

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, October 17, 2025, 1:30 p.m. – 4:30 p.m.
Somerville House, Great Hall

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|-----|---|-------------|
| 1.0 | Land Acknowledgement | |
| 2.0 | Minutes of the Meeting of September 19, 2025 | Approval |
| 2.1 | Business Arising from the Minutes | |
| 3.0 | Report of the President | Information |
| 4.0 | Report of the Provost | Information |
| 5.0 | Report of the Vice-President (Research) | Information |
| 6.0 | Report of the Operations / Agenda Committee (S. Roland) | |
| 6.1 | Revisions to the Terms of Reference of the Senate Committee on University Planning (SCUP) | Approval |
| 6.2 | OAC Chair's Report on Questions for Senate | Information |
| 7.0 | Report of the Nominating Committee (A. Nocilla) | |
| 7.1 | Membership – Operations/Agenda Committee (OAC) | Action |
| 7.2 | Membership – Senate Review Board Academic (SRBA) | Action |
| 7.3 | Membership – Selection/Review Committee for Associate Vice-Presidents (Research) | Action |

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| 8.0 | Report of the Senate Committee on Academic Policy (K. Yeung) | |
| 8.1 | Implementation of the Policy on Academic Consideration – Undergraduate Students in First Entry Programs | Information |
| 9.0 | Report of the Senate Committee on Academic Curriculum and Awards (A. Johnson) | |
| 9.1 | School of Graduate and Postdoctoral Studies: Introduction of a Collaborative Specialization in Mental Health and Addictions Research | Approval |
| 9.2 | Schulich School of Medicine & Dentistry: Revisions to the Policy on “Progression Requirements – MD Program” | Approval |
| 10.0 | Report of the Senate Committee on University Planning (S. Schmid) | |
| 10.1 | Update on University Budget Planning Process | Information |
| 11.0 | Report of the University Research Board (P. Pexman) | Information |
| 12.0 | Report of the Academic Colleague (S. Roland) | Information |
| 13.0 | The Unanimous Consent Agenda | |
| 13.1 | Items from the Operations / Agenda Committee | |
| 13.1(a) | Revisions to the Terms of Reference of the University Research Board (URB) | Information |
| 13.1(b) | Appointment of Officers of Convocation | Information |
| 13.1(c) | Senate Membership – Vacancies Filled by Appointment | Information |
| 13.2 | Items from the Senate Committee on Academic Curriculum and Awards | |
| 13.2(a) | School of Graduate and Postdoctoral Studies: | |
| 13.2(a)(i) | Major Modification to the Master of Arts (MA) in Classics | Approval |
| 13.2(a)(ii) | Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering | Approval |

Senate Agenda
October 17, 2025

	13.2(a)(iii)	Major Modification to the Master of Science (MSc) and Doctor of Philosophy (PhD) in Pathology and Laboratory Medicine	Approval
	13.2(a)(iv)	Major Modification to the Master of Environment and Sustainability (MES)	Approval
	13.2(b)	SUPR-U Report: Cyclical Reviews of the Undergraduate Programs in Economics (Huron University College, Management and Organizational Studies (Huron University College), and French (King's University College)	Information
	13.2(c)	New Donor-Funded Scholarships, Awards and Prizes	Information
13.3	Items from the Senate Committee on University Planning		
	13.3(a)	McIntosh Gallery Annual Report	Information
14.0	Items removed from Consent Agenda		
15.0	Question Period		
16.0	New Business		
17.0	Adjournment		

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

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

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

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

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

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

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

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the minutes of the meeting held on September 19, 2025, be approved as circulated.

ATTACHMENT(S):

[Minutes of the September 19, 2025 Meeting](#)



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

September 19, 2025

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

SENATORS:

A. Agyapong	L. Graham	D. Neufeld
Y. Al-Ani	M. Green-Barteet	V. Parsa
A. Ali	L. M. Gribble	I. Paul
J. Antonelli	R. Gros	A. Pero
A. Awawdeh	A. Hassan	P. Pexman
K. Backtash	N. Harney	R. Ramachandran
C. Barteet	J. Herrera	W. Ritchie
B. Begg	B. Hill	S. Roland
K. Bertrand	M. Joannis	B. Rubin
K. Big-Canoe	A. Jokhu	L. Shahin
J. Birkinshaw	M. Khimji	A. Shchepetkina
S. Boe	K. Kim	A. Shepard
A. Bryson	H. Kirk	S. Sibbald
N. Campbell	S. Knabe	K. Siddiqui
K. Choi	D. Kotsopoulos	N. Silvester
C. Chung	T. Layton	D. Sirek
S. Clarke	M. Lebo	F. Strzelczyk
N. Coates	L. Lingard	R. Ventresca
K. Coley	G. Little	J. Walsh
S. D'Arcy	B. Lovie	X. Wang
L. Davis	A. Lukawski	J. H. Wright
M. Davison	T. Mantler	K. Yeung
M. El-Sakka	D. Meister	N. Zaban
D. Ferri	M. Mills	
R. Forrester-Jones	M. Modeski	
J. Gemson	Z. Nadeem	
C. Giannacopoulos	I. Namukasa	
R. Gillis	A. Narayan	

Observers:

A. Ali, C. Bressette, S. Hayne Beatty, S. Hendriks, K. Henricus, J. Hutter, S. Lewis, E. Marshall, M. McGlynn, O. Oloya, V. Sarkany, J. Scott, M. Yenson

LAND ACKNOWLEDGEMENT

K. Choi offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of June 6, 2025

It was moved by P. Pexman, seconded by F. Strzelczyk,

That the minutes of the meeting of June 6, 2025, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor opened his remarks by welcoming new and continuing Senators to the first Senate meeting of the 2025–26 academic year. The President introduced S. Roland as the new Vice-Chair of Senate.

The President reported on the outcomes of Orientation Week, discussed the strategies that were implemented and recognized the faculty and staff volunteers who supported the event.

A. Shepard concluded his report by reminding Senate members of the upcoming Homecoming weekend.

ITEM 3.1 – Western Campaign

K. Bertrand, Vice-President (University Advancement), provided a presentation on the Western Campaign, including its focus on impact, main goals and priorities. Additionally, K. Bertrand extended gratitude to the Western Communications team and the broader Western community for their engagement.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) opened her report with a brief leadership update, welcomed the Faculty Deans who had recently begun their terms, and reported that three Deans' Selection Committees — Arts and Humanities, Social Science, and Don Wright Faculty of Music — remain underway.

The Provost continued her report with an update on the Canada Excellence Research Chairs (CERC) program and recognized the strong nominations received.

F. Strzelczyk briefly commented on progress in establishing the Western International College in partnership with Navitas and noted that the work remains in the planning and discussion phase, and the agreement is expected to be signed soon. Additionally, she outlined the steps that will follow once the process is finalized.

The Provost continued her report with information on several initiatives and partnerships that were announced during the summer period, including Doctoral Excellence Awards, the Mastercard Foundation investment in advancing Western's Indigenous initiatives and provided an update on a capital project for research infrastructure.

F. Strzelczyk concluded her report by commenting on the student experience portfolio and recognizing the leadership of Stephanie Hayne Beatty in her role as Acting Vice-Provost (Students). Additionally, the Provost highlighted achievements in experiential learning programs conducted in partnership with local organizations.

In addressing a question of clarification regarding the number of programs to be represented at the International College initially, F. Strzelczyk advised that work is currently being conducted on the undergraduate side, as the first-year course offerings are broad before a specialization in the second year. For the Professional Master's programs, there is a plan to start with two programs and expand from there.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

In addition to the materials provided in advance of the meeting, P. Pexman, Vice-President (Research) provided a brief update on recent initiatives led by Western Research over the summer and highlighted several grant and award achievements to Senate.

As part of her report, P. Pexman emphasized to Senate the importance of maintaining application pressure in research funding activities and acknowledged the strong start of the fall granting season. She reported that the submission phase of the CIHR Project Grant competition had successfully closed and highlighted the surge in submissions from Western.

As a follow up to the June Senate meeting, P. Pexman provided an update on the external ethics review and commented on the implementation of the external reviewer's recommendations.

In conclusion of her report, P. Pexman advised that Western Research, in collaboration with the Office of Indigenous Initiatives, has launched two new guides to support reconciliation and Indigenous allyship at Western.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee (OAC), S. Roland presented the report and outlined the Committee's mandate, summarizing its primary areas of responsibility.

ITEM 6.1 – Announcement of a Vice-Chair of the Operations/Agenda Committee

S. Roland announced the Vice-Chair of OAC (Marc Joanisse) for a term from July 1, 2025 to June 30, 2026.

ITEM 6.2 – Revisions to the Senate Election Procedures

It was moved by S. Roland,

That on the recommendation of the Operations/Agenda Committee, Senate approve that effective September 19, 2025, the Senate Election Procedures be revised as shown in Item 6.2.

CARRIED

ITEM 6.3 – Revisions to the Appointment Procedures for Senior Academic and Administrative Officers of the University – Addition of the Deputy Provost

It was moved by S. Roland,

That on the recommendation of the Operations/Agenda Committee, Senate approve and recommend to the Board of Governors, that the Appointment Procedures for Senior Academic and Administrative Officers of the University be revised to include the Deputy Provost as shown in Item 6.3.

CARRIED

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, G. Little provided a report and outlined the Nominating Committee's mandate, highlighting its responsibility and the nominating process.

ITEM 7.1 – Announcement of a Chair and Vice-Chair of the Senate Nominating Committee

G. Little announced the Chair and Vice-Chair of the Nominating Committee (G. Little, Alfonso Nocilla) for the terms from July 1, 2025 to June 30, 2026.

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

Apurva Narayan was nominated from the floor of Senate and acclaimed to the Senate Committee on Academic Curriculum and Awards for a term ending June 30, 2026.

ITEM 7.3 – Membership – Senate Committee on Academic Policy

Mahmoud El-Sakka was nominated by the Nominating Committee and acclaimed to the Senate Committee on Academic Policy for a term ending June 30, 2026.

ITEM 7.4 – Membership – Senate Review Board Academic (SRBA)

Laura Melnyk Gribble was nominated by the Nominating Committee and acclaimed to the Senate Review Board Academic (SRBA) for a term ending June 30, 2026.

No nominations were put forward for the graduate student vacancies.

ITEM 7.5 – Membership – University Research Board (URB)

Sananda Sahoo was nominated by the Nominating Committee and acclaimed to the University Research Board (URB) for a term ending June 30, 2026.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the report, offering a brief summary of the Committee's mandate, including its role in policy development, and described its main areas of responsibility.

ITEM 8.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Policy

K. Yeung announced the Chair and Vice-Chair (Ken Yeung, Nicole Campbell) of the Senate Committee on Academic Policy for the terms from July 1, 2025 to June 30, 2026.

REPORT OF THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

On behalf of ACA, A. Johnson presented the report and outlined the Committee's mandate, summarizing its key areas of focus.

ITEM 9.1 – Announcement of a Chair and Vice-Chair of the Senate Committee on Academic Curriculum and Awards

A. Johnson announced the Chair and Vice-Chair of the Senate Committee on ACA (Andrew Johnson, Rob Gros) for the terms from July 1, 2025 to June 30, 2026.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

On behalf of SCUP, F. Strzelczyk presented the report and described the Committee's role and responsibilities.

ITEM 10.1 – Announcement of a Chair of the Senate Committee on University Planning

F. Strzelczyk announced the Chair of the Senate Committee on University Planning (Susanne Schmid) for a term from July 1, 2025 to June 30, 2026. F. Strzelczyk, the Provost & Vice-President (Academic), is ex-officio Vice-Chair of the Committee.

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented the URB report and detailed the Committee's mandate, highlighting its core responsibilities.

ITEM 11.1 – Announcement of a Vice-Chair of the University Research Board

P. Pexman announced a Vice-Chair of URB (Alison Allan) for a term from July 1, 2025 to June 30, 2026.

ITEM 12.0 – Report of the Academic Colleague

S. Roland advised Senate that there was no Academic Colleague report at that time and provided an overview of the role of Academic Colleagues in the Council of Ontario Universities, including the work they undertake.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a) – Membership - ad hoc Working Group for the 2025-2026 Governance Review – Graduate Student Senator
- ITEM 13.1(c) – Speaking Rights at Senate – Chair of the Senate Committee on Academic Curriculum and Awards (ACA)
- ITEM 13.1(d) – Appointment of Officers of Convocation
- ITEM 13.1(e) – Senate Membership – Vacancies Filled by Appointment

REPORT FROM THE SENATE NOMINATING COMMITTEE

Information Items Reported by the Senate Nominating Committee on Unanimous Consent:

- ITEM 13.2(a) – Senate Membership – Undergraduate Student Senator

REPORT FROM THE SENATE COMMITTEE ON COMMITTEE ON ACADEMIC POLICY

ITEM 13.3(a)(i) – School of Graduate and Postdoctoral Studies: Revisions to the Policies on “Course Outlines” and “Program Design – Courses, Milestones and Course Outlines”

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 19, 2025, the policy on “Course Outlines” be revised as shown in Item 13.3(a)(i); and

That the policy on “Program Design – Courses, Milestones and Course Outlines” be renamed as the policy on “Program Design – Courses and Milestones” and that the policy be revised as shown in Item 13.3(a)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(a)(ii) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on “Assessing Student Progress in Multi-Year Research-Based Programs”

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 19, 2025, the policy on “Assessing Progress in Multi-Year Research-Based Programs” be revised as shown in Item 13.3(a)(ii).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Policy on Unanimous Consent:

- ITEM 13.3(b) – Editorial Policy Revisions Relating to Academic Advising

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

ITEM 13.4(a) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on “Nursing – Applicants”

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the policy on “Nursing – Applicants” be revised as shown in Item 13.4(a).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(b) – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Revisions to the Policy on “Progression Requirements – Nursing”

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the policy on “Progression Requirements – Nursing” be revised as shown in Item 13.4(b).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(c) – Schulich School of Medicine & Dentistry: Introduction of a Subject Area in Public Health

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Subject Area in “Public Health” be introduced by the Schulich School of Medicine & Dentistry and included in Category C for Breadth Requirements for Graduation, as shown in Item 13.4(c).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.4(d) – Faculty of Science, Department of Physics and Astronomy:
Revisions to the Honours Specialization and Specialization in Medical Physics**

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization and Specialization in Medical Physics, offered by the Department of Physics and Astronomy in the Faculty of Science, be revised as shown in Item 13.4(d).

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.4(e) – Faculty of Social Science: Renaming of and Revisions to the
Social Science Internship Program and Withdrawal of the BMOS Internship
Program**

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2025, the “Social Science Internship Program” offered by the Faculty of Social Science be renamed as the “Social Science Co-op Program” and that the program requirements be revised as shown in Item 9.0; and

That effective September 1, 2025, admission to the BMOS Internship Program offered by the Faculty of Social Science be discontinued; and

That students currently enrolled in the BMOS Internship Program be permitted to graduate with the BMOS Internship Program upon fulfilment of program requirements by August 31, 2026; and

That the BMOS Internship Program be withdrawn effective September 1, 2026.

CARRIED BY UNANIMOUS CONSENT

**ITEM 13.4(f)(i) – School of Graduate and Postdoctoral Studies: Major Modification
to the Doctor of Education (EdD)**

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Doctor of Education (EdD) be revised as shown in Item 13.4(f)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 13.4(f)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering

It was moved by N. Zabian, seconded by G. Little,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Master of Engineering (MEng) in Electrical and Computer Engineering be revised as shown in Item 13.4(f)(ii); and

That students currently enrolled in the following fields be permitted to graduate upon fulfillment of the field requirements by April 30, 2027:

Communications and Signal Processing
Power Systems Engineering
Robotics and Control; and

That the above-named fields be withdrawn effective May 1, 2027.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.4(g) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Chemistry, Mathematics, and Anthropology
- ITEM 13.4(h) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Reviews of the Graduate Programs in Law, Library and Information Science, Statistics, and Anthropology
- ITEM 13.4(i) – Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2024 – June 2025)
- ITEM 13.4(j) – New Donor-Funded Scholarships, Awards and Prizes

REPORT FROM THE HONORARY DEGREES COMMITTEE

Information Items Reported by Honorary Degrees Committee on Unanimous Consent:

- ITEM 13.5(a) – Honorary Degree Recipient - Autumn 2025

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.6(a) – Academic Administrative Appointments

ITEMS REMOVED FROM THE CONSENT AGENDA

ITEM 13.1(b) – Revisions to the Terms of Reference of the Senate Committee on Academic Policy

A Senator requested that this item be removed from the Consent Agenda to provide the rationale for the decision outlined in the executive summary.

K. Yeung, Chair of the Senate Committee on Academic Policy, advised that the decision to provide the Office of the Registrar with the delegated authority to determine all applicable undergraduate sessional dates stemmed from the recommendations of the *ad hoc* Working Group to Review the Structure of the Academic Year. He also outlined the extensive consultation process undertaken and the potential alternatives considered.

QUESTION PERIOD

A. Bryson, University Secretary, noted the general regulations for the Question Period as outlined in the Adopted Policies and Procedures and advised Senate that no questions were received in advance of OAC's meeting deadline. The questions received after the deadline will be brought forward to OAC at its next meeting on October 8.

Questions regarding the restructuring of administrative staff at the Faculty of Arts and Humanities due to budgetary constraints and the August 25th incident in Weldon Library were referred by the Chair to the Operations/Agenda Committee for consideration.

In response to a question, the Chair addressed Western's emergency communication system, and encouraged Senators to download the [Alert WesternU](#) app, the university's mass notification system.

ADJOURNMENT

The meeting adjourned at 2:48 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

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: October 10, 2025

Re: Monthly report for October 2025

Dear Senators,

Following are some noteworthy developments since my last written report to Senate of September 12, 2025.

Homecoming and launch of All in Campaign: Homecoming 2025 was a great success – welcoming more than 3,500 alumni home to celebrate reunions, participate in 40+ events and cheer on the Western Mustangs. We saw an 18% increase in newly engaged alumni, a strong indicator of growing connection. We also launched our All in Campaign at Homecoming – Western’s largest ever engagement and fundraising initiative. The digital rollout and strong media outreach generated over 2.1 million impressions on social media, more than 20,000 clicks through to content, and over 22,000 visits to the campaign website, with many alumni expressing support and pride.

Fall Convocation: We look forward to celebrating convocation **October 22 and 23** with four ceremonies at Canada Life Place. Members of Faculty, Senate, the Board of Governors, Professors Emeriti, and Professors/Librarians/Archivists are invited to join the procession. [Register online](#) by Wednesday, October 15, 2025.

Truth and Reconciliation Week: Thank you to the Office of Indigenous Initiatives and campus partners for a meaningful week of reflection and learning in recognition of the National Day for Truth and Reconciliation. Two new resources have been launched for the Western community: [Braiding Truth into Action, A Guide Towards Indigenous Allyship](#), and [Centring Indigenous Voices, A Guide Towards Indigenous Allyship in Research](#).

Top ranking for entrepreneurship: Western was ranked among the top 50 entrepreneurship schools in the world for undergraduate and MBA students by PitchBook, a financial data company that tracks the progress of start-ups and venture capital-backed businesses. PitchBook’s rankings compare schools by the number of alumni entrepreneurs who have raised venture

capital in the last decade. One of just seven Canadian universities on the list, Western placed 40th in the world for undergraduate alumni entrepreneurs and 30th for female founders.

Mastercard Foundation invests \$5 million to advance Indigenous initiatives: Mastercard Foundation has donated \$5 million to Western to expand support for Indigenous youth and strengthen our partnerships with Indigenous communities. The donation is part of a \$235 million investment announced by the Foundation marking 10 years since the release of the Truth and Reconciliation Commission of Canada Final Report and Calls to Action.

Fall Preview Day is Sunday, November 16, 2025: Cross-campus activities will invite students and families to connect with professors, participate in campus and residence tours, and visit labs and facilities. Data shows strong correlations between campus visits and application submissions. We are expecting another large attendance (more than 17,000 attended in 2024). Our students, faculty, and staff play a key role as volunteers that day – helping to engage and recruit the next class. I'm grateful for their support.

Historical letters from Western archives inspire Blyth Festival play: Letters carefully preserved in the Archives and Research Collections Centre at Western were the inspiration behind author Emma Donoghue's play, *The Wind Coming Over the Sea*, which debuted at the Blyth Festival this summer. The correspondence between Jane (McConnell) Johnson and her husband Henry Johnson, document the family's journey amid mass Irish emigration.

Community Legal Services broadens access: The Court Assistance Program launched by the Faculty of Law provides free legal support to self-represented individuals navigating the Superior Court of Justice Family Court. Through generous funding from the Law Foundation of Ontario, the program will provide brief legal services to more than 500 individuals in the family court system annually, in addition to the clinic's existing case load of approximately 135 clients per year.

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

- **Robert Hegele** (Schulich) selected to be inducted into the *Canadian Medical Hall of Fame*.
- **Sarah Al-Saoud** (Education) awarded an Autism Scholars Award from the *Council of Ontario Universities*.
- **Tima Bansal** (Ivey) and **Joshua Pearce** (Ivey, Engineering) are two of four researchers shortlisted for the Panmure House Prize, an annual \$75,000 USD award for interdisciplinary research in innovation, finance, and social and economic change.
- **Global Undergraduate Awards:** Western had one global winner and three regional winners (best in The Americas) in this annual international competition:
 - Global Winner – **Jayden Faith Zajac**, (Classical Studies & Archeology)

- Regional winners – **Renee Guerville** (Psychology), **David Klassen Johnson** (Mathematics & Physics), **Sarah You** (Computer Science)
- 13 additional students were named Highly Commended (top 10%).
- **Yanet Campbell-Secades, Julian Trippell, Lincoln St. John, and Abigail Greenland**, selected as fellows with London Symphonia for the orchestra's 2025-26 season.
- **Rebecca Smith** (Student Experience) received the *LivingWorks* Gold Award for delivering 109 safeTALK workshops training 1,989 suicide alert helpers since 2016.
- **2025 Alumni Awards:**
 - Dr. Ivan Smith Award - **Sandra Datars Bere** (BA'87, MPA'06)
 - Professional Achievement Award - **Lehana Thabane** (PhD'98)
 - Community Service Award - **Patrick Dion** (BESc'89)
 - Young Alumni Award - **Sunny Uppal** (BSc(Hons)'08)
 - Music Wall of Fame - **Sarah Quartel** (BMus'05, BEd'06), **Jennifer Snow** (BMus'90)
 - Health Sciences New Alumni Award - **Gillian Mandich** (BHSc'07, MSc'12, PhD'19)
 - FIMS Alumni Award of Excellence - **Brodie Fenlon** (MA'99)
 - Science Alumni Award of Achievement - **Nigel Branker**, BSc'95
- Paralympian **Mark Ideson** (BSc'99) won gold as skip of Canada Red in the inaugural Grand Slam of Curling Wheelchair Invitational.
- **Joseph Hoffer** (BA'82, LLB'86) received the *Middlesex Law Association* Distinguished Service Award.
- **Doug Guzman** (BA'88, MBA'92) appointed CEO of the Defence Investment Agency, a new federal agency responsible for streamlining Canadian defence procurement.
- The following members of the Western community have received King Charles III Coronation Medals in recent months: **Robert Aboumitri** (BA'94), **Charles Brown** (BA'78, MBA'83), **Peter Canham** (PhD'67, Schulich), **Patrick Dion** (BESc'89), **Raveena Duggal** (medical sciences student), **Robert Gros** (BSc'91, MSc'94, PhD'00, Schulich), **Walid Hejazi** (BA'87), **John Mombourquette** (BA'82, MA'85, BEd'87), **David Peters** (BEd'04), **Sheryl Saperia** (JD'06), **Ronald Schlegel** (BA'66, LLD'19), **Nancy Southern** (LLD'17), **Craig Thur** (BA'03), **Bill Wall** (MD'70, Schulich).

Leadership updates:

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

ITEM 4.0 – Report of the Provost

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENTS:

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

To: Senators

From: Florentine Strzelczyk

Date: October 10, 2025

Re: Report of the Provost & Vice-President Academic for October 17, 2025

Dear Senators,

I am pleased to share the following updates from the portfolio of the Provost & Vice-President (Academic):

Western International College set to launch

Western has entered into an agreement with Navitas, a global leader in post-secondary recruitment and education, to launch the International College on the university's west campus, formerly the Brescia campus.

- In June 2025, Western's Board of Governors approved a proposal to enter discussions with Navitas to create an international college on Western's campus. The vote followed months of consultation and an endorsement from Western's Senate.
- In the months ahead, efforts will focus on designing programs and building shared services as part of a phased rollout.
- We encourage you to watch *Western News* for further updates.

Western Research Information Management System (RIMS) launched

Western has officially launched its [Research Information Management System \(RIMS\)](#) – an initiative to support our collective research and academic mission.

- This system is designed to showcase research accomplishments of our faculty and researchers, streamline research reporting, and reduce duplication of work across campus.
- RIMS is being implemented in phases, with training and support provided by Western Libraries.

Teaching and Learning Strategic Action Areas

This fall, Vice-Provost (Academic Programs) Susan Lewis will launch a campus-wide engagement process to define strategic action areas for teaching and learning, aligned with *Towards Western at 150*. Three key areas for engagement:

- **Innovative programs and pedagogies:** Expanding experiential learning, integrating generative AI and digital technologies, and ensuring students have access to high-impact learning opportunities.
- **EDIDA:** Embedding equity, diversity, inclusion, decolonization, and accessibility principles into program design and delivery to strengthen Western's academic excellence and reputation.

- **Student engagement and assessment:** Enhancing support for learning inside and outside the classroom and refining assessment approaches to ensure students are prepared for success after graduation.

King's Commonwealth Fellowship Programme inaugural fellow announced

Earlier this year, Western entered into an agreement with the Association of Commonwealth Universities to deliver the King's Commonwealth Fellowship Programme (KCFP) — an initiative to support PhD scholars from Small Island Developing States working on research aligned with the UN Sustainable Development Goals.

- The inaugural fellowship, adjudicated by Western's **School of Graduate and Postdoctoral Studies (SGPS)**, has been awarded to Mark Bastian, a doctoral candidate from the University of Guyana whose research focuses on the ecology, behaviour and disease of neotropical amphibians.
- The inaugural fellow will collaborate with biology professor Bryan Neff.
- Read more in [Western News](#).

Two student wellness initiatives funded by the Parr Family Grant

Student Experience has kicked off two initiatives aimed at supporting student wellness and mental health, both funded by the Parr Family Grant.

- **Wellness Peer Program:** A peer-to-peer outreach initiative where trained student leaders deliver wellness education and awareness programming across campus.
- **Move Your Mood:** Now in its second year following a successful launch, this program offers inclusive and accessible opportunities for students to engage in physical activity as a means of supporting mental well-being. Learn more [here](#).

Western Summer Academy in Sustainability announced

The [Western Summer Academy in Sustainability](#) is a new two-week residential program designed for high school students entering Grade 12, set to begin in Summer 2026. The program is overseen by the Office of the Vice-Provost (Academic Programs) and supported by other campus partners. The program:

- Offers an immersive introduction to the interdisciplinary study of sustainability, with a focus on critical thinking and the United Nations Sustainable Development Goals.
- Provides experiential learning, mentorship, and research-intensive activities.
- Offers exposure to living on campus and student life at Western.

Nominations for 2026 Distinguished University Professors and Faculty Scholar Awards

The Office of Vice-Provost (Academic Planning, Policy and Faculty) is soliciting nominations for the 2026 Distinguished University Professors and Faculty Scholar Awards. Nominations for these awards are due by January 30, 2026. Learn more about the awards and nominations process [here](#).

Teaching and Learning Strategic Action Areas

3 Overarching Areas:

- Innovative programs and pedagogies
- EDIDA as foundational to program design and delivery
- Student engagement and assessment: how do we ensure students have what they need for success after graduation?

How do I get involved?

- Complete the survey to help shape the plans
- Attend a town hall or world Café
- Reach out, teachingandlearning@uwo.ca
- Learn more:



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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

ATTACHMENT(S):

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

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: October 10, 2025

Re: Report of the Vice-President (Research) for **October 17, 2025**

Dear Senators,

Please find below a brief overview of my update to the Senate on October 17, 2025.

Application Pressure

- Application pressure remains a priority as we progress toward \$400M in annual research funding.
- Western submitted 75 applications to the fall SSHRC Insight Grants competition – the highest number in more than 10 years.
- Western submitted a record 89 applications for CIHR Project Grants in the fall 2025 intake – up 10 per cent from 2024.

Horizon Europe

- Western researchers across eight faculties have been invited to be consortium partners on 13 Horizon Europe grant applications submitted this fall.
- Engagement in the €95.5B funding program is a strategic opportunity and priority.
- Horizon Europe supports efforts to develop technologies and solutions underpinning EU policies and UN Sustainable Development Goals.
- Results are expected in spring 2026.

Celebrating Successes

Congratulations:

- Joel Faflak, Robert Hegele, John Meyer, Julie Aitken Schermer, Juan Luis Suárez and Ying Zheng have been named Fellows of the Royal Society of Canada.
- Angela Roberts has been named a Member of the Royal Society of Canada's College of New Scholars, Artists and Scientists.
- Robert Hegele will be inducted into the Canadian Medical Hall of Fame in June 2026.
- David Dozois, Isaac Luginaah and Janis Oram were elected fellows of the Canadian Academy of Health Sciences.
- Tom DeFalco, Lili Alvarez Jaramillo, Lyle Muller and Yalda Mohsenzadeh have been recognized with Early Researcher Awards.
- Tima Bansal and Joshua Pearce are two of four researchers shortlisted for the international Panmure House Prize for interdisciplinary research on innovation, finance and social and economic change.
- Grace Parraga officially began her term as the new director of the Western Academy for Advanced Research on October 1.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

At its meeting on September 8, 2025, the Senate Committee on University Planning approved revisions to its terms of reference, adding the Chief Technology Officer as a non-voting resource member of the committee.

It is expected that activities under the portfolio of this role will have significant overlap on university planning in the years ahead.

The proposed revisions to the terms of reference of SCUP are presented to Senate for approval.

ATTACHMENT(S):

[Terms of Reference: Senate Committee on University Planning](#)



Senate Committee on University Planning (SCUP)

Effective Date: October 17, 2025 ~~July 1, 2024~~

Supersedes: July 1, 2024 July 1, 2021; June 5, 2020; September 22, 2017;
July 1, 2017; July 2014

Date of Next Review: Spring 2027

TERMS OF REFERENCE

The Committee is the chief forum within Senate for critical appraisal and coordination of long-term strategic, capital and budget plans for the University and makes recommendations concerning these plans to Senate.

Within this broad planning context, it has specific responsibilities as follows:

Long-Range Planning

To review and recommend to Senate for recommendation to the Board of Governors long-range strategic plans, capital plans, planning priorities and non-academic programs for the University.

To review and transmit to Senate, for approval or information as appropriate, reports and recommendations from its Subcommittee on Enrolment Planning and Policy relating to enrolment projections and policies, admission targets and program capacities.

To receive, for information and transmittal to Senate, updates on implementation of and amendments to approved plans.

Budgets

To review and recommend to Senate the annual operating and capital budgets, ensuring that such budgets take into full consideration approved strategic priorities and plans. Based on this recommendation, Senate provides advice concerning these budgets to the Board of Governors through the President & Vice-Chancellor.

To receive, for information and transmittal to Senate, reports on changes to operating expenditures as approved by the Board of Governors.

Academic Structures

To review and recommend to Senate proposals for the creation, deletion or restructuring of academic units.

