



Senate

Notice of Meeting

Friday, February 13, 2026, 1:30 p.m. – 4:30 p.m.

Somerville House, Great Hall

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 Meeting Book - February 13, 2026

Agenda

1.0 Land Acknowledgement

2.0 Minutes of Previous Meetings

2.1 Minutes of the Meeting of December 5, 2025 Approval

2.2 Minutes of the Meeting of January 16, 2026 Approval

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)

Information

6.1 Questions for Senate

Information

7.0 Report of the Nominating Committee (G. Little)

7.1 Membership – Senate Committee on Academic Policy Action

7.2 Membership – Senate Review Board Academic (SRBA) Action

7.3 Membership – Subcommittee on Undergraduate Academic Courses (SOC) Action

7.4 Membership – Senate Committee on University Teaching Awards (SUTA) Action

7.5 Membership – Senate Committee on University Planning (SCUP) Action

8.0 Report of the Senate Committee on Academic Policy (K. Yeung)

8.1 Annual Scholastic Offences Report (2024-25) Information

9.0 Report of the Senate Committee on Academic

Curriculum and Awards (A. Johnson)

9.1 Schulich School of Medicine & Dentistry: Introduction of an Honours Specialization in Public Health Approval

9.2 King's University College: Introduction of a Certificate in Religious and Cultural Diversity Approval

10.0 Report of the Senate Committee on University Planning (S. Schmid)

10.1 Subcommittee on Enrolment Planning and Policy Report Approval

11.0 Report of the University Research Board (A. Allan) Information

12.0 Report of the Academic Colleague (S. Roland) Information

13.0 Unanimous Consent Agenda

13.1 Items from the Operations/Agenda Committee

13.1(a) Annual Report of Convocation Board - 2025 Information

13.2 Items from the Senate Committee on Academic Policy

13.2(a) Revisions to the Policy on "Course Numbering Policy, Essay Courses, and Hours of Instruction" Approval

13.2(b) Faculty-Specific Undergraduate Sessional Dates (2026-2027) Information

13.3 Items from the Senate Committee on Academic Curriculum and Awards

13.3(a) Faculty of Education: Introduction of OSAP- Eligible Micro-credentials (EDAQ 5855, EDAQ 5856, EDAQ 5909, EDAQ 5910, EDAQ 5911) Information

13.3(b) Faculty of Engineering, Department of Mechanical and Materials Engineering: Withdrawal of the Engineering Externship Program for Mechanical Engineering Approval

13.3(c) Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Correction to the Effective Date for the Withdrawal of the Western-Fanshawe Collaborative Bachelor of Science in Nursing	Information
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13.3(d) Faculty of Law and School of Graduate and Postdoctoral Studies: Withdrawal of the Combined Juris Doctor / Master of Arts in History	Approval
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13.3(e) Revisions to the Terms of Reference of the Subcommittee on Program Review – Graduate	Information
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13.3(f) New Donor-Funded Scholarships, Awards and Prizes	Information
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13.4 Announcements and Communications

13.4(a) Academic Administrative Appointments	Information
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14.0 Items Removed from the Consent Agenda

15.0 Question Period

16.0 New Business

Land Acknowledgement

Action: ☐ Approval ☐ Information ☐ Discussion

Melanie Mills will offer a land acknowledgement 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

Minutes of the Meeting of December 5, 2025

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That the minutes of the meeting held on December 5, 2025, be approved as presented in item 2.1.

Executive Summary:

The Minutes from the Senate meeting of December 5, 2025, were deferred for approval at a Senator's request. The University Secretary revised the Minutes, and the revised version is being presented to Senate for approval.

Documentation Provided:

The revised Minutes of the Senate meeting held on December 5, 2025



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

December 5, 2025

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

SENATORS:

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

Observers:

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

LAND ACKNOWLEDGEMENT

C. Barteet offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

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

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

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

CARRIED

BUSINESS ARISING FROM THE MINUTES

Update on the Western Campaign

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

REPORT OF THE PRESIDENT

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

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

ITEM 3.1 – Strategic Plan Update

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

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

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

REPORT OF THE PROVOST

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

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

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

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

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

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

ITEM 4.1 – Update on University Budget Planning Process

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

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

F. Strzelczyk and R. Chelladurai addressed a question requesting clarification on the data provided, as well as a request for data on administrative roles. F. Strzelczyk provided a rationale for why the data requested was not included in the report and R. Chelladurai directed members to sources with some additional further information. Additionally, F. Strzelczyk confirmed that the course development work for the launch of the Western

International College is progressing as expected and remains on track.

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

REPORT OF THE VICE-PRESIDENT (RESEARCH)

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

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

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

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

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

It was moved by S. Roland,

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

CARRIED

ITEM 6.2 – Notice of Motion

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

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

Furthermore, that the Senate recommend to the Board of Governors to establish a Special President's Committee on Ethical and Human-Rights–Aligned Responsible

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

The Chair opened the floor for the discussion.

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

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

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

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

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

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

DEFEATED

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

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

ITEM 6.3 – Questions for Senate

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

REPORT OF THE SENATE NOMINATING COMMITTEE

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

ITEM 7.1 – Membership – Selection Committee for the Deputy Provost

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

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

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

ITEM 7.2 – Membership – Senate Review Board Academic

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

REPORT OF THE UNIVERSITY RESEARCH BOARD

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

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

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

Information Items Reported by OAC on Unanimous Consent:

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

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

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

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

That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Graduate Diploma (GDip) in Primary Health Care Nurse Practitioner be renamed as the GDip in Nurse Practitioner and that the GDip be revised as shown in Item 13.2(a); and

That the Master of Nursing (MN) Field in Primary Health Care Nurse Practitioner be renamed as the Field in Nurse Practitioner and that the MN Field be revised as shown in Item 13.2(a); and

That students currently enrolled in the GDip / Field be permitted to graduate with the old name of the GDip / Field until August 31, 2026, upon request to the Office of the Registrar.

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

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

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.3(a) – Academic Administrative Appointments

QUESTION PERIOD

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

There were no additional questions from the floor.

NEW BUSINESS


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


ADJOURNMENT

The meeting adjourned at 4:13 p.m.

A. Shepard
Chair

A. Bryson
University Secretary



Western

University Research Board Update


Human Ethics Review

Penny Pexman
Vice-President (Research)

University Senate

December 5, 2025

1

Western


NMREB Chair

- Search launched: September
- Significant interest & high-quality candidates
- Interview process underway

Office Structure


- NMREB ethics officers dedicated to specific faculties
- Addresses unique needs & provides single point of contact

2



<h3 style="text-align: center;">Application Forms</h3> <ul style="list-style-type: none"> Significant revisions expected in 2026, following consultation Streamline to reduce bottlenecks, increase quality 	<h3 style="text-align: center;">Recommendation Letters</h3> <ul style="list-style-type: none"> NMREB: Eliminated general suggestions HSREB: Separating required changes from suggestions Clinical trials: To use CTO/CanReview templates
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3



<h3 style="text-align: center;">Board Structure</h3> <ul style="list-style-type: none"> Propose smaller board composition Improves consistency & enhances quality of decisions Looking to allocate protected time for board members 	<h3 style="text-align: center;">Additional Initiatives</h3> <ul style="list-style-type: none"> Exploring AI tools for submissions Embed resources in faculties Improving quantity & quality of communications
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Minutes of the Meeting of January 16, 2026

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That the minutes of the meeting held on January 16, 2026, be approved as circulated.

Documentation Provided:

Minutes of the January 16, 2026 Meeting



MINUTES OF THE MEETING OF SENATE

Unofficial Until Approved

January 16, 2026

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

SENATORS:

A. Agyapong	L. Graham	I. Namukasa
C. Alcantara	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	D. Heap	R. Ramachandran
C. Barteet	A. Hearn	S. Roland
B. Begg	B. Hill	J. Redden
K. Big-Canoe	L. M. Ibarra	B. Rubin
S. Boe	M. Joanisse	S. Schmid
A. Bryson	I. Johnsrude	L. Shahin
J. Byrd Clark	A. Jokhu	A. Shepard
N. Campbell	M. Khimji	S. Sibbald
B. Chronik	D. Kotsopoulos	K. Siddiqui
C. Chung	T. Layton	N. Silvester
S. Clarke	M. Lebo	D. Sirek
N. Coates	H. Li	D. Smith
K. Coley	L. Lingard	F. Strzelczyk
S. D'Arcy	G. R. Little	R. Ventresca
L. Davis	L. Logan	L. Waller
M. El-Sakka	B. Lovie	J. Walsh
D. Ferri	A. Lukawski	X. Wang
R. Forrester-Jones	J. Makaran	J.H. Wright
R. Gillis	T. Mantler	K. Yeung
J. Gemson	M. Mills	J. Yoo
C. Giannacopoulos	M. Modeski	N. Zaban

Observers: C. Bressette, S. Hayne Beatty, K. Henricus, J. Hutter, S. Lewis,
E. Marshall, M. McGlynn, V. Sarkany, J. Scott, K. Verwaayen,
M. Yenson

LAND ACKNOWLEDGEMENT

L. Waller offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of December 5, 2025

A Senator expressed concerns that the Minutes from the Senate meeting of December 5, 2025, did not reflect a response to a Senator's question regarding the budget presentation.

A. Bryson stated that the approval of the Minutes of the Senate meeting of December 5, 2025 would be deferred for review.

DEFERRED

BUSINESS ARISING FROM THE MINUTES

The accessible version of the Policy on "Course Outlines" was provided to Senate for information.

