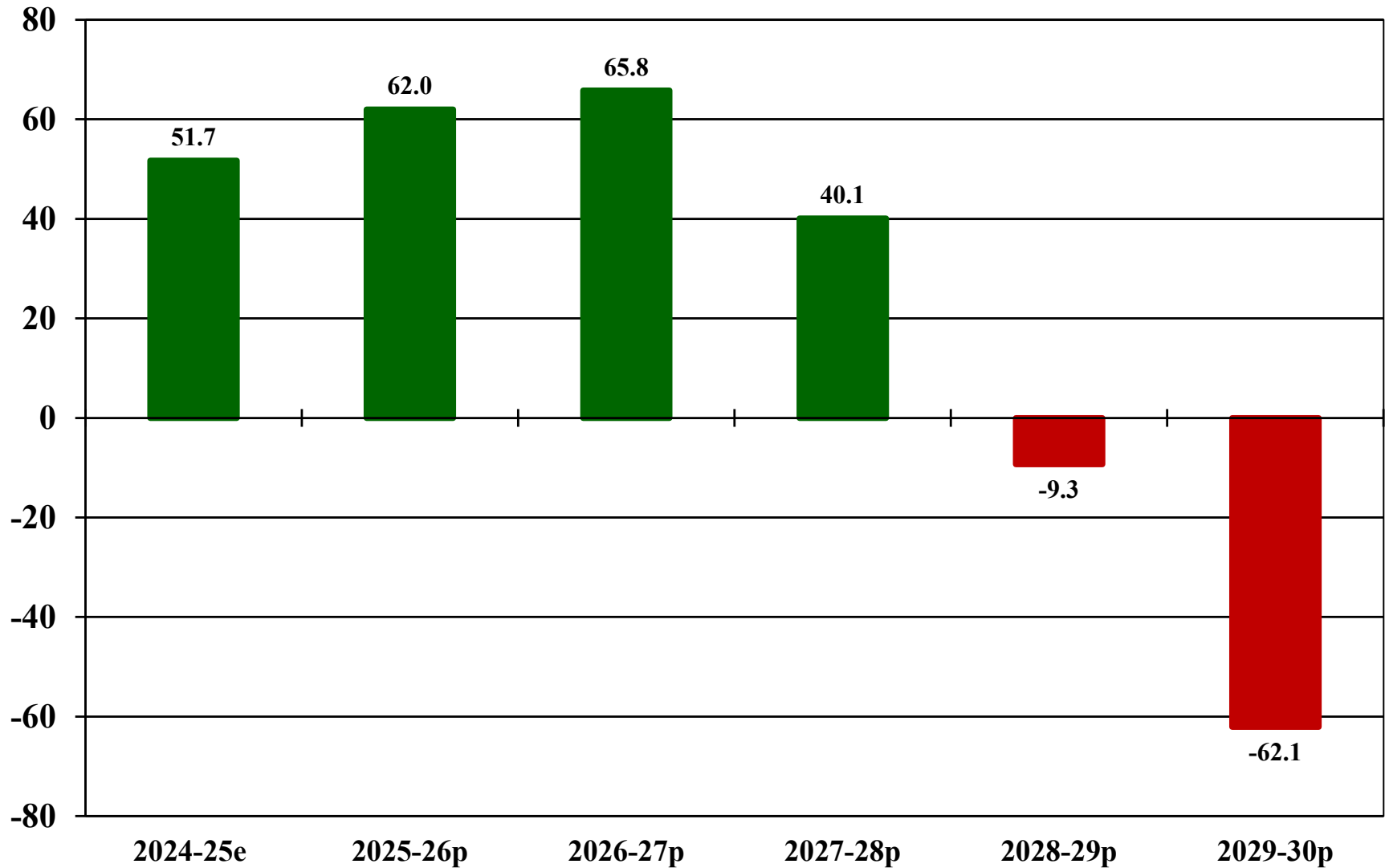
Scenario 2: Projected Full-Time Intn'l UG Enrolment (all years of study)



Scenario 2: Operating Budget Simulation (\$M)



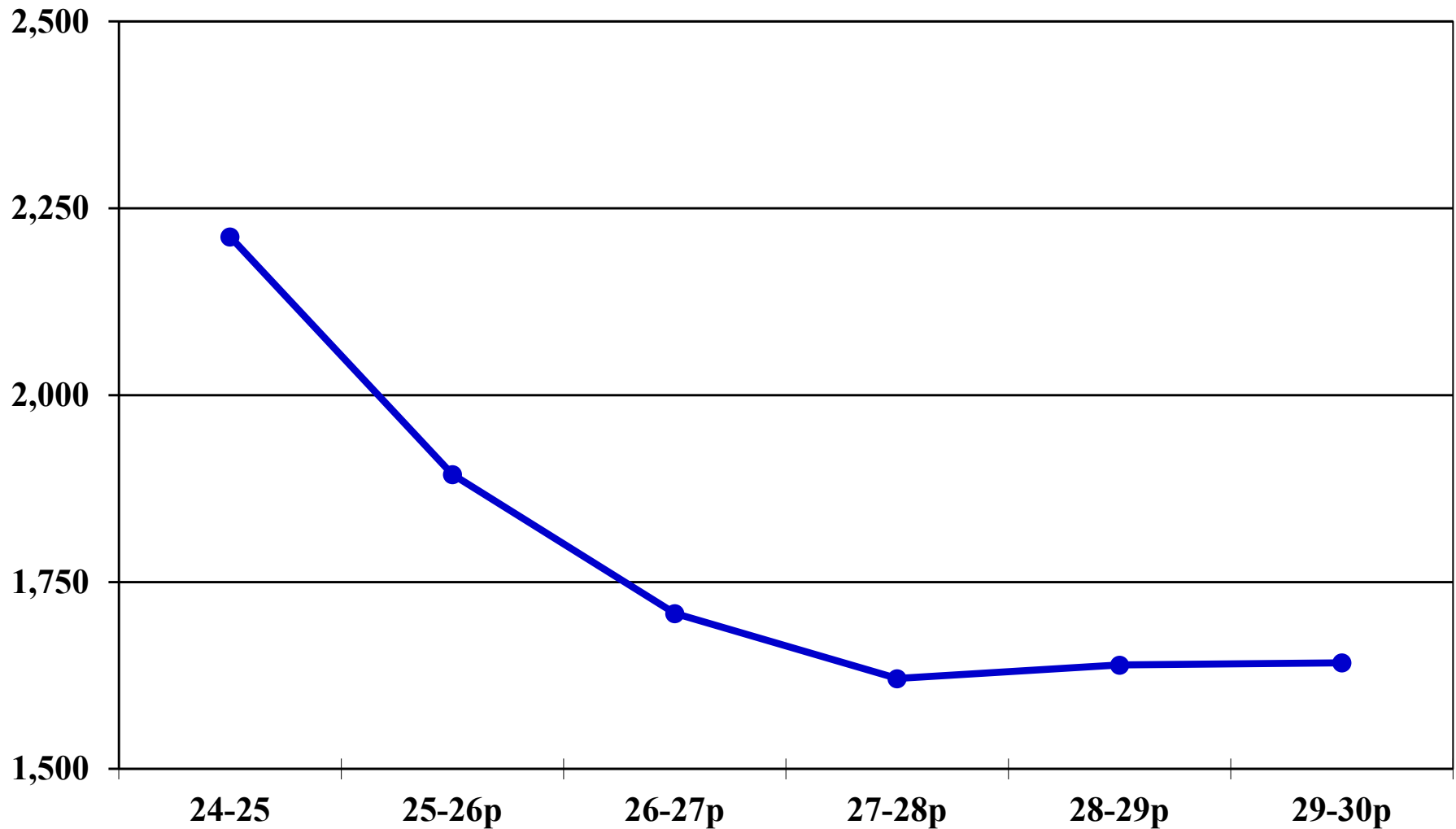
Scenario 2: Projected Operating Reserve (\$M)



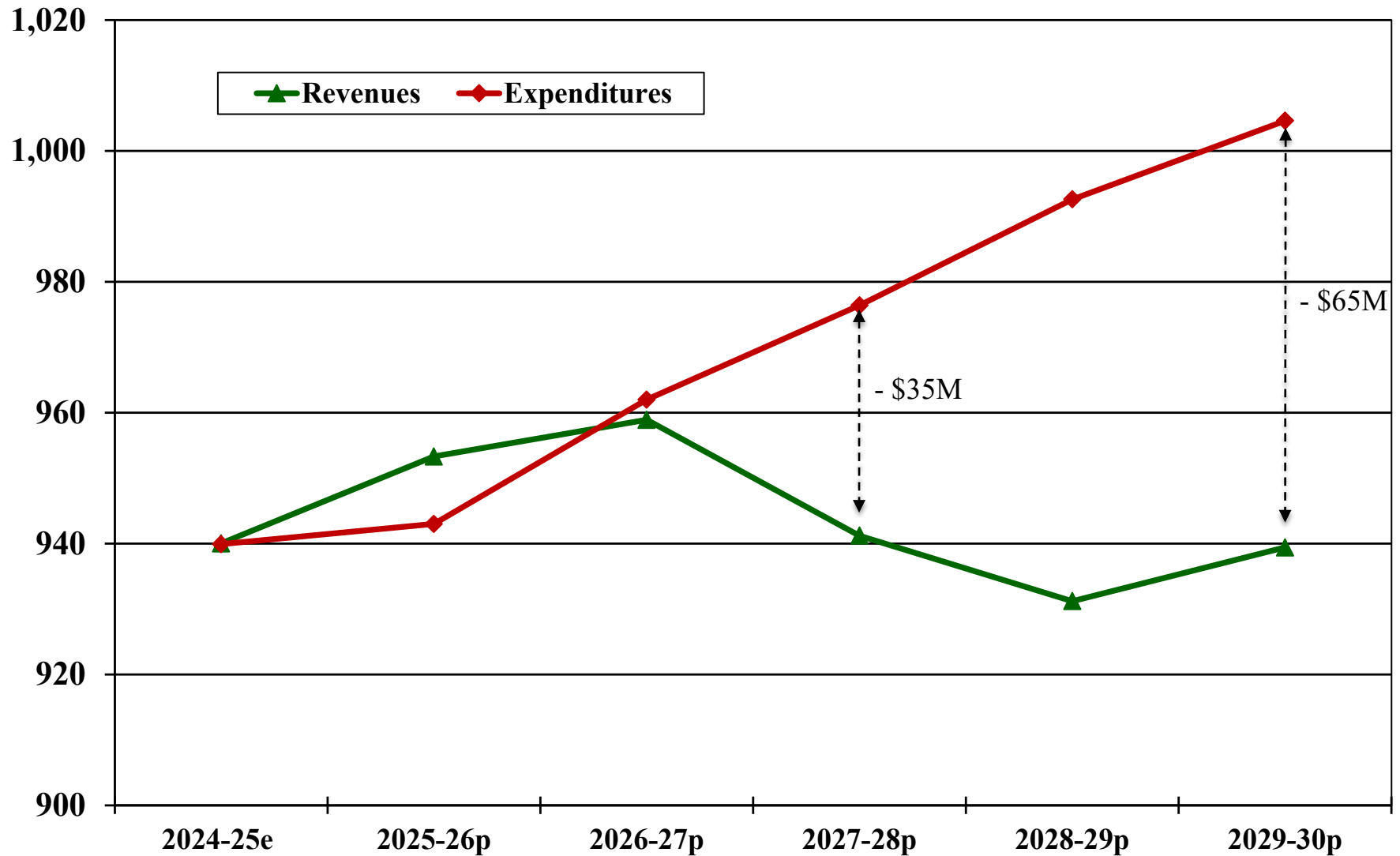
Scenario 3

*Assumes Year 1 UG Intake
Remains Constant at 500 from 2025-26 Onwards
(i.e. modestly lower than recent years)*

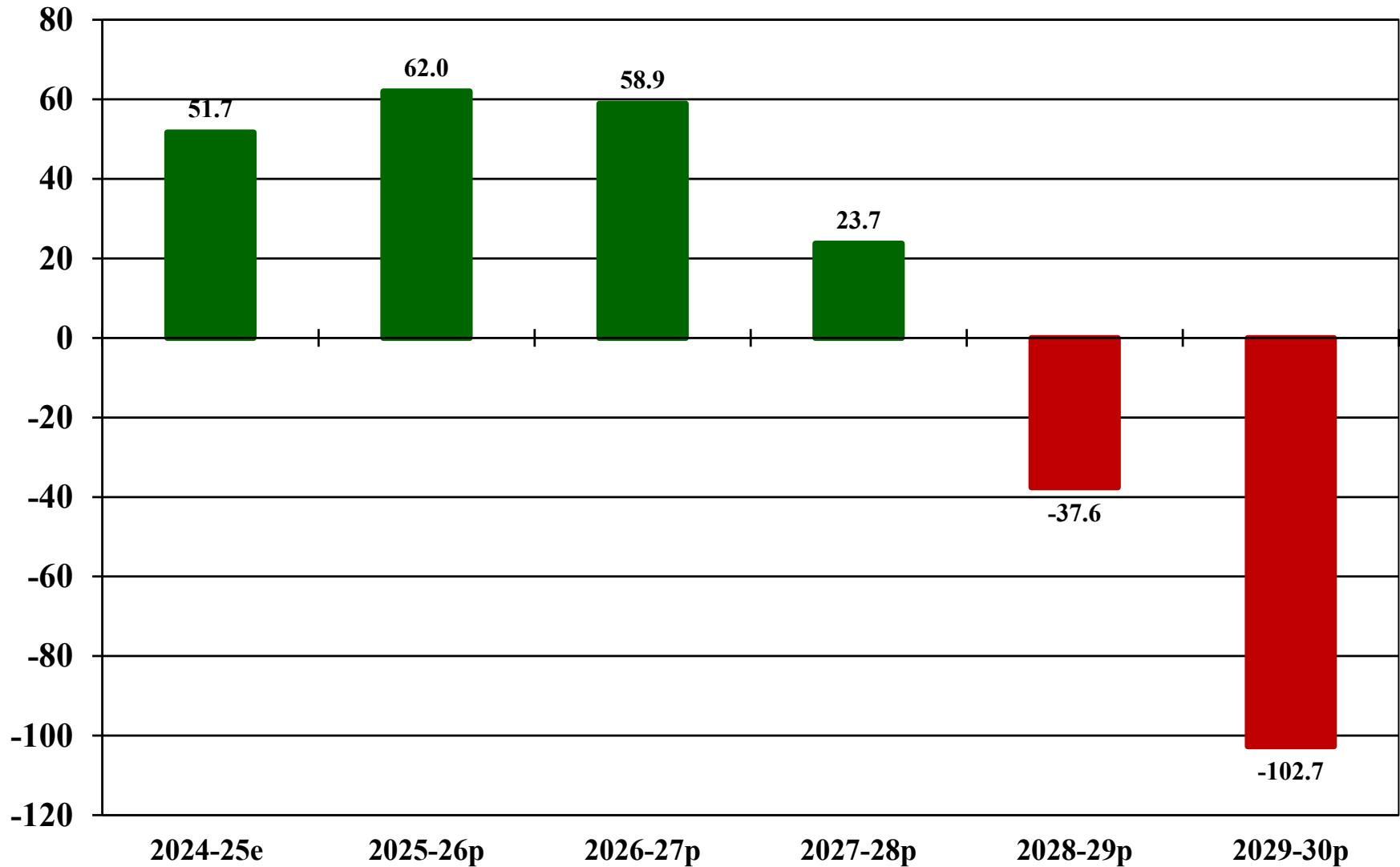
Scenario 3: Projected Full-Time Intn'l UG Enrolment (all years of study)



Scenario 3: Operating Budget Simulation (\$M)



Scenario 3: Projected Operating Reserve (\$M)



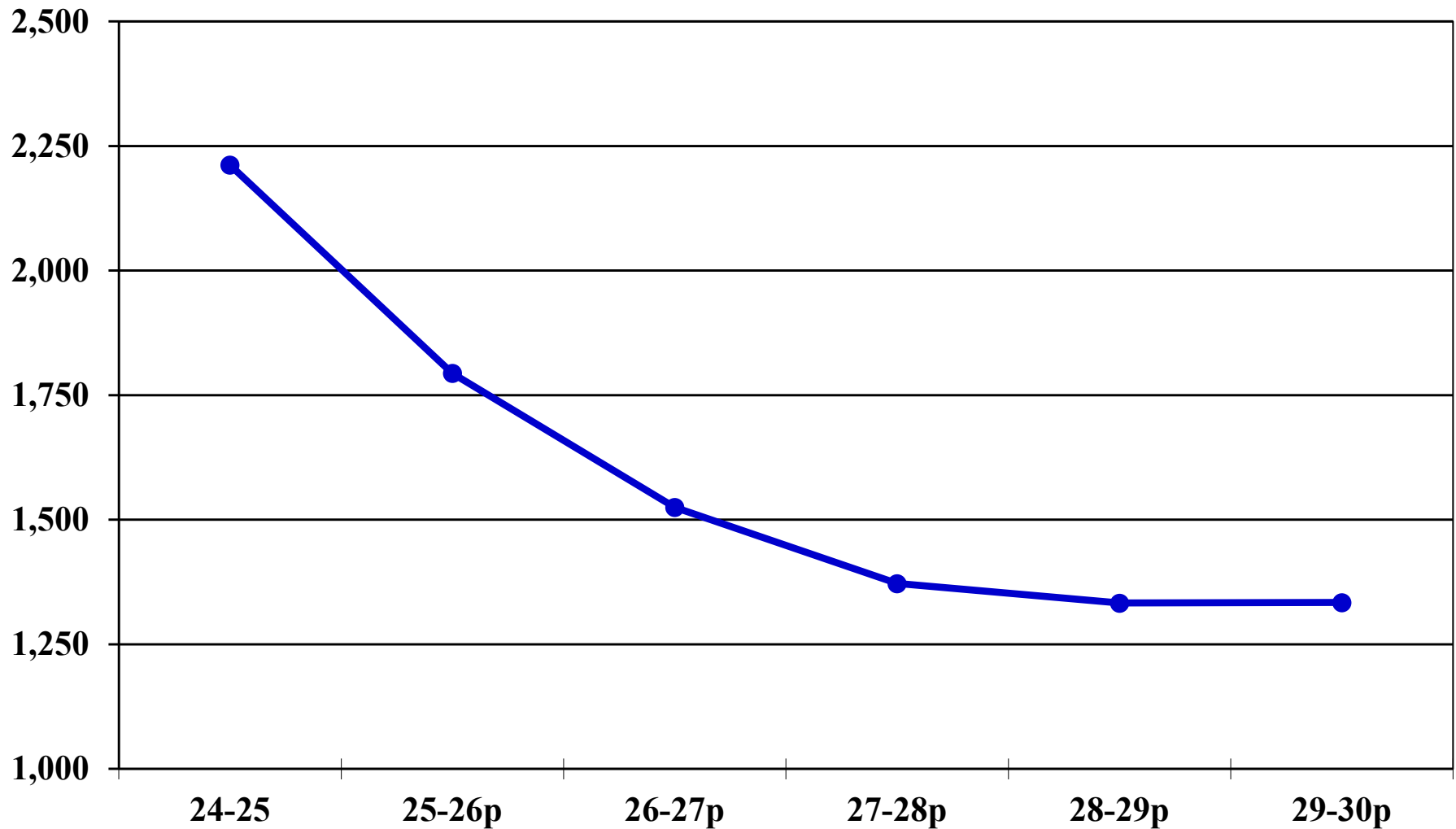
Scenario 4

Assumes Year 1 UG Intake

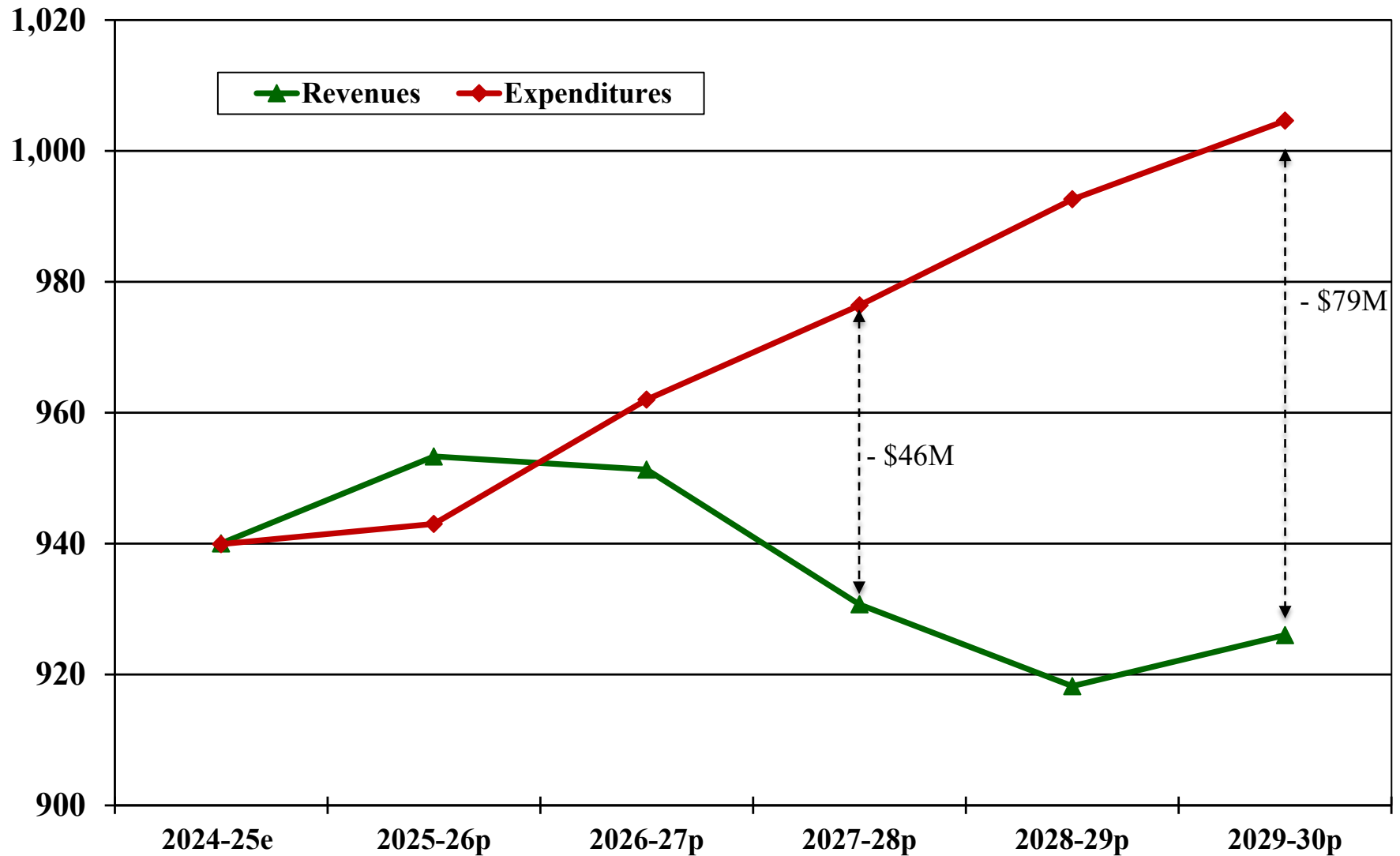
Remains Constant at 400 from 2025-26 Onwards

(i.e. based on current preliminary estimate for Fall 2025)

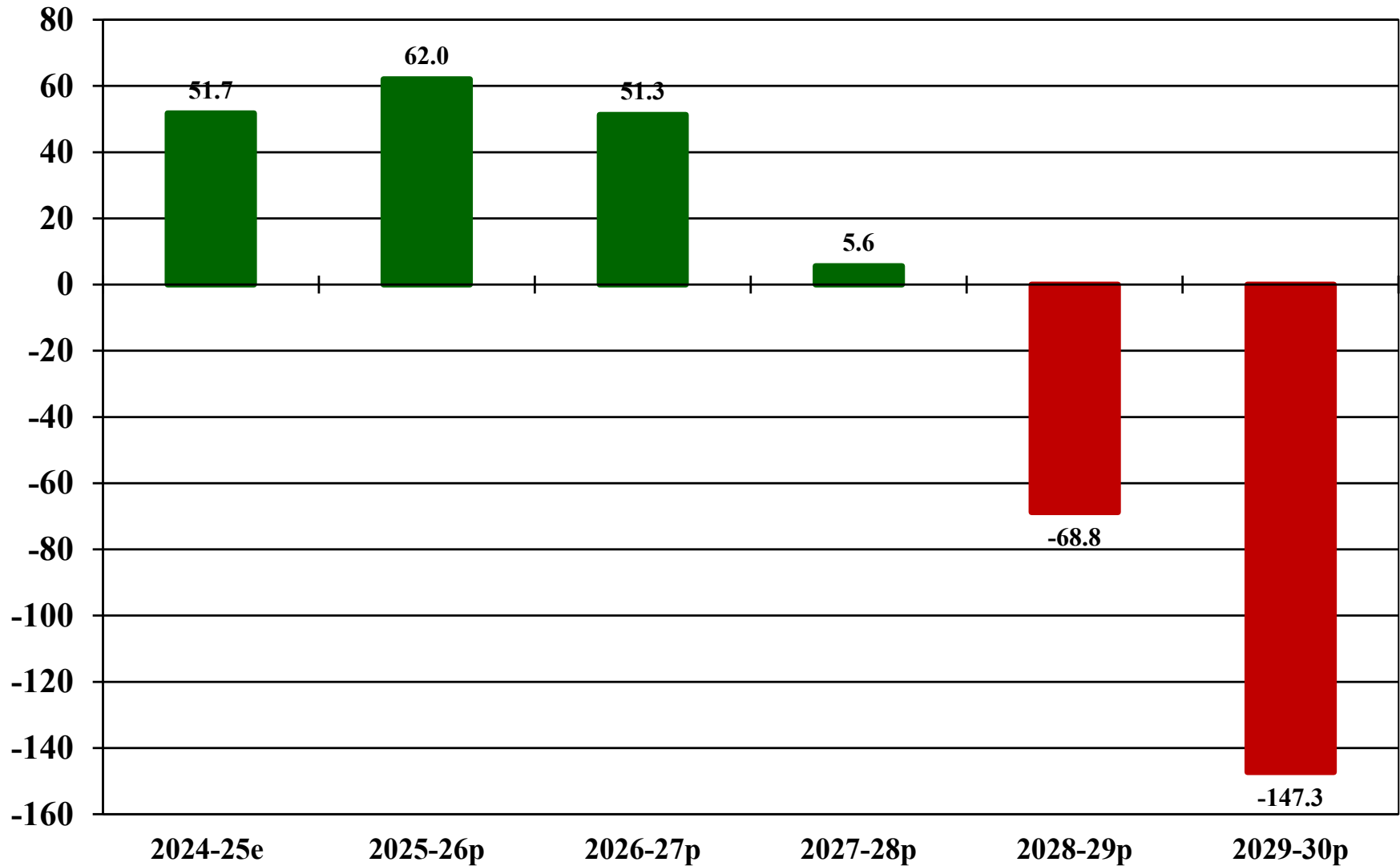
Scenario 4: Projected Full-Time Intn'l UG Enrolment (all years of study)



Scenario 4: Operating Budget Simulation (\$M)



Scenario 4: Projected Operating Reserve (\$M)



Operating Budget Simulations: Outcomes

- In both Scenarios, the Operating Reserve would be in a negative situation starting in 2027-28
 - Scenario 1: the Reserve will be negative \$29M in 2029-30
 - Scenario 2: the Reserve will be negative \$62M in 2029-30
 - Scenario 3: the Reserve will be negative \$103M in 2029-30
 - Scenario 4: the Reserve will be negative \$147M in 2029-30
- We will need additional cuts (beyond the 3% IBA) in the range of 3% to 5% to all Faculty and Support Unit Budgets
- All this – with no incremental base spending to support university priorities and needs

ITEM 12.2 – Draft Proposal for Internationalization at Western: A Multi-Pronged Approach

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Senate *ad hoc* Committee to Review the Navitas Proposal has responsibility to examine the proposed partnership with Navitas without prejudice. The *ad hoc* Committee has reviewed the Draft Proposal over its meetings in April and May. Feedback from the *ad hoc* Committee is incorporated into the current draft, shared with the Western community on May 2, 2025.

The Draft Proposal is attached for information.

ATTACHMENT(S):

[Draft Proposal for Internationalization at Western: A Multi-Pronged Approach](#)



Internationalization at Western: A Multi-Pronged Approach

Proposed Partnership between
Western and Navitas (DRAFT)

May 2, 2025

Internationalization at Western: A Multi-Pronged Approach

Proposed Partnership between Western and Navitas (DRAFT)

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Preamble

In support of Western University's strategic priorities, this proposal seeks to establish a partnership with Navitas to enhance the recruitment and accessibility of international students to our undergraduate and professional master's programs. This initiative is closely aligned with the goals articulated in [Towards Western at 150](#), our Global Engagement Plan, [Western in the World](#), and the Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) Strategic Plan, [Advancing Inclusive Excellence](#).

Consistent with Western's commitment to strategic enrolment growth, global engagement, and inclusive excellence, this partnership will contribute to increasing international student enrolment, fostering a culture of belonging, and supporting academic and personal thriving for all students. In doing so, Western will maintain full academic oversight and uphold the highest standards of academic integrity, while advancing its responsibilities as a publicly funded institution dedicated to public value, equity, and educational excellence.

This proposed collaboration reflects Western's aspiration to build reciprocal, respectful global relationships that enhance both educational opportunity and societal impact, ensuring that our university community continues to reflect the diverse, interconnected world we serve.

These plans call for increasing our international enrolment, particularly at the undergraduate level, to at least 20%. As we work toward that goal, we remain mindful of the challenges we face and how we compare to our peer universities.

The past years have been challenging. A global pandemic, geopolitical instability, growing competition for globally mobile students, and caps on international study permits have constrained our international recruitment efforts. Rather than increasing our international enrolment, we have declined to 2015 levels.

Adding to these challenges, domestic tuition was rolled back 10% in 2019-20 and has been frozen since, while provincial core operating grants have remained stagnant at 2016 levels. One-time funding dispensed by the government at the end of its budget cycles, allow for neither base budget investment required for faculty and staff hires nor for long-term planning and support of the academic mission. In fact, one-time funding highlights the government's intention to support only select aspects of higher education, contributing to the increased precariousness of our sector. Rising inflation, along with increasing labour and infrastructure costs, has placed growing pressure on Western's operating budget.

Given these financial and policy constraints, we must continue to explore new approaches to enhance our existing recruitment efforts and strengthen our global presence.

Western has taken a thoughtful and careful approach to international enrolment growth. Recognizing the value of international education and our need to catch up to our peers, Western is looking at a new model.

In considering the potential partnership with Navitas described here, we have maintained that approach. This potential partnership would form part of a multi-pronged strategy to support international recruitment that would augment the ongoing efforts of Western's recruitment team.

This proposal reflects the campus-wide consultations, constructive conversations and important feedback that has informed and will continue to inform our approach.

1. Context: Achieving our strategic commitments

So, where do we stand today?

a. Declining international enrolment since 2020

The 2020 Navitas Proposal: Recognizing the value of international education, in 2020 Western proposed a partnership with Navitas. The 2020 proposal was very different than the one proposed today. That proposal did not include the fundamental principles and risk mitigation strategies the current proposal commits to, including: Western maintaining comprehensive oversight of academic program content and student outcomes, quality assurance mechanisms, and Western recruiting and hiring instructors. In 2020, we were left with no other option but to continue increasing our in-house recruitment efforts.