To review and recommend for approval (either to Senate or directly to the Board of Governors through the Vice-Chancellor) the establishment of designated chairs, professorships and faculty fellowships, consistent with University policy. Proposals that are recommended directly to the Board of Governors require the approval of a two-thirds majority of members present and voting.

Information Technology

To review and transmit to Senate for information, an annual report on information security.

Reports for Information

In addition to reports received under those specific areas identified above, the Committee receives, for information and transmittal to Senate, reports including:

- Western Libraries Annual Report
- Academic planning reports including the:
 - Annual Report on Promotions, Tenure and Continuing Appointments
 - Vice-Provost's Annual Report on Faculty Recruitment and Retention
- Annual Report on Performance Activity Indicators
- National Survey of Student Experience (NSSE) Institutional Benchmark Report
- Briefs for submission to external bodies
- The Western Office of Ombudsperson Annual Report

The Committee may also receive the following reports, for information, that are otherwise transmitted to Senate through another Senate Committee:

- Report on research activities (presented to Senate through the University Research Board)

The Committee has the authority to create subcommittees and working groups as necessary.

In fulfilling its responsibilities, the Committee is to be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62-65) and the principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan. This is of particular importance given the strategic planning in which the Committee is involved.

COMPOSITION

Elected/appointed membership:

12 members elected by Senate as follows:

- Six 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 graduate students (the President of the Society of Graduate Students shall qualify as a student for this purpose)
- One undergraduate student Senator who is a member of Senate at the time their term on the Committee begins
- Two members of administrative staff
- One postdoctoral scholar

Two members of the Board of Governors, appointed by the Board

Ex officio (voting):

President & Vice-Chancellor

Provost & Vice-President (Academic)

Vice-President (Operations & Finance)

Vice-President (Research)

Vice-Provost (Graduate & Postdoctoral Studies)

Vice-Provost & Chief Librarian

Vice-Provost & Associate Vice-President (Indigenous Initiatives)

Academic Colleague

One President of an Affiliated University College (appointed for a three-year term on a rotating basis among the Affiliated University Colleges)

President, University Students' Council

Ex officio (non-voting):

University Secretary

Resource (non-voting):

Associate Vice-President (Financial Services)

Associate Vice-President (Facilities Management)

Associate Vice-President (Institutional Planning & Budgeting)

Vice-Provost (Academic Planning, Policy & Faculty)

University Registrar

Chief Technology Officer

The Committee shall elect a Chair annually from among the members elected by Senate. The Provost & Vice-President (Academic) shall be Vice-Chair.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

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

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

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

Quorum September to May: 12 members,
including 7 elected/appointed

Quorum June to August: 8 members,
including 5 elected/appointed

ITEM 6.2 – Questions for Senate

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate's Adopted Policies and Procedures provide the following:

4.2.1 Questions and Issues for Discussion

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

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

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

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

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

	<u>Question Submitted</u>	<u>Routing</u>
1.	<p>Chris Alcantara, Senator: Western's "Course Numbering Policy, Essay Courses, and Hours of Instruction" sets out the criteria for an undergraduate course to be designated as an essay course. "An essay course must normally involve total written assignments (essays or other appropriate prose composition, excluding examinations) as follows:" and then it goes on to list word limits depending on the kind of course.</p> <p>Is there any discussion within the various university senate committees about reviewing these criteria? I am hearing from various constituents that these criteria may no longer make sense given the ubiquity of AI.</p>	<p><i>Senate – a matter of academic policy</i></p>

2.	<p>Shawn Hendrikx, Official Observer:</p> <p>At the start of the Fall Term, faculty and staff in Arts & Humanities needed to pivot and take on unplanned workload in response to four staff cuts. In Social Science, a staff member from NEST was let go with no communication or instructions about who would pick up their duties. This approach to decision-making and communications without consultation fosters instability and distrust. Is this the standard process going forward for cost-cutting? Should other Faculties and units be prepared for similar announcements?</p>	<p><i>Not appropriate for Senate – this is a matter between specific Faculties and HR and not a matter of broad academic application, or academic or university policy</i></p> <p><i>Referred to HR</i></p>
3.	<p>Shawn Hendrikx, Official Observer:</p> <p>The August 25th swatting incident in Weldon raises several concerns about campus preparedness for these situations. Western Libraries leadership handled this novel situation well; their communications with staff during and after this event are very much appreciated. For the benefit of everyone on campus, how is Western improving alert communications and safety procedures in preparation for future incidents?</p>	<p><i>Senate - academic facility, access, safety</i></p>
4.	<p>Shawn Hendrikx, Official Observer:</p> <p>The Western community has heard very little about Navitas since it was passed in the Spring. Is there an update regarding implementation plans for both graduate and undergraduate students?</p>	<p><i>Senate – OAC notes that an update was provided in the Provost's Report in September.</i></p>

5.	<p>Matthew Lebo, Senator:</p> <p>Rules about minimum class sizes are seriously harming our graduate programs. In Social Science, meeting minimums is especially hard when coupled with smaller cohorts due to budget cuts. Rules and pushes for department efficiency are fine, e.g. a certain average class size or a required WTU per faculty member. Departments can then run their graduate programs with classes they need so long as they meet the required department efficiency level. Can the Provost's Office establish guidelines to improve overall department efficiency without pushing programs to cancel small grad classes? Or, can the Provost host a forum where departments can report on what course minimums are doing to their graduate programs and an inclusive discussion can lead to a better plan?</p>	<p><i>Senate – regarding a policy decision impacting all Faculties and related to academic activity</i></p>
6.	<p>Alexandra Lukawski, Senator:</p> <p>Recently A&H restructured its administrative staff due to budgetary constraints. This resulted in many long-time staff arriving to work to be told their position has been terminated on the spot.</p> <p>I would like more information on how this decision was made, why it was informed this way to the staff, and what the expected long-term effects on student experience will be. For example, the English department no longer has a front of desk staff to handle student concerns when they visit the office. In the email sent to the department, it was outlined that staff will still receive support in their roles from new centralized management. But, what are the plans for students to still have support now that they have lost one of their main contacts in the office?</p>	<p><i>Not appropriate for Senate – this is a matter between Faculty and HR and not a matter of broad academic application, or academic or university policy</i></p> <p><i>OAC notes that it has been advised that the question was submitted to the Provost and the Dean</i></p> <p><i>Referred to the Dean, Faculty of Arts & Humanities</i></p>

7.	Tanner Layton, Senator: It seems to me that the ongoing gutting and disempowerment of the departments in the Arts & Humanities (under the guise of 'restructuring') will have deleterious effects on the quality of education that's delivered. This strikes me as a fundamentally academic matter that needs to be discussed at Senate.	<i>Senate – a proposed discussion item for Senate with a focus on quality of education in challenging financial times</i>
8.	Tanner Layton, Senator: Every September, domestic graduate students must pay \$17 to release their transcripts as part of their Tri-Agency funding applications through MyCreds. This is on top of transcripts from other past universities that also usually incur a fee. This is tens of thousands of dollars every year. I'm wondering why this is the case?	<i>Senate – fees form part of the annual budget on which Senate gives advice to Board</i>

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

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

*Workload: OAC meets monthly on Wednesdays at 3:00 p.m.
Meetings scheduled for the week prior to Senate.*

Composition: Nine (9) members of Senate, elected by Senate, at least one (1) of whom shall be a student. Members must be current members of Senate.

Current Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Noah Zabian	UNDG		June 30, 2026	Student Senator rep.
Cherin Chung	GRAD		June 30, 2026	Senator in 2025-26
Alexandra Lukawski	GRAD		June 30, 2026	Senator in 2025-26
Faculty Members:				
Vacancy			June 30, 2026	Vacancy, Senator
Christopher Alcantara	Faculty Member	Social Science	June 30, 2027	Senator in 2025-26
Kate Choi	Faculty Member	Social Science	June 30, 2027	Senator in 2025-26
Miranda Green-Barteet	Faculty Member	Arts and Humanities	June 30, 2026	Senator in 2025-26
Marc Joannis (Vice-Chair)	Faculty Member	Social Science	June 30, 2026	Senator in 2025-26
Melanie Mills	Admin. Staff		June 30, 2027	Senator in 2025-26

Membership Summary:
Senate Members:

- **Required:** Nine (9) members of Senate. Eight (8) filled. One (1) position vacant.

Required: One (1) Senator, to complete a vacant term due to a resignation.

Nominees: Susanne Schmid (Schulich) (Senator) Term to June 30, 2026

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

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

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

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

2025-2026 Senate-Elected Members:

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

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

Membership Summary:

Student Members:

- **Required:** 17 students (10 undergraduates and 7 graduates). Two (2) positions vacant.

Representation: No more than one (1) graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). **Representatives may be from:** Ivey (1), Eng (1), FIMS (1), Law (1), Music (1), Sci (1), King's (1), Huron (1)

Faculty Members:

- **Required:** 20 faculty members. 19 filled. One (1) position vacant.

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

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

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

Nominees:	_____ TBD _____	(Student, GRAD)	Term to June 30, 2026
	_____ TBD _____	(Student, GRAD)	Term to June 30, 2026

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

- **Representative may be from:** Ivey, FIMS, Law, Music, King's, Huron

Nominees:	_____ TBD _____	(Faculty)	Term to June 30, 2027
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ITEM 7.3 – Membership – Selection/Review Committee for Associate Vice-Presidents (Research)

ACTION: ☒ ACTION ☐ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

Composition:

- the Vice-President (Research), who shall be Chair
- 2 persons elected by the Board of Governors
- 4 persons elected by the Senate, one of whom shall be a graduate student

Required: Four (4) persons elected by the Senate, one of whom shall be a graduate student

Nominees: Kate Choi (Social Science)
Amanda Grzyb (FIMS)
Dale Laird (Schulich)
TBD (GRAD)

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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the October 17, 2025 meeting, S. Lewis, Vice-Provost (Academic Programs) will present an update on the implementation of the “Policy on Academic Consideration – Undergraduate Students in First Entry Programs” with a review of data from the 2024-2025 Fall/Winter Term.

ATTACHMENT(S):

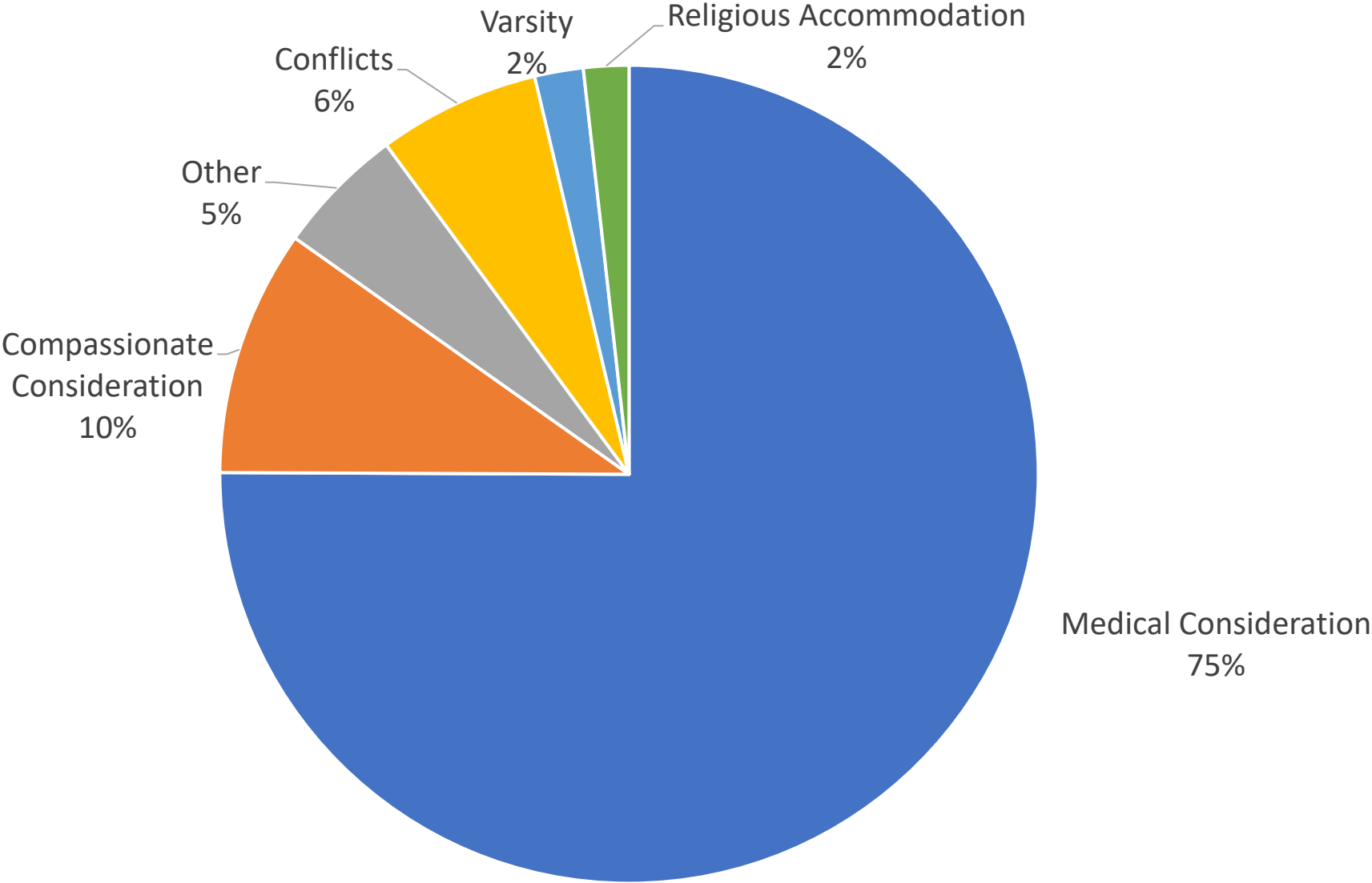
[Policy on Academic Considerations Implementation Report – October 2025](#)

Policy on Academic Considerations Implementation Report – October 2025

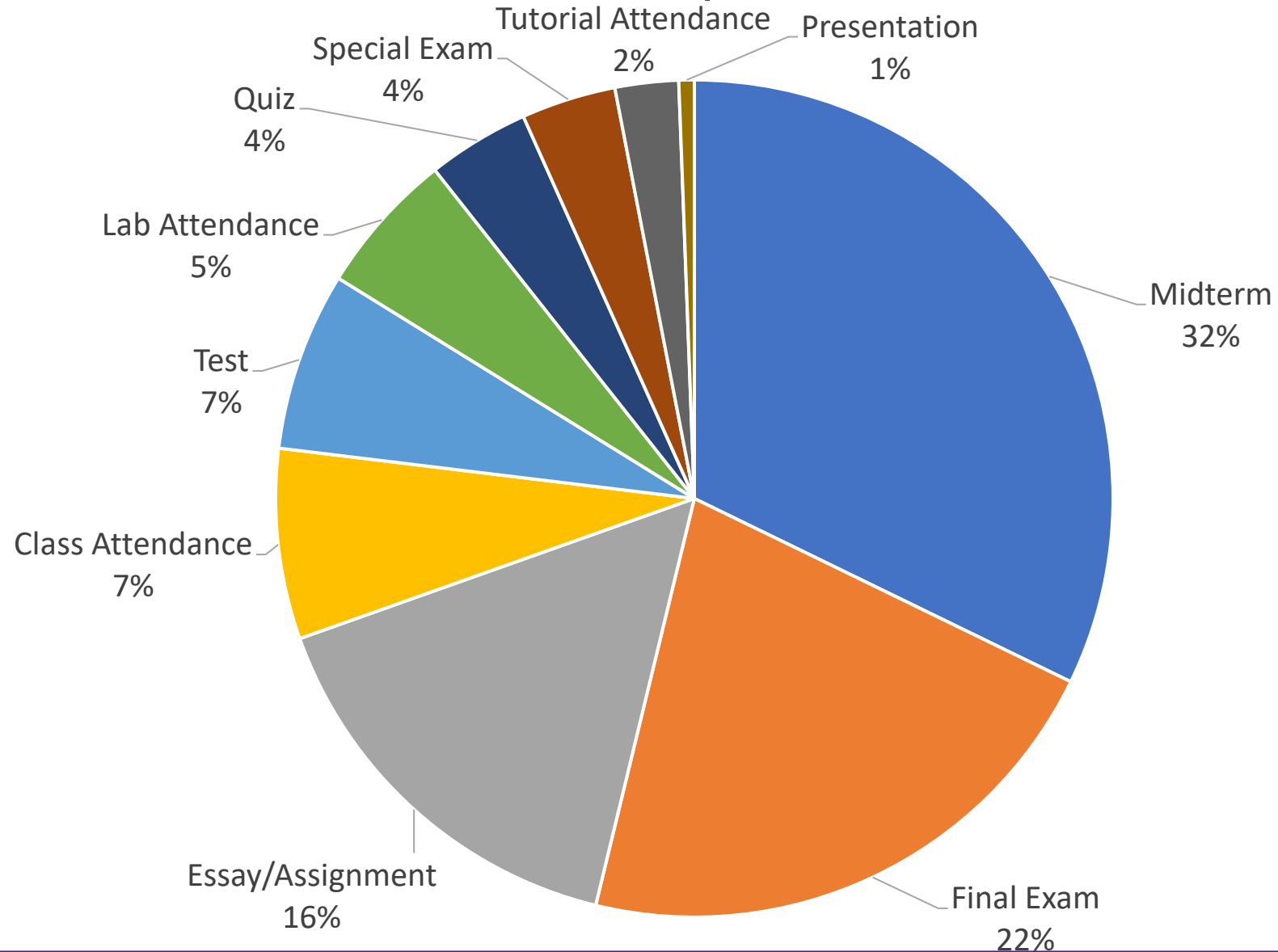
Susan Lewis, Vice-Provost (Academic Programs)

Previous Policy	Current Policy
Senate Agenda October 17, 2025	ITEM 8.1
No self-attestation	Self-attestation for all requests
Medical documentation	Broader scope
Flex assessment encouraged	Flex assessment = no academic consideration
None	1 request/course without supporting documentation
All requests require supporting documentation	Final exams, last week of classes, and 1 designated assessment require supporting documentation
Faculty by Faculty implementation	Central portal for requests
<10% goes to instructor	All requests through central portal
Submit request <48 hours after absence	Submit request <48 hours after missed work
SRBA	SRBA

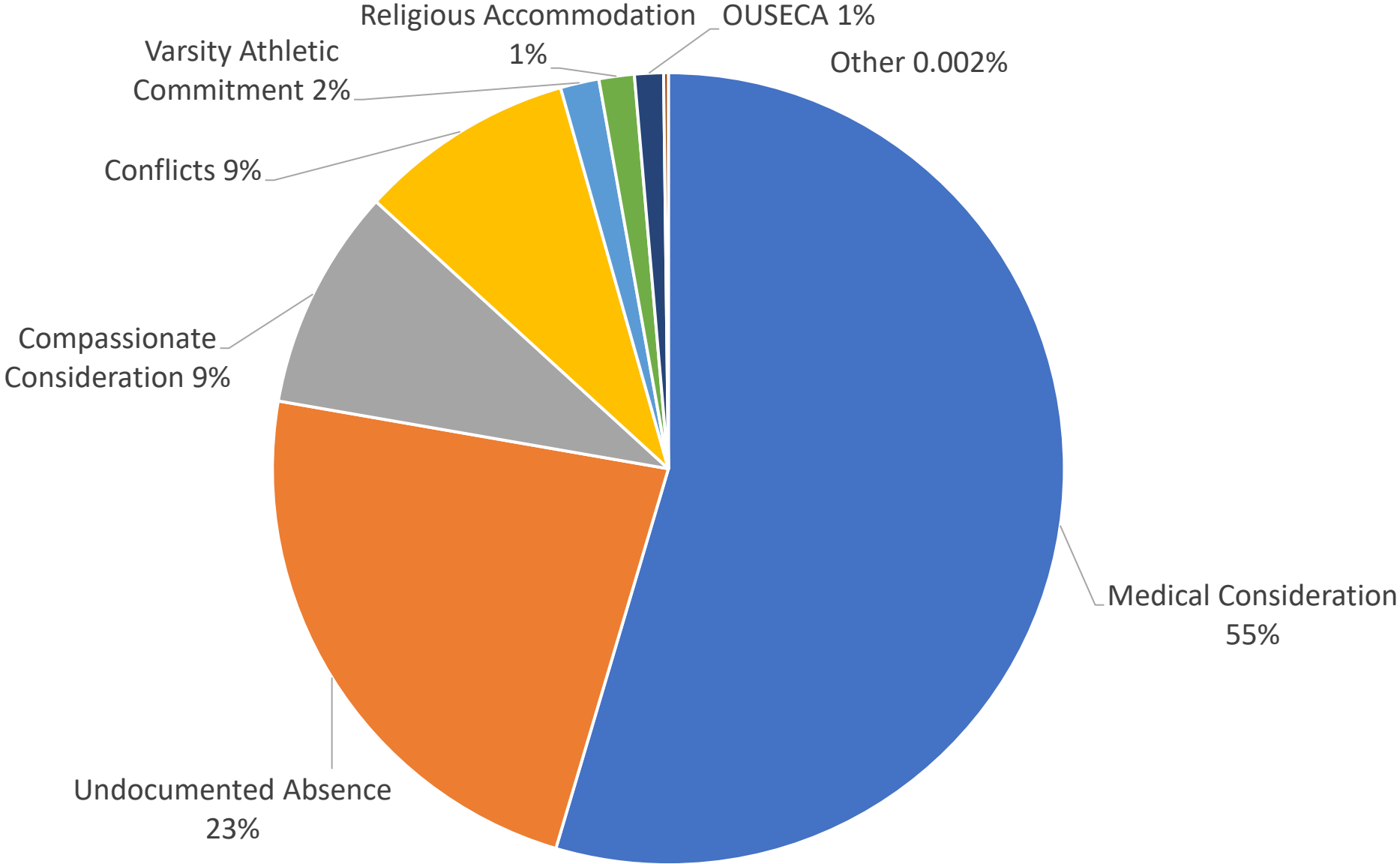
45,489 Requests Approved AY 2023-24



52,478 Assessments Impacted AY 2023-2024

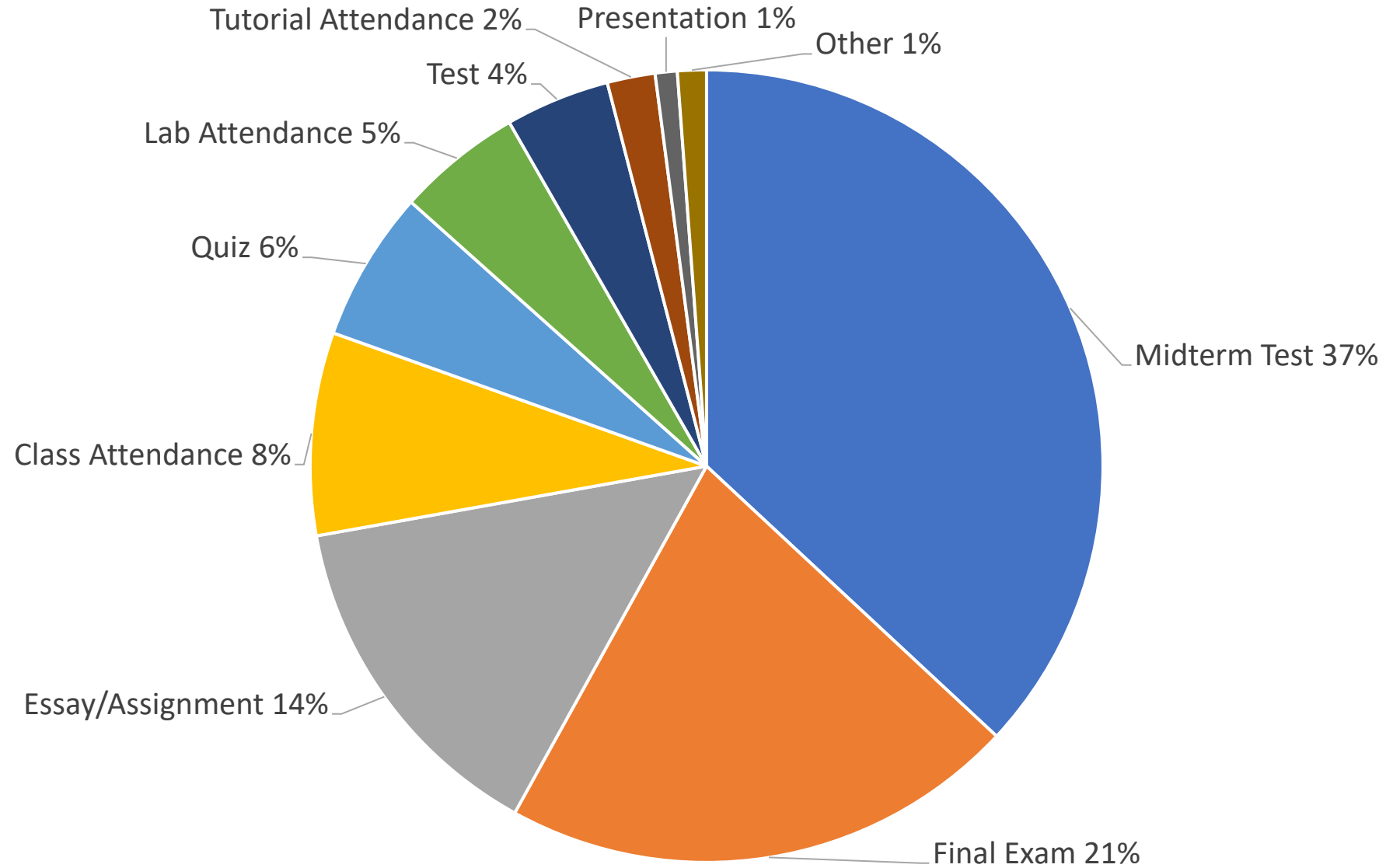


40,864 Requests Approved AY 2024-25



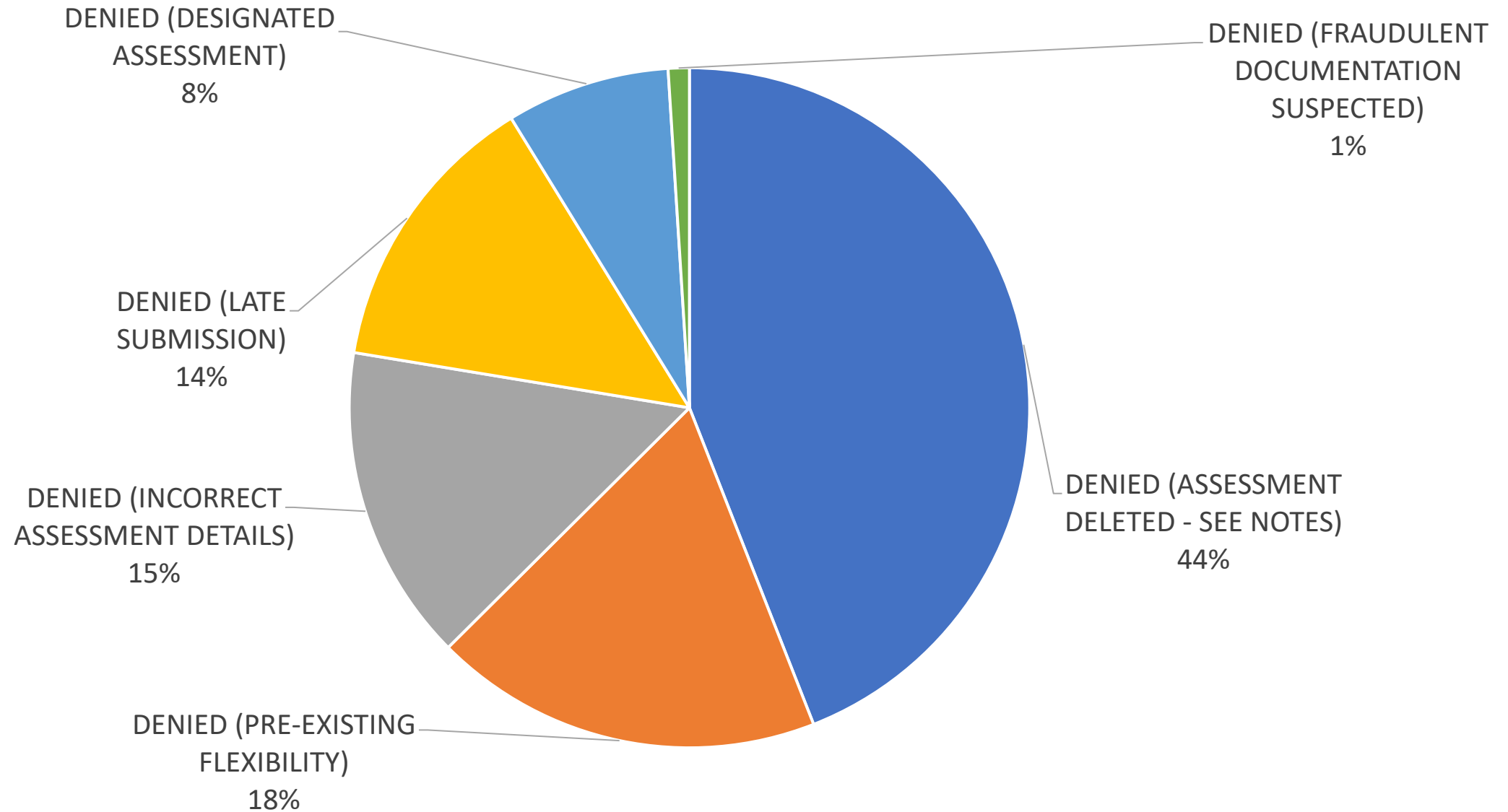
55,447 Assessments Impacted AY 2024-25

ITEM 8.1

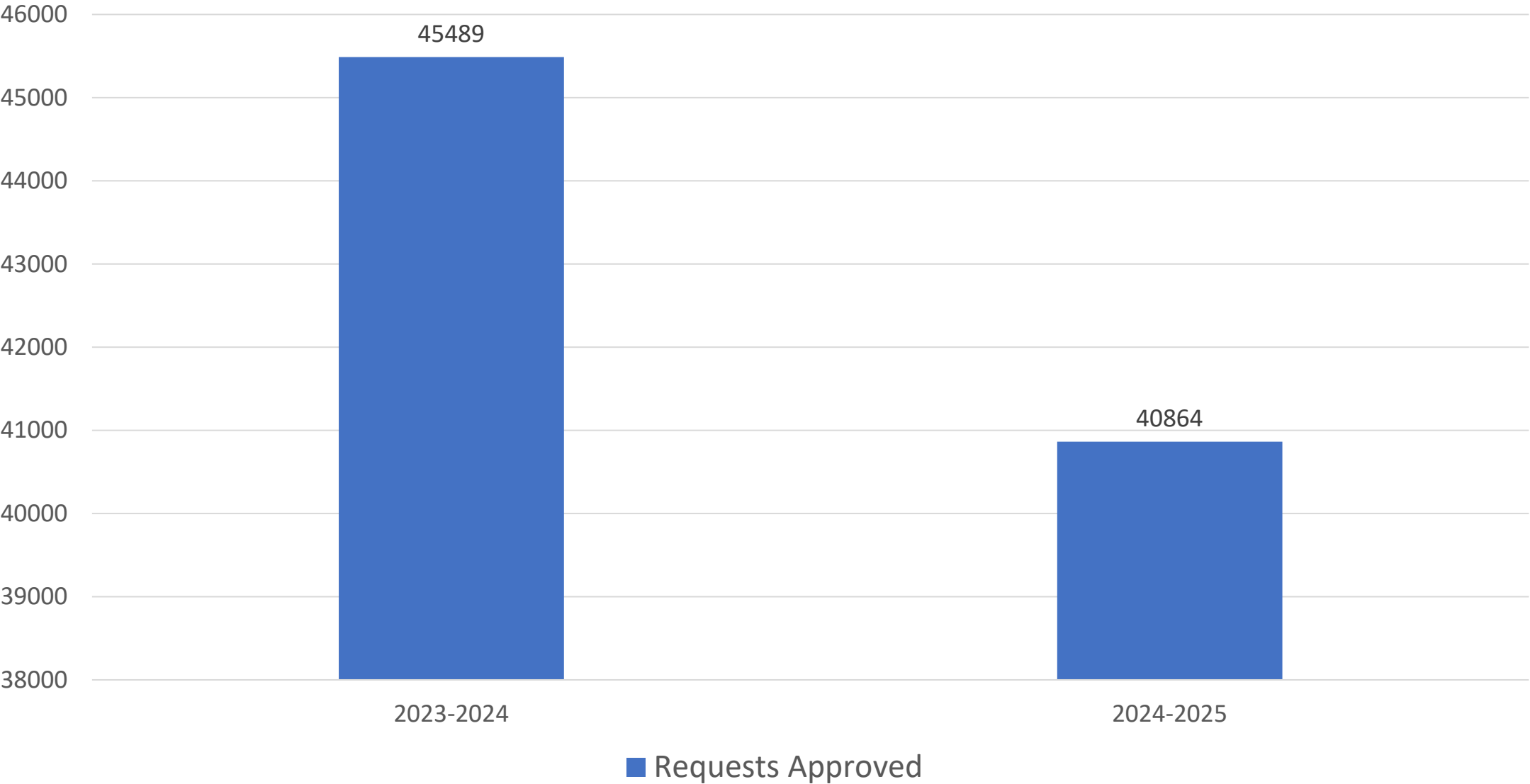


9273 Denied Requests AY 2024-25

ITEM 8.1



2023-2024 vs. 2024-2025



A Learning Curve for Everyone

- High volumes
- Students accountable for entering information
- Instructors navigating a new system and directly impacting assessments
- Advising teams fielding questions and dealing with errors

Student Absence Portal Support, absence.portal@uwo.ca

Questions?