REPORT OF THE PRESIDENT

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, highlighted several recent visits to campus by government officials, including S. Lecce, Ontario's Minister of Energy and Mines, and P. Fragiskatos, Member of Parliament for London Centre.

A. Shepard continued his report by announcing that Schulich School of Medicine & Dentistry has received \$2.9M in federal funding to expand oral health access and advance innovations in dentistry education.

A. Shepard acknowledged Senate's recent approval of the advice to the Board of Governors regarding the responsible investing policy and stated that he will convey this recommendation to the Board at its upcoming meeting.

A. Shepard concluded his report by extending gratitude to those continuing their work during the holiday season.

ITEM 3.1 – Report of the Board Chair

S. Shortreed, Chair of the Board of Governors, provided a report to Senate and opened her remarks by outlining several key highlights from the previous year, emphasizing achievements and developments across the University. S. Shortreed commented on Western's *All in* campaign launched in September, provided a status update on the recommendations forwarded by Senate to the Board of Governors within the reporting period and expressed her gratitude to the members of Senate for their continued engagement.

REPORT OF THE PROVOST

In addition to the written report provided in advance of the meeting, F. Strzelczyk, Provost & Vice-President (Academic), provided an update on matters under her portfolio, and began by extending gratitude to the Office of Institutional Planning & Budgeting for their dedicated work on the University Budget during the holiday season.

F. Strzelczyk commented on the ongoing efforts toward launching Western International College in alignment with the strategy to advance Western's internationalization goals and noted that the first pilot cohort in the Professional Masters (MEng) Programs is expected to start in May 2026.

F. Strzelczyk continued her report by commenting on the new federal initiatives under Canada Impact+ Programs aimed at attracting top international research talent to Canada.

F. Strzelczyk concluded her report by highlighting progress on several initiatives, including Research Information Management System (RIMS) and updates from the Chief AI Officer. Additionally, she provided an update on the Class of 2026 admission applications and confirmed the date for the March Open House.

S. Lewis, Vice-Provost (Academic Programs), in response to a question of clarification regarding the newly announced "AI- and digital-free" student workspace, advised that the project is in the planning phase and was developed from ideas put forward by members of the Faculty of Arts and Humanities.

In responding to a question of clarification regarding the pause in the Social Science Atrium project and whether the allocation of funds should be reconsidered, the Provost noted the continued demand for student space on campus and indicated that the project is currently paused for future consideration.

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 federal initiatives focused on recruiting top research talent to Canada, including the Canada Impact+ Research Chairs and Canada Impact+ Research Training Awards. She commented on the eligibility criteria, the strategic priority research areas, and advised on the internal selection process. Additionally, P. Pexman commented on the continued advocacy efforts aimed at increasing domestic research funding.

A Senator submitted a question in advance of the meeting raising concerns that the current Western's ethics review process is inconsistent with the University's stated goal of supporting high-quality research. P. Pexman confirmed the efforts are underway to streamline the ethics review process and emphasized that the Ethics team is available for consultation at any stage in the review process. In a follow-up, the Senator noted that Western research community is expecting changes, as the existing process lacks efficiency.

P. Pexman concluded her report by providing information on the recruitment efforts led by

the VPR Office, including the new Chair of the Non-Medical Research Ethics Board, the recent appointment of the executive Director of the Western Research Parks, and the ongoing search for the Associate Vice-President (Research).

In response to a question of clarification on whether efficiency analysis had been conducted to determine the necessity of filling the Associate Vice-President (Research) vacancy given current budget constraints, P. Pexman advised Senate that each AVPR provides strategic leadership to strengthen performance in major grant competitions and advancing research in different areas. Additionally, P. Pexman expressed gratitude to Jacquelyn Burkell for her dedication and leadership in her role as Associate Vice-President (Research) since 2019.

P. Pexman addressed a question of clarification regarding the Canada Impact+ Research Chairs program and commented on the internal process that was modeled and implemented. In addition, she advised Senate that the process is being conducted under a tight timeline.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE

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

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

It was moved by S. Roland,

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

CARRIED

ITEM 6.2 – Questions for Senate

S. Roland informed Senate that no questions were submitted in advance of the deadline for the Operations/Agenda Committee meeting for consideration at the January 16, 2026 Senate meeting.

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING

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

ITEM 10.1 – Climate & Sustainability Strategy

H. Hyde, Director (Sustainability), provided a presentation to introduce the new Climate & Sustainability Strategy that is currently in development. The presentation included information on sustainability efforts at Western, the vision and guiding principles for the strategy, the key priorities, the community engagement process, the community feedback that was received in response to the draft strategy, and the development of the action plan.

In response to a question of how the strategy supports material circularity through its plans for organics and composting, H. Hyde advised that expanding of the organics and composting infrastructure will be incorporated into the action plan and remains a priority.

A Senator raised a question about how students can be involved in expanding awareness and how they can be engaged. H. Hyde commented on the channels for ongoing student feedback and collaboration.

H. Hyde addressed the GHG emissions for campus operations as well as emissions associated with campus transportation, noting that the transportation-related emissions, across multiple modes, are classified within Scope 3. Additionally, she advised that the focus of the current work is on identifying the main sources of Scope 3 emissions to outline the most significant opportunities for reduction.

A question was submitted in advance of the meeting how Western is reconciling its climate commitments with its use of AI, and whether the environmental impacts of AI are being considered. H. Hyde advised that AI footprint is a complex issue and Western upholds its commitment to using AI responsibly and that integrating AI-related impacts into the strategy is an ongoing process. A Senator requested that an update be provided to Senate once this issue has been addressed.

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS/AGENDA COMMITTEE

Information Items Reported by OAC on Unanimous Consent:

- ITEM 13.1(a) – Appointment of Officers of Convocation
- ITEM 13.1(b) – Senate Membership – Vacancies Filled by Appointment

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC POLICY

ITEM 13.2(a) – Revisions to the Policy on “Certificates, Diplomas and Microcredentials”

It was moved by D. Ferri, seconded by R. Gros,

That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective January 16, 2026, the policy on “Certificates, Diplomas, and Microcredentials” be revised as shown in Item 13.2(a).

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by Policy on Unanimous Consent:

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

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS

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

It was moved by D. Ferri, seconded by R. Gros,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Minor and Certificate in Intercultural Communication for Arabic, offered by the Department of Languages and Cultures in the Faculty of Arts and Humanities, be discontinued; and

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

That the Minor/Certificate be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Minor and Certificate in Intercultural Communication for Japanese, offered by the Department of Languages and Cultures in the Faculty of Arts and Humanities, be discontinued; and

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

That the Minor/Certificate be withdrawn effective September 1, 2029.

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

Honours Specialization in Families and Communities – BA (Human Ecology)
Honours Specialization in Family Studies and Human Development – BSc (Human Ecology)
Specialization in Family Studies and Human Development – BSc (Human Ecology)
Honours Specialization in Nutrition and Families – BA (Human Ecology)
Specialization in Nutrition and Families – BA (Human Ecology)
Major in Nutrition and Families – BA (Human Ecology)

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

That the modules be withdrawn effective September 1, 2032.

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

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

That the modules be withdrawn effective September 1, 2030.

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

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

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

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

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

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

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

Honours Specialization in Global Rights Studies
Specialization in Global Rights Studies; and

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

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

CARRIED BY UNANIMOUS CONSENT

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

It was moved by D. Ferri, seconded by R. Gros,

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

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

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

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

CARRIED BY UNANIMOUS CONSENT

ITEM 13.3(f) – King's University College: Revisions to the Honours Specialization in Social Work

It was moved by D. Ferri, seconded by R. Gros,

That on the recommendation of ACA, Senate approve that effective September 1, 2026, the Honours Specialization in Social Work offered by King's University College be revised as shown in Item 13.3(f).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 13.3(g) – Report of the Subcommittee on Program Review – Graduate (SUPR-G): Cyclical Review of the Graduate Program in Media Studies
- ITEM 13.3(h) – Report of the Subcommittee on Undergraduate Academic Courses (SOC) (July 2025 – December 2025)
- ITEM 13.3(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 13.3(j) – Faculty of Education: Introduction of Western Approved Microcredentials

REPORT FROM THE SENATE COMMITTEE ON UNIVERSITY PLANNING

Information Items Reported by SCUP on Unanimous Consent:

- ITEM 13.4(a) – Western Office of the Ombudsperson Annual Report
- ITEM 13.4(b) – Designated Chairs, Professorships and Faculty Fellowships
Approved on Behalf of the Senate in 2025 (or prior) by the Senate Committee on University Planning

ANNOUNCEMENTS AND COMMUNICATIONS

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

- ITEM 13.5(a) – Election Results – Selection Committee for the Deputy Provost

ITEMS REMOVED FROM THE CONSENT AGENDA

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

A Senator requested this item be removed from the consent agenda for further discussion and raised a question whether the changes in the proposal should be expanded beyond the mode of delivery to also include limits on class size, given the rationale outlined in the document. N. Haggerty, Associate Dean, Faculty from the Ivey Business School, emphasized that the revisions were intended to establish and maintain a full-time, in-person expectation for students.

A Senator raised concerns as these changes could negatively affect the Faculty of Social Science which offers online classes to keep their enrolment high, as students may choose not to take those courses if they will no longer be eligible under the revised policy.

N. Haggerty addressed a question of clarification regarding the implementation and advised that if approved the current Year 2 AEO students will not be impacted by the proposed changes.

A Senator spoke against the proposed changes and encouraged members of Senate to vote accordingly.

It was moved by K. Yeung, seconded by J. Byrd Clark,

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

CARRIED

QUESTION PERIOD

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

L. Logan addressed a question of clarification when the draft revisions to the responsible investing policy would be released to the campus community.