Efforts since 2020: Since 2020, Western has made substantial investments in an in-house model for recruitment in an effort to meet its objectives. Between 2020 and 2025, we more than doubled our international recruiters from four to nine, added in-country representation, increased spending on recruitment activities by \$5.5 million, more than doubled our contracts with international private for-profit recruitment agents, and entered more partnerships with international schools and guidance counsellors.

Results: Now, five years later, these financial and organizational efforts have proven to be insufficient to close the gap in this new and complex environment. Western's international enrolment currently falls well below that of our peers. In fact, our international undergraduate enrolment has been shrinking (see *Figure 1*) and now sits at just 7.5%, far behind our U6 peers' average of 18.3%.

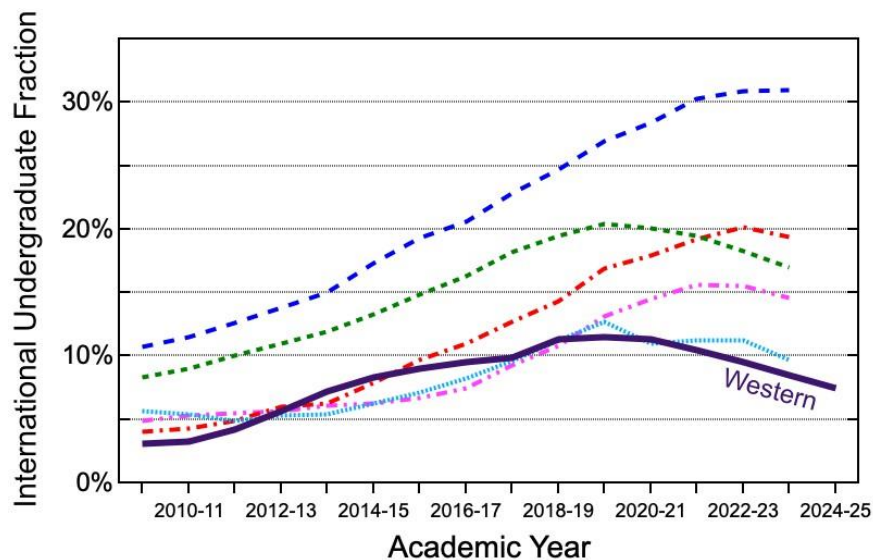


Figure 1: Percentage of international undergraduate students at Western relative to our U6 peers. Western's fraction is currently 7.5% and declining.

At the graduate level, we are not meeting our growth target for professional master's programs (see [Appendix D – Professional Master's Programs](#)). As a result, we remain well below the benchmarks for international student enrollment expected of world-class, research-intensive universities.

Reasons: Western was late to prioritize strategic international recruitment and enrolment—an area our peers began investing in more than 15 to 20 years ago. Unlike many of our peers, we have fewer long-standing and deep partnerships with the countries from where international students originate. We also lack an international alumni base in a broad range of countries that could be actively promoting Western.

Starting in 2020, the COVID-19 pandemic presented mobility challenges for students amidst ever-changing global health and safety requirements. Geopolitical conflicts and political instability have added to these challenges. As a result, our over-reliance on a single country for international recruitment carries significant risks that are affecting us today.

At the same time, universities are becoming increasingly sophisticated in their recruitment efforts, creating increased competition for globally mobile students. In Canada, government caps on international study permits have added an additional barrier.

Because of our lag in strategic international enrollment, it is harder for us to navigate Canada's evolving and increasingly complex international education environment—one that is shaped by heightened global competition, as many reputable universities around the world actively recruit the same pool of international students.

In sum, despite our significant efforts, reaching the scale and depth of partnerships other universities began building decades ago will take us decades if we don't make changes. We need to move more quickly and utilize a different approach to close this gap to meet our international goals. We don't have a 15 to 20-year runway.

b. Teaching, research and supports

Alongside student growth, we also want and need to grow our faculty and staff to meet the demands of a world-class university. Our expenses, funded mainly by tuition and provincial grants, consist predominantly of salaries and benefits that increase over time with inflation.

To grow our faculty and staff complement over the next decade and beyond, we must maximize our ability to increase revenue. Larger institutions with expanded scope and scale can offer students more choice, build research capacity, and better weather financial uncertainty.

c. Financial considerations

Western's operating budget has been under growing pressure, with domestic tuition frozen and provincial core operating grants remaining stagnant. Rising inflation, labour and infrastructure costs exacerbate these challenges.

The decline of about 780 international tuition-paying undergraduate students since 2020-21 (see *Figure 2*) equates to about a \$40 million drop in revenue—and without a new approach, we project the declining international enrolment (and revenue) trend to continue.

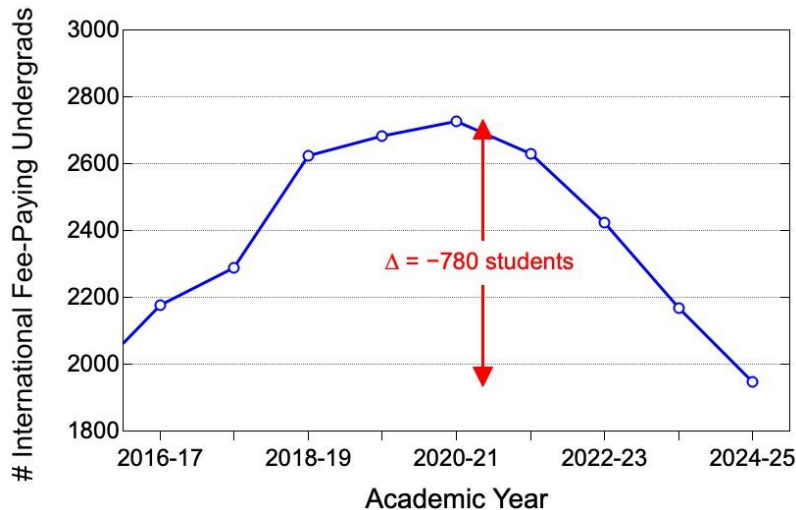


Figure 2: The number of undergraduate students paying international fees has decreased by nearly 800 since its peak in 2020-21, corresponding to \$40 million in lost tuition revenue.

Ontario's universities are facing serious financial pressures due to several externally driven factors:

- Ontario universities continue to receive the lowest per-student funding in Canada.
- The provincial government froze operating grants in 2016-17, except for some modest and time-limited funding.
- Domestic tuition rates were rolled back 10% in 2019-20 and have been frozen since that time, with the exception of limited flexibility for domestic out-of-province student tuition rates and adjustments for undergraduate Computer Science and Management and Organizational Studies tuition rates.
- More recently, the federal government's policy to limit international student study permits has impacted international student recruitment.

These external factors have considerably restricted the financial levers Ontario universities can use to increase their operating revenues. At the same time, teaching and support needs for students and the research needs of faculty and staff are increasing.

As a result, many Ontario universities are operating with deficit budgets, with some deficits surpassing \$100 million. Although the province has provided additional one-time funding allocations, and increasingly targeted funding to government priorities, Ontario universities need stable base funding to meet their current financial obligations and plan for the future.

The systemic financial challenges facing Ontario universities underscore the urgent need to identify new and reliable revenue sources that can facilitate long-term enrolment growth, enhance academic quality, and ensure institutional sustainability.

At Western, we have experienced the same pressures as all other Ontario universities. Our revenue growth is declining and is currently at a level well below inflation and our costs (see Figure 3, below).

On the expenditure side, our costs continue to increase in the range of 4 to 5 per cent per year—including compensation, information technology infrastructure, space and facilities costs, general non-salary inflation, and the pressure/need to increase service levels to our community. With these expenditure trends, we will be forced to further tighten budgets with no incremental investments.

For example, Western took on an additional 7,300 undergraduate and graduate students since 2019-20 in response to the growing demand for some of our programs. We can and want to grow in faculty, staff and students, but require stable and reliable funding to do so. Increasing our domestic enrolment has been above our “corridor” (not funded provincially) and has not resulted in any increased base-budget grant revenue from the government.

With an uncertain future, we have difficult choices to make. In the 2024-25 and 2025-26 budgets, we have not been able to add new base investments to support priority needs, and we have delayed plans to hire full-time faculty and staff. We have paused and reduced internal funding programs and initiatives, relying on units to make difficult decisions on how to balance their budgets.

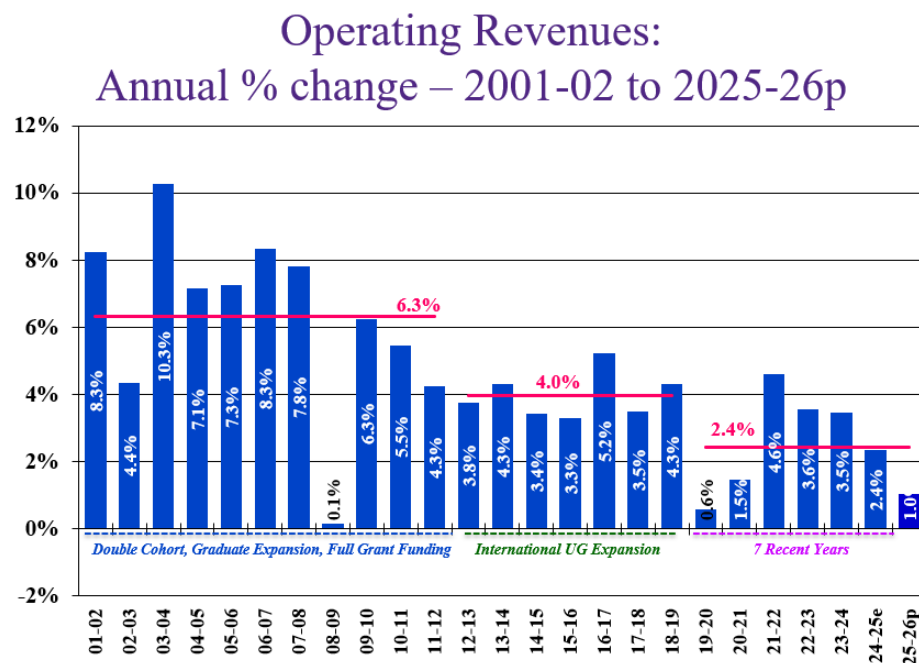


Figure 3: Annual operating revenue change in percentage, 2001-02 to 2025-26 (projected).

In summary, several of our key revenue streams face growing pressure. In this evolving policy and funding environment, it's more important than ever for Western to strengthen and to continue diversifying revenue streams to support our academic mission. One clear opportunity is to increase our lagging international enrolment through the creation of an International College in partnership with Navitas.

d. Why create a Western International College (WIC)?

Navitas specializes in the education and recruitment of international students. Navitas recruits more than 60,000 international students from 151 countries around the world.

Partnering with Navitas through the creation of a Western International College (WIC) would enable us to leverage Navitas' deep roots and experience working with public universities in Canada. This potential partnership would allow us to grow our international enrolment at a faster pace and identify and recruit high-quality students who would otherwise not have found their way to Western.

Navitas specializes in providing tailored and customized support through pathway programs. International students admitted through the proposed partnership with Navitas would be arriving in Canada for the first time and would require support during their first year as they adjust to academic and student life in Canada.¹

Navitas partnerships across the world: Navitas works with a number of partners, both big and small, including research-intensive and comprehensive universities. Their approach in Canada is to diversify the types of institutions with whom they partner to minimize direct competition between their partner institutions.

Among our peers who partner with Navitas are the University of Melbourne (QS #13), the University of Sydney (QS #18), Lancaster University (QS #141), Curtin University (QS#174) and Deakin University (QS #197). Canadian partners include Simon Fraser University (SFU), the University of Manitoba (UM), Wilfrid Laurier University (WLU), Toronto Metropolitan University (TMU) and the University of Lethbridge (ULeth). Two additional Canadian universities work with a similar recruitment and education provider.

Western is not new to working with private partners, and as we have done with all of these partnerships, we would continue to uphold our high standards. In a potential partnership with Navitas, strategic oversight of the educational experience, quality of instruction and student success would be a requirement.

Partnering with Navitas would give Western access to a highly successful international first-year education model and global recruitment expertise—enabling us to accelerate progress toward our international enrolment goals.

¹ About 2% of Navitas International College students come from international high schools within Canada, often because parents and students desire the additional support.

2. Details of potential partnership

a. Western International College (WIC) overview

A partnership with Navitas would result in the creation of a Western International College (WIC) offering international students a tailored and personalized pathway to their chosen degrees.

Undergraduate Students: For undergraduate students, WIC would offer a program equivalent to a first-year university experience that would set them up to progress into second year at Western. Undergraduate international students would spend Year 1 of their degree at WIC, taking a combination of credit and non-credit courses. Only students who meet Western-approved progression requirements would advance to Year 2 of their chosen program at Western.

Graduate Students: Through this proposed partnership, Western would become the first university in Canada to establish a pathway into professional master's programs. Students recruited into a professional master's program would begin with pre-master's studies at WIC, taking a combination of non-credit preparatory courses, prerequisite undergraduate courses as needed, and a small number of for-credit master's courses selected and approved by the participating departments and by the University before they progress to their chosen program (see [Appendix D – Professional Masters Programs](#)).

In short, WIC would be recruiting undergraduate and professional master's students who would not typically qualify for direct admission to Western, most often because they are missing prerequisites not available in their home country. These students are talented, ambitious, and highly motivated to succeed through this supported-entry route.

First Intake: We would plan for an initial intake of international to WIC in September 2026 (tentative).

Proposed operating model: In this proposed partnership, Western and Navitas would collaborate closely and in clearly defined ways. Navitas would be responsible for WIC's day-to-day operations and Western would have full academic oversight.

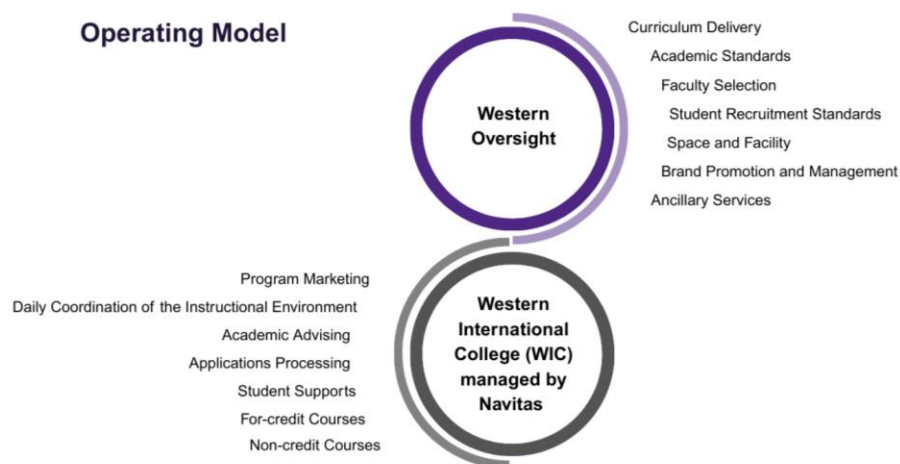


Figure 4: Western - Western International College Partnership Operating Model

b. Recruitment and admissions considerations

An Integrated Recruitment Model: Recruitment to the proposed WIC would take place under the Western and WIC banners in close collaboration with the Office of the Registrar. Partnering with Navitas and tapping into their vast international network would give Western access to Navitas staff around the world. This is strategic and efficient and would enable us to use our in-house recruitment team to exclusively support direct-entry recruitment. This integrated approach supports both streams: recruitment to WIC and direct entry to our degree programs.

Undergraduate admission through WIC: Our Senate-approved admission regulations (through the Subcommittee on Enrolment Planning and Policy, SUEPP) annually set the minimum entrance requirement for all first entry undergraduate programs at Western including those for WIC. WIC would also recruit undergraduate students who are missing one or more prerequisite courses not available in their country of origin, as well as needing to upgrade their degree studies but who otherwise meet our entry requirements. Western would offer conditional admission to these highly talented students and outline requirements for their first year at WIC in their admission offer (see section 2d, Progression to Western). This mirrors our current practice of giving conditional offers to students who require additional English language training but who otherwise meet our entry requirements.

Direct Undergraduate Admission: Undergraduate students who have completed all courses required for direct admission to Western and meet entry requirements outside those established for WIC would be referred to Western for direct-entry application. Direct recruitment of international students would occur alongside recruitment into WIC, supported by a suite of [scholarships for direct-entry international students](#).

Students recruited and admitted through WIC would, like direct-entry international students, be integrated into the Western community and student experience from day one. This approach, which has worked well in other Navitas partnerships, would ensure WIC students feel immediately connected to the Western community.

Students studying during their first year at WIC would pay the same tuition and ancillary fees that direct-entry international students pay at Western. This would ensure fairness and predictable tuition, enabling students to plan their educational journey.

Professional Master's Admission through WIC: Admission requirements for professional master's students would be determined by the Western units that offer the programs, in consultation with WIC leadership. These requirements would be consistent with Western's existing admissions standards and graduate governance processes. Prospective WIC students for professional master's programs would be required to hold at least a three-year bachelor's degree in a relevant field, along with the minimum prerequisite courses specified by each program. While at WIC, students would complete any outstanding prerequisite courses (often third and fourth-year undergraduate courses identified by the program), and take non-credit courses designed to prepare them for graduate-level study, thus meeting Western's requirement of a *four-year degree*

or equivalent. Depending on each student's level of preparedness, they may also be eligible to take a small set of first-year master's courses to minimize their time in-program.

Direct Professional Master's Admission: Students identified by Navitas who meet the requirements for direct admission to a professional master's program at Western would be referred to Western.

Provincial Attestation Letter (PAL) Requirements: Currently, international students require a PAL to apply for a study permit. Each province receives a PAL allocation from the federal government, and the province allocates a set of PALs to each institution authorized to educate international undergraduate and graduate students.

To date in Ontario, Navitas partner universities' PALs have been augmented to recognize their International College's planned enrolments. While International Colleges in Ontario do not directly receive PALs from the government, their university partners receive increased allocations to support the enrolment growth. Like other Ontario universities that partner with Navitas, Western would identify its projected need for PALs to the provincial government including the incremental requirements for the proposed partnership. Any potential partnership would only move forward if Western receives an increased allocation of PALs to support WIC's planned enrolment as approved by Western. In a potential partnership, Western would continue to work within the PAL system. Students would be admitted conditionally to Western, therefore requiring only one PAL as they transfer from WIC to Western.

Admissions Summary: This agreement would result in complete control of admission standards to Western exercised by programs, departments, and university governance.

c. The Student Experience

Extensive Student supports

Western already provides excellent student support services for both domestic and international students. However, undergraduate students who complete high school here in Canada and remain here to study often require different supports than those who are new to Canada. International students often have additional, country-specific needs, from academic preparation to cultural transition and wellness supports. Most international undergraduate students admitted to Western through WIC would be new to Canada.

Navitas excels at first-year international education: WIC would deliver the equivalent of Western's first-year curriculum, enhanced with tailored supports to set students up for long-term academic success at Western. WIC students learn in smaller classes (maximum 35 students) and academic programming would include four-hour instruction blocks (representing one additional hour of instruction per class per week), enabling students to learn first-year subject matter alongside the necessary discipline-specific technical language. English language learning support would be exclusively contracted through the Western English Language Centre (WELC). For all international student admissions, Western has always and will continue to set the requirements for English language proficiency for individual programs and the university as a whole.

Alongside a robust academic program, WIC students would take mandatory non-academic courses and tutorials, such as interdisciplinary skills or communication skills that would prepare them to succeed inside and outside the classroom.

Additional programming would help prepare students to interact with and explore the London community and Canadian society, including skills like shopping or job seeking services, and concepts such as sexual and mental health, wellness and self-care, and using appropriate vocabulary. This would allow international students who are unfamiliar with the Canadian education system and culture to adjust smoothly.

Student success, wellness, and academic advising teams at WIC would promote an open and no-wrong-door policy to enable students to get the help they need immediately. There would be an extensive student-led and student-run leadership program as well as proactive advising sessions and extensive student follow-up to preempt academic and personal issues.

Students in the professional master's pathway program at WIC would experience a similar approach to learning (in a separate instructional stream than undergraduate students), participating in courses enriched and integrated with discipline-specific academic language and cultural elements.

Research shows that early preparation and proactive support make a big difference for international students. WIC would require students to attend an online pre-arrival course that starts six to eight weeks before they arrive in Canada. This would support academic preparation, cultural orientation, and practical logistics, so students come to Western and Canada feeling ready, not overwhelmed.

Navitas would also offer rigorous attendance monitoring, which is not only a key predictor of academic success, but also an indicator of overall well-being. WIC would track attendance and classroom participation, with staff immediately checking in when concerns arise. Every student would have 24/7 access to a dedicated WIC student advisor and support services. Where possible, WIC would use the same service providers as Western to ensure continuity of support.

In addition to WIC's highly proactive, tailored, and integrated support, students would also be eligible to access the full array of Western's student services and facilities that are funded through the payment of ancillary fees—just like Western students.

Student Support Summary: Navitas has developed a highly integrated and tailored approach to first-year international student education that has proven success rates (see [Section 4, Success Metrics at other Canadian international colleges](#)). The scale and design of these supports – a highly developed, tried and proven model – would take us years to develop through trial and error here at Western.

Western shapes an integrated student experience

Western is known for delivering an exceptional student experience and we would ensure that signature experience is available to all our current and future students.

We would be in full control of how we integrate WIC students into the Western community. We would commit to taking the same care and attention to the teaching, learning and support of these prospective students.

Where students live, particularly during their first year, plays a key role in creating a true sense of integration and belonging. We would guarantee accommodation in an on-campus residence, just as we do for all first-year Western students. With the building of our new student residence space underway, a multi-year residency option may also be available. An integrated residence experience would support students' social and intercultural literacy.

Orientation is also critically important, and ideally WIC students would take part in Western's programming. Western, working with the University Students' Council (USC), the Society of Graduate Students (SOGS) and WIC, would determine how to integrate WIC students into activities that welcome them to campus. Departments and faculties would also have the opportunity to help shape students' academic and social belonging, engaging students early during their first year. WIC students would also have access to Western's specialized instructional space (e.g., labs, music spaces) as required.

Student leaders and groups would play a key role in shaping the international student experience. We envision WIC students to be eligible to participate in Western clubs, events, and extracurricular activities—and we would collaborate and partner with student organizations on campus to make that possible.

Navitas has seen different models of student integration across their various international colleges, and the learning from other partnerships makes sense—the more integrated we can be from the start, the better the student experience. Western would take every opportunity to integrate WIC students early and thoroughly.

d. Admission to Year-Two at Western

Students would be issued an offer of conditional admission to Western with requirements clearly specified at the time of their entry to WIC. Following our normal procedures, the progression from WIC to year two at Western would only occur if students met all specified requirements. These requirements would be solely set by Western in consultation with its departments and programs.

Students would be guaranteed admission to a Year 2 module or program upon meeting admission requirements as per the [Academic Calendar](#) for that module or program and level 2 progression requirements. Higher standards may apply to competitive, limited-entry modules/programs. Students intending to pursue limited-entry options would be counselled regarding their range of options.

e. Possible location

The location for WIC would only be confirmed at the point of a formal partnership agreement. That said, we know the general space needs of WIC would include several small classrooms, collaborative learning and collision space, common space, office space, and reasonable

proximity to student services and amenities. WIC would pay Western for the space it uses at the University as part of its royalty payment (see [Section 5, Finances](#)).

A portion of the former Brescia campus has been identified as a possible location for WIC. In addition to WIC's main site, classes and other programming would be offered in various locations on Western's campus to foster further early integration and familiarity.

3. Academic and Administrative Roles

a. WIC-appointed staff roles

WIC would operate with a staffing complement of four full-time professional staff roles employed by Navitas whose accountabilities are summarized below:

College Executive Director: Works in collaboration with Western's Senior Academic Lead and Western senior leadership to develop and execute strategic and operational plans that support Western's goals and the needs of international students at WIC.

Academic Program Liaison: Works in collaboration with the College Executive Director, program, department and faculty academic leaders and instructors on course development, delivery and evaluation. Supports adherence to Western's academic and other regulatory standards in the methods used and prepares international students for academic success and progression.

Student Experience Manager: Works in consultation with the College Executive Director and professional staff at Western to provide services and supports that enable students to thrive throughout their time at WIC and in their transition to Western, leveraging best practices and innovative approaches. Focus areas include orientation, community building, integration, wellness, leadership, career readiness and more—all intended to increase student engagement, confidence, retention and belonging.

Academic Success Advisor: Works in consultation with the College Executive Director, the Academic Program Liaison, the Senior Academic Lead (see below), and professional staff at Western to provide high-quality academic advice for students virtually and in-person to help students achieve their academic goals. Individual and group support includes course selection and continued academic development, as well as referrals to other resources as appropriate.

These non-academic roles would work with and through WIC and Western academic leaders as well as with Western's professional staff to ensure a smooth transition and student success.

b. Western-appointed academic roles

Unlike the 2020 proposal, Western would have full oversight of academic staff appointments, and therefore the academic work conducted at WIC, thus ensuring academic quality control and standards. The following roles would be Western employees.

Senior Academic Lead: Leads the work of academic quality oversight to ensure that courses at WIC are taught at the Western standard and that learning outcomes are equivalent to corresponding course sections taught at Western and its Affiliates. This academic leadership role

would report to the Provost and Vice-President (Academic) and would work closely with the College Executive Director. The role would be funded through royalty payments from WIC for a three-year term, continuing.

Instructors: High-quality instruction is the product of high-quality instructors. Under the proposed partnership, instructors teaching for-credit courses at WIC would be appointed in accordance with the provisions of the Appointments Article of the Collective Agreement (CA) between Western and the University of Western Ontario Faculty Association (UWOFA). Hiring recommendations to teach at WIC are anticipated to follow the normal path of appointment committees as closely as possible and be subject to necessary modifications as agreed with UWOFA. In addition to newly recruited faculty members, current Western faculty (both part-time and full-time) may hold Limited Duties Appointments under the CA to teach courses at WIC. Details of this arrangement need to be negotiated and confirmed between the University and UWOFA, and ideally formalized as a Letter of Understanding (LOU) that would form part of the UWOFA CA. Academic departments would be compensated for the additional work of their appointment committees through funds flowing to the departments (see [Section 5. Finances](#)).

Course Coordinators: For each Western department with a course offered at WIC, a Course Coordinator (CC) in the Western department would be appointed to ensure academic quality is maintained. The CC would work collaboratively with Instructors teaching at WIC to approve the course outlines and all major assessments while respecting their academic autonomy. The CC would review representative samples of graded major assessments and approve final grades and grade distributions. The relationship between the College Executive Director, the Senior Academic Lead, the CC and the WIC Instructors would need to be highly collaborative. The funds flowing to the Western departments would provide compensation for this additional work.

Lab support: In cases where students need lab courses, WIC would contract those services directly from departments at Western. Staffing of labs would be the department's responsibility, through practices consistent with our existing employment contracts or policies. Given that class sizes at WIC would be small, we would not anticipate that additional classroom teaching support would be part of the staffing model.

Compensation for additional work: Western employees who are asked to take on additional accountabilities in direct support of WIC and its operations on an ongoing basis would be recognized in ways to be decided by the faculty, department and Human Resources, including but not limited to course releases and additional compensation. Details would be negotiated with any applicable employee groups. These expenses would be covered by royalties paid to Western by Navitas (see section 5, Finances).

Summary: Western appointment committees would recommend instructors to teach in WIC. Notably the 2020 proposal assumed the outsourcing of academic work. By maintaining full academic oversight and overseeing academic hiring in the current proposal, Western mitigates risk and ensures the quality of instruction at WIC.

c. Ensuring quality and oversight

Western would be in full control of academic quality and standards. In the envisioned partnership between Western and Navitas, academic quality would be upheld through multiple layers of oversight—ensuring that all teaching, learning, and progression standards align with Western’s requirements and Senate-approved frameworks.

Curriculum oversight: WIC would offer existing Senate-approved first-year courses, with a selection based on program priorities and student demand. All course outlines and syllabi would require approval through established Western academic channels, and course content and assessments would be regularly monitored to ensure alignment with program objectives. The Senior Academic Lead would sample student work as part of standard quality assurance processes and review and approve final grades for WIC courses upon recommendation by the CCs and course Instructors.

Instructional oversight: Instructional oversight would also be tightly integrated with Western’s existing academic structures. Instructors teaching at WIC would likely be recommended through departmental appointment committees (subject to discussion with UWOFA). CCs from Western would oversee the academic quality of instruction, while the Senior Academic Lead would be responsible for monitoring student performance, reviewing instructional delivery and liaising regularly with the WIC Executive Director and staff.

Together, these mechanisms would ensure that students at WIC receive a high-quality educational experience fully aligned with Western’s standards and expectations from day one.

Summary: In the proposed partnership, Western would retain oversight of admission and progression standards, academic work, instructors, curriculum and quality. This oversight goes far beyond the standards that typically govern the articulation agreements between universities and colleges. Three different joint committees described below would ensure both oversight and early troubleshooting should issues arise.

d. Committees

Academic Advisory Committee (AAC): Members from both Western and Navitas would meet following each academic term to review course results as reported by the CCs, monitor student success, ensure the quality of academic programming, and provide operational guidance.

Student Success Committee (SSC): Members from both Western and Navitas would meet two or three times a year to monitor the success of student supports, both at WIC and during students’ transition to second-year programming at Western.

Joint Strategic Oversight Committee (JSOC): Members of senior leadership from both Western and Navitas would be responsible for strategic management of the partnership and accountable for its success. This body would meet three times per year to review reports from the AAC, monitor the performance of the partnership and set recruitment goals. The JSOC would report to Western’s Senate on a yearly basis.

More details on these committees are included in [Appendix A](#).

e. Length of partnership, progress reporting and check-ins

The proposed initial term of the partnership is 10 years. It would take time for WIC to set up, recruit the first cohort and increase student numbers to Western-approved levels over time. Because we measure graduation rates at the 6-year mark, a 10-year partnership would provide reliable outcomes data.

The AAC would meet after each academic term to review the academic outcomes of WIC courses and assess other relevant information provided by the CCs embedded in Western departments and report to the JSOC. Western would carry out in-depth reviews – similar to the cyclical program reviews conducted for all academic programs – at both the midpoint and end of the contract. A decision to renew the partnership would depend on demonstrated success and performance outcomes (also see [3c, Ensuring Quality and Oversight](#)).

4. Success metrics at other Canadian international colleges

Navitas currently operates five international colleges in Canada (see [1d. Why create a Western International College?](#)). One of these (ULeth) has recently launched and has not yet delivered students to its host institution. The international colleges at WLU and TMU are also relatively new and do not yet have long-term data on graduation rates.

However, two long-established colleges – the Fraser International College (FIC) at SFU and the International College of Manitoba (ICM) at UM – serve as strong proof of concept. Since 2006 and 2008 respectively, these colleges have recruited thousands of international students and supported their success.

Student Diversity by Country and Discipline: Between the 2021-22 and 2023-24 academic years, FIC brought nearly 2,900 students to Canada from a range of countries, with the single largest group (35%) from China. During the same period, ICM recruited 3,300 students, with less emphasis on China and focusing more on students from other regions in the world. These colleges, along with the TMU International College (TMUIC), are recruiting a more diverse international student body than Western currently does through its direct recruitment efforts (see Table 1 below). Breaking it down further, data from UM Senate reports show that Navitas has been able to achieve significant recruitment from regions in which Western has had little success such as Sub-Saharan Africa.