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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

The Collaborative Specialization in Mental Health and Addictions Research will be targeted at Master's and Doctoral students in select thesis-based programs from the Faculty of Education, the Faculty of Information and Media Studies, the Faculty of Health Sciences, the Schulich School of Medicine & Dentistry, and the Faculty of Social Science.

ATTACHMENT(S):

Extracted from the Proposal for a New Collaborative Graduate Specialization in Mental Health and Addictions Research

Extracted from the Proposal for a New Collaborative Graduate Specialization in Mental Health and Addictions Research

A Collaborative Specialization is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved Master's and/or PhD programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation and/or adjunct qualifications to the degree.

A new paradigm of thought and training is needed for future graduates to tackle the complex challenge of reducing the global burden of mental ill-health, substance use disorders, and related issues. Transdisciplinary approaches to problem solving and collaboration are crucial for achieving this goal. This Collaborative Specialization aims to foster the development of a broad knowledge base and the ability to communicate across disciplinary boundaries in mental health and addictions research, as well as the ability to think critically about the ethical and social justice implications of research in this field. In tandem, learning will be enhanced through targeted sessions aimed at providing students with opportunities to develop skills supporting mental wellbeing and resilience in themselves and their peers.

The Collaborative Specialization in Mental Health and Addictions Research aims to develop scientists and clinician-scientists with the skills necessary to foster transdisciplinary research across the translational spectrum, ranging from molecules and cells, clinic, and community, to population mental health and mental health systems and policy. The Collaborative Specialization will enable: (i) the development of broad knowledge; (ii) the acquisition of skills to communicate across disciplinary boundaries; and (iii) the ability to identify and critically evaluate the implications of scientific findings across the translational spectrum. Graduates will become leaders in transdisciplinary mental health and addictions research, innovation, and health care.

Participating Graduate Programs by Faculty

The Collaborative Specialization in Mental Health and Addictions Research is targeted at Master's and Doctoral students in the following thesis-based programs.

- Faculty of Education:
 - Education Studies (Fields of Counselling Psychology and School and Applied Child Psychology)
- Faculty of Information and Media Studies (FIMS):
 - Health Information Sciences (Thesis-Based Program)
- Faculty of Health Sciences:
 - Health and Rehabilitation Sciences (All Fields of Study)
 - Kinesiology (Thesis-Based Programs)

- Nursing (Thesis-Based Programs)
- Schulich School of Medicine & Dentistry:
 - Anatomy and Cell Biology (Thesis-Based Program)
 - Epidemiology and Biostatistics (All Fields of Study)
 - Medical Biophysics (Thesis-Based Programs)
 - Neuroscience
- Faculty of Social Science:
 - Psychology (All Fields of Study)
 - Sociology (Thesis-Based Programs)

The following activities are envisioned as part of the proposed Collaborative Specialization in Mental Health and Addictions Research:

- **Required Course - *Translational Research in Mental Health and Addictions (MHA 9000)*:** Specific core concepts have been identified with which all trainees working in mental health and addictions research should be knowledgeable. Material is taught at a level that is accessible by all participants (i.e., aimed at the non-specialist). For example, concepts in molecular biology are described at a level understandable by epidemiology graduate students. Similarly, epidemiological principles are presented so that they are clear to a graduate student in the biological sciences. The goal is to provide trainees from a variety of backgrounds with a common base of knowledge in mental health and addictions concepts and terminology. Weekly topics will focus on different disciplines of research in mental health and addictions, from the molecular level up to population mental health and health systems. The Collaborative Specialization will aim to have most sessions co-taught by a basic scientist and a clinician – clinical content will not be taught directly but embedded throughout the weekly lectures, with an aim for broad coverage of a range of disorders. Each class will also embed strategies to support mental health and resilience among students and their peers. The course will culminate with a community-facing capstone project, where students will have the opportunity to work with a community partner to create a knowledge translation product.
- **Program Milestone - Seminar Series in Mental Health and Addictions:** The Collaborative Specialization will launch a monthly seminar series to showcase translational research in mental health and addictions. Many of these will be held in conjunction with the Department of Psychiatry Grand Rounds to bring together clinicians and researchers working on pressing challenges in mental health and addictions. Students will be required to attend at least 75% of these seminars.

- **Program Milestone - Participation in the *Joint Mental Health Research and Innovation Day*:** This research day is an initiative of the Department of Psychiatry and the research institutes of the local hospitals. Students will have the opportunity to present their research in this setting, and to engage with clinicians, researchers, and community partners in attendance.
- **Interdisciplinary Representation on Thesis Committee:** All students participating in the Collaborative Specialization will be required to have representation on their thesis committee by a clinician working in mental health and addictions with SGPS membership, OR a member from a different discipline/program with expertise in mental health and addictions research. This requirement aims to increase the clinical or translational relevance of the research, and to foster interdisciplinary collaborations between faculty and trainees.
- **Exposure to Lived Experience Perspectives and the Health System Context:** A focus group was conducted with students working in mental health and addictions research to obtain their perspectives on the training needs of students working in this field. These students conveyed a desire to better understand how their research work “fits” within the broader clinical and health system context. To achieve this, the Collaborative Specialization will integrate opportunities to bring in these diverse perspectives throughout the Collaborative Specialization, which may include: engagement with the Persons With Lived Experience (PWLE) Research Advisory Committee, experiential learning opportunities, and a community facing capstone project in the required course.

Equity, Diversity, Inclusion, Accessibility, and Decolonization (EDIAD)

Mental health and addictions impact us all and are influenced by and intersect with the social determinants of health, such as discrimination and violence, social inclusion, and access to economic resources. Existing inequities and disparities also make it more challenging for individuals experiencing mental illness and addictions to access quality care and treatment, often leading to even poorer outcomes. Too often, the voices of those most affected - people with lived experience of mental illness and/or addictions and their allies (e.g., family caregivers) - are not included in the research and innovation initiatives focused on understanding and addressing these complexities.

EDIAD considerations will be incorporated throughout the Collaborative Specialization through the following initiatives:

1. The Collaborative Specialization will engage with the “Persons With Lived Experience (PWLE) Research Advisory Committee” as a required milestone. Master’s students will attend a meeting as an observer to gain exposure to lived experience perspectives, and doctoral students will have the opportunity to present their thesis research to this committee for feedback.
2. Curriculum and Pedagogy of the Core Course (MHA 9000: *Translational Research in Mental Health and Addictions*). A key learning objective of the course is for students to critically examine the current context of mental health and addictions research from an

equity, diversity, inclusivity, and decolonization lens, including gaps in knowledge and translation, and meaningful participation of those with lived experience. This will be achieved through the following:

- a) Dedicated classes focused on: i) The meaningful involvement of persons with lived experience, including participatory research approaches; ii) Topics in psychiatric epidemiology and public mental health, including social determinants and disparities in outcomes and access to care; iii) Mental health systems and policy, iv) Indigenous mental wellness and Indigenous mental health research; and v) Global mental health and a way forward in addressing local to global mental health inequities.
 - b) Some classes will also include a person with lived experience coming into the classroom to teach the students about their experiences living with the illness, accessing care, and journey of recovery.
3. All students will be required to include a section in their theses on the application of EDIAD principles in their study rationale, design, analysis, and interpretation of findings. In situations where it is not possible to include diverse and representative populations in their study, then a discussion on why this is the case and a discussion of the implications of their findings for EDIAD principles will need to be included. Students whose research addresses Indigenous issues, their supervisors will need to consult with the Indigenous Research Specialist at Western Research, and follow SGPS thesis regulations for research addressing Indigenous issues.
 4. Given the focus of the Collaborative Specialization, it is anticipated that the Collaborative Specialization will attract trainees who have lived experience of mental disorders, which may require additional accommodation and considerations. The wellbeing of trainees in the Collaborative Specialization will be supported by embedding strategies to support mental health and resilience, for example through mindfulness activities and other initiatives.

Evidence to Support the Introduction of the Specialization

Western is seeing increasing interest in mental health research by applicants to its graduate programs, as well as a need for research experience by clinical trainees. A focus group was held in June 2022 with current graduate students from a range of programs who are engaged in mental health research. This focus group was used to obtain the trainees' feedback on the proposed Collaborative Specialization, as well as suggestions for other educational or professional development opportunities that would be beneficial to their training. The students expressed an interest in gaining exposure to the broader context of their work - how does the research that they are doing "fit" within the border mental health system and clinical care context? They also expressed a need for additional skills that would assist them in working across disciplinary boundaries and engaging with key stakeholders, such as patients and caregivers with lived experiences, community partners, and decision makers. Finally, they expressed a desire to gain experience with knowledge translation strategies, particularly to clinicians and community partners.

Learning Outcomes

MASTER'S LEVEL

Depth & Breadth of Knowledge

- a) Demonstrate a broad-based understanding of fundamental knowledge from a range of disciplines essential for transdisciplinary mental health and addictions research;
- b) Identify the strengths and limitations of different disciplinary perspectives in mental health and addictions research;
- c) Demonstrate an understanding of how research findings in mental health and addictions are applied in a clinical, public health, and health systems context.

Research & Scholarship

- a) Demonstrate an ability to carry out a research project in mental health and addictions, with a consideration of translational impacts and the incorporation of information from a range of disciplines;
- b) Critically evaluate and integrate interdisciplinary evidence related to mental health and addictions.

Level of Application of Knowledge

- a) Conduct mentored research that applies principles of transdisciplinary mental health and addictions research methods;
- b) Demonstrate analytic, interpretive, and communication skills necessary to contribute to a transdisciplinary research team in mental health and addictions;
- c) Demonstrate skills in knowledge translation to diverse stakeholders and audiences in mental health and addictions.

Professional Capacity / Autonomy

- a) Practice professionalism through adherence to research ethics principles and respecting contributions to scholarship;
- b) Demonstrate the ability to collaborate and work in a transdisciplinary team;
- c) Identify special considerations for working with marginalized populations, including the incorporation of lived experience perspectives.
- d) Identify, foster and apply strategies to support mental wellbeing and resilience within themselves and their peers.

Level of Communication Skills

- a) Interact productively with people from diverse clinical and disciplinary backgrounds;
- b) Develop written and oral communication skills that foster effective knowledge exchange and engagement with peers, faculty, practitioners, policy-makers, and other stakeholders in mental health and addictions research and innovation;
- c) Listen effectively to others and appreciate the perspectives and opinions of people from different personal and professional backgrounds.

Awareness of Limits of Knowledge

- a) Demonstrate an understanding of the limitations of their own research and discipline;
- b) Demonstrate an appreciation of other disciplines, methodological approaches, and interpretations in mental health and addictions research;

- c) Engage in critical thinking about historical and contemporary issues in psychiatry and in mental health and addiction research, and the limitations of prior approaches commonly used in the field.

DOCTORAL LEVEL

Depth & Breadth of Knowledge

- a) Demonstrate advanced understanding of fundamental knowledge from a range of disciplines essential for transdisciplinary mental health and addictions research;
- b) Identify the strengths and limitations of different disciplinary perspectives in mental health and addictions research;
- c) Demonstrate an understanding of how research findings in mental health and addictions are applied in a clinical, public health, and health systems context.

Research & Scholarship

- a) Conceptualize, design, conduct, and disseminate a research project in mental health and addictions, with a consideration of translational impacts and the incorporation of information from a range of disciplines;
- b) Critically evaluate and integrate interdisciplinary evidence related to mental health and addictions.

Level of Application of Knowledge

- a) Apply cross-disciplinary research competencies and processes to generate novel transdisciplinary research questions, topics, and approaches to pressing pre-clinical, clinical and mental health system challenges with potential for impact;
- b) Demonstrate analytic, interpretive, and communication skills necessary to contribute to a transdisciplinary research team in mental health and addictions;
- c) Demonstrate skills in knowledge translation to diverse stakeholders and audiences in mental health and addictions.

Professional Capacity / Autonomy

- a) Practice professionalism through adherence to research ethics principles and respecting contributions to scholarship;
- b) Demonstrate the ability to collaborate and work in a transdisciplinary team;
- c) Demonstrate the ability to conduct research involving marginalized populations, including the incorporation of lived experience perspectives.
- d) Identify, foster and apply strategies to support mental wellbeing and resilience within themselves and their peers.

Level of Communication Skills

- a) Interact productively with people from diverse clinical and disciplinary backgrounds;
- b) Demonstrate written and oral communication skills that foster effective knowledge exchange and engagement with peers, faculty, practitioners, policy-makers, and other stakeholders in mental health and addictions research and innovation;
- c) Listen effectively to others and appreciate the perspectives and opinions of people from different personal and professional backgrounds.

Awareness of Limits of Knowledge

- a) Identify the limitations of their own research and discipline;
- b) Demonstrate an appreciation of other disciplines, methodological approaches, and interpretations in mental health and addictions research;
- c) Engage in critical thinking about historical and contemporary issues in psychiatry and in mental health and addiction research, and the limitations of prior approaches commonly used in the field

Admission Requirements

Admission to the Collaborative Specialization will first rely on the general admission process and criteria of the participating graduate programs.

Admission to the collaborative specialization will be based on the following:

- A proposed research-based thesis project that is well aligned with the Collaborative Specialization, based on submission of the thesis title and a one-page abstract;
- Academic background and achievements of the trainee;
- Supervision by a faculty member participating in the Collaborative Specialization.

Applications to the Collaborative Specialization will be evaluated on an annual basis during the Fall term for January intake, with an aim to maximize representation across participating graduate programs.

Program Requirements

<u>REQUIRED COURSES (0.5 Credits)</u>			Each course must be completed by all students	
<u>Subject</u>	<u>Course #</u>	<u>Length (in terms)</u>	<u>Course Title</u>	<u>Course Weight</u>
Mental Health and Addictions	MHA 9000	1 Term	Translational Research in Mental Health and Addictions	0.5

<u>ELECTIVE COURSES (0.5 Credits)</u>			Suggested electives, and required for PhD students who completed the specialization as a MSc student	
<u>Subject</u>	<u>Course #</u>	<u>Length (in terms)</u>	<u>Course Title</u>	<u>Course Weight</u>
Health Sciences	APPLHSCI 9004	1 Term	Determinants of Mental Health & Trauma Informed Mental Health	0.5
Global Health Systems	GHS 9110	1 Term	Mental Illness and Healing Across Cultures	0.5

<u>MILESTONES</u>	<u>Each milestone must be completed by all students</u>
<ul style="list-style-type: none"> • Participation in <i>Joint Mental Health Research and Innovation Day</i> 	
<ul style="list-style-type: none"> • Seminar series in Mental Health and Addictions Research 	
<ul style="list-style-type: none"> • Engagement with the Persons with Lived Experience research advisory committee 	

Delivery Method

The required course (MHA 9000) will be delivered in an in-person format. The monthly seminar series will likely be offered in a hybrid format, where possible, and may be held off-campus at one of the local hospitals to coincide with the Department of Psychiatry Grand Rounds. The *Joint Mental Health Research and Innovation Day* and engagement with the PWLE Research Advisory Committee will take place off-campus. The research thesis typically requires physical presence of the student on campus, unless explicitly allowed by both the supervisor and the home graduate program.

Progression Requirements

Progression requirements of the Collaborative Specialization in Mental Health and Addictions Research including the following:

- Successful completion of MHA 9000, or an approved alternative if MHA 9000 has already been completed (for PhD students who completed a MSc in the Collaborative Specialization)
- Participation in at least 75% of the monthly Seminar Series in Mental Health and Addictions. This will be tracked through the submission of brief responses to reflection questions following each seminar.
- Attendance and participation in the *Joint Mental Health Research and Innovation Day*, hosted by the Department of Psychiatry in conjunction with the London hospitals.
- Engagement with the Persons with Lived Experience research advisory committee
- Submission of an annual progress report, which will document the following:
 - Title and abstract of thesis project
 - Names of thesis committee members, highlighting clinical or interdisciplinary representation
 - Summary of EDIAD considerations for the thesis
 - Relevant publications, conference presentations, community engagement, and scholarships and other external awards
 - Date of attendance/presentation to the PWLE Research Advisory Committee
- Representation of at least one faculty member affiliated with the Collaborative Specialization on the thesis examination committee.

It is expected that these requirements will be met within normal program timelines and will not prolong the duration of the degree.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

Undergraduate Medical Education (UME) in the Schulich School of Medicine & Dentistry is proposing modifications to the Doctor of Medicine (MD) Program to:

- 1) change the existing 2-year Experiential Learning course (Medicine 5163) to a 4-year longitudinal course; and
- 2) update the policy on “Progression Requirements – MD Program”.

Changes to Medicine 5163: *Experiential Learning*

The current Experiential Learning course is a two-year course for first and second-year medical students. UME proposes this course shift to a 4-year longitudinal course including the same components; however, providing the students with an overarching social accountability framework (based on student feedback) with more time to engage with and complete an inquiry-based learning project. In the 4-year course, students will be given the option to choose their own longitudinal project focusing on one of Service Learning, Research or Quality Improvement, after being introduced to the theoretical foundations of all three.

Outlined below is the current 2-year Experiential Learning course with proposed changes to the longitudinal project. Final projects will be presented in Year 4 at the in-person Experiential Learning Symposium.

Medicine 5163: Experiential Learning Curriculum

Year 1

Longitudinal Clinical Experience (LCE). Students participate in observations in a clinical setting for 8 half-days in primary care. Observation and Mentorship Experience [no change].

Discovery Week. Placement in rural communities at the end of Year 1 [no change].

Service Learning. This is a community engagement opportunity, required for accreditation, where all students are matched with a community agency from September until May. Students will continue to complete 60-80 hours of service and will complete the required assessments: an evidence-based

report focusing on health care challenges for their chosen demographic, a reflection on their experiences, and a Tool Kit. The Tool Kit project is designed to look at health care challenges and to design possible solutions for their demographic to achieve optimal health outcomes [no change, however, students will now have the option to more fully design the Tool Kit, presenting at the Year 4 Experiential Learning Presentation Day].

New: Students will be required at the end of Year 1 to select their project focus on one of Service Learning, Research or Quality Improvement for presentation in Year 4 (as opposed to complete this project in Year 2).

Year 2

Year 2 will continue with integrated content and synchronous sessions focusing on inquiry, design, participation, critical appraisal, and Quality Improvement fundamentals. Students will complete the requirements for the Institute for Healthcare Improvement (IHI) Certificate [unchanged].

Students will be required to submit their project proposal for Research, Quality Improvement or the Expanded Service-Learning Tool Kit.

- Research Focus: A structured research project proposal with clear objectives and methodology and has identified a supervisor.
- Quality Improvement: A complete Quality Improvement report identifying system challenges and proposed interventions and has identified a supervisor.
- Service Learning: Propose enhancements to the draft Tool Kit designed after the Year 1 placement was completed. The Tool Kit will address specific community needs with evidence-based solutions.

Year 3

New: Students will work on their identified project.

Year 4

New: Students will present their completed projects at the in person Experiential Learning Symposium in the second term of Year 4.

Rationale

The rationale for the modification to Medicine 5163 is to provide a longitudinal learning experience that embeds students inquiry-based learning knowledge and skills throughout their MD Program as a component of what physicians do, alongside clinical learning and patient care; celebrate diverse interests by providing choice through contributions to health care; encourage flexibility for students as UME monitors scholarly growth; and align with the MD Program and the Medical Council of Canada (MCC) Scholar and Health Advocate roles/competencies.

Outcomes of the proposed change include:

- To build inquiry skills from the beginning of Year 1 and provide a strong foundation for either a Service Learning, Research, or Quality Improvement project.
- To allow for personalized pathways. All students must complete the Service Learning, Research and Quality Improvement curricular learning; they will be able to choose a preferred area to complete their project.
- By moving the completion date from the end of Year 2 to the end of Year 4, students will have more time to complete a longitudinal project tailored to their interests, leading to higher quality work. Some students may opt to continue/expand this work into Residency.
- Participating in an in-person symposium provides students with the chance to share their work and to engage with their peers on other completed projects. Inviting the Year 1, 2 and 3 students will provide them with an opportunity to see what types of projects were completed and with some ideas for their own projects.

Students who entered the program prior to September 2025 will continue with the current Experiential Learning course curriculum and timelines. Students who entered the program in September 2025 will begin the revised requirements as outlined above.

Revisions to the Policy on “Progression Requirements – MD Program”

Revisions to the policy on “Progression Requirements – MD Program” are proposed to:

- provide a broad overview of the MD Program curriculum;
- reflect the changes to the Experiential Learning course (Medicine 5163);
- consolidate the Assessment and Progression sections to streamline information; and
- align the policy with the newly revised *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*.

The revisions were initiated in response to identified gaps, challenges, and ambiguities within the policy, and were developed through consultation with multiple stakeholders, including legal counsel.

The proposed changes to Assessment and Progression section include:

- clarification with respect to feedback expectations;
- inclusion of a new Assessment Framework in which assessments are categorized as Low Stakes, Medium Stakes, or High Stakes;
- clarification of the role of the Competence Committee; and
- updated language regarding performance concerns and requirement to withdraw.

Rationale

- Alignment with Programmatic Assessment Principles
 - The MD Program is transitioning from traditional “Formative” and “Summative” labels to a Low, Medium, and High Stakes assessment framework.
 - This shift supports a more holistic, data-driven approach to evaluating student competence over time, using multiple assessment methods and data points.
- Curriculum Structure and Remediation Feasibility
 - The 2019 curriculum renewal introduced longer, term-based courses, making summer remediation of entire courses impractical - method that was feasible when courses were shorter (4-6 weeks).
- Improved Clarity and Transparency
 - The revised policy provides clearer definitions, expectations, and processes for students, faculty, and administrators.
 - Structured feedback mechanisms and assessment categories help students better understand their progress and areas for improvement.
- Enhanced Student Support and Accountability
 - New requirements for meetings with Course Chairs, Academic Coaching, and Learner Experience involvement ensure that students receive timely support after assessment failures.
 - These changes promote early intervention and personalized academic support, reducing the risk of academic failure or disengagement.
- Streamlined Progression Decisions
 - The Competence Committee plays a central role in integrating assessment data and making progression decisions.
 - This ensures consistency and fairness in evaluating whether students have met the required competencies and program expectations.
- Clearer Consequences and Remediation Pathways
 - The policy now outlines specific thresholds for remediation, probation, and dismissal, providing transparency and structure.

ATTACHMENT(S):

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

Progression Requirements – MD Program

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – MD Program
Subsections:	Doctor of Medicine (MD) Program, Program Requirements and Progression, Curriculum overview, Program Regulations, Assessment and Progression, Progression
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025
Supersedes:	September 1, 2023; September 1, 2019

Doctor of Medicine (MD) Program - Schulich School of Medicine & Dentistry

PROGRAM REQUIREMENTS & AND PROGRESSION

The MD Program is a four-year integrated curriculum combining large and small group learning, laboratory and simulation experiences, team-based activities, and experiential placements.

- **Years 1 & 2** provide foundational learning in basic and clinical sciences through case-based team learning, labs, simulations, independent study, lectures, and supervised clinical experiences. Students must complete all required term-long and longitudinal courses.

Progression Requirements – MD Program

- **Year 3** consists of a 52-week integrated Clerkship across core disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry, Anesthesia, Emergency Medicine, and Surgery. Students participate in clinical care teams, including elective options, and complete a minimum four-week rural or regional rotation in Southwestern Ontario. Assessment is competency-based, focusing on Medical Expert and Professional roles, with progress monitored across five additional core competencies.
- **Year 4** includes:
 - **Term 1: Clinical Electives (16 weeks)** – Eight 2-week blocks in diverse clinical areas, including optional research experiences. Electives may be completed at Schulich, other Canadian medical schools, or select international institutions.
 - **Term 2: Transition to MD (16 weeks)** – A mix of independent, small, and large group learning to consolidate clinical decision-making and problem-solving skills for postgraduate training.

Two longitudinal courses span all four years:

- Medicine 5163: *Experiential Learning*, culminating in scholarly presentations in Year 4.
- Medicine 5162: *Professionalism, Career and Wellness*, supporting student development throughout the Program.

~~The Doctor of Medicine (MD) Program in the Schulich School of Medicine & Dentistry is a four-year program. The program is divided into integrated years of learning offering curriculum from large and small group, laboratory, simulated, team and experiential work placed learning.~~

~~Year One and Year Two courses involve case-based learning in teams; laboratory experiences in basic and clinical sciences; small group learning; simulation learning; individual independent study; interactive large group learning including team-based learning; lectures; project-based experiential learning and supervised clinical learning experiences. The curriculum is designed to provide foundational learning in the basic and clinical sciences for application in Year 3 and 4 clinical educational experiences. Students are required to complete all course requirements offered including semester-long integrated courses and longitudinal year-long courses.~~

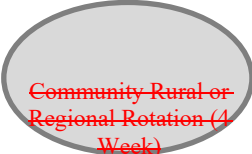
~~Year Three is a 52-week single course Clerkship completed as an integrated clerkship where learners serve as active members of clinical care teams in the following medical disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry, Anesthesia, Emergency Medicine and Surgery. Within these disciplines there are additional elective learning options.~~

Progression Requirements – MD Program

~~Students learn from and work under the direct supervision of faculty and postgraduate resident physicians. Year 3 students are given graded responsibility in assessment, diagnosis, investigation and management of patient care in acute and chronic care settings, both inpatient and ambulatory, within health care facilities at associated clinical affiliates (hospitals, clinics, physician offices) in London, Windsor and across the distributed education network. Students are assessed in a competency-based process requiring satisfactory achievement of Medical Expert and Professional competencies and no concerns identified in the progression of achievement for the other five core graduation competencies — Communicator, Collaborator, Scholar, Advocate and Leader. Each student learning experience is unique, but each is required to meet rotation and course objectives. Each student in Year Three must complete a *Community rural or regional* rotation for a minimum of four weeks in the distributed education—Southwestern Ontario region.~~

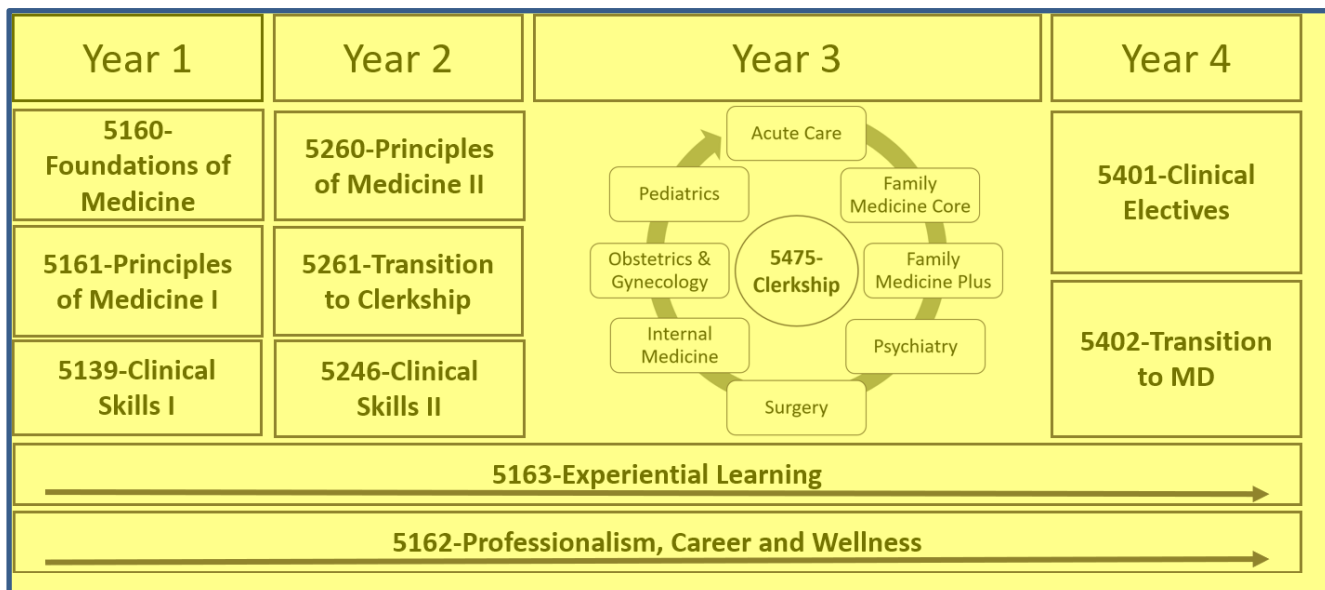
~~Year Four is divided into two single term courses consolidating prior learning. Term One *Clinical Electives* (16 weeks) consists of eight 2-week blocks of primarily clinical educational experiences selected by the student in any area of medicine in line with the expectations for diversification of elective experiences. Students may complete research-based experiences with appropriate notice. Clinical Electives may be completed at the Schulich School of Medicine & Dentistry, other Canadian medical schools, or in carefully selected international medical schools. Year Four Term Two, *Transition to MD* (16 weeks) is a mix of independent, small and large group learning ensuring that the knowledge, attitudes, and skills that underpin the required clinical decision making and problem solving skills for transition to postgraduate medicine education have been achieved.~~

CURRICULUM OVERVIEW

<u>Year One Courses</u>	<u>Year Two Courses</u>
Foundations of Medicine-	Principles of Medicine II
Principles of Medicine I	Transition to Clerkship
Clinical Skills (Medicine 5139)	Clinical Skills (Medicine 5246)
Professionalism, Career & Wellness	
Experiential Learning	
<u>Year Three Course</u>	
Clerkship (Medicine 5475)	
Rotation: Family Medicine Core (4 Weeks)	Rotation: Medicine (8 Weeks)
Rotation: Obstetrics & Gynaecology	Rotation: Paediatrics (6 Weeks)
	

Progression Requirements – MD Program

(6 Weeks) _____	
Rotation: Psychiatry (6 Weeks)	Rotation: Surgery (8 Weeks)
Rotation: Family Medicine Plus (4 weeks) _____	Rotation: Acute Care (EM & Anesthesia) 4 weeks
<u>Year Four Courses</u>	
Clinical Electives (Medicine 5401)	Transition to MD (Medicine 5402)



PROGRAM REGULATIONS

Attendance

It is expected that students will attend all scheduled educational experiences.