A Senator commented on the ongoing governance review and shared observations about the consultation process that was conducted recently.

ADJOURNMENT

The meeting adjourned at 2:55 p.m.

A. Shepard
Chair

A. Bryson
University Secretary

Report of the President

To: Senators

From: Alan Shepard

Date: February 6, 2026

Re: Monthly report for February 2026

Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of January 16, 2026.

Undergraduate Student Research Internships: 225 positions are available across campus. Thank you to the faculty who support these 16-week experiential learning opportunities. Encourage students to apply now: uwo.ca/research/funding/students-trainees/usri.html

Olympic connections: the *International Centre for Olympic Studies* will host the 17th International Symposium for Olympic & Paralympic Research in Italy from February 18-20, coinciding with the 2026 Winter Games. **Angela Schneider**, ICOS Director, and colleagues will engage in global media, offering expertise and insights. **David Shoemaker** (LLB'96) heads the Canadian Olympic Committee, and former faculty member **Jane Thornton** (BSc'00, MSc'02, PhD'07) is the Director of the International Olympic Committee's Health, Medicine, and Science Department.

Canadian Space Agency contract to develop instrument for lunar rover: Lead investigator **Jayshri Sabarinathan** (Engineering) and an interdisciplinary Western team, in collaboration with industry partners Mission Control, INO, LightSail and Spectral Devices, were awarded a contract from CSA to develop a Dual Sensor Multispectral Imager for the Canadian lunar rover.

Students, faculty perform at international viola congress: Don Wright Faculty of Music students **Emily Heimstra**, **Cian Diamond**, and **Lincoln St. John**, along with Professor **Sharon Wei**, performed at the 50th International Viola Congress in Paris. The group presented *Sounding Tornadoes*, a lecture recital extending work in collaboration with Western's Northern Tornadoes Project (NTP) and showcasing music inspired by NTP data, and other nature-inspired pieces.

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

- **Auriane Egal** (Science) named Radio Canada's 2025 Scientist of the Year.
- **J.M. Floryan** (Engineering) received the 2026 *Canadian Society for Mechanical Engineering's* Fluid Mechanics Medal and the prestigious C.N. Downing Award in recognition of his contributions to the field of fluid mechanics.
- **Dan Bechard**, head coach of the Western men's rowing team, named recipient of the 2025 President's Award from *Rowing Canada*.
- Students **Daniel Svirsky** and **Ethan Curry** finished in the top 32 globally (out of 337 teams) in the World Universities Debating Championship in Sofia, Bulgaria.
- **Western Communications** received five awards from the *Council for Advancement and Support of Education* District II.
- **Ivey EdTech team** received a Learning Design Award for AIBEL (Artificial Intelligence-Boosted Experiential Learning) at the *Future of Management Education* Conference.
- **Procurement Services** received the 2025 Leadership Award from the global *Sustainable Purchasing Leadership Council*.
- **Heather Gardner** (BMus'08) named to *Billboard Canada's* 40 Under 40.
- **Liza Choi** (D.Ed'25) received the 2025 *Canadian Bureau for International Education* (CBIE) Emerging Knowledge Award.
- 2026 *Juno Awards*: **John Tessier** (MMus'96) nominated as featured soloist; **Julia Davids** (BMusEd'95, BEd'96), **Charlotte Nediger** (BMus'79, MMus'83), **Andrea Stewart** (BMus'07), nominated as part of ensembles in Classical Albums of the Year categories.
- **Kelly Ziegner** (BA'95) named Chief Operating Officer, YMCA of Southwestern Ontario.

Leadership Updates:

Active academic leadership review/selection committees are underway for the Provost & Vice-President (Academic), Deputy Provost, and the Faculties of Arts & Humanities and Social Science.

To: Senators

From: Florentine Strzelczyk

Date: February 6, 2026

Re: Report of the Provost & Vice-President (Academic) for February 13, 2026

Dear Senators,

Please see the following updates from the academy:

Western International College (WesternIC)

Admission offers are now being issued on a rolling basis, with the first cohorts expected to begin at WesternIC in May 2026 (MEng pathway) and September 2026 (undergraduate pathways). In February, the Navitas team working with Western's work groups visited campus and met with key stakeholders. The focus was twofold: first, academic priorities and relationship-building with Deans and Associate Deans; and second, operational readiness and student support—ensuring advising, transitions, and wraparound services are aligned and ready to deliver a strong student experience from day one.

Preliminary OUAC applications show strong domestic growth

The Ontario Universities' Application Centre (OUAC) released preliminary application data following the January 15 deadline for Group A/101 (Ontario high school) applicants—who comprise over 80% of Western's first-year intake.

- Western enters this stage in a strong position, with overall applications up 4.4% (+2,880).
- Growth is being driven by domestic demand, with domestic applications up 5.3%.
- International applications are slightly down 1.6%, while international first-choice interest is up 11.2% overall.

Canada Impact+ Programs

- **Canada Impact+ Research Training Awards**

In January, Western launched the application process for the [Canada Impact+ Research Training Awards](#), a one-time federal initiative to help recruit top doctoral and postdoctoral talent in priority areas and strengthen Canada's research capacity. The School of Graduate and Postdoctoral Studies (SGPS) is leading Western's internal nomination and will begin the adjudication process starting February 9, 2026, with final submissions to the Tri-Agencies by March 4, 2026.

- **Canada Impact+ Research Chairs**

Western opened its internal process in mid-December for the Canada Impact+ Research Chairs program and received strong interest in the program. The selection committee led by

the Vice-President (Research) began a review of the applicants in January 2026.

International student exchange applications rise sharply

Applications for student exchange for 2026-27 are up 74% over last year—563 applications submitted compared with 303 last year.

Indigenous student enrolment continues to grow

Indigenous student enrolment at Western continues to increase, now nearing 700 students across main and affiliate campuses—about 90% enrolled full-time. Over five years (2019-20 to 2024-25), applications from prospective Indigenous students increased 50%, and offers increased 47%.

Updates on IRCC Policy for International Graduate Applicants

Effective January 1, 2026, Master's and Doctoral programs at Canadian designated learning institutions (DLI) are exempt from the Provincial Attestation Letter (PAL) requirement introduced last year. As a result of this policy change, the School of Graduate and Postdoctoral Studies (SGPS) PAL portal was closed; however, the requirement of a \$2,000 tuition deposit for International Master's applicants after they accept their Offer of Admission remains in place. The SGPS website, the Program Welcome Letter templates, and all international applicant communication channels have been updated to reflect this new government policy.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators

From: Penny Pexman, Vice-President (Research)

Date: February 4, 2026

Re: Report of the Vice-President (Research) for **February 13, 2026**

Dear Senators,

Please find below a brief overview of my update to the Senate on February 13, 2026, which will be provided by Associate Vice-President (Research), Alison Allan.

Animal Research Transparency Initiative

For several years, the university has taken active steps to provide education and to increase public transparency about ethical, purposeful and regulated animal-based research and training at Western. These efforts coalesced with the formation of the Animal Research Transparency Initiative working group in 2023 and resulted in the creation of a series of [web pages](#) providing data and information about animal research, why it is still needed and how it is overseen.

- The working group included members of various relevant constituencies, including researchers (animal and non-animal users), students and hospital, administrative and governance bodies.
- It conducted a program-wide survey and benchmarked activities across the U15 to balance the importance of transparency with the safety of staff and animals.
- The working group will be reconstituted this spring and charged with developing recommendations for continuing to increase visibility and education related to this work.
- Please contact Associate Vice-President (Research) Alison Allan if you are interested in participating.

Amendments to the Province of Ontario's Animals in Research Act

In November, the Government of Ontario solicited feedback about proposed amendments to the Animals in Research Act and its related regulations.

- At Western, animal-based research is guided by the principles of the 3Rs (replacement, reduction and refinement) and a proactive effort to identify alternatives wherever possible.
- Impactful biomedical research still requires carefully regulated animal models that enable researchers to understand complex organ systems, surgical approaches and whole-body responses that cannot be replicated using cells or computer models alone.
- Most emerging methods – such as organs-on-a-chip – are not yet sufficiently advanced to gain approval from regulatory bodies like Health Canada.
- Western's institutional response to the proposed changes focused on:
 - Limiting the legislation's scope to cats and dogs as proposed language could be interpreted more broadly;
 - Aligning provincial requirements with the Canadian Council on Animal Care to reduce regulatory burden and duplication, and to ensure an even playing field across the country; and
 - Engaging veterinary and laboratory animal science professionals to refine terminology and definitions as a means of avoiding the misclassification of research activities and unintended regulatory consequences.