	FIC	ICM	TMUIC	Western University (direct entry)
Greater China	35	5	22	60
Asia (excluding China)	32	55	46	17
Africa & Middle East	12	30	14	14
Americas	16	7	12	6
Other	5	3	6	3

Table 1: Fraction of recruitment (percentage) from major recruiting regions for the FIC, ICM, and TMUIC relative to Western (2021-22 through 2023-24)

International College programming: While at the international college, students take 5.0 first-year university credits toward a degree program at the partner university. A wide range of courses is typically available: FIC currently advertises approximately 90 unique half-courses, while a full review of the ICM program prepared for the UM Senate in April 2017 indicates approximately 40 unique half-courses in the Winter 2016 term alone, many of which were offered in multiple sections. This breadth of course availability facilitates entry to a wide range of faculties (see Table 2 below).

The time spent by students in the international college varies depending on students' high-school preparation. According to Navitas Canada, the average completion time is less than 15 months, which is consistent with the figure of 14 months provided in the 2017 UM Senate report. It is important to note, however, that both FIC and ICM offer an eight-month pre-university foundation program requiring only grade 11 education for entry—something we are not considering—and recruit students from a lower admissions band than would be approved at Western.

Completion rates of the international college first-year program are healthy: Navitas reports an 83.8% completion rate for Canada overall, which is consistent with data from the UM Senate report. This success compares well with published overall retention rates of first-year students at SFU and UM (85.7% and 79.7%, respectively, averaged over the entering classes from 2020 through 2022).

The vast majority of students (over 92% at FIC and ICM) who successfully complete the Navitas program progress to year 2 at the partner university in a subsequent term. High retention is not surprising, given that students have taken the precise courses needed for entry to a program at the host institution, with no need apply for transfer credit, but does suggest that students are satisfied with their experience.

This satisfaction is reflected in the results of an ICM student satisfaction survey conducted in 2016 (at the 10-year mark of the partnership):

	Very Poor	Poor	Satisfactory	Good	Excellent
Overall Quality of Program	2	6	29	50	17
Overall Quality of Teachers	1	2	31	63	45
Overall Quality of Support Services	2	7	34	49	17
Overall Quality of Customer Services	2	6	31	63	23
Overall Quality of Facilities and Resources at ICM	1	3	29	63	25
Overall Rating of ICM as a Provider of Learning Opportunities	3	6	39	67	33
Overall, the College has an excellent learning Environment	5	9	47	68	35

Table 2: Student satisfaction at the International College of Manitoba.

Transfer to the partner university: Data from SFU Senate reports show that students from FIC are distributed across all faculties except Education, and make up slightly more than half of all new international students at SFU (see Figure 5). Direct-entry students accounted for 26% of new international students in 2024-25, with the remainder arriving as transfer students. The proportion varies by faculty, with Health Sciences being prioritized over recent years and Science only recently becoming a priority for the FIC. Internal SFU data show a similar distribution of degrees earned by former FIC students, though some shift from Arts and Social Science to Business after initial entry to SFU is evident (just as it is at Western).

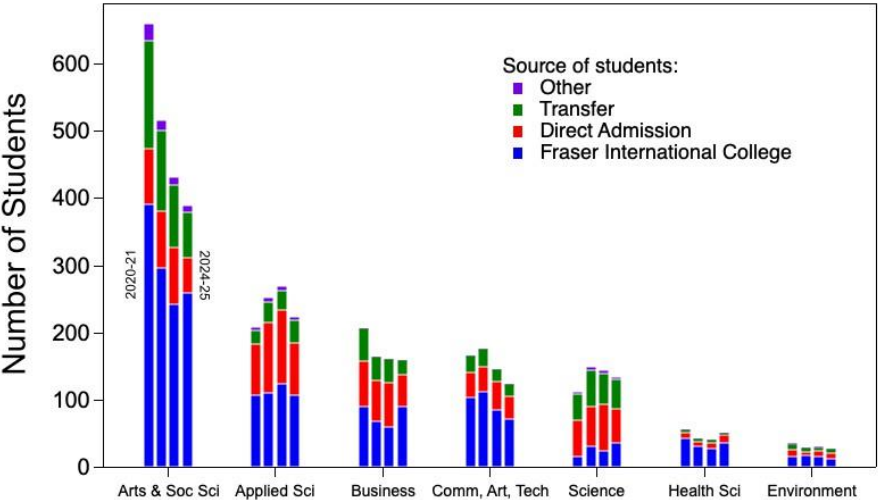


Figure 5: Distribution of new international students across faculties at Simon Fraser University (2020-21 through 2024-25).

Students progressing from the ICM to the University of Manitoba show a similar diversity of programs, with approximately half of graduates ultimately earning their degree from the Faculty of Arts, one quarter from Asper School of Business and the remainder distributed across programs (see Table 3).

UM Faculty	Total degrees	(%)
Agricultural & Food Science	21	4.2
Arts	245	48.5
Business	117	23.2
Engineering	44	8.7
Environment, Earth, & Resources	8	1.6
Science	54	10.7
Other	16	3.2

Table 3: Total degrees granted by UM to former IC students through 2016.

Performance at the partner university: An important metric is the performance of international college students after they enroll in the partner university. In general, such data is more difficult to obtain from public reports since former international college students are simply included in aggregate results.

Retention of former FIC students moving from year 2 to year 3 at SFU has averaged well over 90%. ICM students have experienced similar success at UM. Over the five-year period preceding the 2017 Senate report, retention of former ICM students to a subsequent year was strong, averaging 92%, matching the success of the direct-entry cohorts.

Graduation results shared by SFU and UM Senate reports show similar performance between former international college students and direct-entry international students. For instance, the graduation rate of former FIC students is within a percentage point of the graduation rate of direct-entry students at SFU who successfully progress to year 2.

Bottom line: Performance and graduation rates of students coming through FIC and ICM are comparable to or better than direct-entry international students.

5. Finances

The proposed WIC partnership with Navitas would include several elements.

a. Tuition Fees at WIC

Students enrolled at WIC would pay the same tuition fees as international students enrolled at Western. Tuition revenues would be collected by WIC and the College would be responsible for all its costs. Western would not bear any costs for WIC operations; quite the opposite, Western will receive royalties, including space rental fees.

b. Royalty sharing

Royalties are a proportion of tuition revenue that Navitas would collect from students at WIC and pay to Western, noting that these royalties would more than exceed any direct and indirect costs incurred by Western as part of the academic oversight activities at WIC. Our intention is to negotiate a royalty amount with Navitas that meets our needs.

The vast majority of the royalties received would flow directly to departments and programs, as well as support units that participate in oversight activities.

Students in Year 1 at WIC would pay the same ancillary fees paid by Western students. The portion of these fees associated with the USC and SOGS would flow directly to those organizations. Ancillary fees associated with our student support units would be directed in the same way.

c. International tuition revenue sharing (Years 2 to 4)

Students who successfully complete Year 1 at WIC and meet Western's established progression requirements would transfer to Year 2 at Western and join their direct-entry classmates. These

students would pay the same tuition rates as other international students at Western, with the rates approved by Western's Board of Governors in effect at the time of their enrolment. The same conceptual model would apply to graduate students.

Incremental tuition revenue generated through this pathway would be distributed through Western's enrolment-related revenue-sharing system, as it exists at that time. At present, 50% of the incremental revenues flow to the faculties – with 30% based on program enrolments and 20% based on teaching responsibilities. While revenue-sharing models may evolve in future, this approach ensures that faculties are resourced in alignment with enrolment and teaching demands.

While the revenue-sharing system consists of the automatic flow of funds to faculty budgets, the remaining 50% will allow us to fund the Academic Priorities Fund (APF) and to provide resources to our support units. As noted earlier, due to the current constrained revenue situation, we have not been able to invest base resources in 2024-25 and 2025-26. Without incremental revenues, we will be forced to continue the “no base investment” scenarios and cuts to achieve a balanced budget.

d. Additional financial considerations

Navitas would assume all operational costs for WIC, including staff, instructor, infrastructure and student support costs.

As a point of comparison, Western's spending on recruitment activities, including private, for-profit agents and marketing, amounted to over \$3 million for the Fall 2024 intake. Building on these investments will be important to continue growing our direct recruitment as part of a multi-pronged approach to international education. The incremental funds outlined in section 5 will make these investments in our direct recruitment enterprise possible.

Over the past three years, we have added more than \$6 million for scholarships for international students. With new revenues, we would have the opportunity to further invest in scholarships and bursaries for international students in addition to the expansive suite of supports already in place for domestic students.

e. Financial outlook

As noted in the introduction to this document, our operating budget is shrinking while our expenses continue to rise. Relying on measures like cuts, pauses, and delays to balance the budget is not a sustainable solution—no university can cut its way to financial health. And yet, our campus community has already begun to feel the pressures of these reductions. They come at a cost, limiting our ability to invest in our research mission, attract top talent, support graduate students, advance teaching and learning, and engage meaningfully with our community.

To secure Western's future, we must identify new, sustainable and diversified revenue streams that enable us to invest in our faculty, staff, and students—the next generation of leaders who will

shape society—and honour our commitments to our communities. The proposed partnership positions us to expand our impact locally and globally.

The enrolment and revenue projections in Appendices B and C present conservative yet strategic scenarios for WIC, aligned with Western’s goals and projected enrolment. Appendix E outlines the costs and risks associated with different international education options.

Consider the opportunities an influx of funding could create. How far could \$8 million take us? What could we accomplish with \$120 million? The potential for transformation is significant.

Conclusion

Great universities are global universities. As Western approaches its 150th anniversary, we honour our past achievements while looking ahead to an even greater future—one defined by impact. The next 150 years will be measured by our ability to transform lives, advance discovery, and contribute to our community, country and the world.

In an era of division, inequality, and global challenges, our strength lies in our connectedness. By expanding our international reach, we amplify our knowledge, innovations, and creativity to address the pressing issues of our time, both at home and abroad.

Educating Canadian and international students together builds a global alumni network that will shape the future. Our graduates—leaders, scientists, entrepreneurs and artists—will carry Western’s influence across the world, becoming lifelong ambassadors, collaborators and supporters.

Our students’ investment in a Western University education, fuels our ability to reinvest in what makes us exceptional: transformative learning, world-class research, and outstanding faculty and staff.

This partnership is a key step in our broader strategy to deepen global engagement while strengthening Western’s foundation for the future.

Collaboration is in our DNA. Western is a university of passionate, resourceful people who, despite diverse perspectives, embrace new ideas and approaches and share a commitment to seeing our institution thrive. Together, and with new partners, we will harness our potential to create a greater impact on our community and the world.

Appendix A: Committees

1. Joint Strategic Oversight Committee (JSOC)

Proposed Membership:

- Co-Chair: Provost and Vice-President, Academic (or designate)
- Co-Chair: WIC Academic College Director
- Three (3) members nominated by the University
- Three (3) members nominated by the College

Purpose

The JSOC would provide oversight of the overall strategy and performance of the proposed partnership and provide a forum to review and resolve any high-level concerns. The JSOC would consist of senior members from both WIC and the University in order to ensure alignment of interests, goals and objectives and eliminate conflicts and/or barriers to success.

The JSOC would:

- Review the overall performance of the partnership annually (for the previous 12-month period) and identify any challenges affecting the partnership, including:
 - Achieving agreed upon goals and objectives
 - Determining and implementing solutions
 - Developing solutions to identified issues
 - Regularly reviewing enrollment at the College and providing broad direction on enrollment targets
- Communicate the key outcomes and decisions of the JSOC to the members of the University and the College and ensure issues are resolved expeditiously;
- Resolve any areas of conflict between the University and the College;
- Implement effective risk management to minimize or eliminate risks, threats and potential barriers to the success of the partnership;
- Review the internationalization global engagement goals of the University and look for opportunities for increased alignment; and
- Share global international education data.

Meetings

The JSOC would meet three times per year.

2. Academic Advisory Committee (AAC)

Proposed Membership

- Chair: Provost and Vice-President, Academic (or designate)
- Three (3) members nominated by the University
- Three (3) members nominated by the College

Purpose

The AAC would be an advisory committee to both the University and the College to ensure that the academic quality of the WIC programs meets the highest standards.

The AAC would also decide:

- On the reports to the university and the College, which would include provision for regular consultation with students;
- Student academic appeal cases that are not resolved at initial stages of appeal. In seeking resolution, the AAC would be guided by the University's policies and regulations.
- The AAC would be responsible for tracking and reporting on the following:
 - The academic performance of students who progress from the College to the University;
 - The number of students who progress, and the majors/programs they undertake;
 - The quality assurance processes and academic performance of students at the College;
 - The course mapping within the pathway programs;
 - An analysis of any increase to Faculty workloads resulting from academic oversight of the courses offered through the College;
 - Any concerns that the College instructors have regarding working conditions;
 - The College would provide information to the University regarding academic issues including academic accommodation, and academic integrity.

Meetings

The AAC would meet at minimum at the conclusion of each term and at additional times as necessary.

3. Student Success Committee (SSC)

Proposed Membership

- Co-Chair: Vice-Provost, Students (or designate)
- Co-Chair: WIC Director
- Three (3) members nominated by the University
- Three (3) members nominated by the College

Purpose

The SSC would be responsible for implementing strategy and tactics for recruitment, support the transition of students into the WIC programs and progression into university programs. The committee would foster and strengthen the collaboration between the University and the College to realize its goals for enrollment, supports, and progression.

The SSC would:

- Review the effectiveness of student support and services provided;

- Ensure that the preparations for student intakes are carefully planned and operationalized;
- Monitor admissions, focusing on the enrollment targets agreed upon by the JSOC;
- Review the competitive positioning of the programs in relation to other education options for international students;
- Review the effectiveness and efficiency of the admissions processes, and the coordination and collaboration between the College and the University; and
- Review services offered by the University and recommend changes required to support continuity of care once students progress into the second year.

Meetings

The SSC would meet two or three times in each 12-month period.

Appendix B: Undergraduate enrolments with and without an international college

Western's undergraduate enrolment has grown substantially over the past few years. Since 2018-19, full-time undergraduate enrolment has increased by over 5,600 students. However, in the same period, the number of international fee-paying undergraduate students has declined by 780. In 2024-25, our undergraduate international enrolment was 7.5% of our total undergraduate enrolment, well below the 20% target outlined in our Strategic Plan and well below what our U6 peers have achieved.

Lines 1 to 4 in the table below simulate projected growth in undergraduate enrolment over the next eight years—assuming Western does not establish WIC. Line 3 reflects projected growth in undergraduate international enrolment, based on the assumption of a more favorable external environment and additional institutional investment. Under this scenario, international undergraduate enrolment would increase by approximately 450 students, reaching 9.1% of total undergraduate enrolment by 2032–33.

Lines 6 to 12 simulate projected additional international students through an international college model. The simulation is conservative and based on growth numbers in other International Colleges. The incremental number of students coming to Western (Years 2 to 4 of study) exceeds 1,400 in 2032-33. In total, our international enrolment would exceed 4,000 (line 12) and the percentage of international students would surpass 13% (line 13).

Table: Simulation of enrolment outcomes of an International College partnership:

		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Full-Time Undergraduate Enrolment at Western											
<i>Projection without establishment of an international college</i>											
1	Domestic UG (all years of study)	27,394	27,165	27,149	26,700	26,564	26,604	26,604	26,604	26,604	26,604
2	International UG (all years of study)	2,212	1,974	1,902	1,947	2,129	2,280	2,516	2,608	2,659	2,700
3	Total UG enrolment	29,606	29,139	29,051	28,647	28,693	28,884	29,120	29,212	29,263	29,304
4	Proportion of international students	7.5%	6.8%	6.5%	6.8%	7.4%	7.9%	8.6%	8.9%	9.1%	9.2%
Possible Western International College (WIC) Partnership											
<i>Projection with establishment of an international college</i>											
6	Incremental Year 1 International students at WIC			80	125	250	500	750	1,000	1,250	1,250
7	Progressing from WIC to Year 2 at Western				68	106	213	425	638	850	1,063
8	Progressing to Year 3 at Western					61	95	192	383	574	765
9	Progressing to Year 4 at Western						55	86	173	345	517
10	Total incremental international enrolment				68	167	363	703	1,194	1,769	2,345
11	Total international enrolment at Western				2,015	2,296	2,643	3,219	3,802	4,428	5,045
12	Proportion of international students				7.0%	8.0%	9.0%	10.8%	12.5%	14.3%	15.9%

Appendix C: Incremental revenues resulting from the International College model

The table below simulates the incremental revenue Western could receive through incremental enrolment resulting from the transfer of students from the Western International College (WIC) (see line 1). These revenues are projected to grow steadily over time, reaching \$73.5 million by 2032–33. Without WIC, this revenue would not be available. Should enrolment at WIC exceed the projections, Western’s revenue would increase even further.

Table 1: Simulation of potential revenues deriving from WIC (Undergraduate)

Academic Year		2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
1	Incremental international undergraduate enrolment from WIC	68	167	363	703	1,194	1,769	2,345
2	Average international undergraduate tuition rate (based on 2024-25 rates)	52,000	52,000	52,000	52,000	52,000	52,000	52,000
3	Total projected incremental tuition revenue	3,536,000	8,684,000	18,876,000	36,556,000	62,088,000	91,988,000	121,940,000

The potential revenue deriving from a professional master’s pathway from WIC will depend on the specific programs involved. As an illustration, Tables 2 and 3 present the additional revenue that might result from incremental students to two programs that have expressed initial interest in creating a pathway: Engineering (M.Eng.) and Health Sciences (C.S.D./O.T./P.T.). Lines 1–3 in the tables represent the current international enrolment in those programs and the resulting tuition. In both cases, a modest increase in the initial class is modelled on line 4, with 10 additional international students assumed in each successive year, resulting in the incremental tuition revenue shown on line 5. Additional programs would be free to explore pathways where capacity exists.

Table 2: Simulation of potential revenues deriving from a professional master's pathway in Engineering

Academic Year		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	318	292	280	295	300	300	300
2	Tuition Rate (increases by 2%/y after 2025-26)			\$45,779	\$46,695	\$47,629	\$48,582	\$49,554
3	Tuition Revenue			\$12,818,120	\$13,775,025	\$14,288,700	\$14,574,600	\$14,866,200
4	Simulation of Additional Enrolment through WIC				25	35	45	55
5	Additional Tuition revenue				\$1,167,375	\$1,667,015	\$2,186,190	\$2,725,470

Table 3: Simulation of potential revenues deriving from a professional master's pathway in Health Sciences

Academic Year		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	19	26	38	46	46	46	46
2	Tuition Rate (increases by 2%/y after 2025-26)			\$40,075	\$40,877	\$41,695	\$42,529	\$43,380
3	Tuition Revenue			\$1,522,850	\$1,880,342	\$1,917,970	\$1,956,334	\$1,995,480
4	Simulation of Additional Enrolment through WIC				10	20	30	40
5	Additional Tuition revenue				\$408,770	\$833,900	\$1,275,870	\$1,735,200

Appendix D: Professional Master's Programs

Background:

Professional master's programs are graduate degrees designed to provide specialized knowledge and skills for a specific profession or career path. Unlike research-based master's programs, which provide experience and training in research and scholarship, professional master's programs are specifically designed for re-skilling and upskilling with a greater focus on practical skills and knowledge relevant to the profession. They are designed to prepare students for specific career paths and to enhance their job prospects. Professional master's programs often include experiential learning opportunities such as practicums, internships, or projects. There is a demand for such credentials in a wide range of fields including education, engineering, healthcare, information and media, business and finance, and analytics.

Professional Master's Programs at Western

There are 29 professional master's programs at Western offered through eight Faculties. Currently, about 30% of students in these programs are international. Recruitment into graduate programs lies primarily with graduate programs/Faculties. Except for a couple of faculties, the resources for active recruitment are very limited or not present. As a result, the accept-retention rate of international students (i.e., the fraction of applicants who accept the admission offer and ultimately enroll in the program) is low (3-year average accept-retention rate of international students at Western for professional master's programs is under 40%). Expanding professional master's enrolment is a priority for our faculties, but their efforts are restricted by the availability of resources. Furthermore, over 80% of international students in these professional master's programs are from three countries only; therefore, an ever-changing geopolitical environment makes growth of professional master's programs highly uncertain if we do not diversify recruitment. Currently, we do not have the capacity or resources to expand our recruitment efforts.

Pathways to professional master's programs through WIC

Graduate admission decisions are made by each graduate program. Each program sets specific admission requirements including the entrance academic average (70% average is set as a baseline requirement by the School of Graduate and Postdoctoral Studies). As per the Senate policy on graduate admissions, admission to a master's degree program at Western requires a four-year degree. However, the policy has a provision to allow programs to consider equivalent qualifications as deemed appropriate per the standards of the discipline or profession.

WIC would offer a pathway to professional master's programs at Western for prospective students through a pre-master's preparatory program. Depending on their academic standing and background, students would complete one or more of the following options at WIC:

- Students with a 3-year bachelor's degree: Globally, many countries offer 3-year bachelor's degree programs. These students, while academically strong, are not eligible to apply for

direct entry to our professional master's program. The proposed partnership would allow these students to complete additional academic work at WIC to meet eligibility for their intended professional master's program. Each participating Western graduate program would determine the specific additional academic requirements that these students must complete at WIC prior to entry.

- Students who hold a 4-year bachelor's degree but lack specific prerequisites for a professional master's program would complete the requirements at WIC. Each participating Western graduate program would determine the specific prerequisite courses that these students must complete at WIC prior to starting their professional master's programs.
- Non-credit pre-master's preparatory program to prepare international students for academic success in their master's program: These non-credit courses would be developed in collaboration with participating Western graduate programs.
- Selected for-credit master's courses that these students can complete prior to starting their master's program: This option is primarily designed to allow students to take 1–2 courses that may help them to succeed in their master's program (e.g., professional development courses). Participating Western graduate programs would determine any such courses and approve them.

Students coming to Western through a pre-master's pathway will receive a conditional admission offer from the corresponding graduate program to apply for the study permit and will be admitted to Western's professional program when they meet the admission condition.

Students who meet the requirements for direct admission to a professional master's program at Western would be referred to Western for direct entry to the professional master's program.

Participation in the WIC Pathway Program

The decision to participate in the WIC professional master's pathway program lies with individual graduate programs/faculties. Each professional master's program at Western is unique in terms of program design and admission requirements. Therefore, for professional master's programs willing to participate, specific pathway design(s) would be developed jointly by the graduate program and Navitas for pathway options (described above) that align with each program's requirements. These pathway designs would be formalized through program modification for each participating program. As per Western's quality assurance process, any major modification to a graduate program would require the approval of Senate.

Navitas Experience with Recruitment for Professional Master's Programs

While the proposed partnership to establish a pathway into professional master's programs is the first one in Canada, Navitas has extensive experience in establishing and operating master's level pathways through Navitas colleges in partnership with universities in several other countries, including Australia, United Kingdom, Germany, New Zealand, United Arab Emirates and the United States.

Case Studies

To provide further clarity, case studies on the WIC pathway to professional master's programs
Faculties of Health Sciences and Engineering will be included in the next draft of the proposal
(currently in progress).

Appendix E: Risk Assessment of International Education Models

The following analysis summarizes key risks and considerations associated with three international education models: Partnership model to set up **Western International College (WIC) in partnership with Navitas**, an **In-House First Year Model** and international recruitment through **Direct Entry**. A detailed comparison of financial, governance, recruitment, student experience, academic and reputational risks is provided below.

Summary of risk assessments:

- 1. Financial:** Partnership models increase revenue certainty (amount and timing) and manage downside financial risk for Western. The Partnership model accrues revenue to Western quickly, without upfront costs. In contrast, the In-House option and Direct Entry students place the financial risk solely on Western, with no downside protection to manage financial uncertainty. Modeling the financial success of the In-House and Direct Entry options is challenging due to their reliance on a developed recruiting network.
- 2. Governance:** Oversight structures in any option would provide necessary reporting of performance through Western's governance system, with minimal differences in governance risk between options.
- 3. Recruitment and Admissions Process:** Partnering with Navitas could significantly benefit Western's international recruitment but also result in reduced control over the recruitment process without proper oversight. Current state and In-House options do not provide a viable option to meet international targets.
- 4. Student Experience:** Development of programs to support first-year international students is similar under both options with delivery provided by partner for some services. Oversight committees would be established to minimize residual risk and ensure consistent experience under the options considered.
- 5. Academic Experience:** Western would retain control over the development and delivery of academic programming under any of the options considered. Under the Partnership model, joint committees would provide additional oversight over academic standards.
- 6. Reputational Impact:** The Partnership model option could potentially impact the reputation of the university due to its association with a private enterprise. However, the experiences of other universities partnering with Navitas does not demonstrate a clear reputational impact (positive or negative). Additionally, continued poor performance with Direct Entry recruitment (including the In-House option), could lead to a negative international perception, further hindering recruitment efforts.

Risk comparison across recruitment options

1. Residual

The following table highlights areas where the residual risks are similar across all options, as well as areas where risks differ based on the recruitment model.

Comparison of Risk by Option		
Similar level of Residual Risk for All Options		
<ul style="list-style-type: none"> Governance Structure Governance Oversight Admissions Processing Recruitment Process Oversight 	<ul style="list-style-type: none"> Student Experience - 1st year Experience Student Experience - Access to Resources Student Experience - Residence Experience 	<ul style="list-style-type: none"> Academic Experience - Delivery of Academic Programing Academic Experience - Academic Standards Academic Experience - Curriculum Offering
Lower Risks with Partnership - WIC	Lower Risks with In-House First Year	Lower Risks with Direct Entry
<ul style="list-style-type: none"> Recruitment Network Financial Risks – Revenues amount/timing Financial Risks – Downside risk managed, no additional expense 	<ul style="list-style-type: none"> No reputational impacts from Partnering with a Private Enterprise 	<ul style="list-style-type: none"> Students Admissions Standards
Higher Risks with Partnership - WIC	Higher Risks with In-House First Year	Higher Risks with Direct Entry
<ul style="list-style-type: none"> Reputational Impacts from Partnering with a Private Enterprise 	<ul style="list-style-type: none"> Recruitment Network Financial Risks – Revenues amount/timing Financial Risks – Expense amounts 	<ul style="list-style-type: none"> Recruitment Network Financial Risks – Revenues amount/timing Financial Risks – Expense amounts

Recruitment is the key differential risk that has multiple downstream impacts to financial and operational outcomes; the Partnership model manages recruitment risk most effectively, and limits downside financial outcomes to Western.

2. Financial risk

The table below outlines key financial risks and considerations across the three recruitment models— Partnership model, In-House First Year and Direct-Entry model.

Financial			
Risk/Issue	Western International College (WIC)	In-House First Year	Current State – Direct Entry
Amount of revenues	Lower uncertainty	Higher uncertainty	Higher uncertainty
Timing of revenues	Lower uncertainty	Higher uncertainty	Higher uncertainty
Operating expenses	Similar	Similar	No Change
Recruitment expenses	No additional cost	Higher uncertainty	Higher uncertainty
Underperformance Financial Risk	Partner	Western	Western
Overperformance Financial Reward	Shared	Western	Western
Partner risk	Single	Diversified	Diversified

Key Considerations:

A key financial risk is the success of the recruitment network. The operational costs of the college are similar for both Partnership and In-House options. However, under the WIC option, the financial risk for operations and the recruitment network, is transferred to the partner. This model minimizes Western’s exposure to financial risks. The WIC option leverages established and diverse partner networks, providing more stable and faster revenue streams for Western.

There is substantial financial uncertainty related to the In-House and current state options, which require upfront expense to build out the recruitment network. This increases revenue risk in terms of amount and timing. Unpredictable recruitment numbers lead to uncertain revenues, increasing the risk of unsustainable deficits that Western must fund. Delays in achieving sustainable recruitment numbers, risk losing valuable time needed to develop alternative revenue streams to support faculty operating budgets.

While underperformance jeopardizes Western's long-term financial health in all scenarios, only the In-House and current state options require Western to fund deficits through allocations from the existing operating budget. In the Partnership model, the partner funds any deficits, reducing Western's financial burden. If efforts overperform, Western benefits in all scenarios. The University takes all the risks and rewards with the In-House and current state options, but the financial risk is highest for Western, and these options have the most uncertainty. Under the WIC option, Western manages downside risk while sharing in the financial rewards; the timing of revenues has less uncertainty and is most probable to start in year 1.

Diversifying partner risk under the In-House and Direct Entry options add value since the failure of a partner limits the downside financial risk to Western. Under the WIC scenario, the partner must be financially strong, able to meet the college's financial obligations, and demonstrate long-term financial commitment to Western. Diversification under In-House and current state options reduces reliance on any one partner but increases international tax compliance risk and monitoring requirements in multiple foreign jurisdictions, both of which increase financial risk directly to Western. Under the WIC model, these risks and expenses are managed by the partner.

3. Governance

The following table summarizes governance structures and oversight mechanisms for each option.

Governance			
	Western International College (WIC)	In-House First Year	Current State – Direct Entry
Structure	Partnership between Western and Navitas. Final structure of WIC needs to be determined and outlined in a final agreement. Reputation impacts would need to be considered for any partnerships with a private enterprise.	Leverage Western's existing governance structures and build on existing oversight mechanisms, such as those used in preliminary year.	No Change
Oversight	Western would be directly responsible for delivering Curriculum, Academic Standards, Faculty Selection, Student Recruitment Standards, Space, Brand Promotion and Ancillary Services. Western would have oversight of remaining functions managed by Navitas through various committees. A joint Strategic Oversight Committee to review and monitor performance and set goals, will report annually.	Responsibility for all activities remain with Western. Organizational structures (including reporting) will need to build on existing oversight mechanisms to ensure proper oversight of this option.	No Change

Key Considerations: While the oversight of WIC is similar to existing partnerships, it is unique in terms of delivering an academic experience in partnership with a private entity. Joint committees are proposed under WIC to ensure information for decision making purposes is delivered to Western. The adequacy of the governance structure should be assessed to ensure it provides oversight and accountability acceptable to Western.

4. Recruitment and Admissions Process

This section compares how each option would manage international student recruitment and admissions.

Recruitment and Admissions Process			
	Western International College (WIC)	In-House First Year	Current State – Direct Entry
Recruitment Network	Leverages the experience of an experienced partner with established recruiting expertise across regions and student cohorts. This significantly reduces recruitment risk for Western by transferring it to a third party.	Expanding our recruitment network for pre-admissible students is necessary, requiring additional time and new expertise, in addition to understanding regional dynamics and evolving student preferences for every country. Building this network increases recruitment risk as it delays the time to bring students to Western.	Expanding our recruitment network is necessary and would require, understanding regional dynamics and evolving student preferences for every country. Building this network increases recruitment risk as it delays the time to bring students to Western.
Identified Prospects Pool of Candidates	Accesses student prospects previously unavailable to Western. Can also supplement Direct Entry international enrollment. This provides the largest pool of candidates available to Western, among the alternatives considered.	Until effective recruitment efforts are undertaken, this option could potentially draw resources from the current recruitment processes, requiring additional support.	Resource intensive method to identify potential candidates.

Key Considerations: The WIC option and potentially the In-House first-year option provide enrollment for Western students at a lower level (80-85%) compared to domestic students. Issues related to equity and fairness may need to be considered (especially for domestic students).

Additionally, the practices used by third parties to attract and recruit students would not be under Western's direct control. Processes to ensure recruitment practises acceptable to Western would need to be implemented to provide assurance.

5. Student Experience

The following section examines how each option would support the first-year experience for international students.