Attendance is mandatory for **all** sessions as defined in the course syllabus and all clinical learning. Mandatory attendance is required for: all Small Group Learning; Interactive Large Group/Consolidation Learning; Simulation; Clinical learning; Laboratory sessions; project learning, assessments and other sessions as defined in the course syllabus. ~~At the discretion of the Vice Dean or course faculty lead, certain sessions (i.e., collaborative interfaculty learning) may be identified as mandatory.~~ Failure to attend mandatory sessions without prior approval **may will** result in remediation of incomplete learning objectives and assessments. Recurrent failure to attend mandatory learning will be reviewed as a Professionalism breach and will be addressed under MD Program processes and considered as part of progression. Attendance in all clinical and non-clinical learning in Year 3 **Medicine 5475: Clerkship** and in Year 4 **Medicine 5401: Clinical Electives** is mandatory.

Progression Requirements – MD Program

Failure to attend scheduled clinical learning in any year ~~may~~ **will** result in remediation of and/or a grade of “Fail” on a rotation, elective or course. The **Schulich School of Medicine & Dentistry Attendance and Absence Statement** ~~student-attendance-policy~~ can be found on the MD Program **website page**.

Professionalism

The MD Program is a professional degree program. The expectations for personal professional behaviour, outlined in the **Schulich School of Medicine & Dentistry Statement on Professionalism** and other School documents, relate to all required curricular learning and any interaction with peers, faculty, staff, patients, families and community. Any breach will be addressed under the **Schulich School of Medicine & Dentistry Assessment and Appeals Procedure** ~~Policy~~ and the **Statement on Professionalism** and may result in a grade of Fail, remediation or ~~dismissal~~ **requirement to withdraw**.

Immunization

On Admission and for annual clearance, students are required to provide immunization documentation as it relates to **the Council of Ontario Faculties of Medicine (COFM) Immunization and Screening and Blood Borne Viruses policies** and the Schulich Medicine & Dentistry ~~policies~~ **iesy** on Blood Borne Viruses.

The COFM policy applies to all ~~medical learners (undergraduate medical students and postgraduate residents and fellows)~~ attending an Ontario medical school and performing clinical learning activities in Ontario. Undergraduate medical learners who do not comply with the immunization and health prevention policies may be excluded or suspended from all clinical learning or have the offer of admission rescinded in the interest of patient safety. Medical learners undertaking international clinical learning will require additional assessment, and potentially prophylaxis and immunization against infectious diseases specific to that learning environment. The MD Program, School and Western ~~University~~ **University** International have processes that support safe learning outside Canada and explicit timelines to follow for pre-departure preparation and disease prevention.

Additional immunization may be required by other Canadian clinical sites~~;~~ the MD Program, School or by provincial mandate in response to a health care outbreak for students in clinical learning during their study in the Program.

Police Checks

Students enrolled in the MD Program are engaged in many areas of patient care, including vulnerable sectors (i.e., infants, children, adolescents, special needs adults, seniors, and patients with mental health conditions) during their learning. To fulfill legal obligations that support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to

Progression Requirements – MD Program

the Program prior to beginning Year 1 studies and at the beginning of Year 3 and Year 4. These must be completed independently by the learner and submitted to the Learner Experience Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit or update required documentation of a clean police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner Experience Office (Years 2,3,4) about processes to follow in the event of a failed check. The Statement on Police Checks for Undergraduate Medical ~~s~~Students is found on the MD program website.

Time Limitation for Completion of the MD Program

The ~~Doctor of Medicine (MD)~~ Program is a full-time, four-year professional academic program. Students on request to the Associate ~~Vice~~ Dean, Undergraduate Medical Education (UME) may be granted a leave of absence while enrolled in Program studies. The MD ~~p~~Program must be completed within six years of the original date of enrolment.

Under no circumstances may (a) a student withdraw and re-enter Program studies or (b) exceed the maximum ~~p~~Program length of six years. A student who fails to complete the ~~p~~Program in six years, for any reason, must withdraw from the MD Program.

Students enrolled in dual degree programs such as the combined MD-PhD ~~p~~Program or MD-MPH (or similar tracks) will require additional years to complete their degrees. It is expected that the maximum time for completion of each dual degree will be adhered to as outlined in the Program syllabus. Failure to comply will result in either withdrawal of enrolment from the dual degree track (without completion of the parallel degree) and/or the MD Program studies.

ASSESSMENT AND PROGRESSION

The principal function of student assessment in the MD Program is to provide feedback to support students learning and achievement of competence. All assessment activities are aligned with MD Program graduation competencies and the key competencies at defined stages (i.e., years) to ensure achievement before entering postgraduate medical education.

For the purpose of reporting, and consistent with all English-language Canadian medical school practices, the MD Program standard for progression is a Pass/Fail grade for each course. Percentage grades may be used in specific assessments to provide learner feedback on the achievement of knowledge, skills, attitudes and progress. Student professionalism throughout all aspects of the curriculum will constitute an essential assessment outcome in each course of the MD Program (see Professionalism above), as outlined in the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*.

Progression Requirements – MD Program

Students will receive regular, timely feedback on their performance and progress in Educational Experiences. Students are responsible for actively seeking feedback from the appropriate Faculty members during Educational Experiences.

The Program is a competency-based curriculum with assessments based on the Programmatic Assessment framework. Programmatic Assessment is a system of assessment which aligns with the key principles of competency-based medical education (CBME) and optimizes both learning and decision-assessment functions. Every assessment is considered a data point.

Students are assessed formally and informally at every stage of training following the programmatic assessment principles. Assessments determine attainment of experience-specific objectives/learning outcomes and/or competencies in accordance with the requirements of the Curriculum Committee using the programmatic assessment terms of Low, Medium, and High Stakes:

- A Low Stakes Assessment generally covers a small amount of curricular material. It is optimized for learning and in isolation has limited consequences for the learner in terms of passing or failing. A Low Stakes Assessment serves as one datapoint that is used in combination with other low and medium stakes assessments for more consequential decisions.
 - A frequent Low Stakes Assessment provides longitudinal performance feedback for students and data points for faculty consideration in higher stakes assessments.
- A Medium Stakes Assessment covers a significant amount of curricular material (e.g., end of course and clerkship rotation examinations) or represents an intermediate decision point where multiple datapoints are integrated to inform both learners and teachers of progress (e.g., end of course pass/fail decision and Final Rotation assessments in clerkship).
 - A grade of fail can be assigned to a Medium Stakes Assessment decision with consequences to be determined later at the time of the High Stakes Assessment, where a student's overall performance from that academic year is considered.
 - A Medium Stakes Assessment is made during the year at regular intervals (e.g., final assessment for each course) and at the end of each course or clerkship rotation.
 - A student who has failed a Medium Stakes Assessment may be offered a re-write during the designated exam re-write period for Year 1 and 2 or during clerkship in Year 3.
 - For a student who fails an end of course Medium Stakes Assessment, a virtual or in-person meeting must be offered with the Course Chair or delegate to communicate the concerns, ensure the student has been in touch with Learner Experience and offer an Academic Coach.

Progression Requirements – MD Program

- A High Stakes Assessment is rendered by the Competence Committee at the end of each academic year and is based on a student's demonstration of Program competencies throughout the academic year, including but not limited to the entire portfolio of Low and Medium Stakes Assessments and satisfactory completion of all other Program requirements.
 - A High Stakes Assessment has important consequences such as promotion to the next academic year or graduation.
 - The decision rendered may include Pass, Progressing (for courses extending into the subsequent year), Fail, or Incomplete.

A recommendation to the Competence Committee for a grade of Pass in the course will be made for students who:

- Achieve a grade of 70% or higher in all assessments graded numerically AND
- Achieve a grade of "Pass" or "Satisfactory" in all assessments with non-numerical grading AND
- Meet all deadlines and due dates as outlined in the syllabus AND
- Have no professionalism concerns AND
- Have no unapproved absences and meet the attendance requirements listed below.

Students who achieve less than 70% in any assessment (Low or Medium Stakes) or do not meet any of the other above requirements may still pass the course, but this will be adjudicated by the Competence Committee.

The results of these assessments form part of a student's academic file and will be provided to students in a timely manner. Such assessment results will be shared with the student, the Course Committee, the UME Office and the Competence Committee.

If significant student performance concerns that may impact student progression are identified at any point during an Educational Experience, Faculty should bring them to the attention of the student, the Course Chair(s), and the MD Program promptly. This should be documented by the Faculty and UME office in written correspondence to the student and Competence Committee and entered in the student's academic file.

The Competence Committee

The Competence Committee, a subcommittee of the Curriculum Committee, is a committee made up of faculty members of the Schulich School of Medicine & Dentistry representing various disciplines that reviews each student's progress.

This Committee determines progression of each student and makes recommendations regarding student progression and graduation to Associate Dean,

Progression Requirements – MD Program

UME. It does so by integrating and evaluating data from multiple assessments and completion of Program requirements, based on standards set forth in the *Competence Committee Terms of Reference* and the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*.

The Competence Committee shall:

- Meet at regular intervals.
- Use an informed group decision making process with patterns of performance collated to determine the student's progression towards competence.
- Make the High Stakes Assessment decisions for progression or graduation for each student at the end of each academic year, considering a student's demonstration of Program competencies throughout the academic year, including but not limited to all assessments (Low and Medium Stakes) and all other Program requirements for the year, including attendance requirements.
- Review and reference all relevant academic work when reviewing a student's progress, including assessments, assignments, mandatory requirements, and professionalism concerns.
- Assign "Pass", "Fail", "Progressing" or "Incomplete" grades to each student.
- Recommend remediation and probation decisions and may recommend the implementation of learning plans.
- Approve remediation and probation plans and determine their completion and success.
- Review each students' progress in achieving the required Program competencies, objectives/learning outcomes and other requirements at the end of each course.
- Determine the students' progress to date based on the evidence contained in each student's academic portfolio.
- Determine that a student progresses to the next year of the MD Program curriculum at the High Stakes Assessment decision if the Committee is satisfied that the student has successfully achieved all the competencies, learning outcomes/objectives and requirements of all Educational Experiences in their current year. If the Competence Committee determines that a student's High Stakes Assessment decision is Fail, the Associate Dean, UME or delegate shall communicate this decision in an in-person meeting with the student and shall review the concerns identified by the Competence Committee. This meeting must be documented by an independent staff witness and attended by a Learner Experience representative.
- When remediation is required more than twice, or probation is required more than once, the Competence Committee may recommend to the Associate Dean, UME that the student be required to withdraw from the Program.

~~Assessment throughout the Program curriculum will involve:~~

~~1. *Formative Assessment For Learning*: These assessments are designed to—~~

Progression Requirements – MD Program

~~monitor student learning, to provide ongoing feedback to students for students to improve learning. This feedback will enable students to identify their strengths and gaps/opportunities and target areas that need attention. Instructors will utilize feedback from formative assessments to recognize where students are struggling and to pre-emptively support student academic success. The assessments may take the form of verbal or written feedback; individual and group assignments; readiness assessments or written and oral examinations.~~

- ~~2. *Summative Assessment of Learning:* Summative assessment in each course must be successfully passed for the student to progress to the next level of MD Program study. For these assessments, students may receive a numerical grade, which is a component of the overall course grade reported on the academic transcript as Pass/Fail.~~
- ~~3. *Assessment of Competence:* Students will be assessed on their trajectory towards achievement of “entrustability with indirect supervision” on the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs) which are tasks of a generalist physician required for graduation. Student professionalism will be assessed throughout the MD Program (see Professionalism above).~~

During Year 1 and Year 2

- ~~1. *Formative Assessment for Learning* occurs via group participation; written readiness assessments; reflection; written or oral presentations; peer or other health learner group assessment; individual clinical patient care assessments; coaching; professionalism mentoring and feedback; simulation assessments, laboratory assessments and progress tests.~~
- ~~2. *Summative Assessment of Learning* occurs in each course and requires satisfactory completion of all course requirements as outlined in the course syllabus and passing the end-of-course examination.~~
- ~~3. *Assessment of Competence:* Students are introduced to EPAs during Clinical Skills and Experiential Learning with expectations relevant to the early stage of training.~~

During Year 3

- ~~1. *Formative Assessment for Learning* occurs daily within the *Clerkship* course as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences. Assessments may include observed history and physicals, group participation; reflection; written or oral presentations; peer or other multisource feedback; individual clinical patient care assessments; coaching.~~
- ~~2. *Summative Assessment of Learning* requires satisfactory achievement~~

Progression Requirements – MD Program

~~on all requirements and occurs at defined points in each Rotation as outlined in the relevant section of the *Clerkship* syllabus to Pass Clerkship.~~

- ~~3. Assessment of Competence is integral in *Clerkship* with assessments in clinical care responsibilities demonstrating a satisfactory developmental trajectory towards achievement of the twelve EPAs. Students are responsible for working with faculty and resident supervisors to obtain assessments throughout their learning activities that demonstrate satisfactory achievement by the completion of Year 3. The Objective Structured Clinical Examination (OSCE) assesses students' mastery of the overall objectives of MD Program knowledge, clinical skills, professional conduct and clinical reasoning using simulated clinical settings and must be passed as a requirement for graduation.~~

During Year 4

- ~~1. Formative Assessment for Learning occurs within a) *Clinical Electives* as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences and b) *Transition to MD* through small group participation, participation in and completion of course requirements, oral and written presentations and peer assessment.~~
- ~~2. Summative Assessment of Learning in a) *Clinical Electives* requires satisfactory performance in all 8 elective rotations, including attendance and Professional behaviours, and b) *Transition to MD* through completion of required learning modules; small group participation, assignments and a clinical selective as outlined in the syllabus.~~
- ~~3. Assessment of Competence occurs in *Clinical Electives* and *Transition to MD electives* (where appropriate) with assessments in clinical care demonstrating satisfactory achievement of EPAs. Students are responsible for ensuring they have sufficient assessments that demonstrate satisfactory achievement of the graduation curricular competencies.~~

PROGRESSION

Satisfactory Progression

~~To satisfactorily complete each year, and to progress to the next year or to graduation, a student must meet the following requirements:~~

- ~~1. For Year 1 and 2, students must satisfactorily complete all formative assessments and pass all summative assessments in the year, as defined by the Course Chair(s) and outlined in each course syllabus. Students must demonstrate and maintain a level of Professionalism as~~

Progression Requirements – MD Program

- ~~defined by the *Statement on Professionalism*.~~
- ~~2. For Year 3, students must complete all formative assessments and pass each Rotation in *Clerkship* and successfully complete the OSCE. Students must demonstrate and maintain a level of Professionalism as defined by the *Statement on*.~~
 - ~~a. A student who receives a grade of Fail on the OSCE will be offered remediation and a reassessment.~~
 - ~~3. For Year 4, successful completion of any required remediation for the OSCE is necessary to graduate from the Doctor of Medicine Program. Students must meet all other requirements for *Clinical Electives* and *Transition to MD*. Students must demonstrate and maintain a level of Professionalism as defined by the *Statement on Professionalism*.~~
 - ~~a. Failure on the OSCE remediation will require a student to undertake additional studies in the MD Program and graduation will be delayed.~~
 - ~~4. For Graduation, students must meet the above requirements for all 4 years of the program. Each student must 1) have satisfactorily achieved the 23 MD Program Graduation Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students, 2) demonstrate satisfactory achievement of the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs), and 3) have demonstrated and maintained a level of Professionalism as defined by the *Statement on Professionalism*.~~

Conditional Progression & Remediation or Probation

~~A student who fails a course; a single rotation in the Clerkship; a Clinical Elective or does not meet the requirements for satisfactory completion as outlined in a course syllabus, may be provided with an opportunity for remediation at the discretion of the Competence Committee in consultation with the course committee and faculty lead. A remediation plan will be required. Remediation of a course, a single rotation in the Clerkship or an elective may only be provided once. A student who does not successfully pass remediation may be required to undergo probation or may be required to withdraw from the program. This may result in repeating a year of the MD Program.~~

~~Remediation and or probation plans will be developed for identified gaps and deficiencies in the domains of competence on an individualized basis following a standard process. This includes assignment of a remediation supervisor (assessor) and a mentor (no role in assessment). Remediation and/or probation is monitored by the Competence Committee.~~

Requirement to Withdraw

A student who does not satisfy the minimum assessment or progression requirements set forth in this policy or the *Schulich School of Medicine & Dentistry*

Progression Requirements – MD Program

Assessment and Appeals Procedure, will be required to withdraw from the Program in any of the following circumstances:

- When remediation was unsuccessful, and the Competence Committee has recommended withdrawal or determines that a probation program was unsuccessful;
- When the Associate Dean, UME determines that the student has failed to make satisfactory progress in the MD Program or finds that the student has engaged in unprofessional conduct and/or jeopardized patient care or safety.

A student who has been required to withdraw from the Program will not be permitted to apply for readmission but may appeal this decision to the Appeals Committee pursuant to the *Schulich School of Medicine & Dentistry Assessment and Appeals Procedure*. The Program does not provide for a “Dean’s Waiver of Progression Requirements.”

~~A student who has not met the requirements listed for "Satisfactory Progression" above or was not successful in demonstrating sufficient achievement and progression after appropriate remediation and/or probation shall be required to withdraw from the medical program for any of the following reasons:~~

- ~~i. The student has not met the conditions listed under "Conditional Progression" and, therefore, is not eligible for supplemental assessment.~~
- ~~ii. The student has met the conditions listed under "Conditional Progression" but permission for supplemental assessment is not granted by the Competence Committee.~~
- ~~iii. The student fails a supplemental assessment granted under "Conditional Progression".~~
- ~~iv. The student is offered and completes a repeat year of supplementary learning and is not successful in progression.~~
- ~~v. The student that has met the requirements under "Satisfactory Progression" may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Western University Code of Student Conduct.~~
- ~~vi. The student has met the requirements under "Satisfactory Progression" but has demonstrated unprofessional or unethical behavior as defined by the *Statement on Professionalism* or the Policies of the College of Physicians and Surgeons of Ontario and the Canadian Medical Association Code of Ethics & Professionalism.~~
- ~~vii. The student has not met the requirements for Immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of clinical privileges and failure to complete academic requirements.~~
- ~~viii. The student has failed to remit tuition or student fees and has been sent to collection, resulting in the suspension of clinical privileges and failure to complete academic requirements.~~

Progression Requirements – MD Program

- ~~ix. The student has met the requirements under “Satisfactory Progression” but has not adhered to the “Program Regulations” identified in this document, including (but not limited to) professional conduct.~~

Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the **Schulich School of Medicine & Dentistry Assessment and Appeals Procedure Statement** which is aligned with the Senate policy on ~~Academic Rights and Responsibilities~~ **Requests for Relief from Academic Decisions**.

Grading Scales

The criteria for receiving a "Pass" grade will be clearly outlined at the start of each course in the syllabus. The key to this grading scheme is as follows:

PASS – Satisfactory completion of all requirements including formative assessments and a minimum of 70% on **Medium Stakes (summative)** ~~summative~~ **Assessments** as outlined in the course syllabus.

CR – Credit

FAIL – Did not meet the minimal acceptable standards and requirements for a specific course including a minimum of 70% on **Medium Stakes (summative)** ~~summative~~ **Assessments** as outlined in the course syllabus.

INC – Incomplete

IPR – Course in Progress

Definitions

~~Competence Committee – A committee made up of faculty members of Schulich Medicine & Dentistry representing various disciplines that reviews each student's progress. This committee will reference all relevant academic work when reviewing each student's progress. This committee meets at regular intervals throughout the 4-year curriculum. This committee determines progression of the student and makes recommendations regarding student progression and graduation to Vice-Dean, Undergraduate Medical Education.~~

Last Reviewed:

June 6, 2025

ITEM 10.1 – Update on University Budget Planning Process

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

The guidelines to support Faculties in the development of their budgets is provided for information.

ATTACHMENT(S):

[Planning for 2026-27 and 2027-28: Year 1 of Two-Year Planning Process
Guidelines for the Faculties](#)

Western University

**Planning for 2026-27 and 2027-28: Year 1 of Two-Year Planning Process
Guidelines for the Faculties**

September 25, 2025

A. Introduction

Western continues to be guided by the priorities outlined in our **Strategic Plan – *Towards Western at 150*** – and is focused on its commitment to an outstanding educational experience, scholarship, research, and creativity. In the coming years, we will continue to focus on our strategic plan priorities including:

- Support for enrolment growth
- International student recruitment
- Scholarship/research/creativity
- Fundraising

B. Planning and Budgetary Context

Western and all Ontario Universities continue to operate in a very constrained and uncertain fiscal environment.

- Government “base” operating grants continue to remain fixed at 2016-17 levels – with the exception of targeted program expansion (for Nursing, Medicine, and teacher education) and time-limited grants provided as temporary sustainability funding and to support STEM programs.
- Domestic tuition fees – which were rolled back 10% in 2019-20 – have remained frozen since and our understanding is that it will remain frozen for 2026-27.
- The Federal Government’s cap on international student study permits have had a serious impact on our international enrolments – which, in turn, have reduced our revenues from this source.

There are some positive signs that could lead to a growth in our operating revenues in the next 2 to 5 years:

- The Province has started the process of reviewing the outdated university funding formula system. We are hopeful that this will lead to increased support for Ontario’s universities.
- The final year of the current domestic tuition freeze is 2026-27 – and we remain optimistic that the Province will introduce a multi-year framework that will allow for increases starting in 2027-28.
- In order to build back and expand international enrolments, Western has entered into a partnership with Navitas – to establish the Western International College (WIC) – that should

support expansion of international undergraduate and professional graduate enrolments over the next 3 to 5 years.

Given the budgetary context described above, ***we are launching a two-year planning process – spanning the period 2026-27 and 2027-28*** – with the understanding that our revenue picture for these two years will remain constrained.

The general parameters of our planning process continue with the approach from previous years, as follows:

1. Faculties are initially provided budget forecasts for the two years – including base budgets, enrolment-related revenue-sharing allocations, and known one-time funding.
2. Each Faculty's planning submission will include a brief confirmation (or update) of its Academic Plan – highlighting the Faculty's academic priorities and the links to the University's Strategic Plan, including metrics to track progress towards objectives.
3. Based on the budget forecasts, each Faculty's planning submission will include faculty and staff complement plans for 2026-27 and 2027-28, enrolment plan updates, and space/capital requirements.
4. As part of their planning submissions, Faculties will be invited to make proposals for priority initiatives (and associated resource requirements) for the two years. In this cycle, the incremental resources available for distribution will only be one-time funding.
5. The outcome of the current planning process will include two-year recommendations for the Faculties – including budgets, enrolments, faculty/staff complements, and space/capital.
6. In the fall of 2026, we will move to year 2 of the two-year plan – and the planning parameters will be outlined a year from now, in the context of the external environment and Western's planning priorities at that time.

As described earlier, we continue to operate in a constrained revenue environment, and therefore we need to use our limited resources in the most effective and efficient manner and continue to focus on our highest priorities.

C. Resources Available to each Faculty and the Budget Planning Exercise

A set of revenue projections for the Faculty for the first-year of the 2-year planning period has been provided in Appendix A – and includes the following components:

- **Base Budgets** – the net result of the starting base budgets adjusted by the inflationary budget adjustment (IBA) to provide for University-level cost increases, program expansion funding, and self-funded program revenues.
- Funding associated with **Canada Research Chairs (CRCs)** and **Western Research Chairs (WRCs)**.
- Estimated allocations from **the Enrolment-related Revenue Sharing Mechanism** – based on each Faculty’s projected undergraduate and graduate enrolments as well as undergraduate teaching responsibilities.
- Funding from the program (implemented four years ago) aimed at supporting Faculties with **PhD enrolment growth**.
- One-time funding in support of the Black and Indigenous faculty hired through the **Provost’s Academic Renewal Fund (PARF)**.
- Any **previously-approved base and one-time allocations** from the Academic Priorities Fund (APF).

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

Appendix A shows historical operating revenue information for the Faculty and the 2026-27 and 2027-28 revenues to be used for modelling purposes. Note that the historical revenue figures include centrally-funded salary and benefit increases, but some/all of these central allocations are not yet included in the revenues for 2025-26 through 2027-28.

As has been the case in recent planning cycles, this budget planning process is a modelling exercise only. The actual final revenues – to be recommended in the spring of 2026 – will be a function of: (1) the base budget recommendation after consideration of the actual values of a number of university-level revenue and expenditure variables (e.g. actual enrolments and related funding, and negotiated salary settlements), (2) differential budget decisions, (3) updates to enrolment/teaching projections that will result in updated estimates of enrolment-related revenue sharing allocations, and (4) refinement to other revenue lines. In addition, funding associated with negotiated salary and benefit increases will be added to Faculty budgets at the appropriate times during the 2-year planning period.

D. Elements of the Planning Submission

1. Summary of the Faculty Academic Plan

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

2. Enrolment Planning

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

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

Until we have greater clarity on the Western International College (WIC) partnership arrangements and enrolments, Appendix D and E exclude WIC related enrolments.

3. Enrolment-related Revenue Sharing

In order to support the growth aspirations of the University and the Faculties, we will continue with the sharing of incremental enrolment-related revenues with the Faculties. Appendix C summarizes the preliminary overall enrolment forecasts underlying the revenue-sharing calculations.

Important Note: *for the upcoming two-year planning period, the Faculties will be provided with 40% of incremental enrolment-related revenues (currently tuition only) – which is a reduction from the 50% provided in recent years. Appendix F describes the proposed revenue-sharing mechanism for the upcoming 2-year planning period. This change was signalled in the February 2025 budget letter to the Faculties.*

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

4. Faculty/Staff Complement Plan

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

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

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

Deans may bring forward proposals for the Academic Priorities Fund (APF) – which will be available during the 2-year planning period. Proposals should include only academic initiatives and should be directly linked to the University's strategic priorities. Proposals that involve multi-Faculty initiatives and are reinforced by Faculty resources will be viewed favourably. Deans should also include measurable indicators of progress towards the goals associated with each proposal. Deans are asked to complete the template in Appendix I for each proposal. Please note that APF proposals in total (one-time only) are capped at the higher of 0.5% of the Faculty's 2025-26 base budget or \$150,000.

6. Capital Projects and Space/Facilities

Deans can submit requests for capital funding – to support minor capital projects – up to a maximum of \$300,000 in each of the next 2 years. Prior to submission of capital funding requests, units must consult with Facilities Management to obtain a cost estimate and to ensure that all building, safety, and structure-bearing codes receive proper attention. Requests for incremental space should include a clear description of the need and alignment with the Faculty's academic priorities and the University's Strategic Plan. Please use the templates in Appendix J and K for capital and space requests respectively.

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

7. Budget Planning Template

Appendix A provides the budget planning template for the 2-year planning period. Enrolment-related revenue sharing estimates have been completed by IPB using the most recent enrolment projections and historical patterns in teaching activity. Deans are asked to review these figures in consultation with IPB and adjust the revenue lines (excluding the base budget line) as necessary. Particular attention should be paid to the revenue-sharing estimates, which should be updated to reflect any major changes in enrolments/teaching in the current year (i.e. 2025-26). Any deviations in the current year (i.e. 2025-26) may also impact future enrolments. Therefore, Deans are asked to review the enrolment plans and provide updates to IPB if/as necessary – with a focus on graduate enrolments. As we get closer to the official November 1 enrolment count date, IPB will update the revenue-sharing estimates. If there are major changes, Deans will be notified of the changes to include in their budget plan.

Important note: *In the currently-ending planning period, we piloted a different approach to calculating the Inflationary Budget Adjustment (IBA) – by applying it only to the full-time faculty and staff compensation component of Faculty budgets. For the upcoming 2-year cycle, we will be ending the pilot and returning to the approach of applying the IBA to Faculty's full base budget. This change was signalled in the February 2025 budget letter to the Faculties.*

Our approach of requiring balanced budgets from the Faculties continues. The total budget must be balanced at the end of the 2-year planning period (i.e. cumulative surplus/deficit must be greater than or equal to zero), and the in-year deficit in the final year (2027-28) must be within 1% of the Faculty's base budget plus revenue sharing for that year.

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

8. Fundraising and Other Restricted Funding Sources

Fundraising (through endowment income and expendable donations) provides substantial additional resources to the University and the Faculties in the areas of Chairs/Professorships, Student Aid, Research Initiatives, Academic Enrichment, and Other Priority Needs. In addition, Faculties also generate revenues through continuing education initiatives and research partnerships. Appendix L provides a high-level summary of these non-operating resources available to your Faculty. Colleagues from Financial Services and IPB will meet with you and your Directors of Administration to review Appendix L and provide additional detailed information. Deans are asked to review Appendix L and comment on the opportunities available to integrate these resources into your budget planning – to support your priorities in an optimized manner. As we remain in a period of constrained revenues, these non-operating resources should be treated as an important funding source to support our priorities.

9. Data, Indicators, Metrics

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

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

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

E. University-wide Planning Policies/Considerations

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

- The policy of ***guaranteeing courses to first-year students*** has made a tremendous contribution to Western's recruitment efforts and to the early academic experience of our students. The commitment of the Faculties to this policy has been outstanding. It is our intention to continue this guarantee as a central feature of Western's first year programs.
- The ***Faculty Turnover Recovery Policy*** – which has been suspended since 2016-17 – will be re-instated starting in 2026-27. The specifics of the policy are as follows:
 - The policy applies to retirements or other exits of tenured/probationary faculty members over the age of 55.
 - The policy will apply to retirements signed on or after May 1, 2026 – including phased retirements.
 - Under this policy, the retiring/exiting members salary plus benefits will be returned to the central budget – and a sum equal to 1.4 times the assistant professor floor salary plus benefits will be transferred to the Faculty budget.
 - In the case of phased retirements, the turnover recovery will be applied on the date the member actually leaves Western – i.e. at the end of the phased retirement period.

The re-instatement of faculty turnover recovery policy was signalled in the February 2025 budget letter to the Faculties.

- Faculties will continue to receive funding (to support ***spousal hiring***) equal to one third of the annual salary plus benefits in cases where the spouse of a probationary or tenured faculty recruit is being hired into a full-time faculty position created as part of the recruitment process. The Faculty hiring the spouse and the Faculty hiring the tenured or probationary recruit each contribute one-third of the salary plus benefits of the spouse. Deans are reminded that, in keeping with the collective agreement, spousal positions created in this manner are for a limited term appointment. In exceptional cases, where evidence is presented that the spouse fits the Academic Plan and priorities of the Faculty hiring the spouse, a request for consideration for an off-cycle tenured/probationary hiring approval may be submitted to the Provost. All provisions of the UWOFA Collective Agreement must be observed. It should be understood that such a request may replace other tenured/probationary positions currently in the plan.
- ***Supplementary Fees*** provide resources to offset specific program-related costs and are approved formally by our Board of Governors. **Changes to existing fees and new fee proposals must be brought forward through the annual planning process.** Please use Appendices G and H for supplementary fee related proposals, in consultation with IPB. *Please note that new fees and changes to existing fees must be brought forward through the planning submissions in order to receive approval by the Board of Governors.*

- Enhancing our research profile and outcomes continues to be a high priority for the University. In support of this, we are considering an internal outcomes-based ***funding system to support research outcomes*** – understanding that we are currently operating in a constrained financial environment. Deans are asked to comment on “what such a mechanism could look like”.