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>Christopher Alcantara and Matt Lebo: (Submitted on December 17, 2025)</p> <p>Western has announced a search for a new Associate Vice President Research. Given current budget constraints, has an efficiency analysis been done to determine whether the duties of this position could be accomplished in other ways? Filling this role means one less senior professor teaching classes and advancing research. Can the search be paused while this review takes place?</p>	<p><i>Question was addressed at the January Senate meeting during the VPR report.</i></p>

2.	<p>Christopher Alcantara: <i>(Submitted on December 18, 2025)</i></p> <p>There have been reports that Brightspace's grading interface may alter the way student papers appear when viewed online, including inserting fabricated citations, while the downloaded file remains unchanged. This has led to incorrect plagiarism accusations and significant grading challenges. Is this a known problem, and if so, why is it happening and what can be done to fix it?</p>	<p><i>Senate – a matter of academic policy.</i></p>
3.	<p>Miranda Green-Barteet, Senator: <i>(Submitted on January 14, 2026)</i></p> <p>As I was preparing my course on Brightspace for this academic term, I realized that students have the option to download content from Brightspace. In fact, there are directions explaining how to do so on Western's OWL Brightspace Help page. The help page states "To facilitate easy access to course materials, the download button now appears in content in OWL Brightspace for the Learner and Participant roles, allowing them to download materials as needed." I am concerned that students are able to download course content at will due to the sharp increase of appeals that the Senate Review Board Academic reported on during the last academic year. The rise in offences has been attributed, at least in part, to the use of AI. Does the Senate Review Board Academic, the Provost, and the Chief AI officer see a correlation in students being able to download entire courses and the increased use of AI to cheat?</p>	<p><i>Senate – a matter of academic policy.</i></p>

4.	<p>Benjamin Hill, Senator: (Submitted on January 14, 2026)</p> <p>Thank you for the comprehensive presentation on the 2026-27 budget planning delivered on December 5, 2025. To enable informed deliberation on the budget challenges outlined in slides 23-24 and to provide necessary context for the faculty and staff data presented on slides 13-18, I respectfully request the following comparative information be provided to Senate members. As Senate exercises its responsibility to provide advice on budget matters and approve significant budget decisions, this contextual information is essential for members to fulfill their fiduciary and governance obligations.</p> <p>To ensure adequate time for review and meaningful discussion, I request that preliminary data or an initial response be provided to Senate members in writing by Friday, January 16, 2026, with complete analysis presented at the February 13, 2026 Senate meeting. The January 16 response should include either (a) the requested data, or (b) a detailed explanation for each item not yet available, including specific obstacles, required resources, and firm completion dates.</p> <p>Given that the December 5 presentation had significant lead time for preparation, and given that much of this data should be available through existing financial systems, COFO reporting, and U15 Data Exchange, a one-month timeline for comprehensive response is reasonable and necessary for timely budget deliberations.</p> <p>If certain data points require additional time beyond February 13, I request the Provost's office provide a written response by February 13 identifying which specific items require additional time, why, and commit to a completion date no later than March 13, 2026, to inform Senate's budget deliberations.</p> <p>I. ADMINISTRATIVE PERSONNEL DATA (parallel to slides 13-14)</p> <p>1. Administrative complement trends (1992-93 to 2024-25):</p> <ul style="list-style-type: none"> ○ Full-time administrative positions, using the same definition Western applies for U15 Data Exchange and COFO reporting, by category: senior administration, middle management, 	<p><i>Senate (related to Budget)</i></p> <p><i>OAC requested that the question be formatted in accordance with Senate's Adopted Policies and Procedures prior to being forwarded to Senate.</i></p> <p><i>The revised version of the question is presented under item 15.0 Question Period.</i></p>
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	<p>administrative support roles, etc. Please include the definition used and note any changes in classification methodology over the time period.</p> <ul style="list-style-type: none"> ○ Breakdown equivalent to slide 13's faculty visualization ○ Include number of administrative units/departments created or eliminated <p>2. Student-to-administrator ratios among Ontario U6 universities (2023-24):</p> <ul style="list-style-type: none"> ○ Parallel comparison to slide 14's student-to-faculty ratios ○ With definitions of what constitutes "administrative" positions for consistency <p>Spans of control analysis:</p> <ul style="list-style-type: none"> ○ Average number of direct reports per administrator (by level) ○ Historical comparison among Ontario U6 universities. If peer data is not readily available through COFO, COU, or U15 Data Exchange, provide Western's data with explanation of why peer comparison is not possible. ○ Administrative support staff per administrator vs. support staff per faculty member <p>II. ADMINISTRATIVE COMPENSATION DATA (parallel to slides 15-17)</p> <p>4. Administrative salaries as percentage of total operating expenditures (2023-24):</p> <ul style="list-style-type: none"> ○ Comparison among Ontario U6 universities (parallel to slide 15) ○ Breakdown of full-time vs. part-time/contract administrative compensation (parallel to slides 16-17) <p>5. Executive compensation trends (2018-19 to 2024-25):</p> <ul style="list-style-type: none"> ○ Total compensation (salary + benefits + other remuneration including bonuses, housing allowances, vehicle allowances, and deferred compensation) for positions classified at the senior administrative level—specifically including all positions with "Vice-President," "Vice-Provost," "Associate Vice," or "Assistant 	
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	<p>Vice” in the title, plus Deans and Associate Deans, and equivalent positions</p> <ul style="list-style-type: none"> ○ Presented as both absolute dollars and percentage of operating budget ○ Annual percentage change comparable to slide 27’s revenue analysis <p>III. EXTERNAL EXPENDITURE DATA (parallel to slide 20)</p> <p>6. External service expenditures (2018-19 to 2024-25p):</p> <ul style="list-style-type: none"> ○ Management and strategic consulting fees (in \$ millions) ○ Legal fees (internal legal department budget + external counsel fees) ○ Other professional services contracts (communications, HR consulting, etc.) ○ Comparison among Ontario U6 universities. If peer data is not readily available through COFO, COU, or U15 Data Exchange, provide Western's data with explanation of why peer comparison is not possible. <p>IV. PER-STUDENT COST ANALYSIS (contextualizing slide 25)</p> <p>7. Costs per FTE student (2018-19 to 2024-25):</p> <ul style="list-style-type: none"> ○ Administrative costs per FTE student ○ Faculty costs per FTE student (for direct comparison) ○ External consultant/legal costs per FTE student ○ Support services costs per FTE student ○ Annual percentage change in each category <p>V. RESOURCE ALLOCATION DATA</p> <p>8. Capital expenditure allocation (2018-19 to 2024-25):</p> <ul style="list-style-type: none"> ○ Academic spaces (classrooms, labs, faculty offices) ○ Administrative spaces ○ Student spaces ○ Other categories ○ Per-student investment in each category <p>9. Operational efficiency metrics:</p>	
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- Revenue generated by administrative units (to net against costs where applicable)
- Ratio of research/sabbatical costs to total faculty salary budget
- Administrative overhead as percentage of research grants

VI. COMPARATIVE BUDGET ALLOCATION **(contextualizing slides 6-8)**

10. Five-year trend analysis comparing growth rates (2018-19 to 2024-25):

- Administrative expenditures (% change)
- Faculty/academic expenditures (% change)
- External service expenditures (% change)
- Student support expenditures (% change)
- As percentages of total operating budget and in absolute dollars

11. Ontario U6 comparison of expenditure allocation (2023-24):

- What percentage of operating budget does each U6 university allocate to: academic units, administration, student services, external services?
- Parallel to the analysis shown in slide 9

To ensure data comparability and methodological consistency, I request that the Provost's office include with each response: (a) definitions of categories used, (b) data sources, (c) methodology for calculations, and (d) any limitations or caveats. Where data relies on estimates or projections, please identify these clearly and explain the estimation methodology used. and explain the estimation methodology used.

The December 5 presentation provided valuable data on faculty and staff costs and ratios. However, to meaningfully assess Western's budget challenges and evaluate potential solutions, Senate members require the full context of how resources are allocated across all university sectors. The requested data uses the same analytical frameworks already applied to faculty and staff data, enables comparisons across cost categories and with peer institutions, and provides the complete picture necessary for Senate to fulfill its governance and oversight responsibilities during these budget deliberations. This request aligns with Western's stated

	<p>commitment to transparency and accountability in governance, and with best practices among peer research-intensive universities. Comprehensive budget information enables informed decision-making and strengthens institutional trust during challenging fiscal circumstances.</p> <p>I anticipate that Senate members will have questions about the data provided, and I propose that the February 13 meeting include dedicated time for discussion of this information with the Provost and Vice-President (Finance). This dialogue will help ensure Senate's subsequent budget deliberations are well-informed and that Senate can effectively fulfill its governance role.</p> <p>Given the significance of these budget deliberations for Western's academic mission and the campus community's understandable interest in how resources are allocated, I request that the data provided in response to this question be made available to the university community through Senate's public meeting materials</p>	
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Membership – Senate Committee on Academic Policy

Action: ☒ Action ☐ Information ☐ Discussion

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

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

2025-2026 Senate-Elected Members:

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

Membership Summary:
Student Members:

- **Required:** Three (3) students: two (2) undergraduate and one (1) graduate. One (1) position vacant.

Required: One (1) graduate student for a term ending June 30, 2026, vacant due to a resignation.

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

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:				
Vacancy	UNDG		June 30, 2026	
Yousif Al-Ani	UNDG	Health Sciences	June 30, 2026	HS rep.
Asad Awawdeh	UNDG	Social Science	June 30, 2026	SS 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:				
Vacancy	GRAD		June 30, 2026	Vacancy
Jana Bataineh	GRAD	Health Sciences	June 30, 2026	HS rep.
Dana Broberg	GRAD	Schulich	June 30, 2026	Schulich rep.
Pilar Rodriguez Mata	GRAD	Arts and Humanities	June 30, 2026	AH rep.
Basma Nasman	GRAD	Education	June 30, 2026	Edu rep.
Yuen Ki Ng	GRAD	Science	June 30, 2026	Sci. rep.
Manuel Spiller	GRAD	Social Science	June 30, 2026	SS rep.
Faculty:				
Vacancy	Faculty Member		June 30, 2027	Vacancy
Vacancy	Faculty		June 30, 2026	Vacancy

	Member			
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Eng rep.
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.
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2026	SS rep.

Membership Summary:

Student Members:

Required: Seventeen students: 10 undergraduates and seven graduates.

Faculty Representation: 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).