Student Experience			
	Western International College (WIC)	In-House First Year	Current State – Direct Entry
1 st year orientation/integration	Developed by Western and monitored by Student Success Committee	Determined by Western	Determined by Western
Residence Experience	Determined by Western	Determined by Western	Determined by Western
Access to Sports and Intramurals	Western Experience	Western Experience	Western Experience
Mental Health Resources	Western Experience	Western Experience	Western Experience
Clubs/Social Access	Western Experience	Western Experience	Western Experience

Key Considerations: The goal of each alternative is to provide a consistent Western experience for international students. In the case of WIC, most services will be provided though Western, and some portions of that experience will be managed by Navitas (but developed by Western), with oversight from Western. Support Services for students would be funded by ancillary fees, the same under any of the models. Processes will need to be developed to manage risks, and oversight will be key to success. Other operational risks around safety/security also should be considered under any option.

6. Academic Experience

This section reviews how each option would maintain the quality and delivery of academic programs.

Academic Experience			
	Western International College (WIC)	In-House First Year	Current State – Direct Entry
Delivery of Academic Programing	Delivered by Western Faculty	Delivered by Western Faculty	Delivered by Western Faculty
Academic Standards	Determined by Western. Academic Advisory Committee to provide oversight.	Determined by Western	Determined by Western
Curriculum Offering	Oversight and final approval from Western to meet current Standards.	Would need to be newly developed, financed and piloted to meet needs of this group.	Existing Western Process

Key Considerations: Western would retain control over the development and delivery of Academic programming. Navitas would be responsible for providing the infrastructure for teaching. Partnering with a private enterprise could have reputational impacts. Academic Experience would be similar under the options considered.

7. Reputational Impact

Appendix E, Table 7: This section explores the potential reputational impact of each model.

Reputational Impact		
Western International College (WIC)	In-House First Year	Current State – Direct Entry
<p>Partnering with a private enterprise has been raised as a potential risk to Western’s reputation. However, the performance in international rankings of other institutions partnering with Navitas has not demonstrated a clear impact (positive or negative); trends since 2012 in QS rankings across six Universities have been mixed. University rankings are influenced by a multitude of factors, including academic reputation, academic output as measured by Scopus, employment outcomes, sustainability, and international collaborations. A change in rank cannot be solely attributed to the Navitas partnership but it can provide an indicator of an institution’s reputation over time.</p> <p>The universities ranked in the top 200 have all improved their QS rank since 2012 while the lower ranked schools have mixed results. The University of Sydney has been engaged with private partners for delivery of education for the past two decades (Navitas since 2023). Lancaster University, Curtin University, and Deakin University have also partnered with Navitas since at least 2012 (Deakin University since 2015). These universities have either improved or maintained their QS rankings during that time. Simon Fraser University and the University of Manitoba have experienced mixed ranking performance over time with their own experiences with Navitas. SFU has maintained a top 400 ranking, while UM has seen a decline in their rank.</p>	<p>Recruitment challenges for this option have been detailed above as being a higher risk.</p> <p>Underperformance of recruitment efforts could negatively impact Western’s reputation. This would add further challenges to future recruitment efforts.</p>	<p>Under the current state, continued underperformance of direct recruitment efforts could negatively impact Western’s reputation. This would add further challenges to future recruitment efforts.</p>

ITEM 13.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The Academic Colleagues convened over two days, April 15-16, 2025, engaging in substantive dialogue on pressing issues affecting Canadian higher education and research. The meetings comprised an evening session dedicated to a guest lecture and a subsequent morning session for strategic planning and discussions on future initiatives. The proceedings underscored the university community's commitment to fostering an environment supportive of scientific integrity, equitable practices, and adaptive responses to evolving political and social landscapes.

The opening forum featured a presentation by Dr. Sarah Laframboise, Executive Director of Evidence for Democracy, addressing the implications of U.S. federal policies on Canadian academic pursuits.

Profound impacts of U.S. policies on Canadian research were elucidated, including significant reductions in funding for transnational collaborations, threats to environmental regulations, censorship and erosion of scientific rigor, restrictions on international movement of researchers, and declining public trust in science. Dr. Laframboise highlighted the utilization of the Evidence for Democracy tracker as a crucial tool for monitoring these effects.

The discourse extended to international recruitment strategies, whereby nations are actively enticing American researchers through enhanced grants and visa facilitation. Within the Canadian context, financial limitations—such as diminished research and development expenditure, budgetary constraints faced by Ontario universities, and caps on international students—pose formidable barriers to capitalizing on potential "brain gain."

The discussion also addressed the growing concern around Equity, Diversity, and Inclusion (EDI) in the United States.

Topics addressed during the discussion portion included:

The potential shift of international undergraduate students opting to study in Canada, driven by American policy climate.

The risk that U.S.-driven merit-based reforms could influence Canadian policy, emphasizing the importance of evidencing positive EDI impacts.

Recognition that Canada predominantly collaborates with U.S. researchers; reciprocal collaboration remains limited.

Concerns regarding possible missed career opportunities amid travel restrictions and the measures universities might implement to safeguard researcher mobility.

Colleagues continued the discussion the following day and delineated thematic structures for the forthcoming presentation to the Members of the Council of Ontario Universities. The planned themes encompassed:

- The overarching impact of US policies on research and researchers

- Implications of the above for undergraduate education and training

- Social consequences stemming from current academic landscapes

- Affirmation of commitments to EDI, emphasizing ongoing initiatives

Additional institutional updates addressed ongoing reviews regarding equity and civil discourse, fiscal sustainability amidst budgetary pressures, leadership transitions, and collective bargaining processes.

The Council of Ontario Universities (COU) was represented by Chief of Staff Dominika Flood, who provided a synopsis of advocacy efforts targeting the provincial government, particularly concerning targeted funding for STEM disciplines as indicated in the upcoming provincial budget.

Committee reports from the Budget and Audit Committee and the Governance and Nominations Committee also delivered updates on recent deliberations and strategic priorities.

ITEM 14.0 – 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 14.1(a) – Senate Membership – General Community Member

ACTION: ☐ ACTION ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate membership includes five persons from the general community, two of them appointed by Senate. In accordance with section B.2 of the Senate Election Procedures, in regard to the filling of vacancies for members of the general community:

The Senate Nominating Committee shall select representatives from the general community to serve on the Senate in accordance with Section 24(1)(g)(ii) of the UWO Act 1982 (as amended in 1988).

“...five persons from the general community, one of whom shall be active in or associated with the field of secondary school education...”

The Nominating Committee met on May 7, 2025, and **Christine Giannacopoulos** was elected to serve on Senate as a representative from the general community who is associated with the field of secondary school education for a term from July 1, 2025 to June 30, 2027.

ITEM 14.1(b) – Senate Membership – Undergraduate Student Senator At-Large

ACTION: ☐ ACTION ☒ INFORMATION ☐ DISCUSSION

<p><i>Workload: Senate meets monthly on Friday at 1:30 p.m.</i></p>

Senator-elect Paul Zhao, undergraduate student representative – At Large, has resigned from his role, leaving a vacancy on Senate from July 1, 2025 to June 30, 2026.

Section C.5(a) of the Senate Election Procedures state the following in regard to the filling of mid-year vacancies for undergraduate students:

In the case of a vacant seat in an undergraduate student constituency, if the vacancy occurs between July 1st and April 30th, the Senate Nominating Committee shall select a replacement from the constituency. The name of the replacement shall be submitted to Senate for information.

The Nominating Committee met on May 7, 2025, and **Jasmine Antonelli** was elected to serve on Senate for a term ending June 30, 2026.

ITEM 14.2(a)(i) – Faculty of Science, Department of Biology: Revisions to the Admission and Program Requirements of the Honours Specialization in Biodiversity and Conservation

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Honours Specialization in Biodiversity and Conservation, offered by the Department of Biology in the Faculty of Science, be revised as shown in Item 14.2(a)(i).

EXECUTIVE SUMMARY:

The Honours Specialization in Biodiversity and Conservation will be reduced from 10.5 courses to 10.0 courses to align with other Honours Specialization modules offered by the Department of Biology. This change will also make it easier for students to access sufficient courses to complete the module in case some courses are not offered each year or are full.

Biology 4223F/G: *Marine Environments* and Biology 4410F/G: *Restoration Ecology* have not been offered in a number of years and are being removed from the module. These courses may be formally withdrawn in future if they still cannot be taught. Geography 3343A/B: *River Ecosystems* will also be removed from the module as it has not been offered in more than five years and will be withdrawn effective September 2025.

A new course, Biology 3450F/G: *Ecosystem Management*, will replace Biology 4410F/G within the module. The addition of the highly relevant Biology 3425F/G: *Global Change Biology* to a pick list will also improve students' choices. Similarly, shifting of Biology 4230A/B: *Ecosystem Health* up to the second last pick list will also aid in student choices (since they can choose it there or in the last pick list).

The former Biology 4243F/G has not been offered for over 10 years, so is removed from the module.

Lastly, a picklist within the admission requirements is corrected to note that Statistical Sciences 1024A/B is a current course offering.

Note: Biology 3450F/G: *Ecosystem Management* was approved by the Subcommittee on Undergraduate Academic Courses (SOC) at its meeting on April 16, 2025.

ATTACHMENT(S):

[Revised Calendar Copy – Honours Specialization in Biodiversity and Conservation](#)

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21134>

HONOURS SPECIALIZATION IN BIODIVERSITY AND CONSERVATION

Admission Requirements

Completion of first year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including:

Biology 1001A (or the former Biology 1201A) and Biology 1002B (or the former Biology 1202B); Chemistry 1301A/B and Chemistry 1302A/B; plus 1.0 additional course, with no mark in any of these principal courses below 60%.

0.5 course from: Physics 1201A/B, Physics 1401A/B, Physics 1501A/B; the former Physics 1028A/B, the former Physics 1301A/B.

1.0 course from: Calculus 1000A/B or Calculus 1500A/B, Calculus 1301A/B or Calculus 1501A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B or Mathematics 1600A/B, Data Science 1000A/B, Applied Mathematics 1201A/B, Numerical and Mathematical Methods 1411A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B; **Statistical Sciences 1024A/B**; the former Applied Mathematics 1411A/B, the former Applied Mathematics 1412A/B, the former Applied Mathematics 1414A/B, the former Applied Mathematics 1413, ~~the former Statistical Sciences 1024A/B~~.

Note: If not completed in Year 1, the Mathematics requirement must be completed by the end of Year 2. If not completed in Year 1, the Physics requirement must be completed by the end of Year 2.

Note: Physics 1101A/B with a minimum mark of 65% can be used to replace Physics 1201A/B.

Module

~~40.5~~ **10.0** courses:

2.5 courses: Biology 2483A/B, Biology 2601A/B, Biology 2581A/B, Biology 2290F/G, Biology 2382A/B.

0.5 course: Biochemistry 2280A.

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B.

0.5 course from: Chemistry 2213A/B, Chemistry 2210A/B.

2.0 courses: Biology 3484A/B, Biology 3445F/G, Biology 3440A/B, Biology 3442F/G.

0.5 course from: Biology 3220Z, Biology 3230F/G, Biology 3403A/B.

0.5 course from: Biology 3218F/G, Biology 3404F/G, Biology 3229F/G, Biology 4420A/B.

0.5 course from: Biology 3444A/B, Biology 3466A/B.

0.5 course from: Biology 3415F/G, **Biology 3425F/G**, Biology 4405A/B, ~~Biology 4223F/G, Geography 3343A/B~~.

0.5 course: Biology 4289A/B.

~~4.0~~ **0.5 courses** from: Biology 3450F/G, Biology 4230A/B, Biology 4412F/G, ~~Biology 4410F/G.~~

1.0 course from: Biology 3435F/G, Biology 3436F/G, Biology 3446A/B, Biology 3475A/B, Biology 4200A/B, ~~Biology 4230A/B,~~ Biology 4259F/G, Biology 4944F/G Biology 4970F/G, Biology 4999E, Geography 2133A/B, Geography 3352A/B, Geography 3441F/G, Geography 3445F/G, ~~the former Biology 4243F/G,~~ or courses above if not already taken.

Notes:

1. **The module will be 10.5 courses if Biology 4999E is chosen** ~~if student takes Biology 4999E, this module becomes 11.0 courses.~~
2. Some module courses require prerequisite offerings that are not themselves part of the module.

ITEM 14.2(a)(ii) – Faculty of Science, Integrated Science Program: Revisions to the Admission and Program Requirements of Honours Specialization in Integrated Science Modules

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the following Honours Specialization in Integrated Science modules, offered by the Faculty of Science, be revised as shown in Item 14.2(a)(ii).

Honours Specialization in Integrated Science with Biology

Honours Specialization in Integrated Science with Chemistry

Honours Specialization in Integrated Science with Computer Science

Honours Specialization in Integrated Science with Earth Sciences

Honours Specialization in Integrated Science with Environmental Science

Honours Specialization in Integrated Science with Genetics

Honours Specialization in Integrated Science with Mathematical and Statistical Sciences

Honours Specialization in Integrated Science with Synthetic Biology

EXECUTIVE SUMMARY:

The Integrated Science program underwent an IQAP review in spring of 2024. A takeaway from the review was that the 13.0 course requirement in each module was too restrictive in that it left little room for electives. Students also indicated that the course load of 5.5 in Year 1 was too heavy, and furthermore, that they would like an introduction to research prior to taking Integrated Science 4999E in Year 4.

Therefore, this proposal:

- Reduces the total number of courses in each module from 13.0 to 12.5 through course changes that do not alter each module's learning outcomes.
- Removes Integrated Science 1000Z: *How Science Works* from each module's admission requirements, decreasing the Year 1 course load to 5.0 courses.

Note: In the future, Integrated Science 1000Z will be re-launched as a Year 2 course to replace the Year 2 Philosophy requirement.

- Adds Integrated Science 1002Y: *What Scientists Do*, a new non-credit pass/fail course with a relatively light workload, as an admission requirement.
- Removes Integrated Science 3001F/G: *Materials and Biomaterials* from each module, resulting in a decrease of 0.5 course.

Integrated Science 3000Y: *Discovering Research*, a new non-credit, pass/fail course will be an optional, recommended course for each module. This low-workload course will provide students with the opportunity to shadow research in Year 3. Integrated Science 3000Y will not be included in the Calendar Copy for each module, but information about the course will be on the program's website and WISc students will be emailed about the course every year.

Other changes in this proposal include:

- Removal of information pertaining to admission into WISc from Grade 12 from the Admission Requirements for each module.
- Replacing Philosophy 2320F/G, which has been withdrawn, with a picklist of Philosophy course options.
- Changing the courses in the Honours Specialization in Integrated Science with Chemistry, Honours Specialization in Integrated Science with Earth Sciences, and Honours Specialization in Integrated Science with Environmental Science to reflect changes to the non-Integrated Science versions of those modules.
- Removal of Earth Sciences 2130Y and Earth Sciences 2241A/B from a picklist in the Honours Specialization in Integrated Science with Earth Sciences as these courses have not been offered in recent years.
- Various housekeeping and editorial edits.

Notes:

- At its meeting on April 16, 2025, the Subcommittee on Undergraduate Academic Courses (SOC) approved the introduction of Integrated Science 1002Y and Integrated Science 3000Y.
- Admission to the Honours Specialization in Integrated Science with Computer Science will be discontinued September 1, 2025. Because admission to this module will be discontinued, no changes to the program description/admission requirements are made.
- Parallel changes for the Honours Specialization in Integrated Science with Astrophysics and Honours Specialization in Integrated Science with Physics will come forward at a later meeting.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Integrated Science with Biology

Revised Calendar Copy – Honours Specialization in Integrated Science with Chemistry

Revised Calendar Copy – Honours Specialization in Integrated Science with Computer Science

Revised Calendar Copy – Honours Specialization in Integrated Science with Earth Sciences

Revised Calendar Copy – Honours Specialization in Integrated Science with Environmental Science

Revised Calendar Copy – Honours Specialization in Integrated Science with Genetics

Revised Calendar Copy – Honours Specialization in Integrated Science with Mathematical and Statistical Sciences

Revised Calendar Copy – Honours Specialization in Integrated Science with Synthetic Biology

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21535>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH BIOLOGY

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. It The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems interdisciplinary of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISc is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

0.5 course: Biology 1001A;

2.0 course: Integrated Science 1001X.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ 12.5 courses:

~~2.0~~ 1.5 courses: Integrated Science 2001F/G**, ~~Integrated Science 3001F/G***~~, Integrated Science 3002A/B***, Integrated Science 4001Y****.

1.5 course: Integrated Science 4999E****.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course** from: ~~Philosophy 2320F/G~~, Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.

0.5 course: Biochemistry 2280A.

2.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2483A/B, Biology 2581A/B, Biology 2601A/B.

0.5 course: Chemistry 2213A/B.

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B.

4.0 additional courses at the 3000 level or above, chosen from the Department of Biology and the Basic Medical Sciences disciplines*, of which at least 3.0 courses must be chosen from the Department of Biology. At least 1.5 of these 4.0 courses must have a laboratory component.

*Basic Medical Sciences Disciplines: Anatomy and Cell Biology, Biochemistry, Epidemiology and Biostatistics, Medical Biophysics, Microbiology and Immunology, Pathology, Physiology, and Pharmacology.

Notes:

~~Year 1 consists of 5.5 courses.~~

** indicates courses taken in Second Year of Program

*** indicates courses taken in Third Year of Program

**** indicates courses taken in Fourth Year of Program

***** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than

60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic ~~counsellor~~ **advisor** in the Department that administers their chosen module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21536>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH CHEMISTRY

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems ~~interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy).~~ WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISC is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

2.0 course: Integrated Science 1001X.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ 12.5 courses:

~~2.0~~ 1.5 courses: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G~~, Integrated Science 3002A/B**, Integrated Science 4001Y***.

1.5 course: Integrated Science 4999E***.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course* from: ~~Philosophy 2320F/G~~, Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.

~~6.0~~ 4.0 courses: Chemistry 2271A*, Chemistry 2272F*, Chemistry 2273A*, Chemistry 2274A* (or the former Chemistry 2374A), Chemistry 2281G*, Chemistry 2283G*, Chemistry 2284B* (or the former Chemistry 2384B), Chemistry 2370A/B** (or the former Chemistry 3370A/B), ~~Chemistry 3371F~~, ~~Chemistry 3372F/G~~, ~~Chemistry 3373F~~, ~~Chemistry 3374A/B~~.

1.5 courses** from: Chemistry 3320A/B, Chemistry 3371F, Chemistry 3372F/G, Chemistry 3373F.

~~1.0 course from: Chemistry 3300A/B, Chemistry 3320A/B, Chemistry 3330F/G, Chemistry 3364A/B, Chemistry 3391A/B, Chemistry 3393A/B.~~

~~1.0 course from: 4000-level Chemistry courses.~~

0.5 course from: Biochemistry 2280A, Chemistry 3391A/B, Chemistry 4493A/B.

2.0 courses from: Chemistry courses not already taken at the 3000 level or above (at least 1.0 of which must be at the 4000 level, or at least 0.5 course at the 4000 level if Chemistry 4493A/B is chosen from the list above)

~~Selection from the above options must include at least 0.5 course from: Chemistry 3391A/B, Chemistry 4493A/B.~~

Notes:

~~Year 1 consists of 5.5 courses.~~

~~Unless indicated otherwise, courses should be taken in the year corresponding to the first digit of the course number.~~

~~* Chemistry 2370A/B should be taken in Year 3 of the Program.~~

* indicates courses taken in Second Year of Program

** indicates courses taken in Third Year of Program

*** indicates courses taken in Fourth Year of Program

**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21537>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH COMPUTER SCIENCE – ADMISSION DISCONTINUED

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

The Western Integrated Science (WISc) program is a first entry, four-year program administered by the Faculty of Science. It is designed to provide select students with the diverse science education necessary to address the interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC combines unique Integrated Science courses with traditional discipline-specific courses. In Year 2, WISC students will enroll in an Integrated Science Honours Specialization module administered jointly by the Faculty of Science and individual Science departments.

Students who complete WISC Program will graduate with an “Honours Bachelor of Science in Integrated Science with (specific discipline).”

Admission Requirements

Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.

Completion of first year requirements with no failures. Students must complete the following courses with an average of at least 70%, with no individual course mark below 60%:

0.5 course: Integrated Science 1000Z;
0.5 course from: Calculus 1000A/B, Calculus 1500A/B;
0.5 course: Chemistry 1301A/B;
0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;
2.0 course: Integrated Science 1001X.

Module

~~13.0~~ 12.5 courses:

~~2.0~~ 1.5 courses: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G**~~, Integrated Science 3002A/B**, Integrated Science 4001Y***.

1.5 course: Integrated Science 4999E***.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course* from: ~~Philosophy 2320F/G~~. Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.

~~1.5 course: Integrated Science 4999E***.~~

0.5 course: Computer Science 2121A/B.

3.5 courses: Computer Science 2208A/B, Computer Science 2209A/B, Computer Science 2210A/B, Computer Science 2211A/B, Computer Science 2212A/B/Y, Computer Science 3305A/B, Computer Science 3307A/B/Y.

0.5 course from: Computer Science 2214A/B, Mathematics 2155F/G.

3.5 additional courses from: Mathematics 2156A/B, Computer Science courses at the 3000 level or above.

Notes:

Year 1 consists of 5.5 courses.

* indicates courses taken in Second Year of Program

** indicates courses taken in Third Year of Program

*** indicates courses taken in Fourth Year of Program

**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First-year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic **advisor** ~~counsellor~~ in the Department that administers their chosen module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21538>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH EARTH SCIENCES

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. It The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems interdisciplinary of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISc is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

2.0 course: Integrated Science 1001X.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ **12.5** courses:

~~2.0~~ **1.5** courses: Integrated Science 2001F/G**, ~~Integrated Science 3001F/G***~~, Integrated Science 3002A/B***, Integrated Science 4001Y****.

1.5 course: Integrated Science 4999E****.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course** from: ~~Philosophy 2320F/G~~. Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.

~~3.0~~ **3.5** courses: Earth Sciences 2200A/B, Earth Sciences 2201A/B, Earth Sciences 2206A/B, Earth Sciences 2250Y, Earth Sciences 2260A/B, Earth Sciences 2265A/B, **Environmental Science 2400A/B**.

0.5 course from: ~~Earth Sciences 3313A/B~~, Earth Sciences 3314A/B, ~~Earth Sciences 3315A/B~~ **Earth Sciences 3316A/B**.

1.0 course from: Earth Sciences 2123F/G*, ~~Earth Sciences 2130Y~~, Earth Sciences 2220A/B, Earth Sciences 2230A/B, Earth Sciences 2240F/G ~~or Earth Sciences 2241A/B~~.

~~1.5~~ **1.0** additional courses in Earth Sciences at the 2000 level or above.

2.0 additional courses in Earth Sciences at the 3000 level or above.

*If Earth Sciences 1023A/B has been taken, Earth Sciences 2123F/G cannot be taken.

Notes:

~~Year 1 consists of 5.5 courses.~~

** indicates courses taken in Second Year of Program

*** indicates courses taken in Third Year of Program

**** indicates courses taken in Fourth Year of Program

***** The module will consist of ~~13.5~~ **13.0** courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic **advisor** ~~counsellor~~ in the Department that administers their chosen module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21539>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH ENVIRONMENTAL SCIENCE

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems interdisciplinary of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISC is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

0.5 course: Biology 1001A;

2.0 course: Integrated Science 1001X.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ **12.5** courses:

~~2.0~~ **1.5** courses: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G**~~, Integrated Science 3002A/B**, Integrated Science 4001Y***.

1.5 course: Integrated Science 4999E***.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course* from: ~~Philosophy 2320F/G~~. Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E**** or Business Administration 2257****, Business Administration 2295F/G.

~~0.5~~ **3.0 courses:** Biology 2483A/B, Earth Sciences 2200A/B, Earth Sciences 3240F/G, Environmental Science 2300F/G, Environmental Science 2400A/B, Environmental Science 3350F/G.

0.5 course from: Chemistry 2210A/B, Earth Sciences 2230A/B.

~~0.5 course from: Environmental Science 2300F/G, the former Environmental Science 3300F/G.~~

~~0.5 course: Environmental Science 3350F/G.~~

0.5 course from: Biology 2244A/B, Earth Sciences 2222A/B, Statistical Sciences 2244A/B.

0.5 course from: Earth Sciences 4606A/B, Geography 2220A/B, Geography 2230A/B (strongly recommended) or a Geography half-course from the Environmental Science Course List.

1.5 courses from: Earth Sciences 3341A/B, Earth Sciences 3369A/B, Earth Sciences 4431A/B, Earth Sciences 4461A/B, Earth Sciences 4462A/B, Environmental Science 4949F/G.

2.0 additional courses from the Environmental Science Course List.

~~0.5 course at the 2000-level from Earth Sciences courses in the Environmental Physical Science Courses List.~~

~~0.5 course from: Environmental Science 4949F/G, Biology 4230A/B, Biology 4405A/B, Biology 4410F/G, Biology 4412F/G, Earth Sciences 4431A/B, Earth Sciences 4440A/B.~~

~~2.5 additional courses from Environmental Science 4970F/G or the Environmental Science Course List, including at least 0.5 course from each of the 3 subject areas.~~

~~1.5 additional courses at the 3000 level or above from the Environmental Science Course List.~~

Notes:

~~Year 1 consists of 5.5 courses.~~

* indicates courses taken in Second Year of Program

** indicates courses taken in Third Year of Program

*** indicates courses taken in Fourth Year of Program

**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic **advisor** ~~counsellor~~ in the Department that administers their chosen module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21540>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH GENETICS

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. It The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems interdisciplinary of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISc is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

0.5 course: Biology 1001A;

2.0 course: Integrated Science 1001X.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ 12.5 courses:

~~2.0~~ 1.5 courses: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G**~~, Integrated Science 3002A/B**, Integrated Science 4001Y***.

1.5 course: Integrated Science 4999E***.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course* from: ~~Philosophy 2320F/G~~. Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.

1.5 courses: Biology 2290F/G, Biology 2382A/B, Biology 2581A/B.

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B.

0.5 course: Biochemistry 2280A.

0.5 course: Biology 3596~~A/B~~F/G.

0.5 course from: Biology 3594A/B, Biology 3595A/B, Biology 3597A/B.

1.5 courses (not already taken above) from: Biology 3466A/B, Biology 3592A/B, Biology 3593A/B, Biology 3594A/B, Biology 3595A/B, Biology 3597A/B.

1.0 course from: Biology 4289A/B, Biology 4540F/G, Biology 4560A/B, Biology 4561F/G, Biology 4562A/B.

0.5 course from: Biology 4583F/G, the former Biology 4582.

1.5 additional courses from Biology listed above but not already taken.

Notes:

~~Year 1 consists of 5.5 courses.~~

* indicates courses taken in Second Year of Program

** indicates courses taken in Third Year of Program

*** indicates courses taken in Fourth Year of Program

**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Biology 3596~~A/B~~F/G requires a minimum mark of 70% in each of Biology 2581A/B and Biology 2290F/G.

Biology 3595A/B requires a minimum mark of 70% in Biology 2581A/B.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than

60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic ~~counsellor~~ **advisor** in the Department that administers their chosen module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21541>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH MATHEMATICAL AND STATISTICAL SCIENCES

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems interdisciplinary of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISC is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

2.0 course: Integrated Science 1001X;

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

0.5 course from: Mathematics 1600A/B, Mathematics 1700A/B (preferred).

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ 12.5 courses:

~~2.0~~ 1.5 courses: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G**~~, Integrated Science 3002A/B**, Integrated Science 4001Y***.

1.5 course: Integrated Science 4999E***.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course* from: ~~Philosophy 2320F/G~~. Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.

0.5 course from: Mathematics 2700A/B, the former Mathematics 2120A/B, the former Applied Mathematics 2811A/B.

5.0 courses: Applied Mathematics 2402A/B, Applied Mathematics 2814F/G, Applied Mathematics 3815A/B, Calculus 2502A/B, Calculus 2503A/B, Mathematics 2122A/B, Mathematics 2155F/G, Mathematics 3020A/B, Statistical Sciences 2857A/B, Statistical Sciences 2858A/B.

1.0 additional course in Actuarial Science, Financial Modeling or Statistical Sciences at the 2100 level or above.

1.5 courses at the 3000 level or above from Actuarial Science, Applied Mathematics, Financial Modelling, Mathematics, or Statistical Sciences.

Notes:

~~Year 1 consists of 5.5 courses.~~

* indicates courses taken in Second Year of Program

** indicates courses taken in Third Year of Program

*** indicates courses taken in Fourth Year of Program

**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their

studies in a traditional module. Students should consult an academic ~~counsellor~~ **advisor** in the Department that administers their chosen module.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21679>

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH SYNTHETIC BIOLOGY

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. The program is designed to provide select students who have a passion for science with the diverse professional and technical skills science education necessary to address the today's interdisciplinary scientific problems interdisciplinary of today's major scientific challenges (e.g., climate change, world hunger, alternative energy). WISC WISc combines unique Integrated Science courses and experiences together with traditional discipline-specific courses. In Year 2 At the end of Year 1, WISC WISc students will select a subject-specific enroll in an Integrated Science Honours Specialization module in which to enroll starting in Year 2 administered jointly by the Faculty of Science and individual Science departments. Students who complete WISC Program the program will graduate with an "Honours Bachelor of Science Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISC is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISC is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~

0.5 course from: Calculus 1000A/B, Calculus 1500A/B;

0.5 course: Chemistry 1301A/B;

0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;

0.5 course: Biology 1001A;

2.0 course: Integrated Science 1001X.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

Module

~~13.0~~ 12.5 courses:

~~2.0~~ 1.5 courses: Integrated Science 2001F/G**, ~~Integrated Science 3001F/G***~~, Integrated Science 3002A/B***, Integrated Science 4001Y****.

1.5 course: Integrated Science 4999E****.

0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B (recommended).

0.5 course from: ~~Philosophy 2320F/G~~, Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.

0.5 course**: Biochemistry 2280A with a mark of at least 65%.

1.0 course**: Biology 2290F/G, Biology 2581A/B, with a mark of at least 70% in each.

0.5 course**: Biology 2382A/B.

0.5 course** from: Biology 2244A/B, Statistical Sciences 2244A/B.

0.5 course** from: Chemistry 2213A/B, Chemistry 2273A.

0.5 course** from: Chemistry 2223B, Chemistry 2283G.

1.5 courses***: Biochemistry 3381A, Biochemistry 3382A, Biochemistry 3392F/G.

0.5 course*** from: Biochemistry 3380G, Biochemistry 3390B.

1.0 course: Biology 3593A/B, Biology 3596A/BF/G***.

0.5 course: Science 3377A/B****.

0.5 course from: Business Administration 1220E*, Business Administration 2257*, Business Administration 2295F/G.

0.5 course: Biology 4260A/B.

0.5 course: Biochemistry 4415B.

Notes:

~~Year 1 consists of 5.5 courses.~~

* The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

** indicates courses taken in Second Year of Program

*** indicates courses taken in Third Year of Program

**** indicates courses taken in Fourth Year of Program

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than

60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic ~~counsellor~~ **advisor** in the Department that administers their chosen module.

ITEM 14.2(b) – Faculty of Social Science, Department of Anthropology:
Withdrawal of the Major in Sociocultural Anthropology and Major in Linguistic Anthropology

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Major in Sociocultural Anthropology and Major in Linguistic Anthropology be discontinued; and

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

That the modules be withdrawn effective September 1, 2028.

EXECUTIVE SUMMARY:

The Department of Anthropology is currently undergoing its cyclical review process. Over the last year and a half, the Department has been reviewing its undergraduate program, mapping its courses, reassessing its program learning outcomes, and looking at current and projected future enrollments. As part of this process, the Department has determined that it has too many modules. The Department is closing modules with low enrolments.