F. Conclusion

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

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

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

Senate Agenda

October 17, 2025

Planning for 2026-27 to 2027-28 (Fall 2025) -- Year 1 of 2-Year Plan

ITEM 10.1

Appendix A -- Page 1

Western University Sample Faculty Budget Planning, 2026-2027 to 2027-2028

	<a>		<c>	<d>	<e>	<f>	<g>	<h>
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028
	Year-End Actual	Year-End Actual	Year-End Actual	Year-End Actual	Year-End Actual	Proj. Year End	Budget Plan	Budget Plan
1	Funds Available							
2	Base Operating Budget (excluding CRCs)							
3	Canada Research Chairs							
4	Other Approved Base Budget Adjustments							
5	Revenue Sharing on Incremental Enrolments							
6	ECF, GEF, and GEF+							
7	One-Time Funding							
8	Operating Revenues/Transfers In							
9	Recoveries							
10	Funds Available excluding Carryforward							
11	Carryforward from Previous Year							
12	Total Funds Available							
13	Expenditures							
14	Full-Time Faculty Salaries							
15	Part-Time Faculty Salaries							
16	Faculty: Contracted Service							
17	Full-Time Staff Salaries							
18	Part-Time Staff Salaries							
19	Staff: Contracted Service							
20	GTA Salaries							
21	Other Graduate Student Salaries							
22	Total Salaries							
23	Employee Benefits: Full-Time Faculty							
24	Employee Benefits: Full-Time Staff							
25	Employee Benefits: Other							
26	Sub-Total Employee Benefits							
27	Total Salaries and Benefits							
28	Non-Salary Expenses							
29	Graduate Student Awards / Scholarships							
30	Provision for Equipment / Computers							
31	Computing Equipment, Software and Maintenance							
32	Receptions and Entertainment							
33	Travel							
34	Canada Research Chairs Expense							
35	All Other Expenses							
36	Total Non-Salary Expenses							
37	Total Expenditures							
38	Cumulative Surplus/(Deficit)							
39	Less: Carryforward (from line 11)							
40	In-Year Surplus/(Deficit)							
41	Funding Available for Endowed Chairs, Professorships, and Fellows (Not Included Above)							

Western University

Sample Faculty

Full-Time Faculty / Staff Complement Planning, 2026-2027 to 2027-2028

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 (as of Aug. 31/25)	2025-2026 Projected Year-End	2026-2027 Plan	2027-2028 Plan
Faculty									
Tenured/Probationary									
Canada Research Chairs: Tier 1									
Canada Research Chairs: Tier 2									
Continuing / Probationary Teaching Scholars									
Limited-Term/Permanent									
Other (excluding Physicians)									
Sub-Total Faculty									
Partially Non-Operating Funded Included Above (Excluding CRCs)									
Fully Non-Operating Funded Included Above (Excluding CRCs)									
Joint Appointments (Included Above)									
Joint Appointments (Not Included Above)									
Staff									

Notes:

All data are as of April 30, except for 2025-2026, which are as of August 31, 2025

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

Senate Agenda

October 17, 2025

Western : Constituent University

ITEM 10.1

PRELIMINARY ESTIMATES FOR 2025-26 ENROLMENTS AND 2026-27 PLAN

		Actuals				2025-26		Plan
		2021-22	2022-23	2023-24	2024-25	Plan	Est'd Nov 1	2026-27
1	Constituent University							
2	Full-Time Undergraduates							
3	Arts & Humanities	853	864	923	1,030	1,009	992	982
4	Business (HBA)	1,072	1,210	1,336	1,376	1,356	1,356	1,356
5	Dentistry	264	281	281	283	284	284	284
6	Education	697	703	783	887	772	869	761
7	Engineering	2,293	2,497	2,590	2,919	2,929	3,134	3,143
8	Health Sciences							
9	Foods & Nutrition				237	172	226	235
10	Family Studies				140	150	185	214
11	BHSc Program	1,424	1,437	1,546	1,603	1,575	1,747	1,807
12	Kinesiology	1,283	1,311	1,293	1,337	1,281	1,340	1,345
13	Nursing	1,028	1,180	1,326	1,325	1,376	1,417	1,523
14	Law	482	496	503	510	520	509	530
15	MACS (Media and Communication Studies)	899	880	909	994	988	969	977
16	Medicine							
17	MD Program	688	689	698	716	735	741	755
18	B.Med.Sci. Program	1,252	1,305	1,199	1,117	1,129	1,149	1,220
19	Music	434	410	375	414	451	426	451
20	Science - B.Med.Sci.	1,905	1,546	1,500	1,529	1,512	1,591	1,680
21	Science - Computer Science				481	943	1,659	1,452
22	Science - All Other	3,904	4,416	4,763	4,377	4,082	2,946	3,142
23	Social Science - MOS	3,315	3,397	3,457	3,433	3,218	3,324	3,278
24	Social Science - All Other	4,033	4,280	4,469	4,510	4,248	4,284	4,109
25	Total Full-Time Undergraduates	25,826	26,902	27,951	29,218	28,730	29,148	29,244
26	Concurrent Programs	380	370	384	381	402	360	360
27	ISSAP				7	7	17	10
28	Medical Residents	968	999	1,023	1,048	1,025	1,107	1,100
29	Full-Time Graduates							
30	Masters	4,360	4,231	4,370	4,664	4,557	4,405	4,511
31	Doctoral	2,345	2,415	2,477	2,557	2,536	2,597	2,545
32	Total Full-Time Graduates	6,705	6,646	6,847	7,221	7,093	7,002	7,056
33	Total Full-Time Enrolment	33,879	34,917	36,205	37,868	37,257	37,634	37,770
34	Part-Time FTEs							
35	Undergraduate	2,408	2,537	2,671	2,614	2,670	2,500	2,500
36	Education (AQs)	460	416	452	361	375	355	355
37	Masters	128	111	96	89	100	86	85
38	Doctoral	29	32	30	29	30	27	25
39	Total Part-Time FTEs	3,025	3,096	3,249	3,093	3,175	2,968	2,965
40	Total Constituent FTEs	36,904	38,013	39,454	40,961	40,432	40,602	40,735
Rows 41 to 71 Included above								
41	International Students							
42	Constituent Full-Time							
43	Undergraduates	2,761	2,593	2,398	2,212	1,974	1,930	1,670
44	Medical Residents	173	189	207	225	200	231	225
45	Masters (excluding Ivey)	826	818	905	1,016	820	660	658
46	MBA (Regular), Ivey MSc	199	222	239	254	200	278	234
47	Executive MBA	2	1	0	0	0	2	0
48	Doctoral	798	875	941	954	907	958	855
49	Year 1 Only							
50	Constituent							
51	Arts & Humanities	248	202	257	281	280	261	265
52	Engineering	774	893	848	948	850	987	855
53	Health Sciences							
54	Foods & Nutrition				39	65	55	65
55	Family Studies				17	50	71	70
56	BHSc Program	421	387	477	466	430	522	425
57	Kinesiology	351	351	344	369	335	373	325
58	Nursing	142	142	176	187	190	207	190
59	MACS (Media and Communication Studies)	270	212	244	324	300	286	290
60	Music	94	88	98	144	145	115	135
61	Science - B.Med.Sci.	1,049	1,000	981	920	1,000	1,013	1,020
62	Science - Computer Science				481	500	321	350
63	Science - All Other	967	1,033	1,084	518	550	591	600
64	Social Science - MOS	1,052	1,151	1,200	1,054	950	901	955
65	Social Science - All Other	1,054	1,009	990	900	850	912	930
66	Total Year 1 - Constituent	6,422	6,468	6,699	6,648	6,495	6,615	6,475
67	Masters							
68	All Programs (excluding MBAs)	3,545	3,429	3,512	3,803	3,689	3,554	3,603
69	Ivey (excl EMBA)	665	631	653	654	618	676	708
70	Executive MBA	150	171	205	207	250	175	200

For Information

71	Year 1 Constituent International Students	610	684	622	523	580	400	460
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Fall 2026 Enrolment Planning -- First Year Intake -- Input from Deans

September 25, 2025

Sample Faculty										
	Fall 2021 actual	Fall 2022 actual	Fall 2023 actual	Fall 2024 actual	Fall 2025 est (as of Sep 25, 2025)	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
Total Full-Time First Enrolment History <a>										
Domestic										
International										
Total										
% International										
Input from Deans										
Preferred Total First-Year Class Size										
Max Total First-Year Class Size										
Maximum % International										
or . . . Maximum # of International										

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

Deans are asked to fill in the blue-shaded cells

Table 1

*Western University***Graduate Enrolment Summary: Sample Faculty****--- To Be Updated by Faculty ---**

	2021-22 Actual				2022-23 Actual				2023-24 Actual				2024-25 Actual				2025-26 Plan	2025-26 Estimated	2026-27p	2027-28p	2028-29p	2029-30p	2030-31p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs							
Masters																							
Domestic																							
International																							
Total Masters																							
Ph.D																							
Domestic																							
International																							
Total Ph.D																							
Total																							
Domestic																							
International																							
Total Graduate																							

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

Table 2

Western University

Masters Enrolment: Sample Faculty

--- To Be Updated by Faculty ---

	2021-22 Actual				2022-23 Actual				2023-24 Actual				2024-25 Actual				2025-26 Plan	2025-26 Estimated	2026-27p	2027-28p	2028-29p	2029-30p	2030-31p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT
Domestic																							
Classical Studies																							
English																							
French																							
Linguistics																							
Philosophy																							
MLL (Spanish & Comp Lit)																							
Visual Arts																							
Gender, Sexuality and Women's Studies																							
Ancient Philosophy																							
Total																							
International																							
Classical Studies																							
English																							
French																							
Linguistics																							
Philosophy																							
MLL (Spanish & Comp Lit)																							
Visual Arts																							
Gender, Sexuality and Women's Studies																							
Ancient Philosophy																							
Total																							
Total																							
Classical Studies																							
English																							
Film Studies																							
French																							
Linguistics																							
Philosophy																							
MLL (Spanish & Comp Lit)																							
Visual Arts																							
Gender, Sexuality and Women's Studies																							
Ancient Philosophy																							
Total																							

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

Table 3
Western University
Ph.D Enrolment: Sample Faculty

--- To Be Updated by Faculty ---

	2021-22 Actual				2022-23 Actual				2023-24 Actual				2024-25 Actual				2025-26 Plan	2025-26 Estimated	2026-27p	2027-28p	2028-29p	2029-30p	2030-31p
	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	FT Non-Year X	FT Year X	Total FT	Eligible FTEs	Total FT	Total FT	Total FT	Total FT	Total FT	Total FT	
Domestic																							
Classical Studies																							
English																							
French																							
Linguistics																							
Philosophy																							
MLL (Spanish & Comp Lit)																							
Visual Arts																							
Women's Studies																							
Ancient Philosophy																							
Total																							
International																							
Classical Studies																							
English																							
French																							
Linguistics																							
Philosophy																							
MLL (Spanish & Comp Lit)																							
Visual Arts																							
Women's Studies																							
Ancient Philosophy																							
Total																							
Total																							
Classical Studies																							
English																							
Film Studies																							
French																							
Linguistics																							
Philosophy																							
MLL (Spanish & Comp Lit)																							
Visual Arts																							
Women's Studies																							
Ancient Philosophy																							
Total																							

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

Appendix F

Enrolment-related Revenue Sharing for 2026-27 and 2027-28

September 25, 2025

As described in sections A and B of the Faculty Planning Guidelines, the budgetary context for the upcoming 2-year planning period is one of constrained operating revenues. In recognition of this – and to provide some level of predictability to the Faculties – the enrolment-related revenue sharing systems will be implemented as follows.

A. Undergraduate

1. To start with, the 2025-26 undergraduate revenue sharing amounts (i.e. based on 2024-25 enrolments/teaching) will be rolled into base budgets in 2025-26.
2. As a result, the baseline enrolments/teaching for the revenue sharing in the upcoming 2-year cycle will be set at 2024-25 levels.
3. At a high level, 40% of incremental teaching (for direct-entry Faculties) and 40% of incremental program enrolments (for second-entry) programs will be provided in 2026-27 and 2027-28 – on a slip-year basis.
4. Based on what we know today, and given the projected declines in international undergraduate enrolments, our overall undergraduate tuition revenue is forecast to decline in each of the next two years. Therefore, for direct-entry Faculties, we are modifying the undergraduate revenue sharing to be based on growth in teaching – and not program enrolments. This will provide incremental funding for incremental undergraduate teaching – on a slip-year basis. e.g. funding in 2026-27 will be based on 2025-26 enrolments/teaching.
5. For each incremental full-course-equivalent (FCE) course registrant taught, a sum of \$436 will be provided to the Faculties.
Note: This amount equates to 40% of the current domestic Arts & Science tuition net of 10% government-required set-aside for student aid, as follows:

• Current 2025-26 Tuition Rate	\$6,050
• Net of 10% set-aside for student aid	\$5,445
• Per course registrant (based on normal load of 5 courses)	\$1,089
• 40% revenue sharing for incremental teaching	\$ 436
6. For second-entry programs (i.e. JD, MD, DDS, B.Ed.), 40% of incremental tuition will flow to the Faculties – both domestic and international – on a slip-year basis.

-
7. Since the 2025-26 undergraduate revenue sharing amounts have been rolled into base budgets, if undergraduate enrolments/teaching decline below the new baseline (2024-25), there will be a negative revenue sharing amount applied to Faculty budgets.

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

B. Graduate

8. Graduate enrolment-related revenue sharing is a continuation of the system currently in place.
9. The baseline for enrolments remains at the 2021-22 level (i.e. graduate revenue sharing amounts are not rolled into base budgets at this point in time).
10. For each incremental student above the baseline, 40% of the incremental tuition revenue (sum of domestic and international) will flow to the Faculties. For programs with domestic tuition higher than \$10,000 or international tuition higher than \$30,000, 50% of the tuition will flow to the Faculties. The \$10,000/\$30,000 thresholds apply to the 2026-27 allocations – and will be adjusted in subsequent years based on tuition levels at that time.
11. Similar to the undergraduate mechanism, if graduate enrolments decline below the baseline (2021-22), there will be a negative revenue sharing amount applied to Faculty budgets.

C. Other General Parameters

12. Enrolments will be measured as full-year FTE counts (i.e. capturing all 3 terms) – in the undergraduate and graduate revenue sharing calculations.
 13. Based on government regulations, some international students are exempt from paying the higher international tuition rates (e.g. refugees, children of diplomats). In revenue sharing, these students will be counted as domestic students – where applicable.
 14. The province now allows for increases (up to 5%) for domestic out-of-province students. Western implemented these increases starting with the 2023-24 budget year. For revenue sharing in the upcoming 2-year planning period – for second-entry programs – domestic out-of-province students will be counted as domestic Ontario students.
-

D. Glossary

Full-Course Equivalent Course Registrations (FCEs)

At Western, undergraduate courses are offered primarily as half courses or full courses – but also include a small number of quarter courses and three-quarter courses. FCE course registrations in a particular class (i.e. a section of a course) are calculated by multiplying the number of students registered in that class by the following weights:

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

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

Full-Year Full-Time Equivalent Enrolments (FTEs)

Undergraduate

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

Graduate

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

Western University

Proposed 2026-27 PROGRAM-RELATED FEES

			2025-26 Amount	Proposed 2026-27 Amount
1	Sample Faculty			
2	Student Donation	<i>opt out option: to support Faculty priorities</i>		
3	Field Trip Fee	<i>Applicable to several courses</i>		
4	1020 Safety Kit & Materials Fee	<i>Course 1601</i>		
5	236 Printmaking Materials Fee	<i>Course 2630 A/B</i>		
6	330 Printmaking Materials Fee	<i>Course 3633</i>		
7	SA 2690-Studio Materials Fee	<i>Course 2690</i>		
8	Printmaking Silk Screen Fee	<i>Course 4605 / 9500</i>		
9	Workshop Fees	<i>Applicable to several courses</i>		
10	Sculpture 1 Workshop Materials Fee (half course)	<i>Applicable to several courses</i>		
11	Sculpture 2 Workshop Materials Fee (full course)	<i>Course 2643 / 3643</i>		
12	Internship Fee - 4 month academic internship (0.5 credit), Western-sourced position	<i>one instalment</i>		
13	Internship Fee - (Professional Internship) - 4 month work term	<i>one instalment</i>		
14	Internship Fee - (unpaid internships) - administrative fee	<i>one instalment</i>		
15	Internship Fee - Non-credit (paid or unpaid)	<i>one instalment</i>		

Western University

Proposed 2026-27 APPLICATION FEES

			2025-26 Amount	Proposed 2026-27 Amount
1	Undergraduate Programs			
2	Application fee for Student Service Learning Option in Cuba	<i>Course 2200 or 3300</i>		
3	Application fee for summer study at University of Holguin Oscar Lucero Moya in Cuba	<i>academic credit via Letter of Permission</i>		
4	Portfolio Application Fee	<i>Studio Arts</i>		

Western University

Supplementary Fee Proposal: New Fee or Change to Existing Fee

Faculty:

Title of Proposal:

Is this a new fee?

Yes

☐

No

☐

Summary of Proposal

Background and Rationale

Contact Person – Name, Phone, email

Western-IPB

September 25, 2025

Western University
Academic Priorities Fund (APF) Request

Faculty:	<input type="text"/>
Title of Proposal:	<input type="text"/>
Rank:	<input type="text"/>

One-Time Funding

	2026-27	2027-28	Total
Total Cost	<input type="text"/>	<input type="text"/>	<input type="text"/>
APF Request	<input type="text"/>	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Western University
Capital Project Request

Faculty:	
Title of Proposal:	
Rank:	
FM Quote	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 200px; height: 20px; margin-right: 10px;"></div> <i>(please do not submit detailed quote)</i> </div>

Budget Request

	2026-27	2027-28	Total
Total Cost	<input type="text"/>	<input type="text"/>	<input type="text"/>
Capital Request	<input type="text"/>	<input type="text"/>	<input type="text"/>
Balance from Faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Western University

Additional Space Request

Faculty:	
Description of Space:	
Rank:	

Type of Space	2026-27 Space Request (s.f.)	2027-28 Space Request (s.f.)
Office	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>
Research	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>
Office/Research (Hybrid)	<input style="width: 80px; height: 20px;" type="text"/>	<input style="width: 80px; height: 20px;" type="text"/>

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

Faculty Proposal To Fund 50% of Additional Operating Costs (Estimated at \$23/sf; 50% = 11.5/sf):

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

	2024-25						2025-2026	
Project Type	Balance Forward	May 2024 Allocation for Spending	In-Year Expendable Revenue	Recapitalization	Expenses and Transfers	Ending Balance	May 2025 Allocation for Spending	Starting Position for 2025-26
Academic Enrichment								
Chairs, Professorships, Fellowships								
Continuing Education								
Highest Priority Needs								
Miscellaneous								
Research								
Student Aid								
Grand Total								

Notes

Allocation for Spending is the annual funding provided by endowments that can be spent as per MAPP 2.11 - Investment Payout Policy

Revenue includes donations, sponsorships, interest and other revenues

Continuing Education includes on-going initiatives only.

ITEM 12.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

Council of Ontario Universities (COU) – Academic Colleagues Meeting, August 13, 2025.

The Council of Ontario Universities (COU) convenes regular meetings of its Academic Colleagues to share information, discuss sector-wide developments, and advance the organization's advocacy priorities. The most recent meeting was held on August 13, 2025 and this report provides Senate with a summary of the presentations and discussions that took place.

The meeting opened with an overview of the governance structure of the COU and the role of Academic Colleagues within that framework. The presentation outlined the Council's mission as a forward-looking organization dedicated to advancing the success of students, strengthening community economic development, driving research and innovation, and contributing to high-value job creation and economic growth. Attention was drawn to the Council's composition of twenty member universities and four associated institutions, as well as the three principal groups that comprise its membership: the universities themselves (non-voting), the Executive Heads (voting), and the Academic Colleagues (voting).

The Council's primary decision-making authority, the Board of Directors, has delegated portions of its responsibility to four standing committees. Academic Colleagues serve on all of these committees except Human Resources. In addition, COU convenes a wide range of advisory and community-of-practice groups, bringing together academic and administrative leaders from across the sector to exchange practices and provide input on policy issues. The presentation also reviewed the frequency and agenda structure of Academic Colleagues and Members meetings and emphasized the Council's four strategic priorities for 2024–2027: strengthening advocacy to support the financial sustainability of Ontario universities; fostering sector-wide leadership and transformation; enhancing essential services to member institutions; and ensuring organizational excellence, engagement, and alignment. A subsequent discussion among Academic Colleagues focused on the ways in which they might most effectively contribute to these strategic goals.

Following this, colleagues shared information about key institutional priorities and current activities. Several institutions reported on the Ministry-initiated Efficiency and Accountability Fund reviews, while others described cost-containment measures introduced to address ongoing fiscal constraints. Updates were also provided regarding leadership changes at the senior administrative level and upcoming collective

bargaining processes. These exchanges underscored both the shared challenges faced by Ontario universities and the range of strategies being employed to respond to them.

The meeting also included a sector update on the broader postsecondary landscape and on current COU advocacy activities. Members were apprised of the Ministry of Colleges, Universities, Research Excellence and Security's ongoing review of university governance structures and the provincial funding formula, which included consultation sessions held over the summer months. In addition, particular attention was given to the establishment of a new Artificial Intelligence Task Force, designed to guide the safe and effective integration of AI across university operations. The task force brings together cross-functional expertise from across the membership and will report periodically to Academic Colleagues as its work advances. Finally, members reviewed COU's current advocacy priorities, including the pursuit of increased operating funding, enrolment expansion, and the lifting of the tuition freeze. These advocacy efforts are framed by a strong and consistent message: Ontario's universities are not merely cost centres for government, but strategic investments in the province's economic and social future, especially in times of economic uncertainty.

ITEM 13.0 – The Unanimous Consent Agenda

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

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

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

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

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

How it works for Senate:

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

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

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

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

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

ITEM 13.1(a) – Revisions to the Terms of Reference of the University Research Board (URB)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on June 26, 2025, the Board of Governors approved that MAPP 7.14 – Research Involving Human Participants be revised to reflect that Senate, in addition to the Board, will receive the annual report regarding the activities of the Research Ethics Boards.

The terms of reference of the University Research Board have been updated to align with the revised MAPP 7.14.

The revised terms of reference are attached for Senate’s information.

ATTACHMENT(S):

[Revisions to the Terms of Reference of the University Research Board](#)



University Research Board (URB)

Effective Date: July 1, 2025 ~~February 14, 2025~~

Supersedes: February 14, 2025, July 1, 2024; July 1, 2021; June 5, 2020; July 2017; March 2011

Date of Next Review: Spring 2027

TERMS OF REFERENCE

The University Research Board is advisory to the Vice-President (Research) and is the chief forum within Senate for critical appraisal and coordination of long-term strategic planning relating to research, scholarship and creative activity and oversight of research policies, practices and procedures. Within this broad planning context, it has specific responsibilities as follows:

1. The Board assists the Vice-President (Research) in the development of long-term research plans, that are representative of the diversity of scholarship at Western, and the review of draft plans prior to submission to Senate. The Board also assists the Vice-President (Research) in monitoring research performance within the framework of those plans.
2. The Board identifies key research-related issues for review and consideration including issues that reflect the breadth and depth of Western's research community and provides comment on initiatives and programs which will develop and promote research integrity and the conduct of quality research in a scholarly environment.
3. The Board provides advice and support with respect to communication of research strategies.
4. The Board receives and reviews the annual report of the Vice-President (Research) which may include current research priorities, collaborative and cross disciplinary initiatives, community based research partnerships, developments relating to scholarship and funding research opportunities, Western's positioning as a national and international research institution, and the academic underpinnings of current and future research initiatives for Western, and advises on its content and presentation before forwarding it to Senate for information and discussion.

5. The Board reviews and recommends to Senate for approval new or revised research policies.
6. In accordance with MAPP 7.9, *Establishment, Governance & Review of Research Institutes, Centres and Groups*, the Board:
 - Reviews and recommends to Senate for approval the establishment of Research Institutes;
 - Receives for information and forwarding to Senate at least annually notice of the establishment of Research Centres and of the renewal or discontinuance of Research Institutes and Centres;
 - Appoints two of its members to the Committee on Research Institutes.
7. In accordance with MAPP 7.14, *Research Involving Human Participants*, the Board receives annually a report regarding the Research Ethics Boards' activities for transmittal to the Board of Governors **via Senate**.
8. The Board receives reports on a wide range of research-related issues such as research ethics policies, processes and operations; animal care policies, processes and operations; research partnerships; research transfer and the work of the Technology Transfer Office; internal grant programs operated through Research Western, including the outcomes and processes; and work of the research-related committees established by Senate or by URB.
9. The Board reports regularly on its activities to Senate. This reporting includes high-level informational updates about advances within the research portfolio.
10. The Board will establish or recommend the establishment of advisory committees, subcommittees and working groups as required to develop and review policy in respect of research matters.
11. The Board will be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (No. 62 – 65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling the Board's responsibilities including supporting and enhancing EDIDA in research at Western.

COMPOSITION

Voting members elected by Senate:

- Eleven 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 undergraduate student
- Two graduate students
- Up to two postdoctoral representatives
- One senior member of administrative staff serving in a leadership position with a research focus

One Associate Dean (Research) elected by the Associate Deans (Research)

One Dean of a faculty/school appointed by the Vice-President (Research)*

One member of faculty appointed by the Vice-President (Research) to further promote a diverse representation of researchers*

* the terms of the appointed members are two years, renewable twice

Ex officio (voting):

- Vice-President (Research)
- Provost & Vice-President (Academic)
- The Associate Vice-Presidents (Research)
- Vice-Provost (Graduate and Postdoctoral Studies)
- Vice-Provost and Associate Vice-President (International)
- Vice-Provost and Associate Vice-President (Indigenous Initiatives)
- Associate Vice-President (Equity, Diversity & Inclusion)

Ex officio (non-voting):

- Vice-Provost and Chief Librarian
- Director, Animal Care & Veterinary Services and University Veterinarian
- Director, Technology Transfer Office
- Executive Director, Western Research
- Director, Research Ethics and Compliance
- University Secretary

The Chair of the Board shall be the Vice-President (Research). The Board shall elect a Vice-Chair annually.

GENERAL PROCESS FOR SENATE COMMITTEES AND BOARDS

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

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

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

Quorum September to May: 15 members,
including 10 elected/appointed

Quorum June to August: 10 members,
including 7 elected/appointed

ITEM 13.1(b) – Appointment of Officers of Convocation

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

OFFICERS OF CONVOCATION		
Jovan Groen	Associate Chief Public Orator	1-Jan-26 – 31-Dec-27

EXECUTIVE SUMMARY:

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

Chief Public Orator (and Associate Chief Public Orators):

- Manage the process of graduates crossing the stage, working with the name reader
- Provide guidance regarding applause/celebrations to audience throughout the ceremony
- Assist (if needed) with the management of the students prior to entering convocation
- Assist Officers of Convocation as needed

ATTACHEMENT:

[Candidate Bios](#)

OFFICER OF CONVOCATION BIOS

Jovan Groen Associate Chief Public Orator	<i>Director, Office of Academic Quality and Enhancement</i>
<p>Jovan Groen, Ph.D., serves as the Director of Academic Quality and Enhancement at Western University with an Adjunct appointment at the Faculty of Education. Tasked with the development and leadership of the Office of Academic Quality and Enhancement, Jovan oversees Western’s Institutional Quality Assurance Process (IQAP) – cyclical review, new program proposals and program modifications for graduate and undergraduate academic programs. Jovan’s provincially and nationally funded research is centered on the effectiveness of pedagogical practices and program development in postsecondary settings. Jovan serves on the board of Canada’s Society of Teaching and Learning Higher Education.</p>	

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

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

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

FACULTY OF ARTS AND HUMANITIES	
Tilottama Rajan (English & Writing Studies) <i>(to complete a term of Jacques Lamarche)</i>	October 9, 2025 – December 31, 2025
David Heap (French Studies) <i>(to complete a term of Jacques Lamarche)</i>	January 1, 2026 – June 30, 2026

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

The proposed change to the Master of Arts (MA) in Classics is to simplify the process for enrolling in, and otherwise managing administratively, the course(s) associated with the summer research paper. A list of required electives, all of which are Research Topics courses, will be replaced with a required course, Classics 9905: *Research Paper in Classics*.

ATTACHMENT(S):

[Major Modification to the Master of Arts \(MA\) in Classics](#)

Major Modification to the Master of Arts (MA) in Classics

The proposed change to the Master of Arts (MA) in Classics is to simplify the process for enrolling in, and otherwise managing administratively, the course(s) associated with the summer research paper. A list of required electives, all of which are Research Topics courses, are to be replaced with a required course, Classics 9905: *Research Paper in Classics*.

Currently, there exists an array of courses that encompass different aspects of Greek and Roman antiquity (e.g., Greek Archaeology, Roman Archaeology, Greek Poetry, Roman Culture, etc.). A student enrolls in the course that best matches their chosen research topic. However, some summer paper topics straddle multiple potential courses, and others resist categorization entirely. The Department of Classics would like to instead have a general course named *Research Paper in Classics*, which all MA students will take in the summer between Years 1 and 2. Although this would be a required course, the change is, effectively, a semantic one. Students will still research and write about a topic of their choosing, in consultation with their summer research paper supervisor, but all topics will be subsumed under the single heading ‘Classics’, rather than a specification of ‘archaeology’, ‘history’, etc. This change would affect both the course-based and thesis-based MA in Classics, as students do not make the decision to shift from course-based to thesis until after the summer paper is completed (again, in consultation with their supervisor).