Faculty Members:

- **Required:** 20 faculty members. 18 filled. Two (2) positions vacant.
- **Faculty Representation:** No more than two (2) faculty members per Faculty/School/Affiliated College.
Representative may be from: FIMS (1), HS (1), Ivey (1), Law (1), Music (1), King's (1), Huron (2)

Required: One (1) undergraduate student

Representative may be from: AH, Edu, Eng, FIMS, Ivey, Law, Music, Schulich, Sci, King's, Huron

Nominees: Maria Chen (Schulich) (Student, UNDG) Term to June 30, 2026

Required: One (1) graduate student

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

Nominees: Sarah Mantz (FIMS) (Student, GRAD) Term to June 30, 2026

Required: Two (2) faculty members

Representatives may be from: FIMS (1), HS (1), Ivey (1), Law (1), Music (1), King's (1), Huron (2)

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

 Roula Hawa (HS) (Faculty) Term to June 30, 2027

Membership – Subcommittee on Undergraduate Academic Courses (SOC)

Action: ☒ Action ☐ Information ☐ Discussion

Workload: SOC meets monthly on Wednesdays at 10:00 a.m.

Composition: Six (6) members elected by Senate: Four (4) faculty members, one (1) of whom is familiar with course/module development or has served as an Undergraduate Chair (or equivalent).
Two (2) undergraduate students.

Current Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Helen Li	UNDG		June 30, 2026	UNDG Student rep.
Vacancy	UNDG		June 30, 2026	Vacancy UNDG Student rep.
Faculty Members:				
Amy Horton	Faculty Member	Health Sciences	June 30, 2027	
Derek McLachlin	Faculty Member	Schulich	June 30, 2027	
Rosanne Abdulla	Faculty Member	Education	June 30, 2026	
Gildo Santos	Faculty Member	Schulich	June 30, 2026	

Membership Summary:

Student Members:

- **Required:** Two (2) undergraduate students. One (1) position vacant.

Required: One (1) undergraduate student for a term ending June 30, 2026, vacant due to a resignation.

Nominees: Maria Chen (Schulich) (Student, UNDG) Term to June 30, 2026

Membership – Senate Committee on University Teaching Awards (SUTA)

Action: ☒ Action ☐ Information ☐ Discussion

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

Composition: Four (4) members of faculty, elected by Senate, for three-year terms (renewable once). To be eligible for election, faculty members must hold full-time appointments or be Academic Clinicians appointed under Conditions of Appointment for Physicians (2018). Each faculty member must be from a different Faculty, School, or Affiliated University College.

One (1) graduate student, elected by Senate, for a one-year term.

Current Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Tanner Layton	GRAD		June 30, 2026	GRAD
Faculty Members:				
Vacancy	Faculty Member		June 30, 2027	Vacancy
Sarah McLean	Faculty Member	Schulich	June 30, 2026	Schulich rep.
José Herrera	Faculty Member	Engineering	June 30, 2028	Eng. rep.
Mark Cleveland	Faculty Member	Social Science	June 30, 2028	SS rep.

Membership Summary:

Faculty Members:

- **Required:** Four (4) members of faculty. One (1) position vacant.
- **Faculty Representation:** Each faculty member must be from a different Faculty, School, or Affiliated University College. Representatives may be from: AH, Ivey, Edu, Eng, HS, Huron, FIMS, King's, Law, Music, Sci.
- **Compliance with the Terms of Reference:** To be eligible for election, faculty members must hold full-time appointments or be Academic Clinicians appointed under Conditions of Appointment for Physicians (2018).

Required: One (1) faculty member for a term ending June 30, 2027.

Representative may be from: AH, Ivey, Edu, Eng, HS, Huron, FIMS, King's, Law,
Music, Sci.

Nominees: Bri Watson (FIMS) (Faculty) Term to June 30,
2027

Membership – Senate Committee on University Planning (SCUP)

Action: ☒ Action ☐ Information ☐ Discussion

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

Composition: 12 members elected by Senate as follows:

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

2025-2026 Senate-Elected Members:

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

Membership Summary:

Post-Doc:

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

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

Nominees: _____ **TBD** (Post-Doc)

Term to June 30,
2026

Annual Scholastic Offences Report (2024-25)

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Annual Report on Scholastic Offences for the period from July 1, 2024 to June 30, 2025 is presented to Senate for information in accordance with the Senate Committee on Academic Policy's Terms of Reference.

The Scholastic Offences Report is compiled by the Office of the Vice-Provost (Academic Programs) from data reported from the Faculties.

S. Lewis, Vice-Provost (Academic Programs) will provide a verbal report.

Documentation Provided:

Scholastic Offence Report (2024-25)

Scholastic Offence Report - Slide Deck



SCHOLASTIC OFFENCE REPORT

2024-25



Executive Summary

The Report on Scholastic Offences is compiled by the Office of the Vice-Provost (Academic Programs) from data reported by the Faculties. This report contains the required information for the period of July 1, 2024 to June 30, 2025 in accordance with Senate policy.

To maintain confidentiality, identifying information (student names, student numbers) is removed. The summary provides the nature of the offence and penalties imposed by Faculty of Registration. In determining what penalties are warranted in a given case, previous offences, the nature of the offence, and the need to ensure consistency in discipline across a Faculty are considered. A student found guilty of a scholastic offence may be subject to the imposition of one or more penalties.

The School of Graduate and Postdoctoral Studies (SGPS) saw a reduction of scholastic offences from 2023/24 (30) to 2024/25 (10).

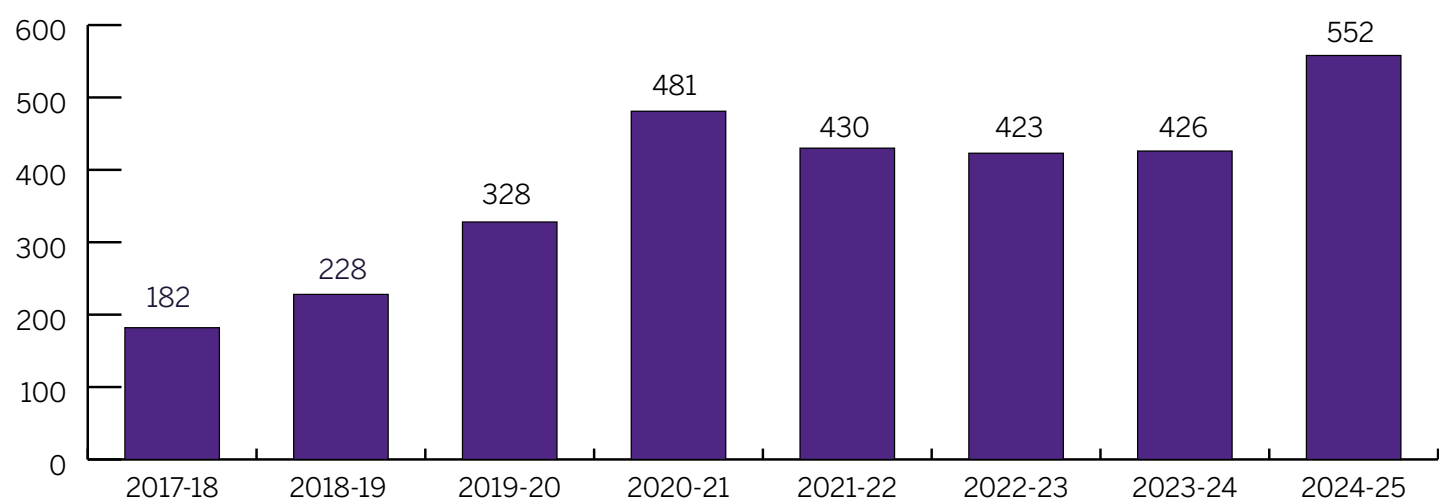
Reported scholastic offences for undergraduate students have increased significantly from 2017/18 (163) to 2024/25 (542) and now are higher than the pandemic level of 469 in 2020/21. Though individual circumstances vary, academic integrity violations may be increasing on account of technological advancements including generative AI, heightened student pressures, and challenges with assessment practices. There are no reliable tools to detect AI usage. The category of plagiarism includes instances of false citations and false information that may have resulted from using generative AI.

The increase in scholastic offences has prompted action and response on multiple levels including:

- Faculty members are using more in-person assessment techniques, including in-person final examinations for fully online courses;
- Senate approved changes to the Policy on Course Outlines that require faculty members to set expectations around the use of generative AI by students;
- The Centre for Teaching and Learning created a new Academic Integrity tutorial released in August 2025;

- Faculty of Engineering has embedded the new Academic Integrity tutorial into a required first-year course;
- Faculty-specific sessions on academic integrity during orientation week;
- New low-stakes reporting system for faculty members to flag students who do not meet the threshold of an official offence file, and refer these students to complete the Academic Integrity tutorial online (Faculty of Information and Media Studies - FIMS); and
- The development of a proposed new academic integrity policy that would require the completion of an academic integrity tutorial by incoming undergraduate students.