Current enrollment in the Major in Sociocultural Anthropology is six students. Current enrollment in the Major in Linguistic Anthropology is two students.

The Department expects that any students who would elect to take these modules can take one of its other modules. The Department also intends to propose a new module that more clearly integrates the linguistic anthropology component of its program with other aspects of its program, and it expects students to take that in much higher numbers.

Students currently in the modules will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028. Current students may also elect to switch to one of the Department's other modules.

ATTACHMENT(S):

[Revised Calendar Copy – Major in Sociocultural Anthropology](#)

[Revised Calendar Copy – Major in Linguistic Anthropology](#)

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20988>

MAJOR IN SOCIOCULTURAL ANTHROPOLOGY – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

The module requirements remain unchanged.

REVISED CALENDAR COPY

<https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20987>

MAJOR IN LINGUISTIC ANTHROPOLOGY – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfillment of the module requirements by August 31, 2028.

The module requirements remain unchanged.

ITEM 14.2(c)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice (Clinical Epidemiology and Research Management Field)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Clinical Science (MCISc) in Advanced Health Care Practice (Clinical Epidemiology and Research Management Field) be revised as shown in Item 14.2(c)(i).

EXECUTIVE SUMMARY:

The proposed modification is to the mode of delivery: in-person requirements for on-campus milestones will be replaced with online milestone requirements for two courses AHCP 9605: *Grant Writing* and AHCP 9606: *Research Team Leadership & Infrastructure Management*. All other components of the program are already provided in an online format.

Online learning has become an increasingly popular pathway for adult learners since it is accessible, flexible in terms of time and place and promotes equity in education. Moving the Clinical Epidemiology and Research Management (CER) field to a completely online mode of delivery will: (1) increase accessibility to the program for students from across Canada and (2) simplify the application and admission process for international students.

Current program	Proposed Change(s)
<p><u>4 terms (CER field)</u></p> <p>Courses (2.5 credits)</p> <p>AHCP 9600: Critical Appraisal of Health Literature</p> <p>AHCP 9604: Data Analysis in Clinical Research</p> <p>AHCP 9605: Grant Writing with required milestone of being present on-campus for one-week</p>	<p><u>4 terms (CER field)</u></p> <p>Courses (2.5 credits)</p> <p>AHCP 9600: Critical Appraisal of Health Literature</p> <p>AHCP 9604: Data Analysis in Clinical Research</p> <p>AHCP 9605: Grant Writing with compulsory one-week online participation</p>

<p>AHCP 9606: Research Team Leadership & Infrastructure Management with required milestone of being present on-campus for one-week</p> <p>APPLHSCI 9099: Capstone Experience (full year course)</p> <p>Electives: 1.0</p> <p><u>Milestones</u></p> <p>Academic Integrity module</p>	<p>AHCP 9606: Research Team Leadership & Infrastructure Management with compulsory one-week online participation</p> <p>APPLHSCI 9099: Capstone Experience (full year course)</p> <p>Electives: 1.0</p> <p><u>Milestones</u></p> <p>Academic Integrity module</p>
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The learning opportunities presented in AHCP 9605: *Grant Writing* and AHCP 9606: *Research Team Leadership & Infrastructure Management* will be moved from in-person to online. Generally, the in-person milestone activities in these courses have included student and/or group work and presentations, as well as provision of feedback from students and course instructor and/or other experts. Student and group presentations and feedback can now be conducted quite efficiently and effectively using video-conferencing platforms ('Zoom' or 'Teams') and group work using 'breakout rooms' within these platforms. This will be a compulsory one-week online participation requirement, with all students attending at the same time.

ITEM 14.2(c)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Data Analytics (MDA)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Data Analytics be revised as shown in Item 14.2(c)(ii).

EXECUTIVE SUMMARY:

The Master of Data Analytics (MDA) program has two terms of course work and a third term that consists of an experiential learning opportunity (ELO) milestone. Currently, the ELO is either a co-op placement with government or industry, or a Major Research Project (MRP) under the supervision of a faculty member. As the MDA program grows there have been challenges to find a co-op or MRP for every student. Enrollment in the MDA program grew from 9 students in 2018 to 43 students in 2025.

The MDA program is proposing to introduce a Community Engaged Learning (CEL) course that may be used to fulfill the ELO milestone in lieu of the co-op or MRP. Students in the proposed pass/fail course will partner with nonprofit organizations (who do not have the resources to support a co-op student for an entire term) to collaboratively work on a project that addresses a community-identified need. The course will provide students with sufficient hours of practical experience and will allow the students to apply their advanced knowledge in data analytics or management in a "real world" environment while also developing a network of professional contacts.

Students will consult and work closely with community partners, who will mentor and supervise students throughout the projects, ensuring they obtain the necessary knowledge and skills relevant to the organization to complete the project deliverables. Students will also have a campus supervisor to oversee the projects and ensure the project deliverables align with course curriculum.

Throughout the MDA program students are trained in professional and job search skills with the goal of securing a co-op or research position. However, due to the incredible growth of the program over the past few years coupled with a volatile job market, there is a concern that desired program growth may oversaturate the job market, making it more difficult for students to secure a co-op or MRP, through no fault of their own. The CEL elective will allow students to complete the program on time, regardless of the state of the job market; and reduce the stress on students who require this milestone to graduate. The introduction of this new course, which provides the opportunity for students to work with CEL partners under the supervision of a campus coordinator and a working professional in the community, will provide an equivalent ELO to satisfy this milestone.

Current program	Proposed Change(s)
3 terms Experiential Learning Opportunity: Students complete a co-op work term or Major Research Project totaling 500 hours to achieve the ELO milestone.	3 terms Experiential Learning Opportunity: Students complete a co-op work term or Major Research Project totaling 500 hours or the elective course MDA 9950 (Community Engaged Learning Opportunity in Data Analytics) to achieve the ELO milestone.

The Program Learning Outcomes will not change because the new course is designed to meet the same outcomes related to experiential learning that a student would gain through a co-op or major research project.

The MDA is a one-year program. Incoming students will be invited to join this course in May 2026 if their efforts to find a co-op or MRP have not been fruitful by mid-May. Current students who do not have a co-op or MRP position will have the option of taking this course enabling them to graduate in the 2025 summer term.

ITEM 14.2(c)(iii)– School of Graduate and Postdoctoral Studies: Major Modification to the Master of Management of Applied Science (MMASc)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Management of Applied Science (MMASc) be revised as shown in Item 14.2(c)(iii).

EXECUTIVE SUMMARY:

The Master of Management of Applied Science (MMASc) program has two terms of course work and a third term that consists of an experiential learning opportunity (ELO) milestone. Currently, the ELO is either a co-op placement with government or industry, or a Major Research Project (MRP) under the supervision of a faculty member. As the MMASc program grows there have been challenges to find a co-op or MRP for every student.

The MMASc program is proposing to introduce a Community Engaged Learning (CEL) course that may be used to fulfill the ELO milestone in lieu of the co-op or MRP. Students in the proposed pass/fail course will partner with nonprofit organizations (who do not have the resources to support a co-op student for an entire term) to collaboratively work on a project that addresses a community-identified need. The course will provide students with sufficient hours of practical experience and will allow the students to apply their advanced knowledge in data analytics or management in a "real world" environment while also developing a network of professional contacts.

Students will consult and work closely with community partners, who will mentor and supervise students throughout the projects, ensuring they obtain the necessary knowledge and skills relevant to the organization to complete the project deliverables. Students will also have a campus supervisor to oversee the projects and ensure the project deliverables align with course curriculum.

Throughout the MMASc program, students are trained in professional and job search skills with the goal of securing a co-op or research position. However, due to the incredible growth of the program over the past few years (almost doubling in size over 2 years) coupled with a volatile job market, it will become more difficult for students to secure a co-op or MRP, through no fault of their own. The CEL elective will allow students to complete the program on time and reduce the stress on students who require this milestone to graduate. The introduction of this new course, which provides the opportunity for students to work with CEL partners under the supervision of a campus coordinator and a working professional in the community, will provide an equivalent ELO to satisfy this milestone.

Current program	Proposed Change(s)
Experiential Learning Opportunity: Students complete a co-op work term or Major Research Project totaling 500 hours to achieve the ELO milestone.	Experiential Learning Opportunity: Students complete a co-op work term or Major Research Project totaling 500 hours or the elective course COMMMGT 9950 (Community Engaged Learning Opportunity in Management) to achieve the ELO milestone.

The Program Learning Outcomes will not change because the new course is designed to meet the same outcomes related to experiential learning that a student would gain through a co-op or major research project.

The MMASc is a one-year program. Incoming students will be invited to join this course in May 2026 if their efforts to find a co-op or MRP have not been fruitful by mid-May. Current students who do not have a co-op or MRP position will have the option of taking this course enabling them to graduate in the 2025 summer term.

ITEM 14.2(c)(iv)– School of Graduate and Postdoctoral Studies: Withdrawal of the Graduate Diploma (GDip) in Executive Healthcare Leadership

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, admission to the Graduate Diploma (GDip) in Executive Healthcare Leadership be discontinued and that the program be withdrawn.

EXECUTIVE SUMMARY:

The Graduate Diploma (GDip) in Executive Healthcare Leadership was initiated as a joint venture between the Ivey Business School and the Schulich School of Medicine & Dentistry in 2020. The concept was to bring executives from China’s burgeoning healthcare sector and provide an intense learning experience in both China and Canada.

Implementing the program was severely limited as the COVID-19 epidemic prevented international travel, a key requirement for the program. Subsequently both principal leaders of the program left Western. Finally, changes in international student policies in Canada made a program that is founded on training senior executives from China unlikely to ever succeed.

No students have ever been enrolled in this program.

The Dean of the Ivey Business School and the Dean of the Schulich School of Medicine & Dentistry have agreed that implementing the program has been made impractical and wish to formally discontinue the program.

ITEM 14.2(c)(v)– School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Engineering (MEng) in Design and Manufacturing

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2025, admission to the Master of Engineering (MEng) in Design and Manufacturing be discontinued and that the program be withdrawn.

EXECUTIVE SUMMARY:

The Master of Engineering (MEng) in Design and Manufacturing was offered by Queen's University and Western University and was designed for working engineering graduates. The program has not had students in over two years and is no longer viable. Both Queen's University and Western University have agreed to discontinue the program.

ITEM 14.2(d) – Revisions to the Articulation Agreement between Western University and Fanshawe College for the Admission of Graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 16, 2025, the articulation agreement for the admission of graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs at Fanshawe College into the Faculty of Science at Western University be revised as shown in Item 14.2(d).

EXECUTIVE SUMMARY:

Revisions to the articulation agreement are required to reflect recent changes to the courses in the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Diploma Programs at Fanshawe College. The list of Fanshawe courses listed in Appendix 1 of the agreement has been updated to reflect the new curriculum.

ATTACHMENT(S):

[Revised Articulation Agreement](#)

ARTICULATION AGREEMENT

THIS AGREEMENT made BETWEEN:

THE UNIVERSITY OF WESTERN ONTARIO
(hereinafter called “Western”)

and

FANSHAWE COLLEGE
(hereinafter called “Fanshawe”)

WHEREAS Western and Fanshawe wish to increase student mobility between their institutions and recognize that credit transfer is a key means to encourage such mobility;

AND WHEREAS the parties wish to facilitate the admission of qualified graduates of the Chemical Laboratory Technology - Science Laboratory and Environmental Technology Programs at Fanshawe to the Faculty of Science at Western by entering into an articulation agreement recognized by the Ontario Council for Articulation and Transfer (ONCAT), and wish to set out clearly defined processes for the movement of the graduates between the Fanshawe and Western;

NOW THEREFORE in consideration of the mutual covenants herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follow:

ADMISSION

1. Western agrees to consider for admission to the Faculty of Science and grant transfer credit to graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs who meet the following requirements:

- A minimum cumulative GPA of 3.0 is required on all courses taken toward completion of diploma;
- A minimum grade of “C” is required in each course listed for transfer credit consideration in **Appendix 1**;
- No longer than 5 years should have elapsed between conferral of diploma and admission to Western (exceptions will be considered on an individual basis).

2. Admissions decisions are within the sole discretion of Western and are not appealable. Applicants who meet the requirements set out above are not guaranteed admission under this Agreement. The decision as to the number of students who will be accepted in any academic year may vary from year to year.

BLOCK TRANSFER CREDIT

3. Western shall grant 9.0 block transfer credits to successful applicants for the courses listed in **Appendix 1**. Successful applicants who are missing courses from this list may have their transfer credit assessed on a course-by-course basis.
4. The course names and numbers set out in **Appendix 1** may be revised from time to time with the agreement in writing of the parties. Failure to provide timely notification to Western of changes to the Fanshawe course names or numbers may result in denial of admission and transfer credit to qualified applicants.
5. The parties acknowledge that the granting of transfer credit is based on an assessment of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs curriculum and the courses as of the date of this Agreement. It is the responsibility of the Fanshawe to notify Western of any subsequent changes or anticipated changes to the curriculum or content of the courses and provide sufficient information to enable Western to decide whether transfer credit will continue to be granted for these courses.

GENERAL

6. Students accepted under this Agreement must maintain cumulative and overall graduating averages as set out in **Appendix 2** to graduate from Western under this agreement. These progression and degree requirements are subject to change by Western and Western will give Fanshawe written notice of any changes.
7. Students who subsequently transfer to another program, campus or Faculty will have their block transfer credit removed from their academic record and the credit for Fanshawe courses will be assessed on a course-by-course basis.
8. Fanshawe and Western shall provide Fanshawe students with information about the block transfer credit and encourage qualified students to apply.
9. The parties shall each designate a Program representative to assist with the operation of this Agreement. The Program representatives and other relevant staff at each institution shall meet at least once every two years to review their processes and determine if changes are needed to meet the objectives of the parties.

TERM

10. (a) This Agreement is effective 1 July 2015 and shall continue in force unless terminated by either party as set out herein.
- (b) Either party may terminate this Agreement upon three months' written notice of termination to the other party. No applicants will be considered for admission after the date of such notice.
- (c) Notwithstanding paragraph (b), if Western decides to terminate this Agreement due to changes to Fanshawe curriculum or course content, this Agreement shall terminate on a date that is the earlier of three months after written notice of termination is given to Fanshawe, and the date that the changes were made by Fanshawe.
- (d) Students accepted by Western under this Agreement prior to issuance of a notice of termination by either party shall be permitted to complete their studies under the terms of this Agreement.

IN WITNESS WHEREOF the parties have executed this Agreement under the hands of their duly authorized officers.

FANSHAWE COLLEGE

*

Gary Lima
Senior Vice-President Academic

Date

*

Vertha Coligan
Dean, Faculty of Technology

Date

THE UNIVERSITY OF WESTERN ONTARIO

*

Dr. John Doerksen
Vice-Provost (Academic Programs)

Date

*

Dr. Charmaine Dean
Dean, Faculty of Science

Date

*I have authority to bind the institution.

APPENDIX 1

Articulation Agreement between
The University of Western Ontario and
Fanshawe College, July 2015

FANSHAWE CHEMICAL LABORATORY TECHNOLOGY – SCIENCE LABORATORY DIPLOMA
Required Courses for Block Transfer Credit

To be eligible for the 9.0 block transfer credits awarded under this agreement, a minimum cumulative GPA of 3.0 is required on all courses taken toward completion of diploma; a minimum grade of “C” is required in each course listed below, and no longer than 5 years should have elapsed between conferral of diploma and admission to Western.

FANSHAWE COURSES		
Course Code	Course Name	Course Weight
BIOL 1016	Cytology	4.0
BIOL 3010	Anatomy and Physiology	3.5
BIOL 5001	Biochemistry	5.0
CHEM 1003	General Chemistry 1	4.5
CHEM 1012	General Chemistry 2	3.5
MATH 3030	Statistics	3.0
MATH 1173	Calculus 1	5.0
MATH 5017	Calculus 2	5.0
MATH 3095	Technical Calculus II	5.0
PHYS 1001	Physics	4.5
PHYS 3003	Thermodynamics and Optics	4.0
COMM 3005	Language & Communications Skills 3	3.0
CHEM 3002	Organic Chemistry 1	5.0
CHEM 5001	Organic Chemistry 2	4.25
CHEM 3003	Analytical Chemistry	4.0
CHEM 5004	Industrial Chemistry	3.0
CHEM 3004	Instrumental Methods of Analysis 1	6.0
CHEM 5005	Instrumental Methods of Analysis 2	5.5
ENVR 1014	Environmental & Science Issues	3.0
ENVR 5005	Industrial Hygiene	3.0
BIOL 3001	Microbiology 1 - Bacteriology	5.0
BIOL 3003	Microbiology 2	4.0
PHYSICS 5001	Modern Physics	4.0
BIOL 5003	Molecular Biology	3.0

APPENDIX 1 (continued)

Articulation Agreement between
The University of Western Ontario and Fanshawe College, July 2015

FANSHAWE ENVIRONMENTAL TECHNOLOGY DIPLOMA
Required Courses for Block Transfer Credit

To be eligible for the 9.0 block transfer credits awarded under this agreement, a minimum cumulative GPA of 3.0 is required on all courses taken toward completion of diploma; a minimum grade of “C” is required in each course listed below, and no longer than 5 years should have elapsed between conferral of diploma and admission to Western.

FANSHAWE COURSES		
Course Code	Course Name	Course Weight
BIOL 1016	Cytology	4.0
BIOL 3001	Microbiology 1 - Bacteriology	5.0
ENVR 1014	Environmental & Science Issues	3.0
CHEM 1003	General Chemistry 1	4.5
CHEM 1012	General Chemistry 2	3.5
MATH 3030	Statistics	3.0
MATH 1173	Calculus 1	5.0
MATH 5017	Calculus 2	5.0
MATH 3095	Technical Calculus II	5.0
PHYS 1001	Physics	4.5
PHYS 3003	Thermodynamics and Optics	4.0
COMM 3005	Language & Communications Skills 3	3.0
CHEM 3002	Organic Chemistry 1	5.0
CHEM 5001	Organic Chemistry 2	4.25
CHEM 3003	Analytical Chemistry	4.0
CHEM 3004	Instrumental Methods of Analysis 1	6.0
CHEM 5005	Instrumental Methods of Analysis 2	5.5
ENVR 3001	Water Quality Management I	2.0
ENVR 3010	Water Distribution & Treatment	2.5
ENVR 3009	Water Quality Management 2	3.0
ENVR 3014	Air Pollution Meteorology	3.5
ENVR 3015	Air Quality Sampling & Evaluation	5.0
ENVR 5003	Water Sampling & Evaluation Laboratory	3.5
ENVR 5005	Industrial Hygiene	3.0
ENVR 5006	Air Sampling & Evaluation Lab II	3.25
ENVR 5007	Air Pollution Meteor, Lab	1.5
ENVR 5008	Topics in Waste Management	4.0
GEOL 3001	Hydrogeology	2.0

APPENDIX 2

Articulation Agreement between
The University of Western Ontario and Fanshawe College, July 2015

Degree Completion

Modules Available at Western The 9.0 block transfer credits awarded through this agreement can only be applied toward the module/degree combinations specified below.					
Type of Module	Name of Module	Length of Degree	# of credits required to complete*	Overall Average Required at Western	Cumulative Average Required at Western
Bachelor of Science (BSc.) Modules	Major in Environmental Science	3-Year	6.0	60%	60%
	Minor in Environmental Science and a Minor in Chemistry	3-Year	7.0		
	Specialization in Environmental Science	4-Year	11.0		
	Specialization in Environmental Science and a Minor in Chemistry	4-year	12.0		
	Major in Environmental Science and a Major in Chemistry	4-year	11.0		
	Major in Environmental Science and Minor in Chemistry	4-Year	11.0		
	Major in Chemistry and Minor in Environmental Science	4-year	11.0		
Honors Bachelor of Science (BSc.) Modules	Honors Specialization in Environmental Science	4-Year	11.0	65%	70%
	Honors Specialization in Environmental Science and a Minor in Chemistry	4-Year	12.0		

*Full-time students normally take 5.0 credits during the academic school year

Note: Specific details on courses required for each module are available on the Academic Counseling webpage located at:

https://www.uwo.ca/sci/advising/registration/course_selection.html

http://www.uwo.ca/sci/undergrad/academic_counselling/index.html

Residency, Breadth and Essay Requirements – All Modules

Within the credits taken at Western, 0.5 credits from Category A and 0.5 credits from Category B are required for graduation. A description of the breadth requirements can be found at

<http://www.westerncalendar.uwo.ca/>

ITEM 14.2(e)(i) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates – Faculty of Education

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Faculty of Education has revised the 2024-25 sessional dates for the Bachelor of Education (B.Ed.) program.

The previously reported sessional dates were missing the month of December in Term 4; this was a clerical error. The B.Ed. program is a 16-month program, and the amended sessional dates now reflect this by including the month of December. The last day of the program for Fall 2025 has been amended from November 28, 2025 to December 19, 2025.

The revised 2024-25 sessional dates are attached for information.

ATTACHMENT(S):

[Revised 2024-25 Sessional Dates – Faculty of Education](#)

Sessional Dates 2024-25 – Faculty of Education

2024	Admitted 2024
September 2	
September 3	Term 1 Classes Begin
September 3 – 6	Term 1 Add/Drop
September 9 – October 18	
October 14	
October 15 - 18	Fall Reading Week
October 21	
October 21 - 25	
November 11 – December 20	Practicum Block 1
December 2 – December 20	
December 23 – January 3	
December 23 – January 10	Winter Break
2025	Admitted 2024
January 6	
January 6 - 10	
January 13	Term 2 Classes Begin
January 13 – 17	Term 2 Add/Drop
February 17	
February 18 - 21	Spring Reading Week
February 18 – March 28	
March 10 - 14	
March 27 – May 9	Practicum Block 2
March 31 – April 25	
April 18	
April 21	Easter Monday
April 25	
May 12	Term 3 Classes Begin (Remote)
May 19	Victoria Day
June 23 – August 15	Alternative Field Experience Block
July 1	Canada Day
August 4	Civic Holiday
August 18 – 29	Summer Break
September 1	Labour Day
September 2 – October 10	Practicum Block 3
October 13	Thanksgiving
October 14 – 17	Fall Reading Week
October 20	Term 4 Classes Begin (Remote)
November 28 December 19	Last Day of Program

Note: No classes will be scheduled at the University on any statutory holiday or National Day for Truth & Reconciliation (September 30, 2024).

ITEM 14.2(e)(ii) – Faculty-Specific Sessional Dates: Revised 2025-26 Sessional Dates – Dentistry, Schulich School of Medicine & Dentistry

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Schulich School of Medicine & Dentistry has revised the 2025-26 sessional dates for the Doctor of Dental Surgery (DDS) Program and Advanced Standing Program for International Dental Graduates.

The end date of Year 2 of the DDS Program and Advanced Standing Program for International Dental Graduates has been extended from May 1, 2026 to June 5, 2026. This extension, which adds five weeks to the academic year, was proposed to address several key challenges in the current schedule. These include:

- A very demanding course load in Year 2, which includes both didactic and preclinical sessions, and which has been consistently identified by students as impacting their wellness.
- An unstructured course schedule, with didactic and preclinical sessions not occurring on consistent days and times each week, leading to administrative challenges and complaints from both faculty members and students.
- The necessity of dividing preclinical sessions into two student cohorts due to limited space in the Simulation Clinic, which restricts the available teaching hours and prevents additional remediation sessions or extra practice opportunities for students.

By extending the academic year, the course schedule has been streamlined to occur on consistent days and times each week. This change also offers several benefits, including:

- Additional study and personal time for students.
- More evenly distributed didactic and preclinical sessions, supporting student learning.
- Improved student wellness.
- Enhanced capacity for in-person or hybrid learning.
- Alignment of midterm exams with course sessions, improving academic planning.
- Space for prescheduled preclinical remediation sessions throughout the academic year.

Importantly, the extension will not affect Year 2 student tuition or faculty workload.

ATTACHMENT(S):

[Revised 2025-26 Sessional Dates – Dentistry, Schulich School of Medicine & Dentistry](#)

2025-2026 SESSIONAL DATES 2025-2026

**Doctor of Dental Surgery Program and Advanced Standing Program
for International Dental Graduates (ASP)**

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

ITEM 14.2(f)(i) – New Donor-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the establishment of the terms of reference for the new scholarships, awards and prizes shown in Item 14.2(f)(i), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

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

New Donor-Funded Scholarships, Awards and Prizes

Any Undergraduate Program

Alexander Macmillan Memorial Biology Field Course Award

Awarded to full-time undergraduate students in any program who intend to take a field course within continental North America through the Ontario Universities Program in Field Biology, based on academic achievement. Students must submit a one-page statement to the Department of Biology field course coordinator outlining their field course plans by February 28. The Department of Biology will select the recipients.

Value: 1 at \$1,000 awarded annually

Effective Date: 2025-2026 academic year

This award was established by the Anderson family and friends to honour the memory of Alexander Macmillan, a former Western Biology undergraduate student who was passionate about nature and biology. Alexander's favorite activities were being outdoors, birding and searching for reptiles and amphibians, and he assisted Western researchers with a variety of field studies of birds and bats at the Long Point Bird Observatory.

Ivey Business School

The John and Susan Bowey Bursary

Awarded to a first-year undergraduate student at Western University who has been accepted into Ivey's Advanced Entry Opportunity (AEO) based on financial need. Preference will be given to candidates from equity-deserving groups. The award will continue through Year 2, HBA1, and HBA2, provided the student demonstrates financial need annually and maintains their AEO status prior to entry into the Ivey Business School.

The Office of the Registrar will select the recipient. Online financial assistance applications are available through Student Center and must be submitted by October 31. Should the recipient not enter HBA1, another HBA1 student with financial need and preference from an equity-deserving group, will be selected.

Value: 1 student, continuing award for 4 years: \$30,000 in Year 1, \$30,000 in Year 2, \$50,000 in HBA1, \$50,000 in HBA2.

Effective Date: 2025-2026 - 2028-2029 academic years only

IWIL (Ivey Women Investing in Leadership) MBA Award

Awarded to a full-time student entering the MBA program at the Ivey Business School who is a self-identified woman, based on academic achievement and demonstrated financial need. Consideration will be given to students who have demonstrated community leadership. The successful recipient will be selected by the MBA Scholarship Committee. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies. This award is made possible by generous gifts from alumnae whose mission is to create an ongoing giving community that connects alumnae to each other and to Ivey's faculty, leaders, and students.

Value: 2 at \$20,000

Effective: May 2025 to April 2026 only

Faculty of Law

Grosman Gale Fletcher Hopkins LLP Award

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who excel in course(s) related to employment law, as determined by the Faculty of Law. The Faculty of Law will select the recipients.

Value: 1 at \$3,000 awarded annually

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

This award is made possible by a generous gift from Mark Fletcher LLB'01 and Jeff Hopkins LLB'02 and the lawyers at Grosman Gale Fletcher Hopkins LLP.

Don Wright Faculty of Music

Hally Siddons Award in Music Education

Awarded to full-time undergraduate students in the Honours Bachelor of Music in Music Education degree program, Don Wright Faculty of Music, based on academic achievement. The Don Wright Faculty of Music will select the recipients.

Value: 1 at \$2,000 awarded annually

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

This award was established by Hally Siddons, BA(Hon)'67, in honour of her parents who encouraged and supported her in her love of music and teaching. Her studies at Western with outstanding professors, including Don McKellar, Alfred Rose, and Earl Terry, lead her to understand the importance of Music Education in opening the door to a life long love of music for her students. Appreciation of the music of our great composers is very much enriched by understanding the history and society of the time

in which they lived. It is hoped this award will bring joy and assistance to a special student.

Schulich School of Medicine & Dentistry

Dr. Kim Singhal Memorial Award in Microbiology and Immunology

Awarded to full-time graduate students in the Microbiology and Immunology Department, Schulich School of Medicine & Dentistry, based on academic achievement and research merit in the field of Immunology. A committee in the Department of Microbiology and Immunology will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$1,000 awarded annually

Effective Date: May 2025

This award has been established by the family and friends of Dr. S.K. Singhal. Dr. Singhal is remembered by those who knew and loved him for his strong commitment to the scientific community, and graduate student training in the Department of Microbiology and Immunology. Dr. S.K. Singhal joined the Department in 1970, and his significant contributions to immunology included work on suppressor cell regulation, autoimmune diseases, and immunomodulation. In addition to his scientific accomplishments, Dr. Singhal will be remembered for his outgoing personality, a fondness for nature, a passion for the Arts, and a great love for his family.

Faculty of Science

Alexander Macmillan Memorial Convocation Award

Awarded to full-time undergraduate students graduating from the Department of Biology, Faculty of Science conducting research affiliated with the Centre for Animals on the Move (CAM). Preference will be given to candidates conducting animal migration research. The Department of Biology will select the recipients.

Value: 1 at \$1,000, awarded annually

Effective Date: 2025-2026 academic year

This award was established by the Anderson family and friends to honour the memory of Alexander Macmillan, a former Western Biology undergraduate student who was passionate about nature and biology. Alexander enjoyed working with animals, and as a volunteer and technician he made major contributions to bird flight and migration research at the Advanced Facility for Avian Research. His greatest rewards came from being outdoors, birding and searching for reptiles and amphibians, and he assisted Western researchers with a variety of field studies of birds and bats at the Long Point Bird Observatory.

ITEM 14.2(f)(ii) – New Western-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the terms of reference for the new Western funded scholarships, awards and prizes shown in Item 14.2(f)(ii).

ATTACHMENT(S):

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

New Western-Funded Scholarships, Awards and Prizes

Faculty of Information and Media Studies

Master of Library and Information Science Fellowships for Black and Indigenous Students

Awarded to full-time graduate students entering the Master of Library and Information Science (MLIS) program who self-identify as Black or Indigenous (First Nations, Inuit or Métis), based on academic achievement, community involvement and a desire to build a career in the library and information science profession. Recipients must be Canadian citizens or permanent residents of Canada. The Faculty of Information and Media Studies (FIMS) and Western Libraries are committed to increasing diversity in the library and information science profession. Recipients will also receive experiential learning and mentorship opportunities through a two-term paid co-op placement within Western Libraries. Recipients will be selected in accordance with the FIMS Awards and Scholarships Policy.

Value: 2 at \$12,000 (spread over three terms)

Effective Date: May 2024

ITEM 14.3(a) – Annual Report on Information Security

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Report on Information Security is provided annually to SCUP for information and transmittal to Senate in accordance with the SCUP Terms of Reference.

ATTACHMENT(S):

[Information Security Annual Report](#)



The Working Group on Information Security (WGIS)

Annual Report

2024

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About Us – The Working Group on Information Security (WGIS)

The Working Group on Information Security (WGIS) is a multi-disciplinary group representing a broad cross-section of the University community. The primary role of WGIS is to pursue proactive strategies designed to manage security risk within our information systems and the technologies that safeguard them. Further, WGIS has provided valuable advice and access to distributed resources to Western Technology Services (WTS) on implementing cybersecurity initiatives within the organization.

WGIS provides guidance and oversight on information security-related initiatives, including increasing general awareness, coordination of activities during Cyber Awareness month in October, assistance of technical risk assessments within Faculties/Departments/Support Units, raising awareness of Western's Data Classification policy, Technology Risk Assessment Process and providing a review function for ongoing cybersecurity incidents.

Executive Summary

As Canadian universities accelerate their digital transformation, cybersecurity remains an ongoing, urgent and strategically important area of risk. While threats such as ransomware, phishing, and AI-driven attacks are evolving, institutions are actively strengthening their security posture to mitigate risks and protect academic and research environments.

Cybersecurity is not only a technology risk, but also a material business and academic continuity risk.