Current program	Proposed Change(s)
Master of Arts Classics All-fields Course-based Expected Duration: 5 terms <u>Courses</u> (6.5 Total Credits) Required Courses: 1.0 Classics 9000: Core Course Required Electives (0.5): Choose from: CLASSICS 9151 RES. TOPICS IN GREEK HISTORY CLASSICS 9352 RES. TOPICS IN ROMAN CULTURE CLASSICS 9353 RES. TOPICS IN GREEK CULTURE	Master of Arts Classics All-fields Course-based Expected Duration: 5 terms <u>Courses</u> (6.5 Total Credits) Required Courses: 1.5 Classics 9000: Core Course (1.0) Classics 9905: Research Paper in Classics (0.5)

<p>CLASSICS 9355 RES.TOPICS IN GK&ROMAN CULTURE</p> <p>CLASSICS 9451 RES. TOPICS IN ROMAN HISTORY</p> <p>CLASSICS 9539 RES.TOPIC IN GREEK ARCHAEOLOGY</p> <p>CLASSICS 9559 RES.TOPIC IN ROMAN ARCHAEOLOGY</p> <p>LATIN 9159 RES. PAPER IN ROMAN HISTORY</p> <p>LATIN 9559 RES.TOPIC IN ROMAN ARCHAEOLOGY</p> <p>GREEK 9919 RES. TOPICS IN GREEK POETRY</p> <p>GREEK 9539 RES.TOPIC IN GREEK ARCHAEOLOGY</p> <p>Electives: 5.0</p> <p>Any course approved/offered by the program</p> <p>Milestones:</p> <p>Academic Integrity Module Professional Seminars Masters Language Requirements</p> <p>Master of Arts Classics All-fields Thesis-based</p> <p>Expected Duration: 5 terms</p> <p><u>Courses</u> (4.5 Total Credits)</p> <p>Required Courses: 1.0</p> <p>Classics 9000: Core Course</p>	<p>Electives: 5.0</p> <p>Any course approved/offered by the program</p> <p>Milestones:</p> <p>Academic Integrity Module Professional Seminars Masters Language Requirements</p> <p>Master of Arts Classics All-fields Thesis-based</p> <p>Expected Duration: 5 terms</p> <p><u>Courses</u> (4.5 Total Credits)</p> <p>Required Courses: 1.5</p> <p>Classics 9000: Core Course (1.0) Classics 9905: Research Paper in Classics (0.5)</p>
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<p>Required Electives (0.5): Choose from:</p> <p>CLASSICS 9151 RES. TOPICS IN GREEK HISTORY</p> <p>CLASSICS 9352 RES. TOPICS IN ROMAN CULTURE</p> <p>CLASSICS 9353 RES. TOPICS IN GREEK CULTURE</p> <p>CLASSICS 9355 RES. TOPICS IN GK&ROMAN CULTURE</p> <p>CLASSICS 9451 RES. TOPICS IN ROMAN HISTORY</p> <p>CLASSICS 9539 RES. TOPIC IN GREEK ARCHAEOLOGY</p> <p>CLASSICS 9559 RES. TOPIC IN ROMAN ARCHAEOLOGY</p> <p>LATIN 9159 RES. PAPER IN ROMAN HISTORY</p> <p>LATIN 9559 RES. TOPIC IN ROMAN ARCHAEOLOGY</p> <p>GREEK 9919 RES. TOPICS IN GREEK POETRY</p> <p>GREEK 9539 RES. TOPIC IN GREEK ARCHAEOLOGY</p> <p>Electives: 3.0</p> <p>Any course approved/offered by the program</p> <p>Milestones:</p> <p>Academic Integrity Module Professional Seminars Masters Language Requirements Thesis</p>	<p>Electives: 3.0</p> <p>Any course approved/offered by the program</p> <p>Milestones:</p> <p>Academic Integrity Module Professional Seminars Masters Language Requirements Thesis</p>
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The proposed modification does not alter any of the existing Program Learning Outcomes (PLOs). The introduction of Classics 9905: *Research Paper in Classics* consolidates existing research-focused electives under a single course code but maintains the same academic expectations and learning objectives. Students will continue to demonstrate advanced research skills, critical analysis, and scholarly communication, consistent with the current PLOs.

Current students will not be negatively affected by this change. Students who began the program under the previous structure will be allowed to complete their degree requirements as originally outlined. However, they may opt to enroll in Classics 9905 if it better aligns with their research interests and administrative needs. Academic advising will ensure that all students are aware of their options and supported through the transition.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering (ECE) is proposed to introduce a new Research Project based option. The new option will be an alternative to the existing Project based option.

ATTACHMENT(S):

[Major Modification to the Master of Engineering \(MEng\) in Electrical and Computer Engineering](#)

**Major Modification to the Master of Engineering (MEng)
in Electrical and Computer Engineering**

Modification to the Master of Engineering (MEng) in Electrical and Computer Engineering (ECE) is proposed to introduce a new Research Project based option. Under this option, a new milestone, MEng Research Project is introduced. The new option will be an alternative to the existing Project based MEng option in ECE.

The proposed milestone in the new option is equivalent to 1.5 (technical elective or type B) course credits in contrast to the existing MEng project-based option which is equivalent to 1.0 (technical elective or type B) course credit. In addition to advanced engineering application and problem solving, its scope includes substantial research elements geared towards solving the problem. As such, the proposed MEng Research Project option is comprised of the following components:

- 2.5 credits: core (type A) technical courses
- Milestone: MEng Major Research Project
- 1.0 credit: professional courses

Over the past several years, a significant number of students who have demonstrated very good academic performance in the MEng program in ECE but otherwise did not qualify for thesis-based graduate programs in the Department have expressed interest in pursuing Master of Engineering Science (MEngSc) or Doctor of Philosophy (PhD) programs. Among such students, only a few students were identified by ECE faculty colleagues and transferred to the MEngSc program or recruited as PhD students after completing their MEng programs. Anecdotal evidence suggests that ECE faculty are pleased with the research performance of such students while some of them have indicated that the performance of MEng students they recruited as MEngSc/PhD students rank among the best students they have ever supervised. Furthermore, there has recently been excessive delays in processing student visa applications of international applicants admitted to the MEngSc/PhD programs, making recruitment of this group of MEng students as thesis-based students a more reliable and attractive option to ECE faculty. However, due to the low time available for MEng students to invest in their MEng project, it is difficult for them to demonstrate their research potential. The proposed major research project allows the students to invest 50% more time compared to the current project-based option, leading to 1) giving both the MEng students and their supervisor a better opportunity to assess each other before committing to a thesis-based program, and 2) possibility of the enhancement of research and technical writing skills and potentially generating tangible research results. In summary, the proposed option has the following advantages:

- It provides an opportunity for MEng students to improve/enhance their research and technical writing skills; hence broadening their future job prospects to include research-based careers in addition to other conventional engineering careers.
- It provides an opportunity for MEng students to engage in a major research project to gauge their interest in research before deciding whether to pursue MEngSc or PhD programs. The proposed research project also serves potential ECE faculty

supervisors to establish more confidence in the MEng student qualification assessment before agreeing to serve as a supervisor in a thesis-based program.

Current program	Proposed Change(s)
<p>Course-based:</p> <p>2.5 credits of technical core (Category A) courses</p> <p>1.5 credits of technical elective (Category B) courses</p> <p>1.0 credit of professional courses</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> - Academic Integrity module - MEng proposed program form <p>Project based:</p> <p>2.5 credits of technical core (Category A) courses</p> <p>0.5 credit of technical elective (Category B) courses</p> <p>1.0 credit of professional courses</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> - Academic Integrity module - MEng proposed program form - MEng Project 	<p>Course-based:</p> <p>2.5 credits of technical core (Category A) courses</p> <p>1.5 credits of technical elective (Category B) courses</p> <p>1.0 credit of professional courses</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> - Academic Integrity module - MEng proposed program form <p>Project based:</p> <p>2.5 credits of technical core (Category A) courses</p> <p>0.5 credit of technical elective (Category B) courses</p> <p>1.0 credit of professional courses</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> - Academic Integrity module - MEng proposed program form - MEng Project <p>Research Project based:</p> <p>2.5 credits of technical core (Category A) courses</p> <p>1.0 credit of Professional courses</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> - Academic Integrity module - MEng proposed program form - MEng Major Research Project

The Program Learning Outcomes (PLOs) will be updated as follows:

Expectations	Learning Outcomes	Indicators of Achievement	Relevant Courses and Academic Requirements
Depth & Breadth of Knowledge	<p>A systematic understanding of knowledge at a level greater than the undergraduate degree in one of the two fields of Electrical Engineering or Software Engineering, and Cybersecurity or Collaborative Specialization in Artificial Intelligence five fields of specialization within Electrical and Computer Engineering (Communication Systems & Data Networking, Robotics & Control, Power Systems Engineering, Software Engineering, and Cybersecurity).</p> <p>A broader understanding of the state-of-the-art tools, techniques, and methodologies used in solving engineering problems in the respective fields</p>	<p>Satisfactory performance in course-specific evaluation items and, if applicable, a project, including a MEng project or a Major Research Project</p> <p>Successful completion of ten courses, or eight courses plus an research MEng project or seven courses plus a major research project</p>	<p>Five graduate-level core courses must be taken within the chosen field (Depth)</p> <p>These are complemented by three technical electives that are related to the chosen field (Breadth)</p> <p>Two technical elective courses may be substituted by an MEng project and three technical elective courses may be substituted by a major research project</p> <p>Two non-technical electives must be chosen from the following list (Breadth):</p> <ol style="list-style-type: none"> Intellectual Property for Engineers Risk Assessment and Management in Engineering Systems Engineering Planning and Project Management Engineering Communications

Research & Scholarship	<p>Where applicable:</p> <ul style="list-style-type: none"> a. Develop competence in critical evaluation of existing literature; subsequently develop a research project plan b. Gain a working knowledge of research methodology, project planning and execution, and analytical interpretation of the data c. Presentation of project results, either orally or in written form or both 	<p>Enrolment in courses that contain grading components on term project and its presentation, and successful completion of those components</p> <p>Successful completion of an independent research MEng project or a major research project under the guidance of an ECE faculty member, in lieu of two courses or three courses, respectively</p>	<p>Several core courses (e.g., ECE 9038, ECE 9040, ECE 9062, ECE 9057 etc.) contain a significant project component</p> <p>The optional M.Eng. project course, ECE 9000, or Major Research Project milestones provides the avenue for an independent research study under the guidance of an ECE Faculty member</p>
Level of Application of Knowledge	<p>Competence in applying existing knowhow in the critical analysis of a new question or of a specific problem or issue in a new setting</p>	<p>Satisfactory performance in course-specific components (assignments, quizzes, exams, and projects) that pose new questions not addressed in lectures or solved homework</p> <p>Successful completion of an independent research MEng project or a major research project under the guidance</p>	<p>The optional M.Eng. project or the Major Research Project milestones, is are an ideal vehicles through which knowledge gained in a particular course can be applied to a new question or a specific problem outside the scope of that course</p>

		of an ECE faculty member	
Professional Capacity / Autonomy	<p>The exercise of initiative and of personal responsibility and accountability</p> <p>The intellectual independence required for continuing professional development</p> <p>The ethical behavior consistent with academic integrity and professional practice</p> <p>Decision making in complex situations</p>	<p>Students' self selection of courses and completion of the "proposed program form" that is tailored to meet their own professional goals</p> <p>Continued demonstration of academic integrity in completion of course evaluation items (assignments, quizzes, exams, project reports etc.)</p>	<p>The non-technical electives, viz. "Risk Assessment and Management in Engineering Systems", and "Engineering Planning and Project Management" enhance students' professional capacity and decision making skills.</p>
Level of Communication Skills	<p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Satisfactory performance in oral presentations and written project reports within those courses that include these components</p> <p>Satisfactory completion of the Engineering Communication course</p> <p>Satisfactory completion of the M.Eng. project or major research project report, if applicable</p>	<p>The Engineering Communication course is a non-technical elective that enhances students' communication skills. Regular written reports and oral presentations are required for this course, with detailed feedback provided.</p>

Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	<p>An appreciation of the complexity of the engineering problems within their field of specialization.</p> <p>An awareness of the limitations, approximations, assumptions that are inherent in engineering a solution to a problem within their field of specialization.</p>	Instructor-led discussions of knowledge limits within all core and technical elective courses.
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Current students will not be affected. The proposed option will be available to students starting their MEng program in fall 2026.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

The Master of Science (MSc) and Doctor of Philosophy (PhD) in Pathology and Laboratory Medicine have four approved fields:

- Molecular Pathology and Transplant Pathology
- Neuropathology
- Oncology & Environmental Pathology
- One Health

For many years, however, students have registered in either the Pathology program (with no fields specified) or the “One Health” field. There are no students registered in the fields of “Molecular Pathology and Transplant Pathology”, “Neuropathology”, or “Oncology & Environmental Pathology”.

The Department of Pathology and Laboratory Medicine proposes combining the three fields of “Molecular Pathology and Transplant Pathology”, “Neuropathology”, and “Oncology & Environmental Pathology” into a single field titled “Pathology”.

Current program	Proposed Change(s)
Fields of Research: <ul style="list-style-type: none">• Molecular Pathology and Transplant Pathology• Neuropathology• Oncology & Environmental Pathology• One Health	Fields of Research: <ul style="list-style-type: none">• Pathology• One Health

There will be no changes to the Program Learning Outcomes.

Current students will not be impacted, as there are no students currently registered in any of the three fields that will be integrated and renamed as Pathology.

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

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

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

EXECUTIVE SUMMARY:

The Faculty of Science is proposing revisions to the Master of Environment and Sustainability (MES) to:

- move Sustainability Development Goals course material into ENVSUST 9011: *Foundations of Sustainability*; and
- create new milestones focused on Inclusion in the Workplace and Indigenous Allyship.

ATTACHMENT(S):

[Major Modification to the Master of Environment and Sustainability \(MES\)](#)

Major Modification to the Master of Environment and Sustainability (MES)

The Faculty of Science is proposing revisions to the Master of Environment and Sustainability (MES) to:

- move Sustainability Development Goals course material into ENVSUST 9011: *Foundations of Sustainability*; and
- create new milestones focused on Inclusion in the Workplace and Indigenous Allyship.

Move Sustainability Development Goals course material into ENVSUST 9011

Last year, the Faculty of Science trialed a new course in the MES curriculum: ENVSUST 9016: *The UN Sustainable Development Goals: Think Globally, Act Locally*. The Faculty received strong feedback from students suggesting that ENVSUST 9016 would be more effective in a shorter offering. As a result, the Faculty proposes to scale the course down to three lectures (from six) and greatly reduce its overall scope by removing the community engaged learning requirements. The Faculty proposes that the content from the course move to a unit within the existing *Foundations of Sustainability* course (ENVSUST 9011). The foundational content of the Sustainability Development Goals material aligns well with the current learning objectives for ENVSUST 9011.

Introduce new milestones focused on Inclusion in the Workplace and Indigenous Allyship

This proposal seeks to introduce two new milestones: (1) Inclusion in the Workplace and (2) Indigenous Allyship.

The proposed milestones represent training currently embedded in the Co-op seminar. The Faculty proposals to rebrand the Co-op seminar as *Professional Development* and separate out these two components to be formally recognized as distinct milestones. Each milestone will be supported by its own set of classes and will be formally recognized on student transcripts. Currently, this training is not reflected on transcripts.

These milestones will include workshops, seminar series, certifications, and in-class learning opportunities.

This change will:

- provide formal recognition for the extensive training students complete in these areas;
- allow the Faculty to package the training into clearly defined components with clear outcomes for students;
- enable expansion of EDID and Indigenous content without limiting the professional development focus of the Co-op seminar; and
- aligns with student feedback received during recent consultation sessions.

Current program	Proposed Change(s)
<p>MES</p> <p>Expected Duration: 3 terms</p> <p><u>Courses</u> (5.0 Total Credits)</p> <p>Required Courses (5.0 Credits):</p> <ul style="list-style-type: none"> - ENVSUST 9011 (0.5) - ENVSUST 9012 (0.5) - ENVSUST 9013 (0.5) - ENVSUST 9014 (0.5) - ENVSUST 9015 (0.5) - ENVSUST 9016 (0.5) - ENVSUST 9200 (1.0) - ENVSUST 9250 (1.0) <p><u>Milestones</u> (16 required total with 12 elective workshops)</p> <ul style="list-style-type: none"> - Academic Integrity Module - MES Co-Op - Co-op Education Experience - Community Engagement <p>Professional Development workshops</p> <p>Students will be required to take 12 of the elective workshops as part of the milestones. Students can choose 12 from the list below.</p> <ul style="list-style-type: none"> - Greenhouse Gas Accounting - Using AI for a Sustainable Future - International Environmental Law - Environmental Assessments I - Environmental Assessments II - GIS (ArcGIS) - GIS (ArcGIS) II - ESG in the Supply Chain - Waste Management (EPR) - Waste Management (Audits) 	<p>MES</p> <p>Expected Duration: 3 terms</p> <p><u>Courses</u> (4.5 Total Credits)</p> <p>Required Courses (5.0 Credits):</p> <ul style="list-style-type: none"> - ENVSUST 9011 (0.5) - ENVSUST 9012 (0.5) - ENVSUST 9013 (0.5) - ENVSUST 9014 (0.5) - ENVSUST 9015 (0.5) - ENVSUST 9016 (0.5) - ENVSUST 9200 (1.0) - ENVSUST 9250 (1.0) <p><u>Milestones</u> (17 required total with 12 elective workshops)</p> <ul style="list-style-type: none"> - Academic Integrity Module - MES Co-Op - Community Engagement - Inclusion in the Workplace - Indigenous Allyship <p>Professional Development workshops</p> <p>Students will be required to take 12 of the elective workshops as part of the milestones. Students can choose 12 from the list below.</p> <ul style="list-style-type: none"> - Greenhouse Gas Accounting - Using AI for a Sustainable Future - International Environmental Law - Environmental Assessments I - Environmental Assessments II - GIS (ArcGIS) - GIS (ArcGIS) II - ESG in the Supply Chain - Waste Management (EPR) - Waste Management (Audits)

<ul style="list-style-type: none"> - Sustainable Buildings (LEED training) - Clean Energy Policies - Applied and practical theory of Sustainability - Sustainability rating systems - Sustainable Finance - Corporate Social Responsibility - Life Cycle Assessment - Sustainable Agriculture - The Circular Economy - Change Management - Grant Writing - Professional Writing I and II - Team Building <p>*Workshops topics may change each year</p>	<ul style="list-style-type: none"> - Sustainable Buildings (LEED training) - Clean Energy Policies - Applied and practical theory of Sustainability - Sustainability rating systems - Sustainable Finance - Corporate Social Responsibility - Life Cycle Assessment - Sustainable Agriculture - The Circular Economy - Change Management - Grant Writing - Professional Writing I and II - Team Building <p>*Workshops topics may change each year</p>
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Updated Program Learning Outcomes are attached.

Students beginning the 3-term program in September 2025 will not be negatively affected by the proposed changes. Key elements from *ENVRUST 9016* have been integrated into an existing course, *ENVRUST 9011*, ensuring that students continue to receive the intended learning outcomes. Regarding the two milestones, students are already completing the associated work informally; the proposed modification simply provides formal recognition and credit for this work. As a result, current students will benefit from clearer program requirements and appropriate credit for their existing efforts, with no disruption to their academic progress.

ITEM 13.2(b) – Report of the Subcommittee on Program Review – Undergraduate (SUPR-U): Cyclical Reviews of the Undergraduate Programs in Economics (Huron University College), Management and Organizational Studies (Huron University College), and French (King’s University College)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on October 7, 2025, ACA approved the recommendations of the Subcommittee on Program Review – Undergraduate (SUPR-U) with respect to the cyclical reviews of the undergraduate programs in Economics (Huron University College), Management and Organizational Studies (Huron University College), and French (King’s University College).

Faculty/Affiliate	Program	Date of Review	SUPR-U Recommendation
Huron University College	Economics	March 5-6, 2025	Good Quality
Huron University College	Management and Organizational Studies	March 17-18, 2025	Good Quality
King’s University College	French	March 18-19, 2025	Good Quality

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

ATTACHMENT(S):

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

[Final Assessment Report – Management and Organizational Studies \(Huron University College\)](#)

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



Economics
Final Assessment Report & Implementation Plan
August 2025

Faculty / Affiliated University College	Huron University College	
Degrees Offered	BA	
Date of Last Review	2016-2017	
Modules Reviewed	Honours Specialization in Economics Major in Economics Major in Finance Minor in Economic Theory	
External Reviewers	Dr. Can Erutku Department of Economics York University, Glendon	Dr. Valentina Galvani Department of Economics University of Alberta
Internal Reviewer	Dr. Josephine Gemson Acting Associate Academic Dean, King's University College	Ridley Smith Undergraduate Student in Sociology
Date of Site Visit	March 5 & 6, 2025	
Date Review Report Received	March 21, 2025	
Date Program/Faculty Response Received	Program: April 15, 2025 Faculty: April 9, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 23, 2025 ACA: October 7, 2025 Senate (for information): October 17, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

This FAR considers the following documents:

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

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

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

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

Executive Summary

Huron introduced the Honours Specialization Module and the Major in Economics in 1993-94 with an emphasis on economic theory, econometrics and mathematical foundations. Overall, the objectives of the program focus on learning about diverse economic systems, insights into how people choose to use resources, how and why they produce and consume goods and services and how they make decisions that impact the health and well-being of societies and nations.

Since the last review, the Economics Program at Huron has experienced notable transitions relating to student numbers, administrative structures, faculty complement, and international student complement. Enrolment in the Economics Program in 2023 reached 114.

To inform the self-study, a student focus group was held along with surveys of current students and alumni. Faculty members engaged in a curriculum mapping exercise and multiple meetings to work through the development of the self-study.

The external reviewers shared a positive assessment of the Economics Program at Huron. They offer two recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Core faculty bring expertise across diverse economic subfields, delivering a rigorous foundation in microeconomics, macroeconomics, and econometrics. Specialized electives reflect faculty research strengths, enriching the academic experience.
- Global and environmental issues are integrated, encouraging students to analyze economic challenges in international and sustainability contexts.
- Participation in the Harvard CORE Program, a 12- or 17-week online program from the Harvard Business School, enhances student competencies in business analytics, management, and accounting.
- Small class sizes foster meaningful faculty-student interaction, consistently highlighted as a program strength in student feedback.
 - Social responsibility and civic involvement is promoted through extracurricular opportunities.
 - Strong participation at the annual student-faculty mixer hosted by the Economics Student Society.
- Strong emphasis on research equips students to critically evaluate economic literature and undertake independent projects, particularly in upper-year courses.
- Economics students regularly present their research to the Huron community at annual CURL conferences and have embarked on competitively awarded independent research projects.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Limited elective course offerings predominantly due to faculty resources being allocated to service courses for the MOS program.
- Program expansion is limited as with only five full-time faculty members, the department can cover only 50-60% of course offerings, requiring significant reliance on sessional instructors.
- High dependency on international students makes the program vulnerable to broader sector-wide changes in international recruitment patterns.
- Heavy theoretical emphasis of the first two years of the program may be contributing to low enrolment in the Minor option.
- Improve scaffolding of practical application of statistical analysis across the program.
 - Mathematics courses offered at Huron provide insufficient background for more advanced undergraduate math courses on main campus which restricts students wanting to prepare for graduate study.
- Develop a strong programmatic identity (beyond small classes) that could be clearly articulated to existing and prospective students.
- Establish a more consistent and ongoing feedback system of monitoring graduate outcomes.
- The department would ideally like to attract a more gender diverse population from domestic students.

Review Process

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

- Vice-Provost (Academic Programs)
- Director, Library and Learning Services
- Registrar
- President, Huron University College
- Vice President Academic and Acting Dean, FASS
- Chair of the Program
- Administrative Staff
- Program Faculty
- Program Students

Following the site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the

Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Economics Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers noted that *“The existing programs are well structured and form a strong foundation on which to build. The level of engagement throughout the department is exemplary. [...] While we believe the programs can be improved, we suggest that future resources be directed in strengthening the current foundations of the department and its programs rather than expanding them in other directions.”*

Strengths of the Program

- Faculty member passion and dedication along with student engagement.
 - Students consistently report enjoying close, trusting relationships with their professors, fostering a supportive academic environment.
- Small class sizes and coordinated instruction enhance personalized support, promote strong student-faculty connections, and ensure seamless transitions between courses.
 - Economics 3313Ecapstone course offers tailored support for both graduate school aspirants and career-oriented students through faculty-mentored, independent research projects.
- Enrollment has doubled since 2016, with the department now serving over 45% of Huron University College students—highlighting its strong reputation and growing influence.
- Although applicant quality has declined following the elimination of Grade 13 and the pandemic, the Economics Department has successfully maintained a balance between selectivity and enrollment growth.

Prospective Improvements for the Program to Consider

- The department urgently needs to bolster its teaching capacity. (*Associated with Recommendation #1*)
- Lack of private space for sessional instructors and lecturers affects communication, belonging and student confidentiality.
- Better coordination with advising and more active student clubs.
- Curriculum and course delivery constraints include:
 - Faculty are often diverted to teach introductory courses, limiting advanced offerings and underutilizing expertise.

- Consider appointing a course director to standardize principles courses and reduce grading inconsistencies.
- Curriculum planning should include 1) renaming/restructuring econometrics courses for clarity; 2) publishing a four-year course schedule; 3) introducing online electives for flexibility; 4) enforcing prerequisites and communicating math expectations; 5) providing equivalent/interchangeable courses with King's or Western; 6) holding annual meetings with advising staff; and 7) offering Calculus 1000A/B at Huron University College and guiding students toward it (*Associated with Recommendation #2*)
- Develop policies to address the impact of AI tools on student assessment.
- Students highlight the need to 1) strengthen real-life skills training and math preparation; 2) enhance the finance program; and 3) enhance advising, networking and branding.

The summary above synthesizes a suite of suggestions made by the reviewers. The themes reflected in the overarching recommendations are indicated.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
<p>Recommendation #1 Bolster full-time faculty to help ensure the sustainability of the program.</p>	<p>Program:</p> <ul style="list-style-type: none"> • A proposal for a tenure-track position in Economics, with a preferred field of Financial Economics, has been submitted to the FASS Committee of Chairs for consideration for the past two years. The proposal has been ranked as the top hiring priority for tenure-track faculty, and a formal recommendation has been forwarded to the administration accordingly. • The program is committed to advocating for this position and will continue to engage constructively with the Committee of Chairs and the administration to address this staffing need in a timely and strategic manner. <p>Faculty: Recognizing that there is pressure on the Department in terms of academic staffing, any recommendation(s) coming through the FASS Committee of Chairs to add a full-time tenure stream appointment in Economics will be reviewed by the administration and implemented when feasible.</p>
<p>Recommendation #2 Offer the Calculus 1000A/B course at Huron University College with advising services directing economics students towards Calculus 1000A/B.</p>	<p>Program: Mathematics course programming is under the purview of the MOS Department. The program will discuss the possibility of adding a section of Calculus 1000A/B with the Dean and the Chair of the MOS Department. Additionally, the program will meet with the academic advising team to explore effective advising strategies, ensuring that students planning to pursue advanced courses in mathematics and economics are guided toward the appropriate prerequisites. In the meantime, the program will also consider how best to support program students who currently do not have access to advanced courses due to unmet prerequisites. This includes supporting their special permission requests, where appropriate.</p> <p>Faculty: The Chair and Dean shall confer with the MOS to determine how best to handle this.</p>

Implementation Plan

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

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Bolster the Faculty Complement	<ul style="list-style-type: none"> • Submit a proposal to the FASS Committee of Chairs request to add a full-time tenure stream appointment in Economics. • Put in place regular communication channels to optimize planning of course assignments. <ul style="list-style-type: none"> • Consider the prospect of cross-appointments with MOS. 	<ul style="list-style-type: none"> • Chair • Committee of Chairs • VP Academic 	Update by 2028 progress report.
Recommendation #2 Offer the Calculus 1000A/B course at Huron with advising services directing economics students towards Calculus 1000A/B.	<ul style="list-style-type: none"> • Discuss the possibility of adding a section of Calculus 1000A/B with the Dean and the Chair of the MOS Department. • Meet with the academic advising team to explore effective advising strategies, ensuring that students planning to pursue advanced courses in mathematics and economics are guided toward the appropriate prerequisites. • Consider how best to support program students who currently do not have access to advanced courses due to unmet prerequisites (including special permission requests, where appropriate). 	<ul style="list-style-type: none"> • Chairs • Academic Advising • Dean 	By June 2026 for possible change adopted for the 2026-27 academic year.



Management and Organizational Studies
Final Assessment Report & Implementation Plan
August 2025

Faculty / Affiliated University College	Huron University College	
Degrees Offered	BA	
Date of Last Review	2016-2017	
Modules Reviewed	Honours Specializations and Specializations in Accounting; Finance and Administration; Business Intelligence; Marketing and Sustainability; Organizational Studies, Policy and Ethics Majors in Economics; Organizational Studies, Policy and Ethics; Animal Ethics and Sustainability Leadership Minors in Animal Ethics and Sustainability Leadership; Entrepreneurship	
External Reviewers	Dr. Sean Lyons Gordon S. Lang School of Business & Economics University of Guelph	Dr. Kristin Williams The Fred C. Manning School of Business Acadia University
Internal Reviewer	Dr. Josephine Gemson Acting Associate Academic Dean, King's University College	Jenna Ijam Medical Science Program, 4th Year Honours Specialization in Biochemistry
Date of Site Visit	March 17 & 18, 2025	
Date Review Report Received	April 21, 2025	
Date Program/Faculty Response Received	Program: May 21, 2025 Faculty: June 3, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 23, 2025 ACA: October 7, 2025 Senate (for information): October 17, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

This FAR considers the following documents:

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

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

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

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

Executive Summary

The Management and Organizational Studies (MOS) Department at Huron University has grown significantly since its last review. Today the department represents almost half of the student body of Huron (approx. 915). Providing an inclusive liberal arts focus to management and leadership education, academic offerings have recently expanded with Business Intelligence (BI) and Marketing and Sustainability (M&S) modules introduced in 2021-22, Entrepreneurship in 2023-24, and Animal Ethics and Sustainability Leadership (AESL) in 2024-25.

To inform the self-study, dedicated focus groups were facilitated and a comprehensive survey reaching out to all four years of study was administered – garnering a 54% response rate. Assistance with curriculum mapping was provided by the Centre for Teaching and Learning, with tailored data from the OAQE and Registrar.

The external reviewers shared a positive assessment of the MOS Program at Huron. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Faculty maintain strong research productivity through multiple SSHRC grants, peer-reviewed publications, teaching awards, and a breadth of professional expertise and credentials.
- Enrollment growth in newer programs is substantial, with Business Intelligence growing from 5 to 55 students and Marketing and Sustainability from 43 to 145 students in just two years.
- Significant innovation in developing new program areas that address emerging needs, including introduction of Business Intelligence and Marketing and Sustainability modules; Entrepreneurship; Animal Ethics and Sustainability Leadership.
- MOS program has made experiential learning central to its curriculum - diverse, high-intensity opportunities that apply theory to real-world contexts through faculty-led trips abroad, consulting projects with local organizations, and assistance to non-profit boards.
- Varied assessment methods that evolve from first to fourth year, emphasizing applied learning and critical analysis over traditional testing, with high student satisfaction reported.
- Strong emphasis on ethics and sustainability, integrating these values into the mission, curriculum, and strategic priorities through dedicated courses and a focus on global social and environmental issues.
- Introduction of an Equity, Diversity, and Inclusion (EDI) course in 2018, that is now part of every MOS module.

- After second year, many Huron students have the opportunity to enroll in the Ivey School of Business.
- Huron MOS also has a highly successful internship program, where after 3rd year students can spend a year working as a paid intern in industry. Students receive a course credit after their successfully completed internship and return to Huron to finish their degree.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Having only six tenured or tenure-track faculty members for 915 students, results in inadequate coverage across core areas and hinders program design, succession planning, and leave coverage.
 - The Accounting area currently has no tenured faculty.
- Heavy dependance on non-permanent faculty—comprising the vast majority of its 39 instructors—leads to morale issues, job insecurity, and scheduling difficulties due to limited advancement opportunities and instructors working across multiple institutions.
- Overreliance on early morning and evening classes and a disproportionately complex timetable are representative of significant scheduling challenges.
- Need for a dedicated computer lab.
- Over two-thirds of students identify as male and only about 30% as female, despite ongoing recruitment efforts to address the disparity.
- Persistent challenges with students attempting to circumvent admission requirements—either by enrolling in courses without meeting prerequisites or postponing formal program entry to avoid higher tuition fees.
- Increasingly constrained student research opportunities due to stricter Research Ethics Board standards, which have made it difficult to complete independent studies within a single-term course.
- Limited resourcing in terms of faculty and program supports.