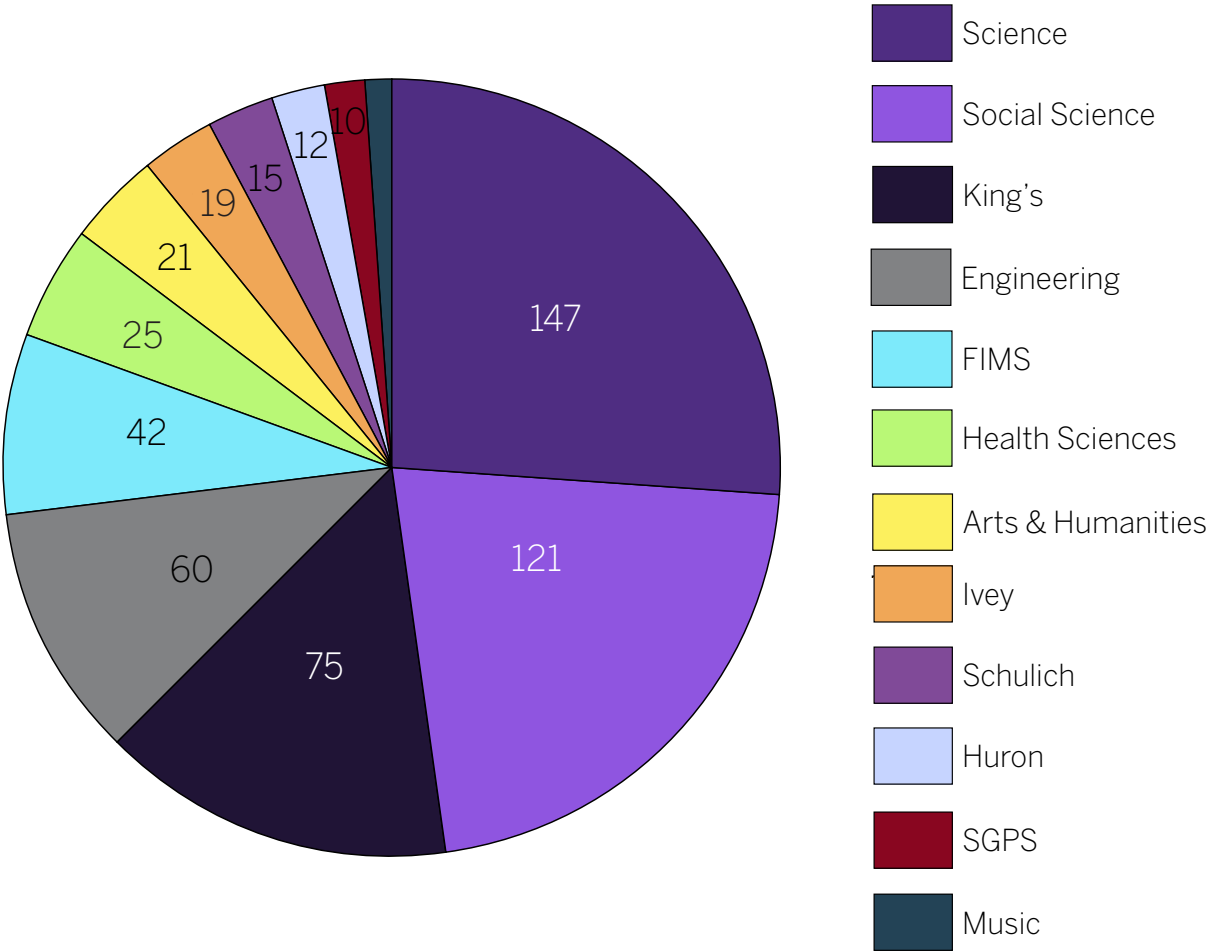
Total Number of Scholastic Offences by Year 2017-2025



Scholastic Offences by Registration Status 2024-25

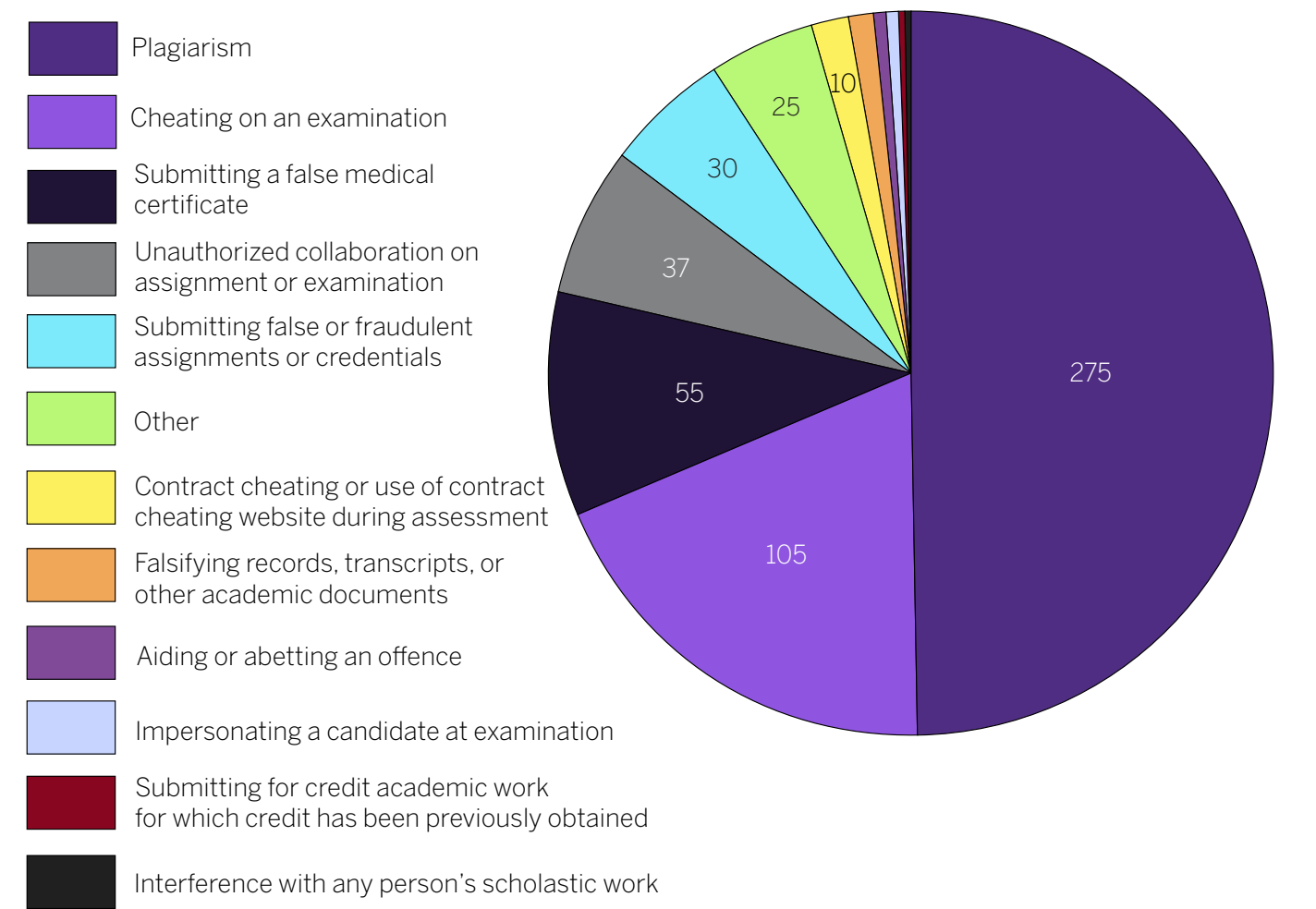
Undergraduate	542
Graduate	10

Total Number of Scholastic Offences by Faculty of Registration 2024-25



	2017-18	2024-25		2017-18	2024-25
Science	26	147	Ivey	8	19
Social Science	28	121	Schulich	0	15
King’s	26	75	Huron	4	12
Engineering	14	60	SGPS	19	10
FIMS	8	42	Music	3	5
Health Sciences	29	25	Education	3	0
Arts & Humanities	7	21	Law	2	0

Total Number of Scholastic Offences by Type 2024-25



Plagiarism	275
Cheating on an examination	105
Submitting a false medical certificate	55
Unauthorized collaboration on assignment or examination	37
Submitting false or fraudulent assignments or credentials	30
Other	25
Contract cheating or use of contract cheating website during assessment	10

Falsifying records, transcripts, or other academic documents	7
Aiding or abetting an offence	3
Impersonating a candidate at examination	2
Submitting for credit academic work for which credit has been previously obtained	2
Interference with any person's scholastic work	1
Unauthorized possession of examination paper	0

Total Number of Scholastic Offences by Type 2024-25

Offence Type	Arts & Humanities	Education	Engineering	Health Sciences	FIMS	Ivey	Law	Music	Schulich	Science	Social Science	SGPS	Huron	King's
Plagiarism	19	0	1	3	40	17	0	1	4	76	53	6	9	46
Unauthorized collaboration on assignment or examination	0	0	15	2	0	0	0	4	0	12	1	3	0	0
Cheating on an examination	1	0	14	3	1	1	0	0	2	35	26	1	3	18
Contract cheating or use of contract cheating website during assessment	0	0	0	0	0	0	0	0	0	0	10	0	0	0
Submitting false or fraudulent assignments or credentials	0	0	20	0	0	0	0	0	0	10	0	0	0	0
Falsifying records, transcripts, or other academic documents	0	0	4	0	1	0	0	0	0	0	0	0	0	2
Submitting a false medical certificate	1	0	6	3	0	0	0	0	2	13	22	0	0	8
Unauthorized possession of examination paper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Impersonating a candidate at examination	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Interference with any person's scholastic work	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Submitting for credit academic work for which credit has been previously obtained	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Aiding or abetting an offence	0	0	0	0	0	0	0	0	0	0	3	0	0	0
Other (*description provided in footnote)	0	0	0	14*	0	1*	0	0	4*	0	6*	0	0	0
TOTALS	21	0	60	25	42	19	0	5	15	147	121	10	12	75