A significant cyberattack could:

- Disrupt campus operations for multiple weeks, affecting student systems, payroll, teaching schedules and research continuity.
- Result in financial losses due to ransomware and extortion, legal liability, incident response, regulatory fines and insurance deductibles. Based on comparable sector incidents, financial exposures range between \$2M-10M+ per incident.
- Lead to reputational harm and loss of trust among stakeholders including students, faculty, community stakeholders, funders and government.

Cybersecurity risk at Western University is currently ranked as Priority #3 on the Enterprise Risk Management Dashboard, highlighting institutional awareness of its significance.

Understanding the Evolving Cyber Landscape

Cybersecurity risks in the higher education sector continue to intensify:

- Ransomware and extortion campaigns are escalating in frequency and severity, often targeting institutions' core academic and research assets.
- Phishing and Business Email Compromise (BEC) remain prevalent, with increasingly AI-generated lures that bypass traditional detection methods.
- The role of AI in cybersecurity is growing, both as a tool for cyber threats and as a defense mechanism.
- State-sponsored threat actors are targeting universities to steal research and data, particularly in fields related to health, engineering, and international policy.

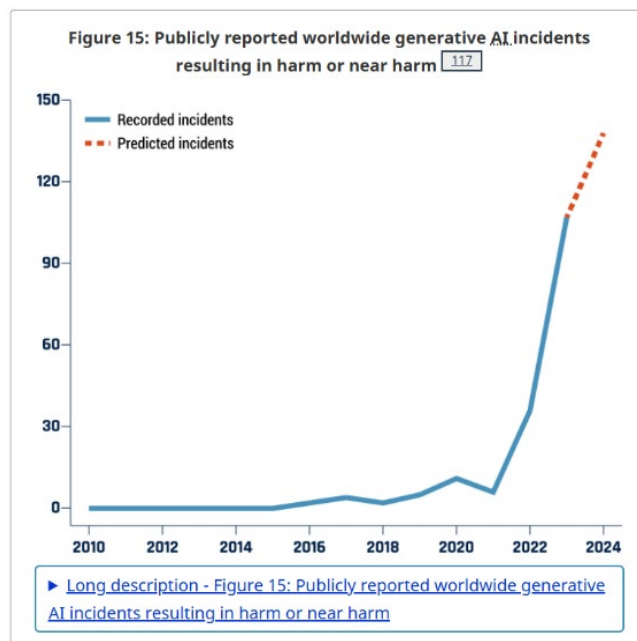
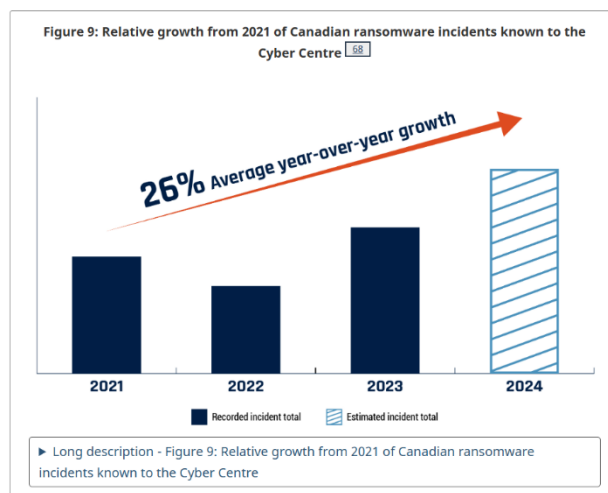


Chart Reference: <https://www.cyber.gc.ca/en/guidance/national-cyber-threat-assessment-2025-2026>

Strategic Cybersecurity Posture at Western

Western University has taken a strategic and layered approach to cybersecurity, ensuring that risks are well-managed while enabling academic and research excellence.

Key initiatives include:

- **24/7 Security Monitoring:** Through a combination of internal and external partnerships, our Security Operations Center (SOC) continuously monitors threats and responds to incidents in real time.
- **Enhanced Phishing Prevention & Awareness:** Faculty, staff, and students benefit from ongoing phishing simulations and cybersecurity awareness training to build a strong security culture.
- **Ongoing work towards a Zero Trust Security Model:** Western has implemented multi-factor authentication, least-privilege access policies, and network segmentation to minimize risk exposure.
- **Collaboration & Threat Intelligence Sharing:** Western actively collaborates with national cybersecurity agencies, higher education security teams, and government partners to stay ahead of emerging threats.
- **Investment in Cyber Resilience:** Through strategic investments in cloud security tools, AI-driven threat detection, and next-generation endpoint security solutions, Western is continuously improving its ability to detect, prevent, and respond to cyber threats.

Looking Ahead: Strengthening Resilience in Higher Education

While cyber threats will continue to evolve, Western University and its peers and partners across Canada are maturing their preparedness to navigate these challenges. By adopting modern security technologies, fostering a culture of cybersecurity awareness, and strengthening collaboration, universities are trying to provide a safe and secure digital environment for learning, research, and innovation, however it is a significant challenge to get ahead of the threat actors.

Cybersecurity is an enduring priority and continual strengthening of security measures, continued investment in risk management, and a proactive approach position Western University to address the cyber threat landscapes effectively as well as the best in the sector. It should be noted however that even with this work the institution remains vulnerable; there can be no room for complacency or contentment that work is 'complete'. It never will be.

By focusing on vigilance, resilience, and continuous improvement, the university ensures that its academic and research mission remains secure and uninterrupted in an increasingly complex digital landscape.

Cybersecurity Operations

Within Western Technology Services (WTS), the Security Operations Center works to centrally coordinate campus cybersecurity efforts including security operations, incident response, information technology risk management, cybersecurity awareness and outreach across campus. The growth and complexity of threats in our environment raises the importance of engagement, influence, and partnerships within Western teams. WTS extends its cybersecurity reach through faculty and department technology staff across campus, students, external vendors, and institutional partnerships that are critical to strengthening the cybersecurity stance.

Western Technology Services Security Operations

Western Technology Services (WTS) Security Operations Centre (SOC) remains at the forefront of cybersecurity efforts to protect Western University's digital infrastructure. Operating 24/7 in partnership with ReliaQuest as our Managed Security Service Provider (MSSP), the WTS SOC continually monitors and evaluates cyber threats, deploying advanced security technologies and strategic collaborations to mitigate risks.

In 2024, WTS expanded next-generation endpoint protection tools with CrowdStrike Falcon and ReliaQuest Greymatter and enhanced security event monitoring for faster incident detection and response.

Key Activities in 2024

- Strategic Initiatives
 - Completed a MITRE Crown Jewel Analysis (CJA) to identify critical assets targeted by threat actors and prioritize investment in security controls.
 - Strengthened partnerships with CanSSOC, Mandiant, and ReliaQuest, enhancing Western's threat intelligence and response capabilities.
- Threat Hunting & Incident Management
 - Investigated and responded to significant security incidents, including the February 2024 Chemistry Lab Ransomware outbreak and the December 2024 EventBrite phishing incident. (*see Cybersecurity Incidents below*)
 - The SOC identified and mitigated a 135% increase in cyber threats over the previous period based on statistics collected by ReliaQuest.
 - Compromised accounts increased by 15.5% compared to 2023, as threat actors continue to evolve their techniques to bypass multi-factor authentication. Despite this rise, the overall volume of compromised accounts remains less than 40% of what we experienced annually before MFA was implemented—highlighting the continued value of MFA in reducing account takeovers.
 - Western's threat feed services blocked over 119 billion malicious internet traffic attempts this year—double the volume seen last year—demonstrating both the scale of the threat landscape and the critical role of our automated defenses in protecting campus systems.
- Risk Assessments
 - Conducted 18 risk assessments for new technology solutions and research projects, ensuring vendor security compliance through the TRAC Process

- Cybersecurity Awareness & Training
 - The CyberSmart program executed simulated phishing campaigns, cybersecurity awareness training, and social media outreach.
 - Operational Excellence courses and student orientation events promoted best practices for secure computing on campus.
- Updated Data Breach Plan
 - Working with Internal Audit updates were made in 2024 to align Western's Data Breach Plan across Office of the University Legal Counsel, the Bankcard Committee & WTS Cybersecurity.

Cybersecurity Incidents

In 2024 WTS Security Operations initiated its Cybersecurity Incident Response Plan on two occasions. Both incidents were localised and did not require escalation beyond the Emergency Response Team who were able to contain the risk in each event.

Research Lab Ransomware

In February 2024, Western University experienced a ransomware attack targeting a Chemistry research lab, resulting in the encryption of its research data and systems. The incident exposed gaps in cybersecurity controls in distributed IT areas, including outdated software, lack of endpoint detection tools, and delayed incident escalation. In response to this incident, WTS Security Operations, in collaboration with Science Technology Services, implemented network containment measures, enforced endpoint security enhancements, and expedited recovery efforts. In this ransomware incident, the Principal Investigator indicated that the data that was encrypted was at a point in time that data involved was not material to their research. This was fortunate in this case as data backups were unrecoverable and could have been devastating to their work.

This event underscored the need for stronger security governance across research environments. Since the incident, Western has taken steps to address these gaps, including:

- Deployment of next-generation endpoint protection (CrowdStrike EDR) in research labs.
- Improved response coordination between WTS and faculty IT teams.
- Enhanced awareness initiatives and cybersecurity training for research groups handling sensitive data.

As cyber threats continue to evolve, this attack serves as a critical reminder of the importance of proactive security investments, faculty engagement, and ongoing improvements in incident response readiness.

Vendor Administrative Account Compromise

In December 2024, Western University identified a cybersecurity incident involving a compromised Eventbrite administrative account linked to Ivey Alumni Relations. The investigation, initiated by Finance and conducted by Ivey Information Technology and WTS SOC revealed that the account had been accessed through a successful spear-phishing attack on September 25, 2024. The attack resulted in the fraudulent addition of an unauthorized bank account as the default payout destination, diverting funds from the Eventbrite transactions.

More than \$30,000 was stolen by the threat actor however Western was fortunate that the vendor issued a full refund to the university. This incident underscores the ongoing risks posed by phishing attacks and third-party vendor platforms without robust risk mitigations in place.

Cybersecurity Initiatives

Crown Jewel Assessment

As part of Western's ongoing cybersecurity strategy, the Crown Jewel Assessment (CJA) project was conducted in 2024 to identify and safeguard the University's most critical digital assets. This initiative, led by Western's cybersecurity team in partnership with Mandiant, provided a structured approach to assessing high-value systems that, if compromised, could cause significant operational, financial, or reputational harm.

The assessment identified 39 key assets, including core administrative and research systems such as Salesforce CRM, PeopleSoft, Internal Outreach & Camp Booking Systems, Office 365, CHR (Telus), Central File Services, and OWL. Each system was evaluated based on its attractiveness to cyber adversaries, ease of exploitation, and potential impact if breached. The findings reinforced the need for enhanced governance, improved security controls, and a centralized approach to managing high-risk platforms. These items will form part of the new Chief Technology Officer's key deliverables during 2025/26.

A key outcome of the CJA has been its integration into the Technology Risk Assessment Committee (TRAC) process, ensuring that cybersecurity considerations are embedded in procurement, operational risk management, and institutional decision-making. Moving forward, Western will focus on strengthening access controls, expanding monitoring capabilities, and implementing targeted risk mitigation measures for these critical systems.

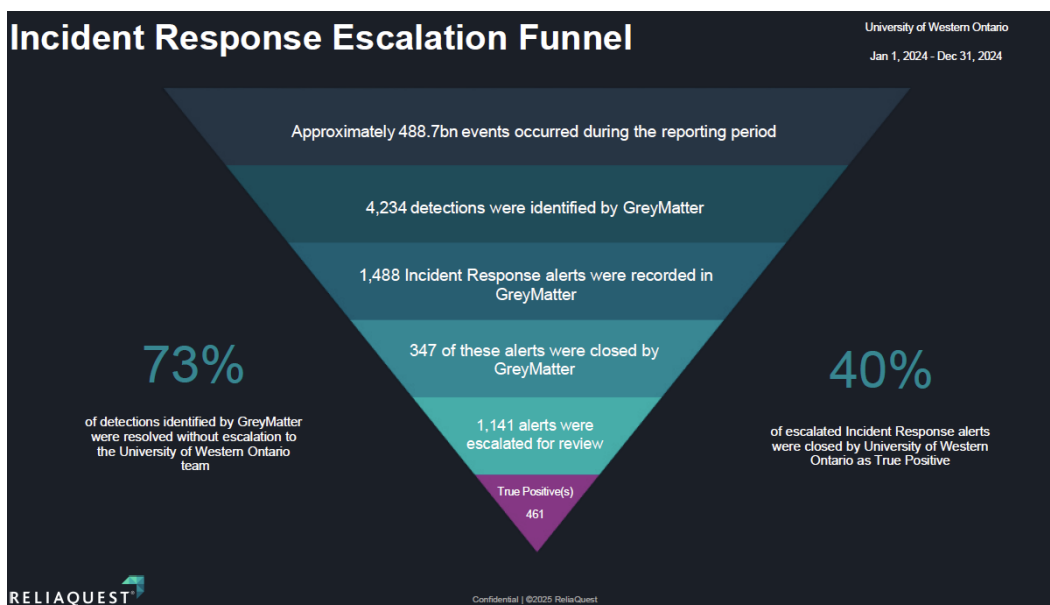
The CJA represents a major step toward a more proactive and resilient security posture, ensuring Western is well-equipped to protect its data, operations, and reputation in an evolving threat landscape.

Managed Security Service Provider

In 2024, Western University reinforced its cybersecurity posture through an ongoing strategic partnership with ReliaQuest, a leading Managed Security Service Provider (MSSP). This collaboration provides 24/7/365 security monitoring, detection, and response capabilities through the RQ GreyMatter platform, significantly enhancing the university's ability to detect and mitigate cyber threats.

Key Achievements in 2024

- **Incident Response Efficiency:** The Mean Time to Resolve (MTTR) incidents dropped significantly from 5.72 days in December 2024 to 1.72 days in January 2025, showcasing rapid response and resolution improvements.
- **Enhanced Threat Detection:** Over the past year, threat detection coverage expanded across the MITRE ATT&CK framework by 32%, improving visibility into potential threats and fortifying Western's defenses.
- **Noise Reduction & Operational Efficiency:** 73% of security alerts identified through RQ GreyMatter were resolved without escalation, allowing Western's Security Operations Center (SOC) team to focus on critical security issues.
- **True Positive Alert Resolution:** 40% of escalated alerts were confirmed as legitimate threats and were promptly contained and remediated, preventing further impact.
- **Continuous Optimization & Tuning:** The partnership led to 45 key tuning improvements, refining incident detection processes and reducing false positives.



Strategic Value of the MSSP Relationship

Western's MSSP engagement with ReliaQuest ensures that the university maintains round-the-clock cybersecurity vigilance against evolving threats. The integration of GreyMatter with Western's CrowdStrike EDR and Splunk SIEM provides proactive threat detection, response automation, and continuous security posture improvements.

By leveraging advanced threat intelligence, security automation, and expert support from ReliaQuest, Western University strengthened its position to defend against cyber threats and protect critical institutional assets. This partnership underscores the university's commitment to a proactive and resilient cybersecurity strategy, safeguarding students, faculty, and research from potential cyber risks.

The MITRE ATT&CK Coverage spider diagram below illustrates growth in the protections we have put in place through ReliaQuest over the last year.



Incident Response Capabilities and Mandiant Partnership

Western University maintains a strong focus on cyber incident readiness as part of our broader security operations strategy. A key component of this preparedness is our ongoing partnership with Mandiant, a Google company, through a strategic Incident Response Retainer. Mandiant is a recognized global leader in threat intelligence and response services, and this partnership enhances Western's ability to swiftly investigate and contain cybersecurity threats.

The retainer agreement ensures that, in the event of a major security incident, Mandiant experts can be rapidly deployed to support the university's efforts to respond and recover. Beyond reactive support, the agreement also includes proactive services, such as:

- Incident Response Preparedness Assessments (IRPS)
- Readiness workshops and tabletop exercises
- Access to threat intelligence and response playbook development

In 2023, Mandiant completed an Incident Response Preparedness Assessment for Western, providing an external, third-party review of our response capabilities. The assessment confirmed several strengths, including:

- A well-structured Cybersecurity Incident Response Plan (CSIRP)
- 24/7 monitoring through our Security Operations Centre (SOC) in partnership with ReliaQuest
- Investment in detection technologies like CrowdStrike Falcon and the RQ GreyMatter platform

However, it also identified areas for improvement, including:

- Improved coordination across decentralized IT units to ensure consistent and timely incident escalation
- Enhanced documentation and standardization of incident reporting processes
- Increased inclusion of faculty and departmental teams in tabletop response exercises

These recommendations are actively informing our 2025 incident response roadmap. Western's approach to cybersecurity continues to combine technology investments, internal collaboration, and industry partnerships to strengthen our resilience against evolving threats.

Payment Card Industry (PCI) Compliance

Western University successfully met its Payment Card Industry Data Security Standard (PCI DSS) Self-Assessment Questionnaire (SAQ) A compliance requirements under PCI DSS 4.0. The SAQ A compliance process involved a rigorous audit conducted by MNP, who assessed the university's adherence to PCI DSS controls. This included ensuring that payment processing is outsourced to PCI DSS-compliant third-party providers, with no cardholder data stored, processed, or transmitted on university-managed systems. The assessment confirmed that Western has successfully implemented the necessary security measures, including robust access controls, encryption of transmitted data, and ongoing monitoring of potential security risks.

Successfully completing this compliance milestone strengthens Western's overall cybersecurity posture by ensuring payment security best practices align with industry standards. Moving forward, the university remains committed to maintaining compliance through continuous monitoring, staff training, and periodic security assessments to uphold the integrity of our payment processing ecosystem.

Cybersecurity Awareness: Social Media, Training and Simulated Phishing

The CyberSmart team developed focused cybersecurity content and campaigns to educate and inform our students through social media channels across Instagram, Facebook, Twitter, and LinkedIn. This included tips on how to spot many kinds of scams (job, romance, housing) and avoid phishing emails, and other general cybersecurity advice that addressed students' daily challenges. The team responded to cybersecurity trends in the industry and within the campus environment to inform campaigns and content, including a QR Phishing campaign in response to a series of suspicious QR Code posters on campus. The program collaborated with various groups within the Western community to embed cyber safety principles across different disciplines and activities such as Western International, Student Wellness, and Off-Campus Housing with specific themes including Cyberviolence, Romance Scams, Financial Scams and general cyber safety.

The Cybersmart program also conducted various in person outreach events over the year to promote cybersecurity awareness.



Highlighted 2024 Cybersmart Instagram posts

Cybersecurity Awareness Training

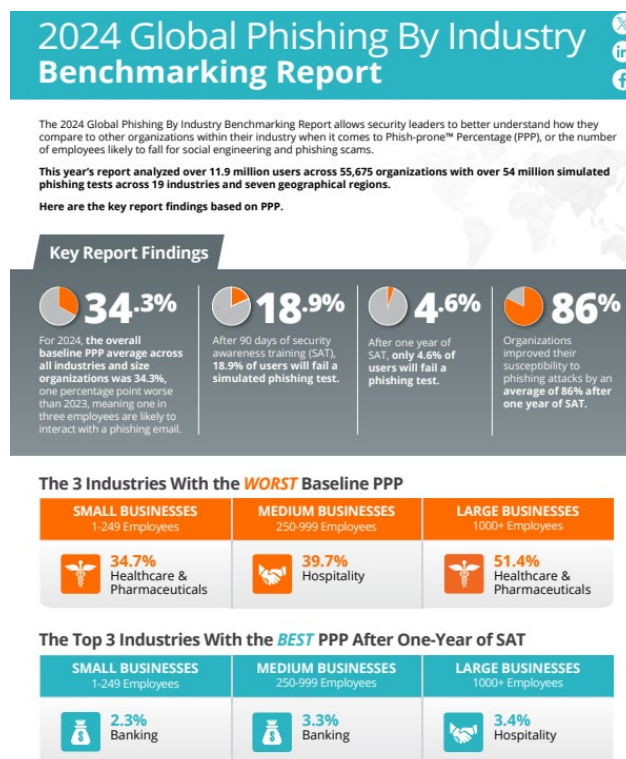
In 2024, WTS Security Operations researched and acquired a new cybersecurity training and simulated phishing platform that will be introduced in May 2025. MetaCompliance provides engaging training content and delivery methods that will enhance user participation and knowledge retention through shorter, more targeted learning modules. As this updated training platform is introduced in the new year we hope to move to more frequent and consumable training modules for campus to keep pace with rapid developments in cybersecurity threats and replace the intensive once-and-done training approach.

Simulated Phishing

As part of our cybersecurity awareness program, simulated phishing campaigns were run multiple times through out the year to staff, faculty and student groups. Simulated phishing is an effective method of reinforcing our Cybersecurity awareness training through a real-world example of phishing in your mailbox. Much like a fire drill, simulations allow staff, faculty and students to test their abilities to identify phishing with zero-risk to the organization. If anyone was deceived by a phishing email they are provided with additional materials and training that will help them respond more favourably when real phishing threatens their mailbox.

The results from our simulated phishing exercises continue to demonstrate that we are exceeding the *KnowBe4 2024 Global Phishing by Industry Benchmarking Report*.

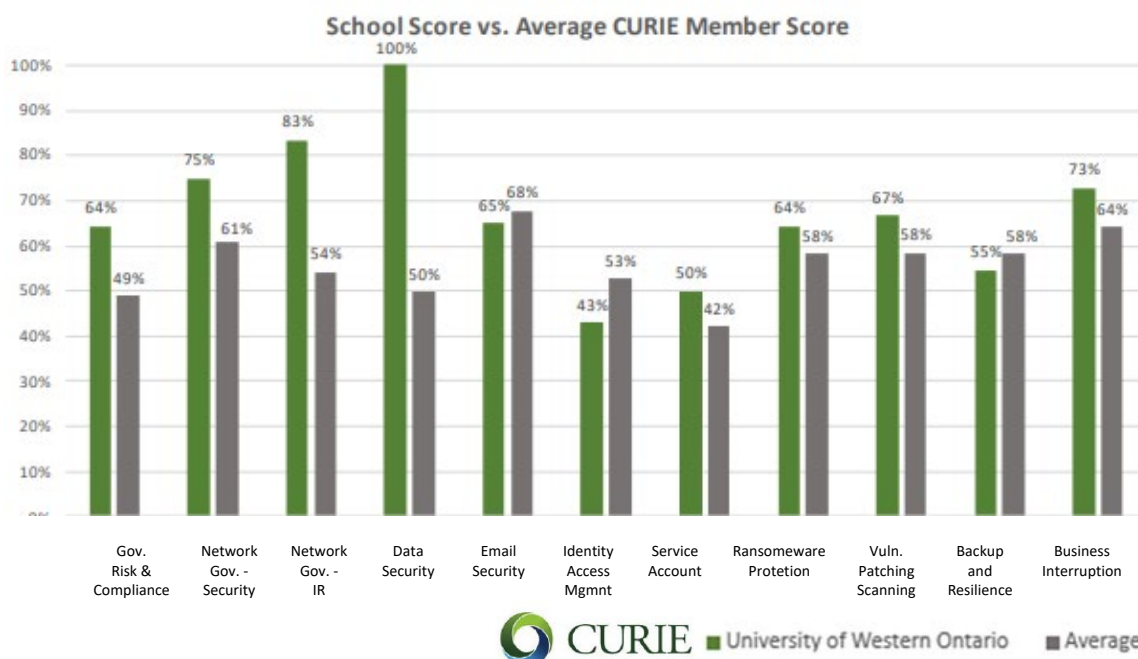
Staff, faculty and students will be instructed to undertake an annual cybersecurity training module or attestation this coming year to ensure that simulated phishing results will not decline over time.



2024 Western Simulated Phishing Results		Clicked Link %	Completed Form %	Overall Phished %
Students	October	6.79	9.45	16.24
Staff	July	5.98	1.60	7.58
	October	7.38	10.75	18.13
Faculty	July	5.09	1.01	6.10
	October	5.51	4.39	9.90

Cyber Security Insurance

Working with HR leadership, WTS participated in the underwriting process with CURIE for Cybersecurity Insurance again this year. Cybersecurity Investments in training, protection tools, monitoring, next generation solutions and partnerships over the past two years continue to demonstrate Western's leadership in cybersecurity practices in comparison to our peers that participate in CURIE cybersecurity insurance. It should be noted that many institutions globally are being rendered uninsurable once they have been subject to a major cyberattack hence the criticality of ensuring our defenses and security practices are continually evolving.



Cybersecurity Partnerships Through CANARIE and CUCCIO

WTS participates in several cybersecurity partnerships across Canada and within the higher education sector. Through CANARIE and its NREN partner, ORION, Western University is engaged in the Cybersecurity Initiative Program (CIP), the Canadian Shared Security Operations Centre (CanSSOC), and CanSSOC's Research Intensive Group (RIG) funded initiatives. Western is also a member of the Canadian Council of Chief Information Officers (CCIO) and actively contributes to the CUCCIO Information Security Special Interest Group (SIG), which fosters collaboration and sharing of cybersecurity ideas, practices, and threat intelligence.

The WTS Security Operations Centre (SOC) also engages with the Canadian Centre for Cyber Security (CCCS) and participates in their biweekly Cyber Threat Briefings.

Through CANARIE's CIP partnership Western makes use many cybersecurity services:

- Access to the Nation Research Education Network (NREN) through Ontario's partner ORION.
- Subscription to the CIP threat-feed allow/block lists
- Contribution to the Intrusion Detection System initiative
- Participation in CUCCIO Cybersecurity Benchmarking

- Engagement in the NREN National Cybersecurity Assessment

Through CanSSOC RIG Pilot Projects, Western participates in:

- Dark Web Monitoring
- Shared Security Information and Event Management (SIEM)
- Thinkst Canary which is used to detect and alert on unauthorized access attempts to deployed decoy technology

Cybersecurity Roadmap

WGIS and WTS will focus on the following cybersecurity initiatives in 2025 and beyond:

- WTS SOC CyberSmart training will move to MetaCompliance in May of 2025 creating new opportunities for our simulated phishing and cyber safety awareness training program. Shorter and more focused training segments will increase both the quality and frequency of cybersecurity training efforts. New delivery vehicles through engaging videos and MS Teams integrations will allow us to reach students, staff and faculty with a more consumable message.
- Recommendation from the Mandiant's Crown Jewel Assessment have been merged into the TRAC process and will continue to identify new assets that are introduced to campus and require addition risk mitigation and controls to manage exposure to cyber threats. Existing high risk crown jewel threats identified will be reviewed and have their identified risks addressed and adequately protected.
- Through our Incident Response retainer agreement WTS SOC will be proposing renewed testing of our cybersecurity incident response process through tabletop sessions that engage technical and executive level decision making through a simulated event.
- Investment in new cybersecurity tools will be required that give insight into the use of SaaS (Software as a Service) and Cloud/IaaS (Infrastructure as a Service) platforms. Cloud Access Security Broker and SaaS Management platforms will need to be part of our investment to keep pace with the movement of applications into to the cloud.
- Further development of CrowdStrike Falcon, our chosen Endpoint Detection and Response platform, to extend further into research labs, workstations and server environments that are currently not leveraging our next generation antivirus and endpoint security solution. Asset inventory, desktop vulnerability and patching management are high on our list of priorities to secure Western distributed assets on campus.
- WTS SOC will work with administrative teams to extend its supply chain security, an increasing area of potential cyber risk, by requesting that the vendors of each product identified through the Crown Jewels Assessment, provide evidence of annual penetration testing of their environments.

Appendix A – Current WGIS Members

WGIS Member	Role	Department Faculty
Andrew Konowalchuk	<i>WGIS Chair, Associate Vice-President</i>	Facility Management (FM)
Brent Fowles	<i>Director, Cybersecurity and Business Services</i>	Western Technology Services (WTS)
Matthew Feeney	<i>Manager of Information Security, Security Operations Centre</i>	Western Technology Services (WTS)
Rob Brennan	<i>Director, Application Services</i>	Western Technology Services (WTS)
Dave Ghanous	<i>Director, Infrastructure Services</i>	Western Technology Services (WTS)
Ed Gibson	<i>Associate Director, Infrastructure Services</i>	Western Technology Services (WTS)
Aleks Essex	<i>Associate Professor</i>	Electrical and Computer Engineering (ECE) Engineering (ENG)
Chris Wedlake	<i>Support Services Team Leader</i>	Schulich School of Medicine & Dentistry (SSMD)
Colin Couchman	<i>Chief Data Officer (CDO)</i>	Office of Institutional Planning & Budgeting (IPB)
Dorukhan Turan	<i>Internal Auditor</i>	Internal Audit (IA)
Erika Basile	<i>Director, Research Ethics and Compliance</i>	Office of Human Research Ethics (ORE)
Geoff Pimlatt	<i>Senior Manager, Information Systems</i>	University Students' Council (USC)
Hosham Alimorad	<i>Director, Information Technology Housing & Ancillary Services</i>	Housing and Ancillary Services (HAS)
Jim Loupos	<i>Director, Internal Audit</i>	Internal Audit (IA)
Paul Eluchok	<i>University Legal Counsel</i>	President's Office (OOP)
Ross Beatty	<i>Manager of Software Development, HAS Information Technology</i>	Housing and Ancillary Services (HAS)
Alex Van de Vooren	<i>WGIS Scribe, Security Engineer, Security Operations Centre</i>	Western Technology Services (WTS)

ITEM 14.3(b) – Student Mental Health Strategy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Student Mental Health strategy represents Western University's commitment to supporting students by positively influencing the trajectory of their mental health. It responds to feedback provided through broad consultation of the Western community and identifies four strategic areas:

- Empower students to thrive
- Promote preventative practices
- Cultivate a mentally-well campus
- Advance Western as a leader in student mental health

Raising campus awareness and engagement are key to achieving the outcomes the Mental Health strategy envisions.

ATTACHMENT(S):

[Student Mental Health Strategy](#)



Student Mental Health Strategy

Healthy Minds, Vibrant University

2025-2030

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Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lunaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

We acknowledge and honour the enduring relationship Indigenous Peoples have to this beautiful land.

As we create and implement Western’s Student Mental Health Strategy, we acknowledge past and current injustices and microaggressions Indigenous Peoples experience and the harmful impacts colonialism and prejudice can have on mental health.

In our commitment to Truth and Reconciliation, Western will continue to create safer spaces where trauma-informed and culturally sensitive mental health is prioritized, and Indigenous students can access the support they need to thrive—both individually and as a community.

Letter to the Western Community

Dear Western Community,

The brain and mind drive every action, thought, and emotion. When they are healthy and engaged, learning thrives—but stress, mental illness, and addiction can hinder performance. Cultivating positive student mental health is essential, directly enhancing cognitive function, motivation, and academic success. It is foundational for students to achieve their full potential.

Western's Student Mental Health Strategy (2025-2030) reflects our deep commitment to students' well-being and their evolving needs, ensuring they have the necessary support to meet the academic rigor and excellence that define Western University.

Through extensive consultations, campus representatives identified a need for a greater focus on prevention, communication skills, substance and device misuse, and external factors – geopolitical, environmental, familial, and economic – that impact student well-being. We extend our gratitude to everyone who contributed, from members of the committees to those who attended focus groups and responded to the surveys.

The development of the plan was a community effort, and the implementation will be as well. We invite campus partners to take an active role in implementing these strategies in ways that align with and enhance their work. Together, we can have a great impact, ensuring that every student has access to the support they need, right here on campus.