Review Process

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- Director, Library and Learning Services
- Registrar
- President, Huron University College

- Vice President, Academic and Acting Dean, FASS
- Program Chair
- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers’ Report

External reviewers noted that “MOS is a successful and growing contributor to Huron University’s mission. Its programming is innovative, and its faculty are dedicated and ambitious. It is evident that MOS is encountering some significant growing pains as it expands its student population and course offerings. The challenge of the next five years will be for MOS to continue to grow and adapt in the ever-changing business/management space, while retaining its connection to the liberal arts mission that is Huron’s strength.”

Strengths of the Program

- Huron MOS’ point of differentiation is its program flexibility and ability to introduce new, highly sought after programs quickly and with immediate benefit.
- Rising admission averages (89% in 2024) and enrollment numbers indicate strong demand and student quality.
- Strong faculty team that balances research productivity with student focus. Numerous faculty members are principal investigators or collaborators on current and recent external grants.
- Innovative program design that offers 1) flexible learning pathways - three degree options and eight specialized modules that allow students to customize education; 2) forward-thinking curriculum that offers unique modules in Business Intelligence, Marketing and Sustainability, and Entrepreneurship address evolving employer needs. The distinctive Animal Ethics and Sustainability Leadership major targets niche student markets; 3) diverse evaluation approaches including: presentations, portfolios, and reflective writing support varied learning styles.

- Experiential Learning Focus - guaranteed paid internships and real-world problem-solving through community and business partnerships. Experiential learning courses more than doubled from 2023 to 2024.
- Centralized advising team has significantly improved student retention since the last review.

Prospective Improvements for the Program to Consider

- Heavy reliance on non-tenured faculty— with only 15% of contributing faculty being tenured/tenure track —poses risks to long-term stability and hinders consistency in teaching and alignment between course content and program learning outcomes. (*Associated with Recommendation #1*)
- Addition of a dedicated administrative staff member to support the growing MOS program would improve capacity and efficiency and reduce the heavy workload of the two administrative staff managing all programs. (*Associated with Recommendation #1*)
- Advising gaps exist due to the complexity of the MOS degree which highlights the critical need for dedicated academic advising support. (*Associated with Recommendation #1*)
- Optimize course offerings by: 1) identifying courses for retirement or replacement with electives from other departments to strengthen the program's liberal arts foundation and ease teaching demands; 2) addressing limited elective options in later years. (*Associated with Recommendation #2*)
- Devise methods for collecting data tied to specific program-level learning outcomes to ensure alignment with program goals and brand identity. (*Associated with Recommendation #2*)
- Growing class sizes threaten the program's signature experiential learning and innovative teaching practices. (*Associated with Recommendation #3*)
- Explore admission pathways to enhance student diversity; current MOS student body is perceived as predominantly male and affluent.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendations	Program/Faculty Response
<p>Recommendation #1 Ensure adequate resources for MOS's academic mission.</p> <p>a) Appoint a dedicated, full-time, permanent faculty member to lead each of the MOS modules.</p> <p>b) Consider providing a dedicated staff member for MOS, business and math.</p> <p>c) Consider allocating dedicated academic/career advisors for MOS students.</p> <p>d) Explore the possibility of a computer lab to support technology-heavy courses and data-centric modules, such as those in business intelligence, finance and accounting.</p>	<p>Program:</p> <p>a) Since Summer 2024, the program attempted to informally establish Area Supervisor/Chair roles for key modules, but with only one full-time tenure-stream faculty member per area and heavy teaching loads, formal leadership has been limited; a minimum 0.5 course teaching release is deemed necessary for future role viability, pending an increase in full-time faculty to meet benchmark standards.</p> <p>b) MOS values the support of its two shared FASS administrators, who find the department professional and easy to work with, and would welcome having one administrator fully dedicated to MOS—if financially feasible.</p> <p>c) MOS is highly satisfied with its two dedicated academic advisors, who are exceptionally effective and deeply familiar with the program; while no additional support is currently needed, future growth or workload increases may require expansion along with a dedicated Career Services resource.</p> <p>d) The recommendation for a dedicated computer lab is seen as outdated, given the efficiency of cloud-based tools and well-equipped classrooms; instead, resources should focus on maximizing classroom use and providing mobile hardware for students in need.</p> <p>Faculty:</p> <p>a) The Dean's Office supports the development of informal "de facto Area Supervisor" roles, but formalizing these positions is complicated by the Huron-HUCFA Collective Agreement, which currently only allows course releases for Department Chairs and Program Coordinators—meaning any additional release time would require negotiation with the Faculty Association.</p> <p>b) Existing support staff resources seem sufficient at this time.</p> <p>c) Existing advising staff resources are currently sufficient, though the program has expressed interest in a MOS-dedicated Career Services staff member—an addition that would need to be evaluated based on the institution's staffing capacity.</p> <p>d) The Dean's Office agrees that space intended for a computer lab would be better used as classroom space and supports exploring ways to provide technology access to financially at-need students in existing tech-ready classrooms.</p>

<p>Recommendation #2 Ensure that the MOS curriculum remains flexible and adaptive, given the expansion of program offerings.</p> <p>a) Optimize course offerings - explore the potential of incorporating courses offered elsewhere at Huron that have capacity to take in additional students.</p> <p>b) Examine the curricula of various modules to determine whether students can achieve program learning outcomes by taking more non-business electives. This would further strengthen the enrollment in other courses and take pressure off MOS programs and faculty, while capitalizing on Huron's liberal arts advantage.</p> <p>c) Develop a student survey to probe students' perceptions of their achievement of program-level</p>	<p>Program:</p> <p>a) The faculty capacity resource strain has only become more visible and exacerbated as the department continues to grow. MOS will continue to assess its current offerings in light of market demand/enrolments and has always looked to other departments to fulfill requirements, to the extent possible/available to suit pedagogical needs of modules.</p> <ul style="list-style-type: none"> ○ Despite this, MOS has remained innovative, developing unique courses in areas like EDI and Indigenous Entrepreneurship, and incorporating experiential learning. ○ MOS has historically collaborated with other departments (e.g., Philosophy and Economics) to meet curriculum needs, while continuing to balance internal course development with external offerings. While students often prefer more MOS-specific courses, the department includes a variety of FASS courses and is open to expanding this integration. ○ Recruiting part-time faculty is a priority but remains difficult. Going forward, MOS aims to align course offerings with market demand while respecting student choice and maintaining small class sizes. <p>b) MOS modules could be more flexible, and some progress has already been made (e.g., expanded pick-lists in 2024/25). However, rigidity remains due to:</p> <ul style="list-style-type: none"> ○ External accreditation requirements (e.g., CPA Ontario, CFA Institute). ○ Foundational course requirements (e.g., Economics, Math, IT, essay writing). ○ Alignment with other programs for consistency and competitiveness. <ul style="list-style-type: none"> ● MOS continues to operate with insufficient full-time faculty, despite high student demand. This limits growth and contributes to cross-subsidization of other departments. A recent withdrawal of a key faculty position further strains the department. ● While MOS supports interdisciplinary collaboration and has a history of integrating liberal arts content, implementation challenges (e.g., prerequisites, ideological differences, and course outcomes) complicate deeper integration. MOS emphasizes the need for market-relevant, theory-to-practice courses. ● Existing double-major options with FASS are underutilized due to low demand, communication gaps, and high standards. Discussions are underway to make these programs more accessible without creating a diluted "Shadow MOS" program.

<p>learning outcomes in their MOS modules.</p>	<ul style="list-style-type: none"> • The suggestion to reduce pressure on MOS by directing students to non-MOS electives overlooks the core issue of under-resourcing. MOS has consistently delivered despite constraints and advocates for prudent, collaborative, and equitable solutions. • Expanding “pick-lists” to create a “smorgasbord” degree program approach, which has been raised periodically both at HUC and main campus, risked creating a non-descript degree that would be indistinguishable in the marketplace. <p>c) MOS plans to incorporate student perceptions of learning outcomes in future surveys but will first prioritize launching an alumni survey to strengthen engagement and support its experiential learning focus; despite limited resources, the program has relied on internal assessments and strong faculty expertise to guide development, with graduates consistently excelling in internships and employment outcomes.</p> <p>Faculty:</p> <p>a) The Dean acknowledges the External Reviewers’ suggestion and the Program Response, agrees that MOS is understaffed relative to its enrolment, appreciates the dedication and strengths of current faculty, and supports the program’s ongoing efforts to improve curricular efficiency and explore cross-listing opportunities with FASS courses.</p> <p>b) The Dean supports the program’s thoughtful response, acknowledging the importance of developing MOS-specific courses to meet student learning outcomes, while also endorsing continued collaboration with other units for curricular development.</p> <p>c) The Dean’s Office supports the approach described in the Program Response.</p>
<p>Recommendation #3 Take stock of MOS’s growth to ensure sustainability of new programs.</p> <p>a) Pause new program development and focus on ensuring that fledgling programs are given the opportunity to succeed.</p> <p>b) Engage in discussions about the optimal program</p>	<p>Program:</p> <p>a) MOS does not plan to introduce new Specialization programs in the near term but is focused on revamping the OSPE module to better align with student interest in strategic and organizational management; while innovation and entrepreneurship initiatives are being explored—potentially as interdisciplinary offerings or part of OSPE—any expansion to a Major would require careful consideration to avoid straining faculty resources and overlapping with existing programs.</p> <p>b) MOS emphasizes its critical role in Huron’s overall viability and calls for further ongoing, collaborative engagement with senior leadership—highlighting its proven success in innovative programming, experiential learning, and industry connections—and advocates for formal representation, such as a dedicated seat on the HUC Board, to align student experience with strategic institutional direction.</p>

<p>and modules, given constrained financial and human resources, the impact of growth on its positioning in the competitive marketplace, and desired student experience (particularly in relation to experiential learning).</p> <p>c) Focus on identifying specific goals relative to mission and resources needed to achieve those goals to determine whether non-structural changes can be implemented.</p>	<p>c) MOS will evaluate the feasibility and cost of the proposed recommendations, aligning annual goals with its mission despite structural constraints, and will propose governance changes where necessary; it also sees strong potential to create tailored student opportunities through faculty networks and Board organizations, but emphasizes the need for better incentives and dedicated resources to support faculty involvement in mentoring, career development, and community engagement.</p> <p>Faculty:</p> <p>a) The Dean’s Office supports the program’s plan to revitalize the OSPE module in 2025–26 and emphasizes that any development of new Majors should involve consultation with senior leadership to assess staffing implications; the potential contribution of externally funded initiatives to MOS will be explored further in the coming year.</p> <p>b) The Dean’s Office agrees with the External Reviewers that determining the optimal size of the MOS program should be based on current and projected resources—particularly academic staffing—while also affirming MOS’s vital role in Huron’s sustainability; this discussion should take place in the coming year with senior leadership and program input.</p> <p>c) The Dean’s Office agrees with the External Reviewers and support the approach the Department suggests, i.e. to prioritize the conversations in internal discussions in the short term.</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 Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

[illegible]

<p>offered elsewhere at Huron that have capacity to take in additional students.</p> <p>b) Examine the curricula of various modules to determine whether students can achieve program learning outcomes by taking more non-business electives.</p> <p>c) Develop a student survey to probe students' perceptions of their achievement of program-level learning outcomes in their MOS modules.</p>	<p>offerings with market demand while preserving student choice and maintaining small class sizes.</p> <p>b) Enhance curriculum flexibility while maintaining academic standards (e.g., accreditation) and strategic alignment.</p> <ul style="list-style-type: none"> • Continue to pursue interdisciplinary collaborations to deliver market-relevant, theory-to-practice courses. • Promote greater student utilization of existing double-major options with FASS by addressing communication gaps and potential barriers, while avoiding the creation of a diluted "Shadow MOS" program. <p>c) Strengthen program development through enhanced feedback and assessment mechanisms.</p> <ul style="list-style-type: none"> • Incorporate student perceptions of learning outcomes into future surveys to inform continuous improvement. • Prioritize launching an alumni survey to deepen engagement and support the program's experiential learning focus. • Continue leveraging internal assessments and faculty expertise to guide curriculum development, support successful internships, and drive strong employment outcomes. 		
<p>Recommendation #3 Take stock of MOS's growth to ensure sustainability of new programs.</p> <p>a) Pause new program development and focus on ensuring that fledgling programs are given the opportunity to succeed.</p> <p>b) Engage in discussions about the optimal program and modules, given constrained financial and human resources, the impact of growth on its</p>	<p>a) Review the Organizational Studies, Policy, and Ethics program using insights from recent student survey feedback, incorporating concepts from new Huron University College initiatives such as Free Enterprise and Nation Building, along with findings from departmental financial assessments.</p> <ul style="list-style-type: none"> • Explore the development of additional Major programs to enhance feasibility and align with broader MOS and Huron University College strategic visions. • Continue monitoring admissions, retention, and informal student experience data, and plan for the implementation of 	<ul style="list-style-type: none"> • Program Chair • Dean 	<p>By Sept 2026</p>

positioning in the competitive marketplace, and desired student experience. c) Focus on identifying specific goals relative to mission and resources needed to achieve those goals to determine whether non-structural changes can be implemented.	a student outcome perception survey to inform future improvements. b) Engage stakeholders in ongoing discussions regarding program optimization in keeping with recruitment cycles. c) Facilitate faculty-led goal setting and resource planning at the upcoming retreat. Faculty will articulate mission-enhancing goals and develop associated resource requests and cost estimates, focusing on initiatives that can be implemented without requiring changes to the existing governance framework.		
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French
Final Assessment Report & Implementation Plan
September 2025

Faculty / Affiliated University College	King's University College	
Degrees Offered	Bachelor of Arts (B.A.)	
Date of Last Review	2015-2016	
Modules Reviewed	Honours Specialization in French Literature and Language Specialization in French Studies Major in French Language and Literature Minor in French Language and Literature	
External Reviewers	Dr. Carmen LeBlanc Department of French Carleton University	Dr. Sante A. Viselli French Studies University of Winnipeg
Internal Reviewer	Vicki Sweeney, Associate Dean, Faculty of Arts & Social Sciences Huron University College	Jiya Sahni Honours Specialization in Biology with a Minor in Political Science
Date of Site Visit	March 18 & 19, 2025	
Date Review Report Received	April 7, 2025	
Date Program/Faculty Response Received	Program: June 12, 2025 Faculty: June 12, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 23, 2025 ACA: October 7, 2025 Senate (for information): October 17, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

Overview of Western's Cyclical Review Assessment Reporting Process

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

This FAR considers the following documents:

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

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

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

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

Executive Summary

The Department of English, French, and Writing (EFW) offers modules in each of these areas and also houses a foundation year program called Foundations in The New Liberal Arts. In terms of the French program modules, the promise is to ensure students progress in terms of language skills, as well as analytical and critical thinking. Modular enrollments in the French program were at 80 in 2024-2025.

The self-study was informed by a student focus group, student survey, alumni survey and a suite of consultations with English and French faculty members and the team members in the Academic Dean's Office. The Centre for Teaching and Learning supported the review of program learning outcomes as well as facilitated a curriculum mapping exercise.

The external reviewers shared a positive assessment of the French Program at King's. They offer nine recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Faculty commitment to student success, a personalized approach, and faculty member research embedded in the service of teaching.
 - Faculty members maintain prolific records in research, grant winning, and publication.
- Emphasizes hands-on learning through immersive reenactments, cultural field trips, and creative language activities. Notable initiatives include a planned experiential trip to Montreal and Ottawa (in collaboration with Political Science and History), "Medieval Night" events, and plans to establish a DELF/DALF Centre.
- Offers four Direct Pathways into Western University's Bachelor of Education, including a dedicated French Pathway with multiple teaching certification options and an impressive near-100% employment rate for Teachers' College graduates.
- Maintains active outreach to local Francophone communities, hosts successful recruitment events like Open Houses and "French Day" for high school students, and fosters interdisciplinary collaboration across departments.
- Achievements include three 2024 Board of Directors' Gold student medal recipients, 95% student satisfaction, and strong alumni endorsements. Students particularly value the small class sizes, high-quality teaching, and supportive community atmosphere.
- Home of the bilingual journal *Transcr(é)ation*, an online publication dedicated to intermediality and the dialogues between texts and films.
- Very dynamic and creative King's French Club, that organizes social events aiming to enhance students' French proficiency and foster a vibrant community of French enthusiasts.

- Students have gained entry to some of the best graduate programs in Canada.

Concerns and Areas of Improvement Identified and Discussed by the Program

- The program faces long-term challenges including an overall decline in student numbers, a drop in Honours Specialization enrollment, and retention issues between first and second year.
- Faculty staffing challenges due to a reduction in full-time faculty, loss of a limited-term instructor to another institution, overreliance on precariously employed part-time staff, and heavier-than-average teaching loads that hinder research productivity.
- Frequent turnover of Academic Program Advisors—eight in six years—has led to administrative instability that negatively affects student recruitment and retention.
- Limited course variety, with student dissatisfaction over the lack of electives and diversity in topics—particularly in areas like decolonization, anti-racism, gender, and sexual identities.
- There is a need for a more in-depth review of the structure of modules with the aim of offering courses that address the needs of today's student population and the shifts in the state of the discipline.
- Limited experiential learning opportunities due to resource constraints, prevent the integration of a community service component and restrict access to structured activities like field trips and community engagement.
- Ongoing communication and collaboration gaps, marked by fragmentation across the college, reduced interdisciplinary engagement, and a need for stronger ties with the Western French department.

Review Process

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

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

- Administrative Staff
- Program Faculty
- Program Students

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

Summative Assessment – External Reviewers' Report

External reviewers shared that *“The French program at King's has a very strong reputation, not only in Ontario and in Canada, but also internationally. The reviewers recognize the central role the program plays in the very existence of the College as a moral compass, and in its partnership with Western for the dissemination of knowledge through teaching, research, and community involvement.”*

Strengths of the Program

- Although limited resources prevent the program from offering a formal community service component, it has significantly expanded experiential learning while actively exploring new partnerships and interdisciplinary collaborations to further enrich student engagement.
- Curriculum is gradually shifting from a traditional focus on canonical texts and French history toward a more decentralized, culturally diverse curriculum, with growing recognition—by both faculty and students—of the need to emphasize practical language skills alongside evolving academic trends.
 - Demonstrated adaptability to the evolving economy by introducing pedagogical innovations and aligning offerings with students' changing interests, needs, and aspirations.
 - Process-based, in-person assessments encourage critical thinking and creativity through collaborative projects—such as videos, events, and performances—while multi-phase essay assignments help ensure authentic student learning and engagement.
 - The flipped classroom model is used in literature and culture courses. According to the faculty, it promotes student engagement. This was confirmed during our meeting with the students.
- Bridging curriculum gaps by offering inclusive, diverse programming that immerses students in a range of value systems, empowering them to critically examine and challenge commonly held beliefs and perspectives.

- Students value the strong sense of community and supportive faculty, highlighting how its diverse student body and inclusive course content reflect King's global educational mission.
- Student evaluations of the French program are highly positive, highlighting excellent instruction, small class sizes, and faculty accessibility, with added value from research assistant opportunities, responsive course scheduling, and growing interest in translation and interdisciplinary offerings to better meet student needs.
- Students can spend their third year at the Université Catholique de Lille in France. Funding is provided by the institution in the form of four scholarships equivalent to the tuition fees.

Areas of Concern or Prospective Improvement

- Underfunded and reliant on limited-term and part-time faculty; in need of additional hires to sustain course offerings, meet graduation requirements, and support its continued success. (*Associated with Recommendation #1*)
 - Sustaining mentorship and research opportunities is challenging without additional resources and recognition of research supervision in workload planning. (*Associated with Recommendation #1*)
- Students would like more emphasis to be placed on practical language acquisition. (*Associated with Recommendation #5*) Pg. 3
 - Emphasize that all language courses are offered in person and include an additional hour of oral conversation in small groups.
- Invest in further engagement with the Franco-Ontarian community. (*Associated with Recommendation #7*)
- Promote double majors and the French Minor—especially in combination with non-traditional disciplines like sciences, education, law, and cultural studies—through clear academic pathways, as these combinations are effective recruitment tools for careers in teaching and public service. (*Associated with Recommendation #9*)
- Traditional literature-focused approach—though pedagogically valuable—is losing appeal among students, prompting a shift toward more broadly themed and popular literature courses.
- While retention rates in each of the modules for the upper years, does not appear to be an issue, further examination should take place at retention from 1st to 2nd year.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

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

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendation #1: To ensure sustainability and growth, it is strongly recommended that the institution bolster its capacity. A hire in French Language, Linguistics, or Translation—ideally with expertise in second language acquisition and pedagogy – is suggested.</p>	<p>Program: The program agrees with reviewers on the urgent need for a new hire, especially since only two permanent faculty currently support the French program. However, due to the broader challenges in post-secondary education and the global decline in French programs, securing a new tenure-track position is difficult. While efforts to secure such a position will continue, the department has arranged a one-year limited-term appointment of a faculty member whose expertise will help enhance program offerings in 2025–26.</p> <p>Faculty: One LTA position from July 1, 2025 to June 30, 2026 has been finalized. The Academic Dean's Office will consider further hiring requests from all academic units based on strategic and budgetary considerations.</p>
<p>Recommendation #2: Prerequisite courses (French 1004, 1010, 1900E or a new course) should be offered in the spring-summer semester for students who need to improve their level of French before entering the program. This could result in increased enrollments.</p>	<p>Program: Currently, French 1004 is the only prerequisite French course at King's, but low enrollment makes it unfeasible to offer both during the year and in the intersession. The department is considering surveying students in 2025–2026 to gauge interest in a summer offering. Before proposing it as an online summer course in 2026, they must consult with Academic Planning and consider logistical factors, including the course's lab component and Western's limited summer French offerings.</p> <p>Faculty: The Dean's Office agrees with and supports the program response.</p>

<p>Recommendation #3: The French-Language Indigenous and Culture in Canada course (French 3760F/G) should be part of the program requirements.</p>	<p>Program: The program agrees that a general Indigenous Studies course should be required for all undergraduate students at King's, and are honoured to be able to offer such a unique course as French 3760F/G. In the current program requirements, while French 3760F/G is not formally identified as a required course for all modules, it is offered every two years and is taken by the vast majority of French students, as evidenced by the high enrolment seen during the last years. In order for this course to become part of the program requirements, a formal module change request must be made to the EPC and forwarded for the proper chain of approval leading to Western's Senate.</p> <p>Faculty: The Dean's Office agrees with and supports the program response.</p>
<p>Recommendation #4: Include a foundation course in second year specifically on French literature from Canada which could include different genres (theatre, short stories, manuscripts, novels, etc.).</p>	<p>Program: The department fully recognizes the importance of French-Canadian literature within a French program at a Canadian university. While this area was once more robust—particularly prior to the unreplaced 2018 retirement—ongoing resource constraints have made it unfeasible to introduce a dedicated second-year course at this time. As a practical alternative, the department will recommend incorporating French-Canadian texts and cultural themes into the existing second-year literature course (FR 2605–2606) to ensure continued exposure to this vital aspect of the curriculum.</p> <p>Faculty: The Dean's Office agrees with and supports the program response. An inclusion of French-Canadian authors into course syllabi would enhance the holistic nature of the second-year foundation course in literature (French 2605F/G – French 2606F/G Reading Literature in French).</p>
<p>Recommendation #5: Add a conversation course specifically dedicated to oral French with tasks such as presentations, recitations, discussions, basic phonetics to help students learn the pronunciation of new words, in an effort to narrow the gap between those who have completed a French immersion program and those who have completed the core French program.</p>	<p>Program: The department appreciates the reviewers' insights and acknowledges shared challenges across institutions in meeting student needs. In response to the recommendation, King's will offer French 2906A/B (focused on oral skills and including a lab component) starting in Winter 2026, as a complement to French 2905A/B, which emphasizes writing and reading strategies.</p> <p>Faculty: The Dean's Office agrees with and supports the program response.</p>

<p>Recommendation #6: King's faculty/administration is strongly encouraged to include at least one French course as a requirement in other programs where relevant (e.g. History, Law and Public Policy, Management, Economics and Mathematics) since French one of the official languages of Canada. This could increase enrolment in French Minor.</p>	<p>Program: The department is thankful for the reviewers' support, which strengthens ongoing discussions with other programs. While the benefits of bilingualism are widely acknowledged, making French courses mandatory for students in other departments would require administrative backing and a formal institutional framework.</p> <p>Faculty: An initiative such as this requires coordinated dialogue across other departments, along with supportive administrative and policy framework to ensure feasibility, equity, and sustainability. The Dean's Office supports the program in engaging in these conversations with other academic programs.</p>
<p>Recommendation #7: Expand outreach to Franco-Ontarian communities, particularly to francophone schools to recruit prospective students, but also to experience firsthand the culture. Consider exploring a community-based experiences by establishing a volunteer program for students wishing to pursue a career in teaching with the three French primary schools and the French secondary school in London.</p>	<p>Program: Francophone schools in Ontario face similar challenges as others across Canada due to declining interest in Liberal Arts. In response, the French Program has actively expanded outreach, notably through two successful "French Day" events that engaged local high school students. To support students pursuing teaching careers, the department plans to propose a new 3000-level course, French Language Skills in the Classroom, which will include a mandatory community-based component involving volunteer work in local French schools.</p> <p>Faculty: The Dean's Office agrees with and supports the program response.</p>
<p>Recommendation #8: Consider the possibility of exchanging faculty expertise with Western or Huron. This would allow diversification of course offerings without stretching resources.</p>	<p>Program: The program recognizes the potential of this recommendation and foresees the immense benefit of an exchange of faculty expertise involving faculty members from several French programs at Western and its affiliates. While the French faculty at King's can attest to a long tradition of collegial relationships, exchanges and collaborative projects with colleagues at Huron and Main, the exchange of faculty expertise as suggested in this recommendation is unlikely to be feasible given the heavy administrative workload involved in this initiative.</p> <p>Faculty: While a faculty exchange could indeed enhance the expertise members of the faculty bring, structural, administrative, and workload constraints may hinder the feasibility of such exchanges. Furthermore, faculty are governed by different agreements and unions which could also add to the challenges.</p>

<p>Recommendation #9: Consider merging the French Language and Literature and the French Studies options into one stream, offering a common foundation with the same language courses for all the modules, including the Minor, followed by specialized courses in 3rd and 4th years.</p>	<p>Program: This is probably the most powerful recommendation to come out of the French Program Review. The program fully supports the proposal to restructure the curriculum around a unified foundational core, followed by specialized courses in the third and fourth years. The program is committed to advancing this initiative and will begin consultations with the administration to explore effective strategies for enhancing the program’s structure. This effort will be grounded in strong college-level foundations and aligned with King's new strategic plan, requiring close collaboration with institutional leadership.</p> <p>Faculty: The Dean’s Office supports the program response and will collaborate with the program on the streamlining of modules.</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 Chair, and the Dean of the Faculty are responsible for enacting and monitoring the actions noted in Implementation Plan.

Note that recommendation #8 was not prioritized in the implementation plan below, given that both the Program and Faculty deem it not to be actionable, as articulated in their responses above.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Bolster capacity via a hire in French Language, Linguistics, or Translation—ideally with expertise in second language acquisition and pedagogy.	<ul style="list-style-type: none"> New LTA one-year term will commence on July 1st, 2025. Prepare and submit a new hire request for a faculty member specializing in French Language, Linguistics, or Translation to the Department of EFW. Upon departmental and Chair approval, forward the request to the Educational Policy Committee (EPC) for further consideration. 	<ul style="list-style-type: none"> Coordinator Dean 	By Sept 2025
Recommendation #2: Prerequisite courses (French 1004, 1010, 1900E or a new course) should be offered in the spring-summer term for students who need to improve their level of French before entering the program.	<p>Explore the feasibility of offering French 1004 as an online summer course in 2026 by taking the following steps:</p> <ul style="list-style-type: none"> Survey students during the 2025–2026 academic year to assess interest in taking French 1004 during the summer term. Consult with King’s Academic Planning and Analysis to evaluate the resource requirements and potential impact on departmental dynamics, especially considering the course’s lab component. Review French course offerings at Western during the intersession, noting that as of Spring–Summer 2025, only French 1910 is being offered due to limited resources and low enrolment. 	<ul style="list-style-type: none"> Coordinator Dean 	By December 2025

Recommendation #3: The French-Language Indigenous and Culture in Canada course (French 3760F/G) should be part of the program requirements.	Initiate the process to make French 3760F/G a required course within the French program by preparing a formal modification request to include French 3760F/G as a required course across all relevant French program modules. Submit the request to the Educational Policy Committee (EPC), and subsequently to Senate committees, for review and approval.	<ul style="list-style-type: none"> • Coordinator • Dean 	By December 2025
Recommendation #4: Include a foundation course in second year specifically on French literature from Canada which could include different genres (theatre, short stories, manuscripts, novels, etc.).	<ul style="list-style-type: none"> • Include French-Canadian texts and cultural topics in the syllabi for French 2605F/G – French 2606F/G, as a realistic alternative to introducing a new second-year foundation course. • Formally communicate this recommendation to faculty teaching French 2605F/G – French 2606F/G. 	<ul style="list-style-type: none"> • Coordinator • Dean 	July 2025
Recommendation #5: Add a conversation course specifically dedicated to oral French to help students learn the pronunciation of new words, in an effort to narrow the gap between those who have completed a French immersion program and those who have completed the core French program.	Confirm the implementation of French 2906A/B, beginning Winter 2026, as a complement to French 2905A/B. French 2906A/B will focus on oral skills development and include a lab component for oral practice, addressing student needs identified in surveys and aligning with recommendations from the Program Review. French 2900 (1.00 cr.) will be replaced by the two half-credit courses French 2906A/B and French 2906A/B.	<ul style="list-style-type: none"> • Coordinator • Dean 	By January 2026
Recommendation #6: Include at least one French course as a requirement in other programs where relevant (e.g. History, Law and Public Policy, Management, Economics and Mathematics).	Informally solicit interest and feasibility of such an initiative with academic leaders across King's. Should this be deemed possible and of interest, craft a plan that includes a policy framework.	<ul style="list-style-type: none"> • Coordinator • Dean 	Check in at June 2028 progress report
Recommendation #7: Expand outreach to Franco-Ontarian communities, particularly to francophone schools to recruit prospective students, but also to experience firsthand the culture. Consider exploring varied	<ul style="list-style-type: none"> • Strengthen outreach and community engagement efforts in support of French program recruitment and experiential learning by expanding the successful French Day initiative. • Develop a new 3000-level course proposal titled French Language Skills in the Classroom that will: <ul style="list-style-type: none"> • Be open to third- and fourth-year students interested in teaching careers. 	<ul style="list-style-type: none"> • Coordinator • Dean 	By June 2026

community-based experience formats.	<ul style="list-style-type: none"> Establish the foundations of a volunteer program for French students, requiring students to complete a minimum of 5 hours of volunteer work in a local French school. 		
Recommendation #9: Consider merging the French Language and Literature and the French Studies options into one stream, offering a common foundation with the same language courses for all the modules, including the Minor, followed by specialized courses in 3 rd and 4 th years.	Initiate restructuring of the French Program to establish a more cohesive and strategic curriculum by: <ul style="list-style-type: none"> Developing a common foundational core for all French program modules, followed by specialized courses in the third and fourth years. Launching consultations with administration to explore structural improvements aligned with the College's strategic plan. Ensuring collaboration across departments and administrative units to build a strong institutional foundation that supports long-term program sustainability and growth. 	<ul style="list-style-type: none"> Coordinator Dean 	By December 2026

ITEM 13.2(c) – 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 donor-funded scholarships, awards and prizes shown in Item 13.2(c), 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

Jodi Freeman Award

Awarded to full-time undergraduate students in any year of any program in any faculty based on academic achievement and financial need. Preference will be given to candidates who are in Year 2 and live in a Western main-campus student residence. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000, awarded annually

Effective Date: 2025-2026 academic year

This award honours the life, spirit and legacy of a remarkable woman and celebrates her lasting contributions to the Western University community both as a student and staff member. A dedicated and inspiring leader, Jodi was the first two-time recipient of the Western Award of Excellence – the university's highest honour for staff members. Her influence was far-reaching and her leadership, compassion and unwavering kindness left a deep impression on both students and colleagues. This award reflects Jodi's lifelong commitment to student life and her belief in the importance of belonging.