*Health Sciences

- 5 Improper use of AI
- 1 Submitting false documentation for academic consideration
- 8 Possession of/use of a cell phone

*Ivey

- 1 Use of AI for exam

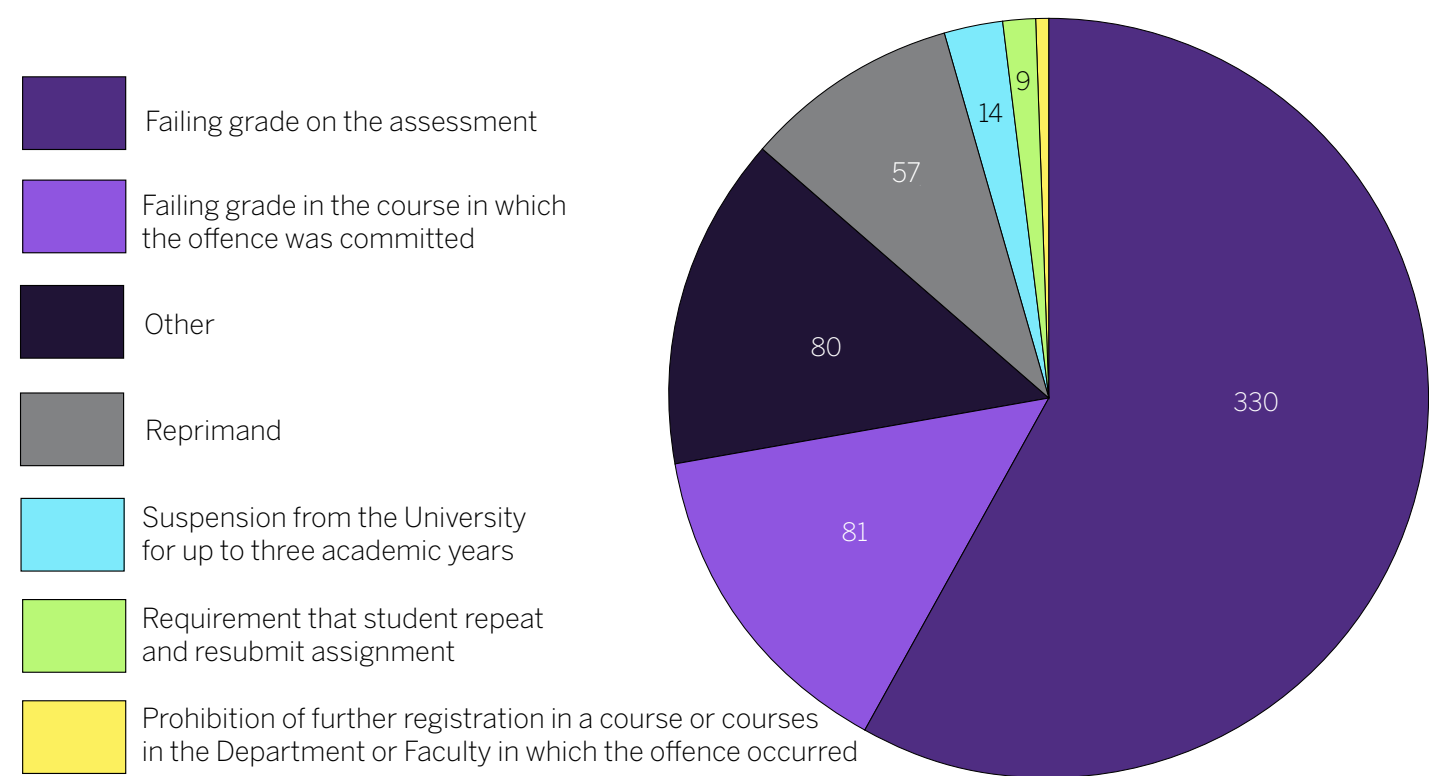
*Schulich

- 3 Use of AI
- 1 Took photos of online test

*Social Science

- 3 Attempt to write exam not eligible for
- 2 Fraudulent documentation – wedding, travel, funeral
- 1 Taking photo of exam

Total Number of Penalties Imposed 2024-25



Failing grade on the assessment	330
Failing grade in the course in which the offence was committed	81
Other*	80
Reprimand	57
Suspension from the University for up to three academic years	14
Requirement that student repeat and resubmit assignment	9
Prohibition of further registration in a course or courses in the Department or Faculty in which the offence occurred	2
Failure of the year (applies in certain professional programs)	0
Expulsion from the University	0

***Other Penalties Include:**

52	Grade penalties on assignment/assessment	1	Required to write essay on academic integrity
12	Grade penalties on final course grade	1	Not eligible for awards for 12 months
9	Zero on exam questions	1	Not permitted make up exam
3	50% of exam grades	1	Grade penalty on final course grade & completion of AI module

Total Number of Penalties Imposed 2024-25

Penalty Type	Arts & Humanities	Education	Engineering	Health Sciences	FIMS	Ivey	Law	Music	Schulich	Science	Social Science	SGPS	Huron	King's
Reprimand	0	0	3	2	20	18	0	1	1	5	1	0	0	6
Requirement that student repeat and resubmit assignment	0	0	0	2	3	0	0	0	0	0	0	4	0	0
Failing grade on the assessment	20	0	42	15	1	0	0	4	8	107	72	4	11	46
Failing grade in the course in which the offence was committed	1	0	5	5	0	0	0	0	6	14	28	2	0	20
Prohibition of further registration in a course or courses in the Department or Faculty in which the offence occurred	0	0	0	1	0	0	0	0	0	1	0	0	0	0
Failure of the year (<i>applies in certain professional programs</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Suspension from the University for up to three academic years (<i>a notation on the official transcript recorded</i>)	0	0	2	3	0	0	0	0	0	7	2	0	0	0
Expulsion from the University (<i>a notation on the official transcript recorded</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other (<i>*description provided in footnote</i>)	0	0	3*	2*	18*	11*	0	0	2*	15*	19*	0	1*	9*
TOTALS	21	0	55	30	42	29	0	5	17	149	122	10	12	81