We are proud to build upon the work Western has already done to support student mental health. Since the 2018 plan, Western has achieved significant milestones: purpose-built Health & Wellness Services at Thames Hall; accessible education initiatives; an upgraded medical record system; and expanded counseling services, alongside robust partner programs at King's and Huron. All of this work has significantly enhanced student support.

And there is more for us to do.

Our plan is guided by core values – the centrality of mental health to learning, prevention, collaboration, compassion, excellence, social justice, and innovation. We also emphasize new campus-wide collaborations, willingness to experiment, and continuous learning to enrich student mental health support.

Next, we will establish an Implementation Action Team with student and campus partner representation. Student voices were instrumental in shaping the plan, and their continued involvement will be vital to its success.

Join us on this journey. Together, we can proactively support student mental health and contribute to a thriving community.

With gratitude,

John Doerksen, *Vice-Provost (Students)*

Chandlee Dickey, *Clinical Director, Mental Health Team*

Debbie Chiodo, *Mental Health Consultant*

Rachel Stack, *Director, Wellness & Well-being*

Sonya Malone, *Workplace Health Physician*

Message from President Alan Shepard

When our students thrive, they are unstoppable. We've seen that time and time again.

But when stress or other life events get in the way, it can be difficult to overcome those barriers.

That's why Western is embracing this new strategy to continue building a community with connection, belonging, collaboration, and compassion at its core.

A proactive approach that will ensure Western students have the very best environment to take care of themselves and their friends, to access exceptional care when they need it, and ultimately, to achieve their academic goals.

Students are at the very centre of our mission – their voices and experiences will continue to guide the evolution of mental health at Western.

It's up to all of us to embrace this plan, strengthen our community, and empower our students to be the best they can be.

Not only to help them succeed while they're here, but to support them in developing healthy strategies for their lives and careers to come.

Alan Shepard

President & Vice-Chancellor



Executive Summary

Western University strives to be a leading academic community, where all students belong, learn, and thrive. Mental health is a key component of this vision – as mental health and wellness are essential to achieving that goal.

The Student Mental Health Strategy (2025-2030) relies on all members of the Western community – students, staff, and faculty – to actively contribute to our vibrant culture. As well, Western’s structures, policies, and procedures must support student mental health and cultivate a healthy community. By organizing our plan around students and the broader campus community, each individual and program can understand their vital role in advancing our shared mission.

Our mission is to support student well-being by providing high-quality care and proactive preventative education and programs, and cultivating an inclusive and supportive community. Through collaboration, innovation, and student-centered initiatives, we aim to remove barriers, build resilience, and empower students to thrive cognitively, socially, and personally.

To achieve this mission, the plan introduces the following strategic priority areas, reflecting a proactive and holistic approach to student well-being:

- » Empower Students to Thrive
- » Broaden Outreach to Promote Preventative Practices
- » Cultivate a Mentally-Well Campus
- » Advance Western as a Leader in Student Mental Health

These strategic priorities underscore Western University’s commitment to creating a resilient, inclusive, and supportive campus where every student can thrive.



Advances toward a mentally healthy environment for all **campus community** members.

Outreach to the **broader student population** to promote preventable practices.

Individual students are empowered to thrive.

Western Student Mental Health Strategy

OUR MISSION

Our mission is to support student well-being by providing high-quality care and proactive preventative education and programs, and cultivating an inclusive and supportive community. Through collaboration, innovation, and student-centered initiatives, we aim to remove barriers, build resilience, and empower students to thrive cognitively, socially, and personally.

OUR VISION

A leading academic community where all students belong and thrive

OUR GUIDING VALUES

Centrality of Mental Health to Learning • Collaboration • Compassion • Excellence
Social Justice • Prevention • Innovation

STRATEGIC PRIORITY: Empower Students to Thrive

Good mental health is essential for effective learning. By nurturing their authentic selves, developing lifelong healthy habits, and connecting to care early, students can confidently manage academic and life stresses. Western is committed to providing compassionate and excellent care to support students in building resilience for their future.

GOAL: Support Western Students to Experience a Positive Sense of Self

Students will:

- » Discover their own best authentic self, understand their power, and experience joy.
- » Develop strategies, a sense of agency, and adaptability to confidently manage academic and life stresses as they arise in a dynamic world.
- » Develop lifelong healthy habits involving self-care, learning, exercise, mindfulness, and harm reduction.
- » Connect with care early to help prevent more significant issues.
- » Engage in early and ongoing learning about wellness such as mental health, mental illness, substance misuse, and sleep.
- » Consider impact of substance misuse, excessive device use, and other addictions on own mental health and on the community.

GOAL: Provide Excellent, Compassionate Care

Western will:

- » Provide timely access and choices to effective, state-of-the-art, and compassionate care that is culturally sensitive, and trauma and attachment informed.
- » Address specific issues as they emerge such as eco-distress (distress due to climate change), excessive phone use and gambling, and substance misuse.

- » Recognize the interplay of physical and mental health and their impact on academics.
- » Ensure health team members have professional development support to address student needs related to physical and mental health, and addictions.
- » Strengthen partnerships across the region to expand services and ease transitions for students.
- » Ensure that mental health services are anti-racist, anti-oppressive, decolonizing, and culturally focused, making them accessible to students with varying needs, identities, and abilities.
- » Develop specialized approaches for groups at higher risk for experiencing excessive stress, including PhD candidates, athletes, people with disabilities, international students, and students who identify as Indigenous, racialized, gender diverse, or other equity deserving groups.

STRATEGIC PRIORITY: Broaden Outreach to Promote Preventative Practices

Intentional prevention is crucial for fostering students' healthy development. By co-creating educational opportunities, enriching peer support, and educating faculty and staff, Western aims to proactively address mental health, substance misuse, and other wellness issues. This holistic approach ensures students receive the support they need to thrive academically and personally.

GOAL: Co-create Creative Educational Opportunities to Encourage Healthy Habits

Collectively, the Western Community will:

- » Develop early and ongoing learning opportunities about wellness.
- » Foster healthy habits around eating, sleeping, exercising, managing time, socializing, and reflecting.
- » Increase awareness of the impacts that poor mental health, excessive device usage, and substance misuse can have on academics, future prospects, and general health.

GOAL: Educate Interested Faculty and Staff on How to Connect Students to Services Early

Collectively, the Western Community will:

- » Advocate for the appreciation of the centrality of good mental health to students achieving their academic and life development goals.
- » Collaboratively care for one another, recognize warning signs, reach out when a student may be at risk, normalize seeking support, share information so that students are helped early, and work to build trust that our community will be there for our students when they need us.
- » Teach interested staff and faculty members on how to respond to a disclosure or identify a mental health or addiction challenge.
- » Consider early detection tools that identify students at risk and create a process to identify risky behaviours to help keep our community safer.

GOAL: Recognize Positive Mental Health as a Key Element to Student's Academic Success

Collectively, the Western Community will:

- » Prepare students for major transitions during postsecondary education.
- » Design pathways to help temporarily withdrawn students reintegrate.
- » Appreciate that experiencing failure is an opportunity to learn and grow.
- » Balance the value of in-person classes and experiences with the inclusion benefits of virtual classes to foster connection across campus.
- » Collaborate with campus and community partners to ensure that students' basic food and housing needs are met.

GOAL: Enrich Peer Support Opportunities as Sources of Hopeful Influence

Western will:

- » Ensure students are involved in the co-design of programming to support their diverse identities on campus.
- » Recognize students as experts and collaborators on their personal mental health and academic journeys.
- » Teach student leaders on mental health topics and how to encourage students to seek help.

STRATEGIC PRIORITY: Cultivate a Mentally-well Campus

Western prioritizes a campus-wide focus on mental health by fostering respectful conversations, connecting with the natural beauty of our surroundings, and diligently implementing this strategic plan. Through courageous conversations, advocating for well-being activities and spaces, and engaging the entire community, Western aims to create a supportive and mentally healthy environment for all members.

GOAL: Empower the Western Community to Engage in Courageous Conversations

Collectively, the Western Community will:

- » Encourage respectful and nuanced conversations to facilitate mutual understanding about a multitude of factors influencing the mental health continuum, addictions, and well-being.
- » Strengthen students, staff, and faculty members' conflict resolution skills to enable a psychologically safer environment, appreciating the distinction between uncomfortable and unsafe discussions.
- » Integrate the wisdom and guidance of partner Elders and Knowledge Keepers on campus.
- » Support faculty and staff involvement in expanding their cultural awareness and humility.
- » Acknowledge the potential impact that larger familial, socioeconomic, environmental, and geopolitical forces can have on students' well-being and how Western mitigates that impact.

GOAL: Advocate for Activities and Spaces that Foster Well-Being

Collectively, the Western Community will:

- » Reduce barriers to collaborative mental health initiatives across campus.
- » Collaborate with campus partners to co-create artistic, body movement, and nature-oriented programs to foster belonging and provide alternative spaces for conversations on mental health issues.
- » Promote quiet or sensory adaptable indoor and outdoor spaces, for students to practice mindfulness, spiritual reflection, and self-regulation.
- » Co-create neutral third places to allow for connection and community building.
- » Encourage students to connect with the natural beauty of our campus and surrounding outdoor environment.
- » Build graduate school traditions to reinforce a sense of community

GOAL: Engage the Whole Western Community in Work to Advance Student Mental Health

Western will:

- » Establish a campus-wide Implementation Action Team with student membership charged with monitoring and enacting the plan.
- » Leverage the influence of senior leaders and community members who are inspirational champions and will advocate for the ongoing advancement of this plan.
- » Encourage the review of Western's structures, policies, and procedures through a well-being lens.
- » Create a continuous quality improvement mindset that supports Western as a learning organization with respect to mental health and addiction.
- » Drive communication and project management strategies to support plan implementation including service information and mental health education.
- » Embed a sustainability framework and measurement plan that will ensure accountability and identify indicators for success
- » Adapt elements of this plan to further support our staff and faculty as we all form an interconnected ecosystem of wellness.
- » View this plan in concert with other allied strategic plans across the University.

STRATEGIC PRIORITY: Advance Western as a Leader in Student Mental Health

As a leader in student experience, Western is committed to innovating and disseminating strategies that enhance student well-being. By continuously adapting to new best practices, collaborating with researchers and evaluators, and connecting with community partners, Western aims to advance mental health and addiction strategies locally, nationally, and internationally.

GOAL: Innovate and Disseminate Improvements in Student Mental Health Practices

Collectively, the Western Community will:

- » Innovate and spread new and creative strategies to enhance students' well-being.
- » Be open to adapting this framework as new best practices come to light.
- » Collaborate with campus researchers and program evaluators to identify innovations driven by this plan.
- » Connect with organizational partners from across London and surrounding community and colleagues nationally to disseminate and advance mental health and addiction strategies.

Appendix A: Background

Emerging Themes from Surveys, Discussions, and Focus Groups

Several prominent themes emerged from the consultations with students, staff, and faculty. The convergence of these themes across campus was illustrative. One consistent point was that approaches and efforts need to be co-designed with students to maximize effectiveness; the Implementation Action Team will honor that imperative.

The following themes were evident:

- » **Learning About Mental Health Supports and How to Provide Support:** There is a general lack of awareness of the mental health supports available on campus, hindering students from receiving support. Community members also expressed needing more skills to help distressed students. By leveraging multiple communication and teaching methods, this gap can be narrowed.
- » **Enhanced Skills in Navigating Respectful and Courageous Conversations:** All community members indicated that students are not equipped with the necessary conflict resolution skills or communication skills. Students are struggling to successfully have crucial conversations with individuals such as peers and faculty members, which can negatively impact their mental health. Strong communication skills enrich the larger community's conversations.
- » **Attention to Addiction Issues:** Addictions are troubling for students, which is common in the postsecondary sector. Specifically, substance misuse, device addiction, and gambling were identified by some respondents as problematic. Through education, campus discussions, and treatment, we can reduce harm and support healthier choices.
- » **Larger Forces Impacting Students' Well-being:** Climate change, geopolitical forces, socioeconomic factors, and familial life stories are influencing students' sense of self and safety. While addressing these systemic issues may be beyond this plan's scope, its strategies can help students navigate these impacts and strengthen their resilience.
- » **Specialized Approaches for Some Student Groups:** It was identified that select student groups may need tailored approaches. These include PhD candidates, athletes, people with disabilities, international students, and those who identify as Indigenous, racialized, gender diverse, or other equity-deserving groups.
- » **The Importance of Belonging:** One of Western's core values is a deep sense of belonging. For some students, developing friendships is challenging and they struggle to find belonging at Western. By creating safer, inclusive spaces for students to gather and share experiences, we can foster a supportive community. We can also explore new ways to interweave reflection practices, encourage campus exploration, and build new traditions.
- » **Feeling Good About Oneself:** A fundamental aspect of student mental health is experiencing a positive sense of self. Consultations illustrated that during postsecondary education, students are facing challenges as they stretch to grasp new concepts, complete tasks, negotiate relationships, and develop an authentic self. This plan's holistic approach aims to provide a foundation for positive and safe growth.

Student Mental Health Strategy Committee and Consultation Process

Western University established a Student Mental Health Strategy Committee in 2024 to develop a comprehensive strategy on mental health that built on the 2018 plan. In February 2024, a Core Strategy Team was tasked with developing and carrying out a consultation plan that would capture the experiences, thoughts, and ideas of the University's students, faculty and staff related to mental health and wellness. This team reviewed the former plan, consulted the campus community, analyzed survey and focus group data, and assessed existing university mental health policies. The group also reviewed available literature on provincial, national, and international policies, services, and processes related to promoting mental health and wellness on university campuses.

Two additional groups (an Advisory Team and an Action Team) composed of senior leadership, faculty, staff, and students met four times to review progress, provide feedback and perspectives, and challenge assumptions, shaping the final plan.

Between April 2024 to December 2024, over 2,400 students and 950 staff and faculty participated in surveys, while 90 students responded to a targeted survey on device use. Additionally, 28 campus groups engaged in focus groups, and individual consultations conversations took place with highly-invested individuals. All consultations highlighted concerns, opportunities, and hopes for improving mental health and wellness at Western.

Appendix B: Student Mental Health Strategy Advisory and Action Team Member List (2024)

Advisory Team

Emily Carrothers

Associate Director, Student Wellness, King's University College

Heidi Braaksma

Director, Student Wellness, Huron University

Joanna Bedggood (Former)

Associate Director, Student Wellness, King's University College

John Doerksen

Vice-Provost (Students), Student Experience

Karla Pacheco

Senior Manager, People and Development, University Students' Council

Lesley Oliver

Specialist in Equity, Diversity & Inclusion, Office of Equity, Diversity & Inclusion

Lily Cho (Former)

Vice-Provost & Associate Vice-President (International)

Rosanna Stumpo Bal

Director, Administration, Student Experience

Susan Lewis

Vice-Provost (Academic Programs)

Action Team

Ajit Pyati

Associate Professor, Faculty of Information & Media Studies

Ankita Mishra

University Students' Council Delegate

AnnaLise Trudell

Manager, Wellness & Equity Education, Student Experience

Cherin Chung

President, Society of Graduate Students

Christian Ylagan

Equity, Diversity & Inclusion Education Coordinator, Student Experience

Christine Stapleton

Director, Sports & Recreation, Student Experience

Cortney Goldkar Dakin

Assistant Professor, Faculty of Social Science

Daniel Shrubsole

Associate Dean, Faculty of Social Science

David Viitala

Acting Manager, Residence Student Support, Housing & Ancillary Services

Densika Ravindiralingam

Advocacy Director, Active Minds Western

Elizabeth Hayden

Associate Dean of Graduate & Postdoctoral Affairs, Faculty of Social Science

Elle Cumming

Co-Vice-President of Advocacy, Active Minds Western

Isabella Spensieri

Accessibility Commissioner, Society of Graduate Students

James Stewart

Physician Lead, Health & Wellness Services, Student Experience

Kasavi Kanagasabai

Vice-President, Student Services, Society of Graduate Students

Laura Donelan

Mental Health Counsellor, Wellness & Well-being, Student Experience

Leanne Ford

Manager, Residence Student Support, Housing & Ancillary Services

Leslie Gloor Duncan

Associate Director, Transition, Leadership & Enrichment, Student Experience

Lise Laporte

Senior Director, Western International

Maathangi Rudranantha

University Students' Council Delegate

Maria Farooq (Former)

Vice-President, University Affairs, University Students' Council

Mariana Batista

Vice-President, University Affairs, University Student Council

Marisa Modeski

University Registrar, Office of the Registrar

Nica Borradaile

Acting Associate Vice-Provost, School of Graduate and Postdoctoral Studies

Nicole Campbell

Associate Professor, Schulich School of Medicine & Dentistry

Ramona Fernandez

Mental Health Counsellor, Student Experience

Rebecca Milec

Interim Director, Strategic Communications and Marketing, Student Experience (Former)

Rick Fehr

Program Coordinator, Indigenous Studies

Robyn Hurley

Manager, Student Support & Case Management, Student Experience

Roma MacDonald

University Students' Council Delegate

Shveta Suresh

University Students' Council Delegate

Stavros Liokakos

University Students' Council Delegate

Victoria Smye

Director & Associate Professor, Arthur Labatt Family School of Nursing

Core Strategy Team**Arbor Morris**

Mental Health Counsellor, Office of Indigenous Initiatives (Former)

Chandlee Dickey

Clinical Director, Mental Health Care, Student Experience

Debbie Chiodo

Director, Data Management & Evaluation, Centre for Addiction & Mental Health

Janna Ferguson

Director, Assessment & Planning, Student Experience (Former)

Rachel Stack

Director, Wellness & Well-being, Student Experience

Silvia Wood

Administrative Assistant to Director, Wellness & Well-being, Student Experience

Sonya Malone

Workplace Health Physician, Western University

Additional Contributors**Aisha Haque**

Director, Centre for Teaching & Learning

Alana Heenan

Digital Engagement Coordinator, Student Experience (Former)

Alexe Scholtes

Western Student

Anna Burt

Western Student

Catherine Ireland

Director, Sport, Student Experience

Christy Bressette

Vice-Provost & Associate Vice-President (Indigenous Initiatives)

Deborah Turnbull

Team Lead, Nursing, Student Experience

Derek Worden

Senior Advisor, Strategic Initiatives, Housing & Ancillary Services

Emilie Kalaydjian

President, University Students' Council

Emma Campbell

Western Student

Erica Galea

*Operations Manager, Wellness & Well-being,
Student Experience*

Erin Huner

Director, Culture & Inclusion, Ivey Business School

Florentine Strzelczyk

Provost & Vice-President (Academic)

Jackson Findlay

Western Student

Jennifer Meister

*Acting Associate Director, Conduct & Conflict
Management (Former)*

Jim Racine

*Residence Conduct Coordinator, Housing &
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Ken Kirkwood

Associate Professor, Faculty of Health Sciences

Laasya Patibandla

Western Student

Lindsay Ducharme

Engagement Coordinator to the Provost

Lisa Daniels

Director, McIntosh Gallery

Maitland Jean Roy

Western Student

Maxine Nicolais

Western Student

Meira Machado

Western Post-Doctoral Student

Nina Zitani

*Curator, Zoological Collections, Department of
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Papy Abdie

Manager, Student Engagement, Student Experience

Riley Hinson

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Ruth Lanus

Professor, Schulich School of Medicine & Dentistry

Sairah Khan

Western Student

Sara Mai Chitty

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Sarah Fullerton

*Vice President, Orientation & Programming,
University Students' Council*

Sharon Wei

Associate Professor, Faculty of Music

Stephanie Hayne Beatty

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Tracy Isaacs

*Special Advisor to the Provost - Gender-Based &
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Trish Regier

*Manager, Undergraduate Student Services, Faculty
of Social Science*

Victoria Ceolin

Western Student

Wendy Ellis

Associate Professor, Kings University College

Appendix C: Campus Groups that were Invited to Mental Health and Wellness Consultations to Inform Plan Development*

- » Faculty, Staff and Librarians
- » Graduate Studies, Policy and Planning
- » Housing and Ancillary Services
- » Leadership & Learning, Student Experience
- » McIntosh Gallery
- » Office of Equity, Diversity & Inclusion
- » Office of Indigenous Initiatives
- » Office of Sustainability
- » Office of the Provost
- » Office of the Registrar
- » Researchers involved with COVID-19, eco-distress, substance use, and trauma (separate discussions)
- » School of Graduate and Postdoctoral Studies
- » Sophs (Faculty)
- » Sports & Recreation, Student Experience
- » Student Emergency Response Team (SERT)
- » Student Health Clinic, Physician Team
- » Student Health Clinic, Nursing Team
- » Student Mental Health Care Team
- » Student Support & Case Management Team
- » Undergraduate Academic Programs Office
- » Undergraduate Student Services
- » Wellness Equity & Education Team
- » Western International
- » Western Legal Counsel
- » Western student club presidents of equity deserving groups
- » Western Special Constable Service (WSCS)

**NOTE: Not all invitees participated in full.*

Appendix D: Additional Resources

1. **THE NATIONAL STANDARD OF CANADA CSA Z2003:20**, Mental health and well-being for post-secondary students, Standards Council of Canada, Mental Health Commission of Canada. [Website](#).
2. **Centre for Innovation in Campus Mental Health (CICMH)**: Comprehensive resource finder including guides, toolkits, and research reports on university student mental health. [Website](#).
3. **Higher Education Quality Council of Ontario (HEQCO)**: “Supporting Student Mental Health in Ontario: Exploring Best Practices and Identifying Gaps.” [Publication](#).
4. **Journal of Further and Higher Education**: “Look After the Staff and they Would Look After the Students’ Cultures of Wellbeing and Mental Health in the University Setting” 2022 <https://doi.org/10.1080/0309877X.2021.1986473>
5. **Canadian Centre for Occupational Health and Safety**: “Measures for Promoting Mental Health in the Workplace.” [Website](#).

Development of this strategy was supported in part by a grant from the Ministry of Colleges, Universities, Research Excellence and Security.

ITEM 14.3(c) – Renaming of Western Continuing Studies as Western School of Professional and Continuing Education (SPACE)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Information regarding the renaming of Western Continuing Studies as Western School of Professional and Continuing Education (SPACE) is provided to Senate for information.

ATTACHMENT(S):

[Memorandum to the Senate Committee on University Planning](#)

MEMORANDUM

To: Senate Committee on University Planning – FOR INFORMATION

From: Susan Lewis, Vice-Provost (Academic Programs)

cc: Florentine Strzelczyk, Provost and Vice-President (Academic)
Amrit Ahluwalia, Executive Director, Western Continuing Studies

Date: April 28, 2025

Subject: Renaming of Western Continuing Studies as Western School of Professional and Continuing Education (SPACE)

Western Continuing Studies (WCS) offers non-credit programming for learners across the lifespan, engaging our community and bringing Western expertise and knowledge to an audience that spans the globe. WCS programming includes: (1) post-degree programs in partnership with the Faculties of Information and Media Studies, Health Sciences, Arts & Humanities, and Social Sciences; (2) programs accredited by external boards including the College of Pedorthics of Canada, the Board of Canadian Registered Safety Professionals, and the Human Resources Professionals Association; (3) non-credit English-language programming for students and professionals; and (4) the Micro-credential Innovation Lab that supports short duration non-credit programming. Each of these programs requires disciplinary oversight of their curriculum and resources to meet learner needs, industry standards, and accreditation requirements.

The continuing education sector has seen a transformation over the past two decades characterized by closer integration with the main campus, strong alignment with external accrediting boards, and expansion of micro-credentialing and alternative credentials more broadly. In response, many continuing education units have adopted the “School” nomenclature, including:

- University of Toronto: School of Continuing Studies
- McGill University: School of Continuing Studies
- York University: School of Continuing Studies
- Toronto Metropolitan University: Chang School of Continuing Education
- Georgetown University: School of Continuing Studies
- New York University: School of Professional Studies
- Harvard University: Extension School
- Brown University: School of Professional Studies

Rationale

The renaming of Western Continuing Studies as the Western School of Professional and Continuing Education (SPACE) promotes quality education across the lifespan and aligns with sector practices.

The timing of the name change coincides with the unit's physical relocation to West Campus (September 1, 2025) and its expansion of offerings at Western's downtown Toronto site planned for 2025/26. It is advantageous to align the name change with these important events, in terms of communications, branding, and reputational advancement.

ITEM 14.4(a) – Revisions to the Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Western Research is conducting a review of research MAPP policies and procedures.

MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups has been updated to improve clarity and efficiency. A summary of updates is as follows:

- Separated procedures for Institutes, Centres, and Groups to avoid confusion and better delineate the differences.
- Updated language to align with wording in the Policy for consistency.
- Removed reference to items not within the purview of the units.
- Improved clarity regarding the role of the Vice-President (Research)'s Office and Deans.

The revisions are attached for Senate's information.

ATTACHMENT(S):

Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups (with tracked changes)

Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups (clean copy)

**PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review
of Research Institutes, Centres and Groups**

Governing Policy: Policy 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

Subsections: Research Institutes; Research Centres; Research Groups

Responsible Officer: Vice-President (Research)

Responsible Office: Office of the Vice-President (Research)

Effective Date: June 26, 2025

Supersedes: October 19, 2020

A. RESEARCH INSTITUTES ~~& CENTRES~~

~~The following information is to be included in a proposal to establish or renew a centre or institute:~~

1. Proposal to Establish a New Institute

Proposals to establish Research Institutes are submitted to the Vice-President (Research) (VPR) and will be reviewed by the Committee on Research Institutes (CRI). The proposal should include the section enumerated below with respect to definition and scope, membership, governance, and resources. Additional resources and guidelines are available at uwo.ca/research.

DEFINITION & SCOPE

~~1. Purposes and Functions~~

a) Proposed name and term (start and end date - normally does not exceed five years).

b) Priority research areas / themes (e.g., grand/complex research challenges).

~~c) Faculties/Departments/School or external institutions directly involved (Please provide documentation indicating support for the proposal for each or all as appropriate)~~

c) Rationale and justification.

d) Primary objectives and functions to support interdisciplinary research and scholarship.

N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and the Faculties/Departments/Schools involved.

e) List of partnering or affiliated Faculties/Departments/Schools, Western core research facilities/research centres/research groups, and external institutions/organizations directly involved.

N.B. Append documentation indicating support for the proposal for each partner or affiliate when appropriate.

~~f) Primary academic and/or non-academic functions~~

f) Expected contributions to the University's mission core strategic interests of the University with details about the alignment to Western, Western Research, and partner Faculty's Strategic Plans.

g) Key performance indicators of national and international impact and excellence.

N.B. The final selection of reporting requirements is at the discretion of the VPR.

~~2.~~ Membership

MEMBERSHIP

h) Overview of the breadth of engagement across disciplines, faculties, and external partners.

i) Description of membership Sources, proposed period of tenure, categories, and criteria for membership, fees (if any), and benefit eligibility.

j) Append a list of member nNames, institutional affiliation, and qualifications /area of expertise, and expected contribution of principal members.

~~k) New faculty appointments proposed~~

~~l) Alternative faculty workload arrangements proposed~~

3. Governance, Administration and Organizational Relationships

GOVERNANCE

- k) Description of the proposed governance structure including reporting lines and terms of reference (i.e., specify mandate, composition, meeting frequency) at minimum for the director, research advisory committee and governing board.
- l) List of governance structure members including names, institutional affiliations, qualifications, and responsibilities.
- m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

N.B. Provide evidence that necessary agreements between the University and the external institution have been approved by the VPR and attach copy of agreement or proposed agreement).

- ~~a) Description and membership of governance structure or governing body~~
- ~~b) Frequency of meetings of governing body~~
- ~~c) Names, institutional affiliations, qualifications, and responsibilities of all officers of the Centre/Institute~~
- ~~d) Level of participation of external institutions in governing body, and/or administration of the Centre/Institute. (Provide evidence that necessary agreements between the University and the external institution have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement)~~
- ~~e) If incorporation is sought, set out reasons for incorporation as appropriate for consideration by the Board of Governors of the University~~

4. Students and Courses

- ~~a) Level and type of involvement of undergraduate or graduate students in centre/institute activities~~
- ~~b) If Graduate students are involved, provide documentation as appropriate indicating that consultation has occurred between the centre/institute, the School of Graduate and Postdoctoral Studies and to the Faculties/Departments/Schools involved with respect to: (i) advertizing of positions or opportunities; (ii) admissions; (iii) student support; (iv) student~~

supervision

- ~~c) Contribution to the development of new courses, seminars or other instructional programs (Provide documentation with respect to Faculty/Departmental/School support for new instructional initiatives) (NOTE that any and all proposed course/program additions/changes must be pursued through normal departmental/Faculty/senate channels)~~

RESOURCES

5. Physical Requirements

- n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within **5** years.
- o) Space requirements at other institutions or locations as appropriate.

N.B. (Please provide documentation of any arrangements in place to secure such space).

- ~~p) Demands on library, computing or other University services such as purchasing, accounting, human resources, payroll, and so forth~~

6. Staffing Requirements

- p)** Requirements for administrative, and/or technical personnel support from the University including role title and description, supervisor's title within the Institute, and source of compensation.

N.B. For employees of external institutions/organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

- ~~q) Details of all proposed support staffing arrangements, as follows: For each support staff member, please indicate: i) proposed employer (e.g. University vs. Centre/Institute); ii) role or duties; iii) source of compensation. For employees of external institutions or corporations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/corporation, respectively, vis-à-vis such employees. For employees of Centres/Institutes which are, or intend to become incorporated, please provide copies of agreements or draft agreements outlining the obligations of the University and the Centre/Institute, respectively vis-à-vis such employees~~

7. Financing and Support

- q) Provide a five-year budget plan outlining funds required for core operations and for supplemental programmatic activities. Summary of funding sources, including prospective fundraising, “in-kind” support requested from Faculties/Schools/Departments, central administration of the University, or external sources (at startup and for the first three years of operation). In the case of financial/in-kind support from external institutions, provide evidence that necessary agreements between the University and the external institution have been approved by the University’s General Council or have been submitted for approval and attach copy of agreement or proposed agreement.
- i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.
 - ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, “in-kind” support requested from University units or external sources at startup and for the first three years of operation.
- b) ~~Estimated total budget of the Centre/Institute (at start-up and for the first five years of operation)~~
- c) ~~Proposed mechanisms for administration of funds received (including research funds)~~
- d) ~~Nature and source of proposed remuneration for officers/members of the Centre/Institute, as appropriate~~

8. Intellectual Property and Commercialization

- a) ~~Details of proposed arrangements with members (faculty, staff, or students), including members from external institutions, relating to the ownership and/or commercialization of intellectual property created through work undertaken at the Centre/Institute, including a statement recognizing the requirement to follow all guidelines set out by Senate and the UWOFA Collective Agreement.~~
- b) ~~Details of proposed arrangements for the conduct of private sector contract research~~

9. Additional Items to be addressed at renewal

- a) ~~Provide documentation of the review process undertaken. Faculty dean should approve process~~
- i. ~~Review should consider and address Centre activity, external and self-assessment of director, consideration of renewal of director,~~
 - ii. ~~Renewal should be prepared by the director~~

- ~~b) The Dean is responsible for reviewing completed application and then makes a recommendation to the Vice President, Research (VPR), regarding Centre renewal and the renewal of the Director. If a change in Centre leadership is anticipated or recommended, the Dean's recommendation must identify a new leader or lay out a clearly defined process and timeline for a change in leadership.~~
- ~~c) The Centre renewal report/application along with the letter of recommendation from the Dean should be submitted to the Office of the Vice President, Research, three months in advance of the end of the current mandate as indicated in the most recent VPR approval letter. In order to meet this deadline, Centres are advised to begin the review process at least 6 months prior to the end of the current mandate.~~
- ~~d) For additional information please see page listing "Items to be included in Submissions and renewals"~~

3. Institute Reporting

Annual reporting by Institute directors is at the discretion of the VPR. Annual reports typically provide an update on progress related to the primary objectives and functions of the institute with a description of short-term future plans that advance the core strategic interests of the University. Additional resources and guidelines are available at uwo.ca/research.