Faculty of Engineering

Schaeffler Engineering Award

Awarded annually to full-time undergraduate students in Year 3 in the Faculty of Engineering, based on academic achievement. Preference will be given to students in the Department of Mechanical and Materials Engineering or in the Department of Electrical and Computer Engineering. The Faculty of Engineering will select the recipients.

Value: 1 at \$2,000 awarded annually

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

This award is made possible by the generosity of Schaeffler Canada Inc and Schaeffler Aerospace Canada Inc.

Faculty of Law

Robert M. Solomon Prize for Public Health & Injury Prevention Advocacy

Awarded to a full-time undergraduate student, JD program, Faculty of Law, who writes the best paper in a credit course advocating for change in public policy in the field of health care or injury prevention. The Faculty of Law will select the recipients.

Value: 1 at \$1,500 awarded annually

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

The prize honours the career and mentorship of Robert Solomon, who taught at Western for over 40 years. His work in the fields of addiction, health care and impaired driving law has driven meaningful reform across Canada and internationally. In particular, he has had a remarkable impact on the field of impaired driving law, including serving as the national director of legal policy for MADD Canada for many years. In 2013, he was named a Distinguished University Professor. Funding for this prize is provided by a friend and colleague.

ITEM 13.3(a) – McIntosh Gallery Annual Report

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The McIntosh Gallery Annual Report for the period from May 1, 2024 to April 30, 2025 is presented to Senate for information in accordance with the Senate Committee on University Planning's Terms of Reference. The Annual Report is compiled by the Office of the Director of the McIntosh Gallery.

ATTACHMENT(S):

[McIntosh Gallery 2024-2025 Annual Report](#)

McIntosh Gallery Annual Report 2024-2025





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Front cover images (clockwise from top left): Opening reception for *Sasha Opeiko: a movement of darkness on darkness*. Opening reception for *Sanaz Mazinani: From Elsewhere to Here*. Opening reception for *Laura Moore: Memories of the Future*. Participants in *Replanting the Coves* hold letters from Paul Chartrand's living text sculpture.

Director's Report

Taking Stock and Embracing Change

McIntosh Gallery is navigating through an exciting time in its evolution as we recalibrate our practices and our focus in response to the changing world and our changing community. The 2024 – 2025 year was spent Taking Stock and Embracing Transformation. With a focus on developing a new strategic plan, it was a year of deep reflection, active listening, and visionary planning. Working with The Osborne Group, a comprehensive and exhaustive process was initiated that included surveys, interviews, focus groups, and a full day retreat with the Gallery Advisory Committee and staff. We anticipate our new strategic plan (2026 – 2030) will be completed by December 2025.



While engaged in community conversations, we worked behind the scenes conducting an ArtShare inventory and condition report on all 650 pieces from the collection that are placed in 53 departments and various locations around campus, from the D. B. Weldon Library to the Office of the President. This process included many conversations with people who participate in ArtShare as we strive to revitalize and breathe new life into the program and streamline our processes.

We welcomed two new members of the artistic team in 2024—2025. Aaron Guravich joined the McIntosh as Gallery Operations Specialist (Collections, Exhibitions, and Facility), with a significant portion of his role focused on the ArtShare program and contributing to the overall management and registration of the collection. Rachel Deiterding was hired as the Curator of Collections and Special Projects with the goal of conducting a multi-year initiative, Connecting through Collections, which is focused on reinvigorating the McIntosh's critical engagement with the permanent collection and our community.

The project consists of a comprehensive collection audit that includes scrubbing data to ensure its integrity, updating the fair market value of key works, completing an inventory and condition report of all works, and identifying the gaps and strengths of the collection. This work will culminate in an updated collections policy and collecting practices as we work to decolonize and re-focus the collection. We are committed to being transparent and inclusive in this work, and the exhibition and programming framework being implemented will weave the collection review, strategic plan, programming, and decolonizing work together.

Two exhibitions that reflected McIntosh's priorities this year were *In Search of a Loss of Self: The Language of Alterity* co-curated by first and second-generation Muslim-Canadian artists and scholars, Soheila Esfahani and Mélika Hashemi; and *Laura Moore: Memories of the Future* curated by Adam Lauder. Esfahani and Hashemi performed a survey of the McIntosh Gallery permanent collection and failed to see themselves reflected in the collected works or under database search keywords. Consequently, they argue that Islamic art and artists fall into the cracks of collection acquisition practices and, through the exhibition, offered suggestions on how to address these absences. *Laura Moore: Memories of the Future* was the first mid-career survey of Moore's work. The exhibition delivered a poignant reflection on the environmental impact of planned electronic obsolescence, as we consider ways that our exhibition and collecting practices can be more sustainable.



Installation view of *In Search of a Loss of Self: The Language of Alterity*, curated by Soheila Esfahani and Melika Hashemi, September 20- December 7, 2024.

In January 2025, Heather Carey joined McIntosh as the Gallery Operations Officer (Administration and Engagement). Heather is focused on building a strategy to increase overall engagement in our programs and activities and developing a plan to streamline our internal systems and update our operations.

As we look to engage more students and increase our impact, new outreach initiatives were piloted in 2024/2025, most notably the R&Art program. Presented in the empty gallery during exhibition changeover, R&Art offered students, faculty, staff, and the public a unique opportunity to connect, create, and explore artistic expression, and to meet fellow students and colleagues in a creative, welcoming environment. Word about the program spread and we began collaborating with Student Wellness & Wellbeing, Campus Recreation, and Western Sustainability to build on the initiative under a new name: Art Thrive.



Many thanks to our friends, donors, funders, volunteers, and staff who contributed to a remarkable and inspiring year. It is an exciting time for the McIntosh as we emerge from this reflective journey with renewed vigor and a bold sense of purpose. We look forward to sharing the new vision for the McIntosh in the coming year. Meanwhile, we continue to work together to cultivate a dynamic space for diverse and powerful narratives in a way that celebrates and uplifts multiple worldviews and forms of knowledge through the transformative power of art.

Lisa Daniels
Director

Collections Report

We are grateful to the artists and donors who acknowledge the importance of the McIntosh's permanent collection with their generous gifts. After many years of capacity limitations, McIntosh Gallery has committed to looking inward at the collection, turning the focus to auditing the collection and planning for its future.

A sculpture that was promised to the McIntosh in 2023 arrived and was accepted into the permanent collection in 2024/2025. *Flow*, a bronze sculpture by American artist Bathsheba Grossman, was commissioned and donated by Bruce Wonnacott and Dr. Paul Wonnacott. The sculpture's form was created using an algorithmically-driven mathematical model inspired by knot theory. Through the combination of coding and 3-D printing with algorithmically driven organic forms, Grossman's sculpture puts contemporary art in dialogue with mathematics. It also commemorates the relationship between the Wonnacott family and Western University.



Images (left to right): Bathsheba Grossman, *Flow*, 2024, Bronze. Members of the Wonnacott family visit *Flow* in the International and Graduate Affairs Building at Western.

A long-overdue inventory of the work that is shared across campus through the ArtShare program began in the summer of 2024. This work took the better part of a full year as there are approximately 650 works in the program. While this inventory was taking place, ways to update and streamline the program, while ensuring the care and safety of the art, began to emerge. The work of consolidating and analyzing the data and feedback gathered through the inventory process is now underway. We expect to address the waitlist and roll out the updated program over the next year.

Since October 2024, work has been focused on developing a plan to better understand the collection and its history through a detailed collections audit and review that will identify gaps, strengths, challenges, and opportunities for change and growth within the collection and the gallery's collecting strategy. This is a multi-year process that will include a physical audit of the collection, an audit of the related collections data, and a thematic, data-centred collections review that will culminate in an updated collections policy, collections procedures, and a collections development plan. Together, this work will inform the direction of the collection moving forward.

In January 2025, work on the collection review began with a quantitative analysis of the collection and its associated data. This work informed the development of the exhibition series *Holding Patterns* which seeks to publicly recognize the internal work focused on the collection. The first iteration of the exhibition series *Holding Patterns: the short view – Recent Acquisitions from the McIntosh Gallery Collection* was mounted in April 2024. Through a selection of recent acquisitions, the exhibition looked to the recent past to reflect on conversations that have been entangled with the collection over the past several years, while also posing critical questions about what it means to collect in the contemporary moment.

Alongside the exhibition, McIntosh launched *Let's Talk Collections*, a bi-annual lecture series that shares the most interesting and challenging developments with the collections audit and review process. The first lecture, *What's Up With the McIntosh Gallery Collection*, was hosted in collaboration with the Art Dealers Association of Canada's *Canadian Art Hop*. It presented the story of collecting at McIntosh Gallery since the 1920s and reflected on how this history has informed recent acquisitions. Future collections-based exhibitions, including the forthcoming *Holding Patterns: the long view – A Look Inside the McIntosh Gallery Collection*, will continue to make visible the work of the collections audit and facilitate public conversation about the collection and what it could look like moving forward.



Images (left to right): Installation view of *Holding Patterns: the short view*, curated by Rachel Deiterding. Rachel delivers the first lecture, *What's Up with the McIntosh Gallery Collection*, as part of the ADAC *Canadian Art Hop*.



Collection vault.

Throughout the Winter semester, work on the collection audit and review advanced with support from student interns and volunteers. Natasha Beaudoin, a Master's in Fine Art student, conducted in-depth research on the Portraits of Record to better understand their history and their role within the University and the collection. Liam Bousada, an undergraduate student at Ivey, assisted in gathering valuation information to support an updated collection appraisal that will be completed as part of the collections data audit.

Next steps include conducting a physical audit of over 4,350 artworks. This year we successfully received a Young Canada Works in Heritage Organizations Grant to support the hiring of a Collections Assistant on a one-year contract to execute this process. This role began in June 2025.

In 2025/2026, we will continue to focus on future-oriented collection work to advance the collections audit and review process, while supporting the priorities of the McIntosh Gallery's new strategic plan.

Rachel Deiterding
Curator, Collections & Special Projects

Acquisitions

2024.0003

Grossman, Bathsheba

Flow, 2024

Bronze

180.2 x 66.6 x 69.4 cm

Gift from Western University graduates Ronald Wonnacott (BA 1955), Paul Wonnacott (BA 1955), Thomas Wonnacott (BA 1957), Joy (Wonnacott) Becker (BA 1968) and Alma (Wonnacott) Scovil (BA 1969).



Curator's Report

The 2024-2025 year was marked by an ambitious series of exhibitions that tackled important issues ranging from our relationships with the environment, technology, and the self to a deep investigation into McIntosh Gallery's past collecting practices and what they mean for the future.

The year began with a pair of exhibitions that focused on the importance of environmental stewardship and the potential consequences of ecological carelessness: *The Coves Collective's unclaim. unsettle. belong*, curated by Helen Gregory, and Matt Bahen's *Coming Down the Mountain*, curated by Matthew Ryan Smith. London-based Coves Collective is a group of artists, educators, and activists who share a thoughtful approach to their responsibilities and relationships to and with the land, specifically within the context of the Coves, an Environmentally Significant Area located in the centre of London, Ontario. Their work is informed by Indigenous pedagogy and epistemology and is grounded in a philosophy of reciprocity, kinship, and care towards the land. The exhibition culminated in a beautiful community-based closing event where the letters that comprised Paul Chartrand's living text installation (grown from locally sourced native plant seeds) were planted in the Coves. In contrast, Matt Bahen's solo exhibition of lush impasto landscapes featured acid ponds, forest fires, floods, and other environmental catastrophes, reminding us of the potential consequences of allowing our careless treatment of the environment to remain unchecked. Despite the cautionary nature of the work, the exhibition was stunningly beautiful, very popular, and well-attended.



Installation view of The Coves Collective's *unclaim. unsettle. belong*. curated by Helen Gregory.



Installation view of Sasha Opeiko's *a movement of darkness on darkness*, 2024.

The summer exhibitions featured two graduate student thesis exhibitions, demonstrating our ongoing commitment to supporting students in the Department of Visual Arts. Sasha Opeiko's Ph.D. thesis exhibition *a movement of darkness on darkness* meditated on the notion of melancholy as applied to the ontology of obsolete technology: crumbling found material dimly lit by bare bulbs, glitching found video, scanned 3D objects, and technology on the border of obsolescence created a powerful commentary on the proliferation of waste arising from capitalist systems of production. Brittany/Andrew Forrest's M.F.A. thesis exhibition *Lullaby* featured a series of visceral mixed media sculptures that examined the role of defense mechanisms in our construction of self.

In September 2024, we welcomed a new academic year with two exhibitions that challenged perspectives and assumptions about how we understand and categorize the world. Sanaz Mazinani's timely installation *From Elsewhere to Here*, curated by Helen Gregory, asked us to consider how social and mainstream media, as well as our individual sociocultural backgrounds, influence how we perceive, interpret, and respond to war and geopolitical conflict.



Installation view of *Sanaz Mazinani: From Elsewhere to Here*, curated by Helen Gregory.

In Search of a Loss of Self: The Language of Alterity, curated by Soheila Esfahani and Mélika Hashemi, provided a forum in which the curators surveyed the McIntosh Gallery Permanent Collection in search of Islamic representation. Employing the “punk” curatorial methodology of bricolage, they brought together seemingly disparate ideas, ephemera, and objects into a post-Orientalist re-storying of works from the collection. This project also critiqued the limitations of database search keywords used to locate and describe works in the collection.

Our winter exhibition featured an ambitious mid-career retrospective of the work of Laura Moore. *Memories of the Future*, curated by Adam Lauder, provided a timely exploration of the wastefulness of planned electronic obsolescence, asking what future archaeologists might make of the mountains of discarded personal devices that define the current era. The exhibition was accompanied by an interdisciplinary panel discussion between Laura Moore, Dr. Alyssa Centivany (Assistant Professor in the Faculty of Information and Media Studies at Western University, researching technology policy, law, and ethics), and Dr. Kirsty Robertson (Director of Museum and Curatorial Studies and Director of the Centre for Sustainable Curating). This thought-provoking discussion covered topics such as memory, technology and waste, planned obsolescence, and the legal and ethical implications of the right to repair movement.



Alize Zorlutuna shares a Çay (tea) service with visitors to their exhibition
Above Borders, Beneath Words, April 2025.

In April, mounted adjacent to *Holding Patterns: the short view – Recent Acquisitions from the McIntosh Gallery Collection*, Alize Zorlutuna's *Above Borders, Beneath Words*, curated by Helen Gregory, invited viewers to consider our relationship to land and water beyond geopolitical borders and national identities. Arranged around a central installation of Turkish kilims, pillows, and hand-crafted rugs that encouraged conversation, the exhibition provided a tranquil space within an institutional context where we might engage in generative discourse about how we might live responsibly together. The exhibition opened with a tea service and conversation guided by Zorlutuna in which guests were invited to reflect on what it means to be a guest on Indigenous land.

Through our exhibitions and curatorial programs, McIntosh Gallery contributes to vital discussions about important social and environmental issues that will impact us in the years to come. We look forward to continuing this work in the upcoming year.

Helen Gregory
Curator

Exhibitions

McIntosh exhibitions were highlighted in several online journals this year. Paul Walde's exhibition *Glacial Resonance* was reviewed by Rashana Youtzy in *Public Journal*. Laura Moore's exhibition *Memories of the Future* was written about by Vincent Cherniak for *Centred.ca*, and by Matthew Ryan Smith for issue #141 of *Espace Art Actuel*. The Western Gazette released a six-and-a-half-minute video profiling the Gallery and offering a behind-the-scenes look at the work of the Gallery.

Title: *unclaim. unsettle. belong*

Artists: The Coves Collective: Kristin Bennett, Paul Chartrand, Reilly Knowles, Sheri Osden Nault, and Michelle Wilson

Dates: April 1 – June 1, 2024

Curator: Helen Gregory

Title: *Coming Down the Mountain*

Artist: Matt Bahen

Dates: April 1 – June 1, 2024

Curator: Matthew Ryan Smith

Title: *a movement of darkness on darkness*

Artist: Sasha Opeiko

Dates: June 13 – July 20, 2024

Curator: PhD Thesis exhibition

Title: *Lullaby*

Artist: Brittany/Andrew Forrest

Dates: August 6 – September 6, 2024

Curator: MFA Thesis Exhibition

Title: *In Search of a Loss of Self: The Language of Alterity*

Artists: Ronald Langley Bloore, David Bolduc, Michael Durham, Jamelie Hassan, Stephen Livick, Johnnene Maddison, William Blake Richmond, Thelma Rosner, Robert Wolfe

Dates: September 20 – December 7, 2024

Curators: Soheila Esfahani and Mélika Hashemi

Title: *From Elsewhere to Here*

Artist: Sanaz Mazinani

Dates: September 20 – December 7, 2024

Curator: Helen Gregory

Title: *Memories of the Future*

Artist: Laura Moore

Dates: January 17- March 15, 2025

Curator: Adam Lauder

Title: *Above Borders, Beneath Words*

Artist: Alize Zorlutuna

Dates: April 5 – May 30, 2025

Curator: Helen Gregory

Title: *Holding Patterns: the short view - Recent Acquisitions from the McIntosh Gallery Collection*

Artists: Soheila Esfahani, Angela Grauerholz, and Meryl McMaster

Dates: April 5 – July 11, 2025

Curator: Rachel Deiterding

Publications

The Botanical Turn

Essay by Giovanni Aloï

Additional text by Helen Gregory

Exhibition dates: September 23 - December 11, 2021

ISBN: 978-0-7714-3203-3

In Search of a Loss of Self: The Language of Alterity

Essay by Soheila Esfahani and Mélika Hashemi

Exhibition dates: September 20 – December 7, 2024

ISBN: 978-07714-3201-9

Paul Walde: Glacial Resonance

Essays by: Mark Cheetham and Stephanie Smith

Additional text by: Charo Neville and Paul Walde

Exhibition dates: January 21 – April 1, 2024

ISBN: 978-1-895497-90-6

Impact & Outreach Report

While much of our energy and focus this past year was on rebuilding the team, taking stock of current programs and processes, and planning for the future, our commitment to presenting engaging community outreach programs continued.

As we continue to explore creative ways to engage and have an impact in the lives of our community, Reilly Knowles was hired on a part-time, limited-term contract to develop and offer a series of outreach programs and projects. After hosting a booth at Western's Science Rendezvous and the Health & Wellness fair, Reilly developed and offered weekly tours of current exhibitions and the sculpture garden, as well as creative hands-on art activities to the children participating in the many summer camps offered at Western.

The first of three *R&Art* programs was delivered in September of 2024 with over 100 students participating. Designed to offer students a creative social space to meet up with fellow students, and try their hand at unique art activities, a total of three sessions were offered at the Gallery over the course of the 2024/2025 academic year. As word about the program spread, we began exploring how we could work with Student Health & Wellness. At the same time, Western Student Recreation Centre requested two sessions during exam time in April to offer students another outlet to relieve stress.



With growing interest in the program, we successfully applied for funding through the Western Sustainability Fund and will launch *Art Thrive: Elemental Forces* in September 2025. Building on the *R&Art* program, *Art Thrive: Elemental Forces* is a social and creative space where connection and creativity is paramount. Through video art, moving images, and a unique and fun artistic activity led by local artists, each event celebrates an elemental theme—earth, wind, fire, and water. Through a series of seven thematic video art drop-in programs presented at various locations across Western's campus, each event is designed to reduce feelings of anxiety, stress, and social isolation in the participants, all of which are associated with the rise of Eco-distress in young people aged 18 – 25.

For the second year in a row, McIntosh participated in the 2025 Canadian Art Hop which is organized by the Art Dealers Association of Canada. Focusing on the exhibition *Holding Patterns: the short view*, the day began with a short tour of the exhibition before transitioning to a public forum to discuss collecting and its future. Other outreach initiatives that started in 2024/2025 included Art + Green Walks. In partnership with Western Sustainability, McIntosh will co-lead walking tours of campus that include stops at some of McIntosh's sculptures around campus.

We are always grateful to the Art & Travel committee, a group of passionate art lovers who organize excursions to museums, galleries, and cultural sites world-wide. In addition to offering inspiring, art-focused trips, they support the collection with an annual donation for the acquisition of artwork.



Participants at the inaugural *Art + Green Walk*, in collaboration with Western Sustainability, Spring 2024.

Public Programs

Student Internships

Ongoing

Providing experiential learning opportunities for undergraduate and graduate students in the Department of Visual Arts and Faculty of Information and Media Studies, and other faculties.

McIntosh Gallery Art & Travel Committee Trips and Lectures

Ongoing

Organized by a committee of volunteers, the Art & Travel Committee hosts several lectures and day trips to museums and galleries each year. Some highlights from 2024-2025 included a trip to the AGO to see exhibitions *Making Her Mark: A History of Women Artists in Europe, 1400-1800* and *Tissot, Women and Time*; the Aga Khan Museum to see the popular exhibition *The Moon: A Voyage Through Time*; a trip to Hamilton to see the Dan Lawrie International Sculpture Collection at the Royal Botanical Gardens and *Heather McNicoll: An Impressionist Journey* at the Art Gallery of Hamilton.

Tours

Ongoing

Throughout the year, McIntosh curatorial staff develop tours at the request of faculty from across the University as well as local community groups.

ArtHop

Let's Talk Collections: What's Up with the McIntosh Gallery Collection

May 3, 2024 (Annual)

Joining over 100 galleries and Art Centres from across Canada, Curator of Collections & Special Projects and Museum and Curatorial Studies alumna, presented a look inside ongoing work to review the McIntosh Gallery collection and the many questions and challenges that accompany this project.

Science Rendezvous

Tree Ring Printmaking: Mother Nature Cards

May 11, 2024

Highlighting the "A" in "STEAM", Science Rendezvous is part of a nationwide initiative coordinating science and art activities for kids and community members of all ages.

REACH Sculpture Garden Tours

May 2024

These participatory tours of the McIntosh Gallery Sculpture Garden were geared towards at-risk youth and introduced them to ways to enjoy art, and to critically analyze and talk about art in a university setting.

Summer Camp Collaborations

Summer 2024

McIntosh provided participants in the Western summer camps tours of exhibitions and the Sculpture Garden as well as thematically related art workshops.

Replanting the Coves

June 1, 2024

Participants were led by members of The Coves Collective on a guided community walk through the Coves where native plants grown in artist Paul Chartrand's living text sculpture were transplanted on the land around which the exhibition centred.

R&Art

September 11, 2024, December 9, 2024, March 19, 2025

The program invited students into the Gallery during exhibition turnover to rest, relax, and participate in an artmaking activity. Run three times in 2024/2025, the program inspired a collaborative version of R&Art with Western Sport and Recreation Services and Student Health and Wellness in April 2025 that occurred off-site at the Rec Centre.

Sanaz Mazinani: Artist Talk

November 14, 2024

This virtual artist's talk with Sanaz Mazinani, in support of her exhibition *From Elsewhere to Here*, was presented in collaboration with the Department of Visual Arts course Art Now!

Panel Discussion: Memories of The Future

February 26, 2025

This event put artist Laura Moore's work in conversation with the research of Dr. Kirsty Robertson (Director, Centre for Sustainable Curating) and Dr. Alissa Centivany (Professor, Faculty of Information and Media Studies, and specialist in the Right to Repair movement). The discussion addressed memory, technology and waste, planned obsolescence, and the right to repair.



Panel Discussion: Memories of the Future, 2025.

Art+Green Walking Tours

March 27, 2025

Presented in partnership with the Office of Sustainability and Western Health & Wellness, this event integrated opportunities for wellness-based reflection and interaction with public sculpture around campus. The intention of the walk was to encourage participants to slow down and experience art on campus, positioning art as a tool to help improve wellbeing.

Leaving the Table: çay service and guided conversation

April 5, 2025

Part performance, part guided conversation, *Leaving the Table* has been part of Alize Zorlutuna's practice since 2019. Over tea and Baklava, the artist asked participants to gather in a space that acknowledges the challenge of reconciling the ongoing legacies of colonial histories with the reality that this place has been a refuge for many.

Around the Reference Table: Study Along

April 9 – April 23, 2025

Timed during exam season, this program used the reference table installed in *Holding Patterns: the short view*—a study table populated with resources that illustrate ongoing research into the collection—to invite students to study in the exhibition space. Study opportunities were open on a drop-in basis and at scheduled weekly facilitated study sessions. It addressed the need to be together during the busy time of exams and the constant need for new workspaces on campus, and encouraged students to enter the Gallery who may not have otherwise.





Updated signage in front of the gallery.

Communications Report

While this has been a year of transformation, 2024-25 offered many opportunities for analysis and introspection, providing greater insight into McIntosh’s audience. As part of the strategic planning process, a total of four campus-wide and community surveys were distributed and provided useful insights into our audience. The results helped clarify who our audience is, when and why they attended, and what would keep them coming back. Results of the survey’s confirmed that most of our visitors came to see the exhibitions, but there was a clear indication that interest in attending ancillary and outreach programming was on the rise. Many participants cited that the opportunity to experience new things, together with increased publicity, would entice them to visit more frequently.

McIntosh’s social media presence and mailing list continued to grow throughout the year. Developing printed materials to reach new members of our campus community has proven to be an effective way to keep our visitors interested and encourage return visits. Growth in awareness has also been accelerated through continued collaborations with other departments, and an increased presence on campus.



Images (left to right): Instagram reel made by communications volunteer Xue Sha. Gallery Attendant, Karam Bhuee participates in reel to promote R&Art collections workshop. Staff and volunteers receive a tour of *Holding Patterns: the short view* from curator Rachel Deiterding.

There has been a significant increase in volunteer inquiries over the past year, specifically from students who are interested in collection work, and in supporting communications through social media collaborations and networking with their peers. As we develop our communication plan alongside our volunteer program, meaningful student engagement opportunities will be key to continued expansion of our student audience and overall impact on campus.

Data from the strategic plan surveys provided the information needed to begin to refocus and think about new strategies to reach a broader audience. In May, we implemented new data collecting protocols to ensure we had sufficient information to support decision making, grant reporting, fundraising, and community engagement. We are excited to work with our student volunteers and interns to develop impactful marketing and creative communication strategies that will help us to achieve our new strategic priorities.

Heather Carey,
Gallery Operations Officer (Administration & Engagement)

Donor Report

In 2024/2025 McIntosh gratefully accepted \$180,061.00 in donations from monthly and annual donors, as well as from one-time contributions through two legacy pledges. These donations are essential to our operations and support our exhibitions, programs, and collection work.

Thank you to our 2024/2025 donors.

Dr. Elaine Bjorklund Philbrick
Dr. Florentine Strzelczyk
Dr. Linda Miller and Dr. Chris Lee
Dr. Nancy Geddes Poole
Dr. Rod Willis and Mrs. Faye Willis
Anonymous (x5)
Mr. Douglas McAndless
Mr. Duncan de Kergommeaux
Mr. Ian McIntosh
Mr. Ian Tripp
Mr. John Murphy
Mr. Paul Walde and Mrs. Christine Walde
Mrs. Judith Rodger and Dr. Wilson Rodger
Mrs. Thelma Rosner and Professor David Rosner
Mrs. Viola Weil
Ms. Catherine Elliot Shaw
Ms. Elizabeth King
Ms. Judith Shaw
Ms. Roberta Cory
Professor Jan Shepherd McKee and Reverend Keith McKee
Professor Joel Faflak
Professor Patrick Mahon and Ms. Barbara Mahon
Yayoi Shionoiri

Gallery Advisory Committee

Linda Miller, Faculty, Past Chair
Catherine Elliot Shaw, Past Curator/Acting Director McIntosh Gallery
Joel Faflak, Faculty Arts & Humanities
Lyn Purdy, Faculty Ivey Business
Ruth Skinner, Staff SASAH
Geoffrey Little, Vice Provost & Chief Librarian
Shelli Cassidy-McIntosh, Alumni Co-oner/Director Olga Korper Gallery
Richard Nixon, Alumnus, Partner DLA Piper Law Firm & Art Collector
Karam Kaur Bhuee, Student, Arts & Humanities/SASAH
Rawan El Moghrabi, Student, Engineering Computer Science
Patrick Mahon, Artist
Jessica Karuhanga, Artist

Ex-Officio

Florentine Strzelczyk, Provost & Vice President (Academic)
Christy Bressette, Vice Provost & Associate Vice President Indigenous Initiatives
Alena Robin, Chair, Department of Visual Arts

McIntosh Gallery Team

Staff

Lisa Daniels, Director
Heather Carey, Gallery Operations Officer (Administration & Engagement)
Helen Gregory, Curator
Rachel Deiterding, Curator Collections & Special Projects
Aaron Guravich, Gallery Operations Specialist (Collections, Exhibitions, Facility)
Reilly Knowles, Outreach Coordinator (Part-time contract)
Dickson Bou, Preparator (Casual)

Work Study Students

Chrysanthi Balaka
Karam Bhuee
Shayma Masaud-Wahaishi
Naomi Miedinger
Mustafa Raja
Faaiz Abdul-Ur-Rehman
Angela Ryoo

Volunteers & Interns

Liam Bousada

Kylie Copeland

Leena Mohamed Faleel

Densika Ravindiralingam

Natasha Beaudoin (Intern)

Art & Travel Committee

Stefan Andrejicka

Katheleen Brown

Mary Lake Collins

Susan Henderson

Catherine Littlejohn

Sandra March

Mary Redekop

Louise Sabourin

Sophie Skaith

Gabriella Sterescu

Wilda Thomas

Viola Weil

Nancy Wright



Installation view of Sasha Opeiko's *a movement of darkness on darkness*, 2024.

Mission

McIntosh Gallery is a centre for the presentation and dissemination of advanced practices and research in the fields of art history and contemporary visual art. McIntosh serves the students, faculty and staff of Western University and the broader community of the City of London as a teaching and research resource. Ongoing programs and services actively promote innovative projects in the production, exhibition, interpretation and collection of visual culture.

Vision

To be nationally recognized as a leader among university-based public art galleries for creative interpretation and scholarly research in art and visual culture.



Land Acknowledgement

We remember and acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our programs, research, and community service.

Our Supporters and Partners





ITEM 14.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

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

ITEM 15.0 – Question Period

ACTION: ☐ APPROVAL ☐ INFORMATION ☒ DISCUSSION

Questions for Senate to be addressed during the agenda.

Questions regarding agenda items, received by Wednesday, October 15, 2025, at noon, will appear here.

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

Questions that were submitted in advance of the October 8, 2025 Operations/Agenda Committee (OAC) meeting, in accordance with section 4.2.2 of Senate's Adopted Policies and Procedures (set out below), are listed under [item 6.2](#).

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

Excerpt from Senate's Adopted Policies and Procedures:

4. Questions for Senate

4.1 Questions regarding matters on the agenda

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

4.2 Question Period

The Question Period has two functions:

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

4.2.1 Questions and Issues for Discussion

- (a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or

redirect it to an appropriate unit on campus for a response.

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

4.2.2 General Regulations

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

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

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

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