4. Institute Modifications, Review, Extensions, and Review Outcomes

MODIFICATIONS

Institute directors must inform the VPR of any major changes to priority research areas/ themes, objectives/functions, administration/governance, and/or resources of an Institute as they arise during the active term of an Institute.

REVIEW

Three months in advance of the end of the term of an Institute, the VPR will inform the Institute governing board and the University Research Board (URB) about the status of the Institute. The VPR is responsible for defining and organizing the review process in consultation with the Institute director. Typically, the review process begins at least 12 months prior to the end of term. In general, the review should consider Institute activity and impact, assess the director's performance, and make recommendations regarding next steps.

- a) The VPR will organize a site visit for the External Review Board (ERB) in consultation with the Institute director.

- b) The VPR will establish key performance indicators for the director and Institute programming in consultation with the Institute governing board to be assessed by the ERB.
- c) The Institute director will provide the ERB, via the VPR, a **Review Package** that includes at minimum:
 - iii. a copy of the original Institute proposal
 - iv. annual reports
 - v. a term impact summary report with a description of how the primary objectives and functions of the Institute were achieved and its contributions to the core strategic interests of the University. Additional resources and guidelines are available from the VPR's office.
 - vi. a strategic plan for the next term (e.g., definition & scope, governance, resource requirements & sources of funding – see institute proposal section above for guidance).
- d) The VPR is responsible for reviewing the ERB report and making a recommendation regarding next steps (see Policy 7.9 for details). Normally, the VPR will share the ERB's report or major recommendations from the ERB's report with the Governing Board (GB) and Institute director.

EXTENSION

Requests for an extension of an Institute term should come as a letter or email communication from the director to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, etc.) and the suggested length of the extension. With respect to timeline, directors should take into consideration the requirement to submit a renewal package three months prior to the end of an Institute term.

RENEWAL

If renewal is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying the new term details, governance, research priorities, and resources.

RESTRUCTURING

If restructuring to another unit type (e.g., centre, core facility, group) is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying an effective date of transition, which would include allowances

for following the procedures for establishing the recommended unit type.

DISSOLUTION

If a dissolution is recommended by the ERB, the VPR will consult with the Institute GB before solidifying an effective date of closure. If the renewal deadline has been reached and no renewal application is forthcoming (and no extension has been negotiated), the VPR, after consultation with the Institute GB, will recommend to the University Research Board (URB) that the Research Institute be dissolved with details about an effective date of closure.

B. RESEARCH CENTRES

1. Proposal to Establish a New Centre

Faculty members interested in establishing a Research Centre must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

DEFINITION & SCOPE

- a) Proposed name and term (start and end date - normally does not exceed five years)
- b) Priority research areas / themes
- c) Rationale, justification
- d) Primary objectives and functions to support multi/interdisciplinary research and scholarship

N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and the Faculties/Departments/Schools involved.

- e) Partnering Faculties/Departments/Schools and external institutions/organizations directly involved

N.B. Please provide documentation indicating support for the proposal for each partner as appropriate. Where applicable include details about requested research eligibility status and indirect cost allocation percentage.

- f) Expected contributions

- g) Key performance indicators of impact and excellence

N.B. Final reporting requirements are at the discretion of the Dean(s).

MEMBERSHIP

- h) Overview of the breadth of engagement across disciplines, faculties, and external partners.
- i) Description of membership period of tenure, categories, criteria, fees (if any), and benefit eligibility.
- j) Append a list of member names, institutional affiliation, and qualifications/area of expertise.

GOVERNANCE

- k) Description of the proposed governance structure including reporting lines (if multiple components are proposed) and terms of reference (i.e., specify mandate, composition, meeting frequency)
- l) List of governance structure members (names, institutional affiliations, qualifications, and responsibilities)
- m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

N.B. Provide evidence that necessary agreements between the University and the external institution/organization have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement.

RESOURCES

- n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 5 years
- o) Space requirements at other institutions or locations as appropriate

N.B. Please provide documentation of any arrangements in place to secure such space.

- p) Requirements for administrative, and/or technical personnel support from the University – include role title and description, supervisor's title within the institute, and source of compensation.

N.B. For employees of external institutions or organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

q) Provide a five-year budget plan

- i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.
- ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, “in-kind” support requested from University units or external sources at startup and for the first three years of operation.

2. Dean Recommendation to the VPR re: New Centre Proposals & Modifications

PROPOSAL SUPPORT

After assessing proposals, if a relevant Dean is in support of the proposed new Centre, a recommendation is made by the Dean to the VPR’s office for approval. A **Dean Recommendation Letter** should include details about the proposed name and term, director, research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details). The full proposal should be attached for information.

MODIFICATIONS

Dean or designate (e.g., Associate Dean Research - ADR) are required to report in writing (by letter or email) to the VPR’s office any changes in status as they arise during the active term of a Centre. This may include changes in the name or term, directorship, governance structure, research priorities, anticipated impact, and/or research eligibility status. Please include a copy of the original VPR approval letter with the requested modification.

3. Centre Reviews, Extensions, and Review Outcomes

REVIEWS

Three months in advance of the end of the term of a Centre, the Dean or designate (e.g., ADR) must inform the VPR about the status of the Centre. The Dean or designate (e.g., ADR) is responsible for defining and organizing the review process in consultation with the Centre director. Typically, the review process begins at least

6 months prior to the end of term. In general, the review should consider Centre activity and impact, assess the director's performance, and make recommendations regarding next steps. The review package requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

a) the original Centre proposal

b) an impact summary report for the most recent term

i. Description of how the Centre achieved its primary objectives and functions related to the priority research areas/themes:

- collaborations among members
- multi- and interdisciplinary research and scholarship productivity
- impact at the national or international level

ii. Overview or highlights about research outputs:

- Publications
- Presentations
- Other knowledge mobilization activities
- Grant and donation activity including internal and external submissions, amount of funding secured or pending

c) a plan for the upcoming term (e.g., definition & scope, governance, resource requirements & sources of funding – see B-1 section on centre proposals above for guidance).

Upon review completion, the Dean will forward information about the status of the centre to the VPR. The review report should be appended for information.

EXTENSIONS

Requests for an extension should come as a letter or email communication from the Dean or designate (e.g., ADR) to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, potential change in research eligibility status, etc.) and the suggested length of the extension (i.e. specifically ending March 31, 20XX or October 31, 20XX). With respect to timeline, Dean's should take into consideration the requirement to submit a renewal package 3 months prior to the end of the term.

RENEWAL

If renewal is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken, the proposed name and term, director (if a change in Centre leadership is recommended the Dean must identify a new leader and term timeline), research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details).

RESTRUCTURING

If restructuring is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken and the proposed unit transition type (e.g., from centre to institute or group). The letter should also specify a timeline for the suggested transition which must include allowances for following the procedures for establishing the recommended unit type.

CLOSURE

If Centre closure is recommended, the **Dean Recommendation Letter** should specify the effective date of termination.

C. RESEARCH GROUPS

~~A brief description of the proposed Research Group, accompanied by a list of its members and a letter of support from the Dean(s) of the Faculty(ies) involved, must be submitted to the Office of the Vice-President (Research). Research Development Services maintains a record of all Research Groups and should be informed if, at a future date, the Research Group ceases to exist.~~

1. Proposal to Establish a New Group

Faculty members interested in establishing a Group must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included: proposed name and term, rationale and justification, research priorities, list of its members (name, affiliation, expertise), leadership structure, resources requested, and reporting process.

2. Dean Recommendation to the VPR re: New Group Proposals & Modifications

PROPOSAL SUPPORT

After assessing a proposal, the relevant Dean makes a recommendation to the VPR's office for approval. A **Dean Recommendation Letter** is required to include details about the proposed name and term, leadership, membership, and research priorities.

MODIFICATIONS

Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office as they arise.

3. Group Reviews, Renewals, Extensions, and/or Closure

The review process, renewal packages contents, extension process, and/or closures are at the discretion of the Dean(s). The Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office.

Last Reviewed: May 2025

Items to be Included in Submissions and renewals

- 1) ~~Centre purpose and function~~
 - a. ~~Rationale and justification (description of Centre, function, etc.);~~
 - i. ~~Description of Centre function~~
 - ii. ~~Goals and objectives~~
 - b. ~~Description of governance structure, including~~
 - i. ~~Names, institutional affiliations, qualifications and responsibilities of officers~~
 - ii. ~~List of meetings of the governing body since the last review/establishment of Centre;~~
 - c. ~~Centre membership~~
 - i. ~~List of Faculties/Departments/Schools or external institutions directly involved (Member or student/postdoc affiliations);~~
 - ii. ~~List of current active Centre members with indication of affiliation (Western department and faculty or other affiliation);~~
 - iii. ~~List of external partners, including partner organizations;~~
 - iv. ~~List of associated undergraduate students, graduate students, and postdocs, indicating Western affiliation (department and faculty) and supervisor /committee members who are Centre members;~~
- 2) ~~Report on Activities since the previous renewal~~
 - a. ~~Description of how Centre has achieved objectives (as above) including~~
 - i. ~~Overview/highlights of collaborations between and among Centre members, students, and external partners~~
 - ii. ~~Overview/highlights of research productivity~~
 - iii. ~~Evidence of impact at the national or international level~~
 - iv. ~~Overview/highlights of Centre activities~~
 1. ~~Activities that engage members and students, such as seminar series, reading groups, etc.~~
 2. ~~Outreach activities (e.g., public lectures)~~
 - b. ~~Research activity/outputs. Provide details on research activities and outputs that are directly related to Centre purpose. These should generally involve collaboration between at least 2 Centre members, external partners, and/or students; in those cases where only one Centre representative is involved, inclusion should be justified with a brief description. NOTE: In citations or specific item descriptions indicate **Centre Members in bold**, external partners with underlining, and *students in italic font*.~~
 - i. ~~Publications~~
 - ii. ~~Presentations~~
 - iii. ~~Other knowledge mobilization activities~~
 - iv. ~~Collaborative external grant activity including contracts (PI must be a Centre member, and should involve at least 1 additional Centre members, external partners, and/or student; in those~~

~~cases where the PI is the only Centre-affiliated participant on a grant, provide clear justification for inclusion of the grant as a Centre activity)~~

- ~~1. Applications submitted, indication of status;~~
- ~~2. For successful applications, brief statement on the significance of the project and outcomes~~

~~3) Plans for the *upcoming* term:~~

- ~~a. Primary research objectives;~~
- ~~b. Primary academic and/or non-academic activities and engagement;~~
- ~~c. Expected contributions to the University's mission.~~

**PROCEDURE FOR POLICY 7.9 – Establishment, Governance and Review
of Research Institutes, Centres and Groups**

Governing Policy:	Policy 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups
Subsections:	Research Institutes; Research Centres; Research Groups
Responsible Officer:	Vice-President (Research)
Responsible Office:	Office of the Vice-President (Research)
Effective Date:	June 26, 2025
Supersedes:	October 19, 2020

A. RESEARCH INSTITUTES

1. Proposal to Establish a New Institute

Proposals to establish Research Institutes are submitted to the Vice-President (Research) (VPR) and will be reviewed by the Committee on Research Institutes (CRI). The proposal should include the section enumerated below with respect to definition and scope, membership, governance, and resources. Additional resources and guidelines are available at uwo.ca/research.

DEFINITION & SCOPE

- a) Proposed name and term (start and end date - normally does not exceed five years).
- b) Priority research areas / themes (e.g., grand/complex research challenges).
- c) Rationale and justification.
- d) Primary objectives and functions to support interdisciplinary research and scholarship.

N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and

the Faculties/Departments/Schools involved.

- e) List of partnering or affiliated Faculties/Departments/Schools, Western core research facilities/research centres/research groups, and external institutions/organizations directly involved.

N.B. Append documentation indicating support for the proposal for each partner or affiliate when appropriate.

- f) Expected contributions to the core strategic interests of the University with details about the alignment to Western, Western Research, and partner Faculty's Strategic Plans.
- g) Key performance indicators of national and international impact and excellence.

N.B. The final selection of reporting requirements is at the discretion of the VPR.

MEMBERSHIP

- h) Overview of the breadth of engagement across disciplines, faculties, and external partners.
- i) Description of membership period of tenure, categories, criteria, fees (if any), and benefit eligibility.
- j) Append a list of member names, institutional affiliation, and qualifications/area of expertise.

GOVERNANCE

- k) Description of the proposed governance structure including reporting lines and terms of reference (i.e., specify mandate, composition, meeting frequency) at minimum for the director, research advisory committee and governing board.
- l) List of governance structure members including names, institutional affiliations, qualifications, and responsibilities.
- m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

N.B. Provide evidence that necessary agreements between the University and the external institution have been approved by the VPR and attach copy of agreement or proposed agreement).

RESOURCES

- n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 5 years.
- o) Space requirements at other institutions or locations as appropriate.

N.B. Please provide documentation of any arrangements in place to secure such space.

- p) Requirements for administrative, and/or technical personnel support from the University including role title and description, supervisor's title within the Institute, and source of compensation.

N.B. For employees of external institutions/organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

- q) Provide a five-year budget plan outlining funds required for core operations and for supplemental programmatic activities.
 - i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.
 - ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, "in-kind" support requested from University units or external sources at startup and for the first three years of operation.

2. **Institute Reporting**

Annual reporting by Institute directors is at the discretion of the VPR. Annual reports typically provide an update on progress related to the primary objectives and functions of the institute with a description of short-term future plans that advance the core strategic interests of the University. Additional resources and guidelines are available at uwo.ca/research.

3. **Institute Modifications, Review, Extensions, and Review Outcomes**

MODIFICATIONS

Institute directors must inform the VPR of any major changes to priority research areas/ themes, objectives/functions, administration/governance, and/or resources of an Institute as they arise during the active term of an Institute.

REVIEW

Three months in advance of the end of the term of an Institute, the VPR will inform the Institute governing board and the University Research Board (URB) about the status of the Institute. The VPR is responsible for defining and organizing the review process in consultation with the Institute director. Typically, the review process begins at least 12 months prior to the end of term. In general, the review should consider Institute activity and impact, assess the director's performance, and make recommendations regarding next steps.

- a) The VPR will organize a site visit for the External Review Board (ERB) in consultation with the Institute director.
- b) The VPR will establish key performance indicators for the director and Institute programming in consultation with the Institute governing board to be assessed by the ERB.
- c) The Institute director will provide the ERB, via the VPR, a **Review Package** that includes at minimum:
 - i. a copy of the original Institute proposal
 - ii. annual reports
 - iii. a term impact summary report with a description of how the primary objectives and functions of the Institute were achieved and its contributions to the core strategic interests of the University. Additional resources and guidelines are available from the VPR's office.
 - iv. a strategic plan for the next term (e.g., definition & scope, governance, resource requirements & sources of funding – see institute proposal section above for guidance).
- d) The VPR is responsible for reviewing the ERB report and making a recommendation regarding next steps (see Policy 7.9 for details). Normally, the VPR will share the ERB's report or major recommendations from the ERB's report with the Governing Board (GB) and Institute director.

EXTENSION

Requests for an extension of an Institute term should come as a letter or email communication from the director to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, etc.) and the suggested length of the extension. With respect to timeline, directors should take into consideration the requirement to submit a renewal package three months prior to the end of an

Institute term.

RENEWAL

If renewal is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying the new term details, governance, research priorities, and resources.

RESTRUCTURING

If restructuring to another unit type (e.g., centre, core facility, group) is recommended by the ERB, the VPR will consult with the director and the Institute GB before solidifying an effective date of transition, which would include allowances for following the procedures for establishing the recommended unit type.

DISSOLUTION

If a dissolution is recommended by the ERB, the VPR will consult with the Institute GB before solidifying an effective date of closure. If the renewal deadline has been reached and no renewal application is forthcoming (and no extension has been negotiated), the VPR, after consultation with the Institute GB, will recommend to the University Research Board (URB) that the Research Institute be dissolved with details about an effective date of closure.

B. RESEARCH CENTRES

1. Proposal to Establish a New Centre

Faculty members interested in establishing a Research Centre must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

DEFINITION & SCOPE

- a) Proposed name and term (start and end date - normally does not exceed five years)
- b) Priority research areas / themes
- c) Rationale, justification
- d) Primary objectives and functions to support multi/interdisciplinary research and scholarship

N.B. Please include details about the level of involvement of undergraduate, graduate, and postdoctoral scholars in institute

activities and provide documentation regarding consultation with/support of the School of Graduate and Postdoctoral Studies and the Faculties/Departments/Schools involved.

- e) Partnering Faculties/Departments/Schools and external institutions/organizations directly involved

N.B. Please provide documentation indicating support for the proposal for each partner as appropriate. Where applicable include details about requested research eligibility status and indirect cost allocation percentage.

- f) Expected contributions
- g) Key performance indicators of impact and excellence

N.B. Final reporting requirements are at the discretion of the Dean(s).

MEMBERSHIP

- h) Overview of the breadth of engagement across disciplines, faculties, and external partners.
- i) Description of membership period of tenure, categories, criteria, fees (if any), and benefit eligibility.
- j) Append a list of member names, institutional affiliation, and qualifications/area of expertise.

GOVERNANCE

- k) Description of the proposed governance structure including reporting lines (if multiple components are proposed) and terms of reference (i.e., specify mandate, composition, meeting frequency)
- l) List of governance structure members (names, institutional affiliations, qualifications, and responsibilities)
- m) Level of participation of external institutions/organizations in governance, if any, and/or administration of the institute.

N.B. Provide evidence that necessary agreements between the University and the external institution/organization have been approved by the University's General Counsel or have been submitted for approval and attach copy of agreement or proposed agreement.

RESOURCES

- n) Space requirements at Western: (i) at start-up; (ii) within 3 years; (iii) within 5 years
- o) Space requirements at other institutions or locations as appropriate

N.B. Please provide documentation of any arrangements in place to secure such space.

- p) Requirements for administrative, and/or technical personnel support from the University – include role title and description, supervisor's title within the institute, and source of compensation.

N.B. For employees of external institutions or organizations, please provide copies of agreements or draft agreements outlining the obligations of the University and the institution/organization, respectively, vis-à-vis such employees.

- q) Provide a five-year budget plan
 - i. Include a detailed budget justification listing secured and unsecured funds with letters of support outlining in-kind and cash contributions and/or copy of agreements with external institutions/organizations.
 - ii. Include a summary of funding sources such as prospective external grant support, prospective fundraising, "in-kind" support requested from University units or external sources at startup and for the first three years of operation.

2. **Dean Recommendation to the VPR re: New Centre Proposals & Modifications**

PROPOSAL SUPPORT

After assessing proposals, if a relevant Dean is in support of the proposed new Centre, a recommendation is made by the Dean to the VPR's office for approval. A **Dean Recommendation Letter** should include details about the proposed name and term, director, research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details). The full proposal should be attached for information.

MODIFICATIONS

Dean or designate (e.g., Associate Dean Research - ADR) are required to report in writing (by letter or email) to the VPR's office any changes in status as they arise

during the active term of a Centre. This may include changes in the name or term, directorship, governance structure, research priorities, anticipated impact, and/or research eligibility status. Please include a copy of the original VPR approval letter with the requested modification.

3. Centre Reviews, Extensions, and Review Outcomes

REVIEWS

Three months in advance of the end of the term of a Centre, the Dean or designate (e.g., ADR) must inform the VPR about the status of the Centre. The Dean or designate (e.g., ADR) is responsible for defining and organizing the review process in consultation with the Centre director. Typically, the review process begins at least 6 months prior to the end of term. In general, the review should consider Centre activity and impact, assess the director's performance, and make recommendations regarding next steps. The review package requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included:

- a) the original Centre proposal
- b) an impact summary report for the most recent term
 - i. Description of how the Centre achieved its primary objectives and functions related to the priority research areas/themes:
 - collaborations among members
 - multi- and interdisciplinary research and scholarship productivity
 - impact at the national or international level
 - ii. Overview or highlights about research outputs:
 - Publications
 - Presentations
 - Other knowledge mobilization activities
 - Grant and donation activity including internal and external submissions, amount of funding secured or pending
- c) a plan for the upcoming term (e.g., definition & scope, governance, resource requirements & sources of funding – see B-1 section on centre proposals above for guidance).

Upon review completion, the Dean will forward information about the status of the centre to the VPR. The review report should be appended for information.

EXTENSIONS

Requests for an extension should come as a letter or email communication from the Dean or designate (e.g., ADR) to the VPR's office. The communication must outline the main justification for the request (e.g., change of director, change of mandate, potential merger with another unit, potential change in research eligibility status, etc.) and the suggested length of the extension (i.e. specifically ending March 31, 20XX or October 31, 20XX). With respect to timeline, Dean's should take into consideration the requirement to submit a renewal package 3 months prior to the end of the term.

RENEWAL

If renewal is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken, the proposed name and term, director (if a change in Centre leadership is recommended the Dean must identify a new leader and term timeline), research priorities, and anticipated impact. It must also specify details about requested research eligibility status and indirect cost allocation percentage at the faculty level (refer to Policy 7.7 for further details).

RESTRUCTURING

If restructuring is recommended, the **Dean Recommendation Letter** must include details about the review process undertaken and the proposed unit transition type (e.g., from centre to institute or group). The letter should also specify a timeline for the suggested transition which must include allowances for following the procedures for establishing the recommended unit type.

CLOSURE

If Centre closure is recommended, the **Dean Recommendation Letter** should specify the effective date of termination.

C. RESEARCH GROUPS

1. Proposal to Establish a New Group

Faculty members interested in establishing a Group must submit a proposal to the relevant Dean(s) for consideration. Proposal requirements are largely at the discretion of the Dean(s). It is recommended that the following information be included: proposed name and term, rationale and justification, research priorities, list of its members (name, affiliation, expertise), leadership structure, resources requested, and reporting process.

2. **Dean Recommendation to the VPR re: New Group Proposals & Modifications**

PROPOSAL SUPPORT

After assessing a proposal, the relevant Dean makes a recommendation to the VPR's office for approval. A **Dean Recommendation Letter** is required to include details about the proposed name and term, leadership, membership, and research priorities.

MODIFICATIONS

Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office as they arise.

3. **Group Reviews, Renewals, Extensions, and/or Closure**

The review process, renewal packages contents, extension process, and/or closures are at the discretion of the Dean(s). The Dean or designate (e.g., ADR) will forward any changes in the information about the status of Research Groups to the VPR's office.

Last Reviewed: May 2025

ITEM 13.5(a) – Election Results – Senate Committees

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the April 25, 2025 Senate meeting the following nominations were received, resulting in electronic votes:

- Two additional nominations for the Operations/Agenda Committee (OAC).
- Two additional nominations for undergraduate student vacancies on the Senate Committee on Academic Policy.
- One additional nomination for undergraduate student vacancy on the Senate Committee on Academic Curriculum and Awards (ACA)
- Three additional nominations for undergraduate student vacancies on the Subcommittee on Program Review – Undergraduate (SUPR-U).
- Two additional nominations for undergraduate student vacancies on the Subcommittee on Undergraduate Academic Courses (SOC).
- One additional nomination for the faculty vacancies on the Senate Committee on University Planning (SCUP).
- One additional nomination for the faculty vacancy on the University Research Board (URB).
- One additional nomination for the undergraduate student vacancy on URB.
- One additional nomination for the student vacancy on the Honorary Degrees Committee.
- One additional nomination for the faculty vacancy on the Senate Committee on University Teaching Awards (SUTA).
- Five additional nominations for undergraduate student vacancies on the Senate Review Board Academic (SRBA).

An electronic vote was subsequently held on April 29 – May 1, 2025.

An electronic vote was held from May 5 – 7, 2025, for the five (5) members of Senate required for OAC.

The following individuals have been elected:

OAC: Christopher Alcantara, Cherin Chung, Kate Choi, Alexandra Lukawski, Melanie Mills, Noah Zabian

Senate Committee on Academic Policy: Brooklin Begg and Aliya Jokhu

ACA: Alexandra Agyapong

SUPR-U: Yousif Al-Ani, Asad Awawdeh and Braedan Lovie

SOC: Helen Li and Nathaniaal Silvester

SCUP: Rachel Forrester-Jones, Rob Gros, Susanne Schmid and Xianbin Wang.

URB: Noah Zabian and Ingrid Johnsrude

Honorary Degrees: Cherin Chung

SUTA: Jose Herrera and Mark Cleveland

SRBA: Ayesha Hassan, Sara Sharma, Helen Li and Asad Awawdeh

The certified Simply Voting election results are attached.

ATTACHMENT(S):

[Simply Voting Certified Results](#)

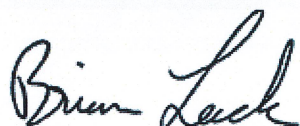
May 1, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Senate - Committees - April 2025

Start: 2025-04-29 12:00:00 America/Toronto

End: 2025-05-01 12:00:00 America/Toronto

Turnout: 52 (53.6%) of 97 electors voted in this ballot.

OAC - Student Senator - ONE position electable

Option	Votes
CHUNG, Cherin	21 (44.7%)
ZABIAN, Noah	17 (36.2%)
LUKAWSKI, Alexandra	9 (19.1%)

VOTER SUMMARY

Total	52
Abstain	5 (9.6%)

Policy - Undergraduate Student - TWO positions electable

Option	Votes
BEGG, Brooklin	34 (40.0%)
JOKHU, Aliya	28 (32.9%)
LOVIE, Braedan	13 (15.3%)
SHARMA, Sara	10 (11.8%)
VOTER SUMMARY	
Total	52
Abstain	5 (9.6%)

ACA - Undergraduate Student - ONE position electable

Option	Votes
AGYAPONG, Alexandra	34 (79.1%)
VYAS, Khushi	9 (20.9%)
VOTER SUMMARY	
Total	52
Abstain	9 (17.3%)

SUPR-U - Undergraduate Student - THREE positions electable

Option	Votes
LOVIE, Braedan	26 (23.9%)
AL-ANI, Yousif	24 (22.0%)
AWAWDEH, Asad	22 (20.2%)
SHARMA, Avin	15 (13.8%)
KHAN, Rayyan	11 (10.1%)
MOSCHEE, Avery	11 (10.1%)
VOTER SUMMARY	
Total	52
Abstain	11 (21.2%)

SOC - Undergraduate Student - TWO positions electable

Option	Votes
LI, Helen	37 (45.1%)
SILVESTER, Nathaniaal	24 (29.3%)
BANDAY, Zain	11 (13.4%)
LALONDE, Jared	10 (12.2%)

VOTER SUMMARY

Total	52
Abstain	10 (19.2%)

SCUP - Faculty Member - FOUR positions electable

Option	Votes
FORRESTER-JONES, Rachel	36 (22.5%)
SCHMID, Susanne	34 (21.3%)
GROS, Rob	33 (20.6%)
WANG, Xianbin	29 (18.1%)
LEBO, Matthew	28 (17.5%)

VOTER SUMMARY

Total	52
Abstain	6 (11.5%)

URB - Undergraduate Student - ONE position electable

Option	Votes
ZABIAN, Noah	29 (65.9%)
SADIQ, Abdelrahim	15 (34.1%)

VOTER SUMMARY

Total	52
Abstain	8 (15.4%)

URB - Social Science Faculty Member - ONE position electable

Option	Votes
JOHNSRUDE, Ingrid	26 (52.0%)
ALCANTARA, Christopher	24 (48.0%)

VOTER SUMMARY

Total	52
Abstain	2 (3.8%)

Honorary Degrees - Student Senator - ONE position electable

Option	Votes
CHUNG, Cherin	28 (62.2%)
SHAHIN, Logy	17 (37.8%)

VOTER SUMMARY

Total	52
Abstain	7 (13.5%)

SUTA - Faculty member - TWO positions electable

Option	Votes
HERRERA, Jose	36 (42.9%)
CLEVELAND, Mark	34 (40.5%)
ALI, Adam	14 (16.7%)

VOTER SUMMARY

Total	52
Abstain	5 (9.6%)

SRBA - Social Science Undergraduate Student - TWO positions electable

Option	Votes
LI, Helen	33 (41.3%)
AWAWDEH, Asad	25 (31.3%)
KOTSOPOULOS, Rachael	22 (27.5%)

VOTER SUMMARY

Total	52
Abstain	9 (17.3%)

SRBA - Science Undergraduate Student - TWO positions electable

Option	Votes
HASSAN, Ayesha	30 (42.3%)
SHARMA, Sara	22 (31.0%)
CHYN, Stephanie	19 (26.8%)

VOTER SUMMARY

Total	52
Abstain	11 (21.2%)



Election ID: 260488
To validate the authenticity of this
report please contact Simply
Voting at info@simplyvoting.com.

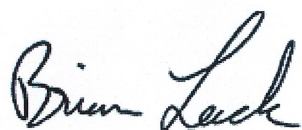
May 7, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,



Brian Lack
President
Simply Voting Inc.

Results - Operations/Agenda Committee - May 2025

Start: 2025-05-05 12:00:00 America/Toronto

End: 2025-05-07 12:00:00 America/Toronto

Turnout: 66 (68.0%) of 97 electors voted in this ballot.

OAC - Members of Senate - FIVE positions electable

Option	Votes
ZABIAN, Noah	48 (18.9%)
LUKAWSKI, Alexandra	47 (18.5%)
MILLS, Melanie	45 (17.7%)
CHOI, Kate	44 (17.3%)
ALCANTARA, Christopher	37 (14.6%)
RAMACHANDRAN, Rithwick	33 (13.0%)

VOTER SUMMARY

Total	66
Abstain	0 (0.0%)



Election ID: 261263

To validate the authenticity of this
report please contact Simply
Voting at info@simplyvoting.com.

ITEM 15.0 - 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 16.0 – Discussion and Question Period

ACTION: ☐ APPROVAL ☐ INFORMATION ☒ DISCUSSION

Questions for Senate to be addressed during the agenda.

Questions in relation to item 12.2 – Draft Proposal for Internationalization at Western: A Multi-Pronged Approach.

1. Jack Scott, Official Observer:

The proposal outlines four staff positions that will be hired by Navitas. One is a Student Experience Manager. It has been explained to us that a key strength of the 'Navitas model' is the wraparound support services including tailored individual approaches and 24/7 support pre and post arrival. How will 800 plus students be adequately supported with one staff person?

2. Johanna Weststar, Official Observer:

The Proposed Partnership between Western and Navitas draft cites the average international undergraduate enrolment among the U6 to be 18.3%. This presentation of data is somewhat misleading since the University of Toronto is such a significant outlier and cannot be reasonably compared to the rest of the U6 in terms of its ability to attract international students. Could you please provide the average without the UofT figure? Related, could you report on whether the difference between the slopes presented in Figure 1 which show declining international student enrolments across the U6 are significantly different?

3. Johanna Weststar, Official Observer:

Regarding the claim of total academic oversight:

- a. Could you speak to any implications for intellectual property of teaching and instructional material which is used by Navitas
- b. How is the claim of total academic oversight to be maintained if Navitas appoints the staff roles of College Executive Director who collaborates on strategic and operational plans and Academic Program Liaison who works on course development, delivery and evaluation?
- c. Why does Figure 4 in the Proposed Partnership document show "for-credit courses" and "non-credit courses" under Navitas in the operating model?

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

No questions or issues for discussion were submitted to the Operations/Agenda Committee (OAC) for the May 16, 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.
-