*Engineering

3 Grade penalty on Final Course Grade

*Health Sciences

2 Penalty assessment

*FIMS

18 Grade penalty on assignment

*Ivey

11 Grade penalty on assessment

*Schulich

1 Required to write essay on academic integrity

1 Not eligible for awards for 12 months

*Science

15 Grade penalty on assessment

*Social Science

1 Not permitted make up exam

9 Zero on exam questions

3 50% penalty on exam grade

6 Grade penalty on assessment

*Huron

1 Grade penalty in course grade & completion of AI module

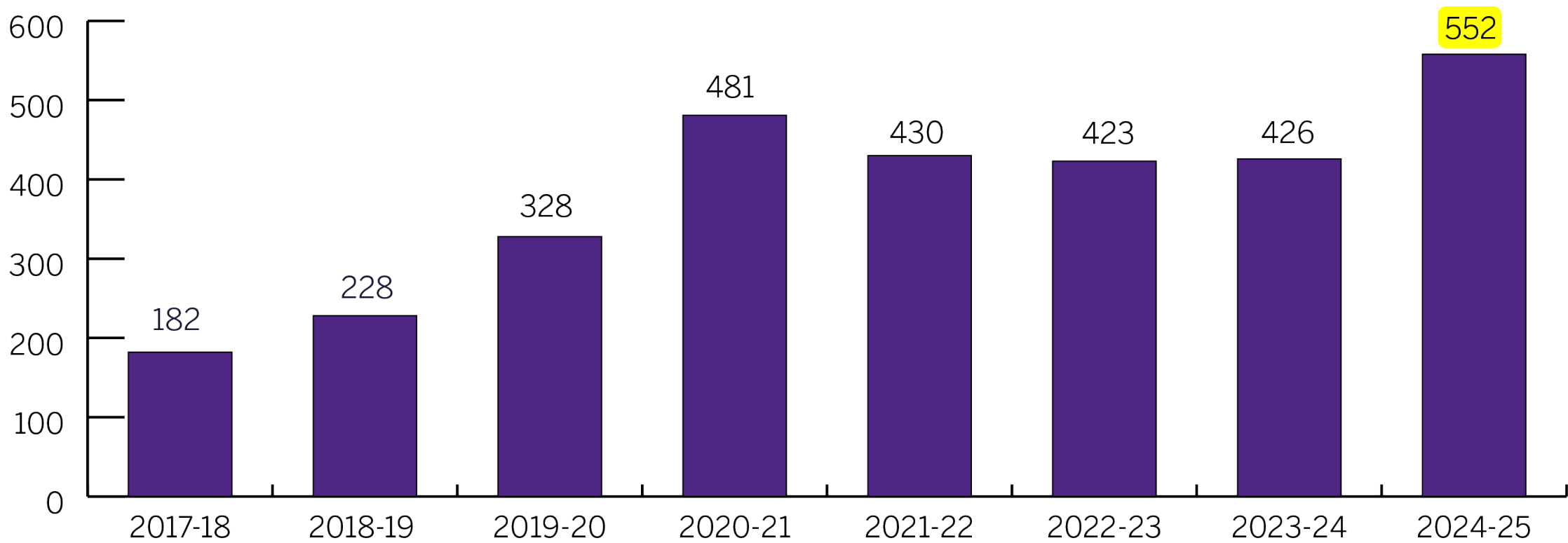
*King's

9 Grade penalty on course grade

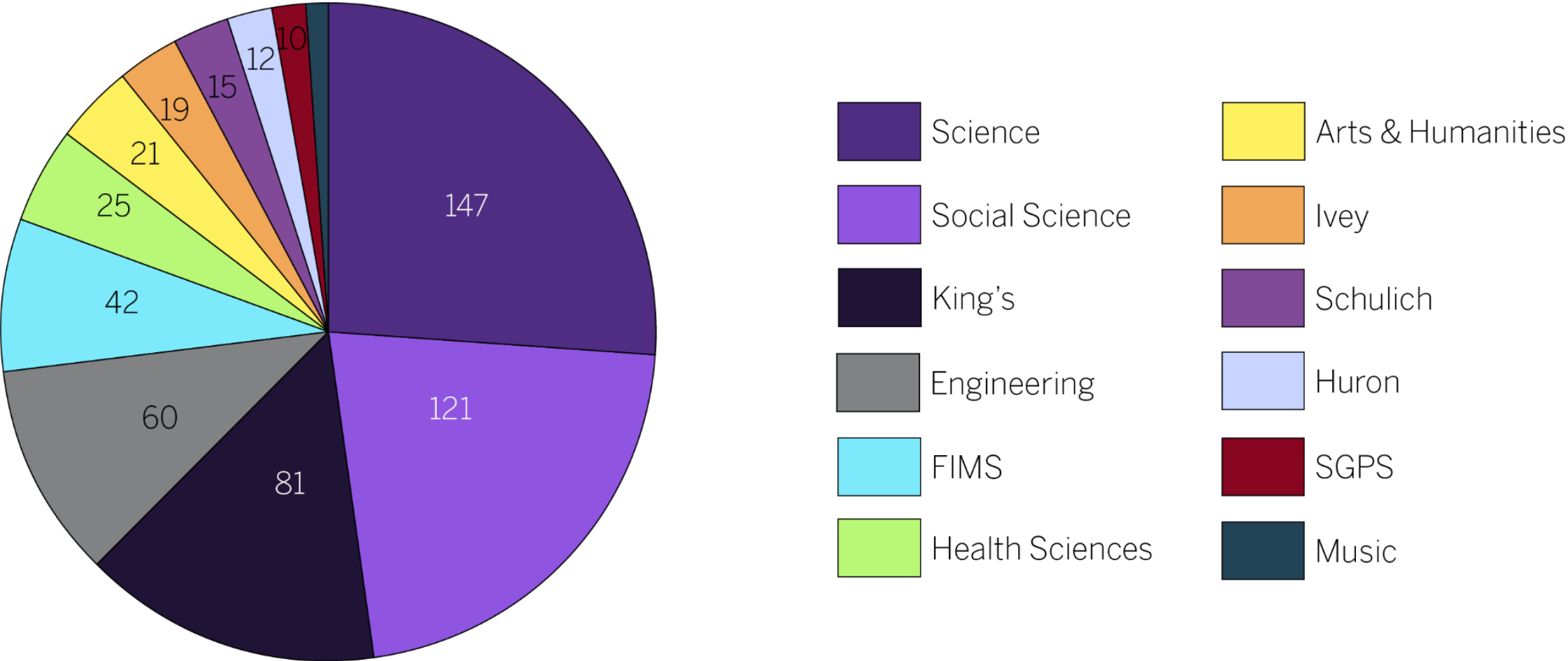
Scholastic Offence Report

2024-25

Total Number of Scholastic Offences by Year 2017-2025



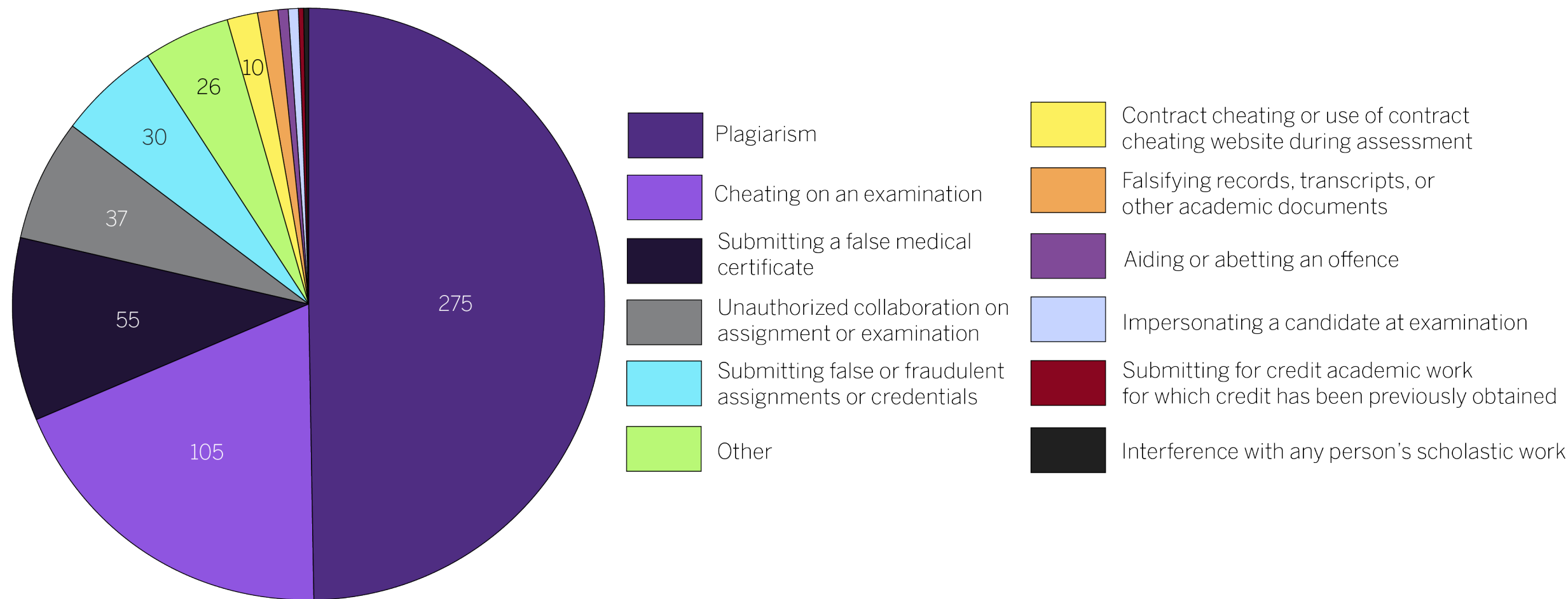
Total Number of Scholastic Offences by Faculty of Registration 2024-25



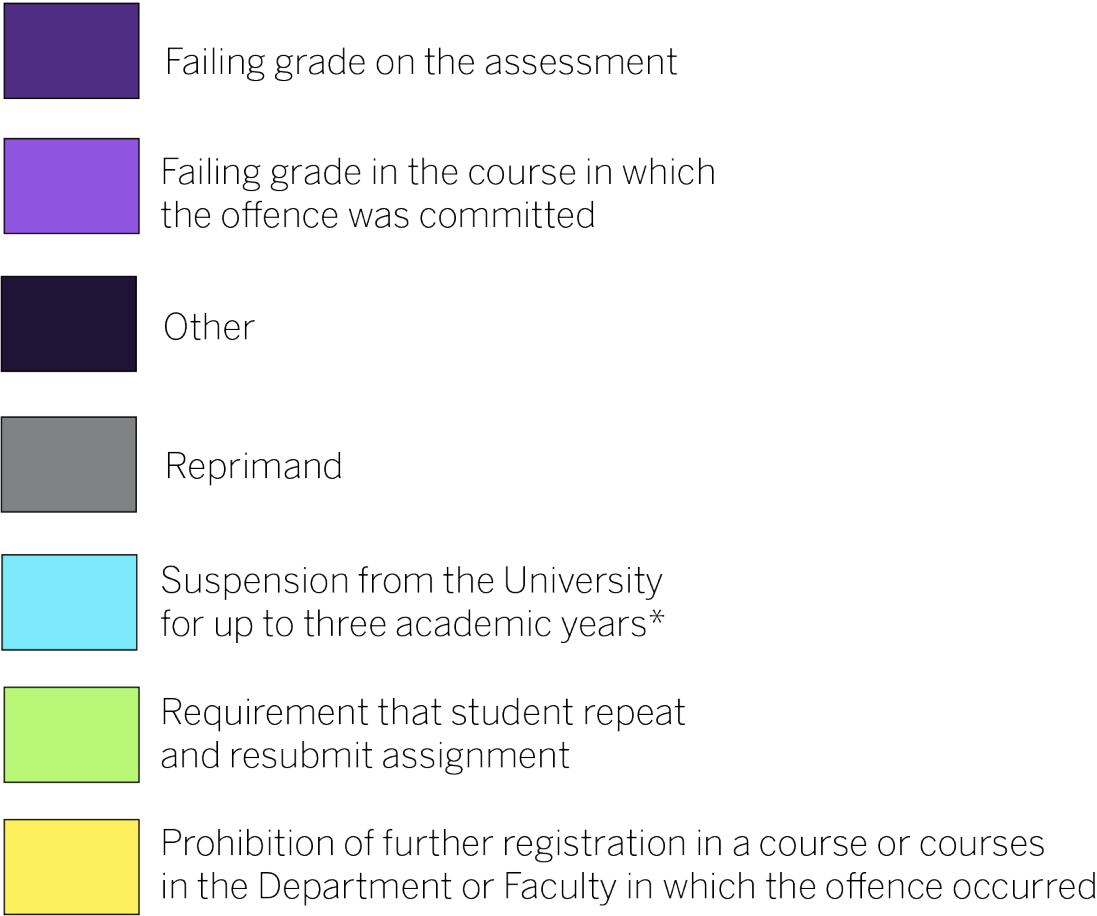
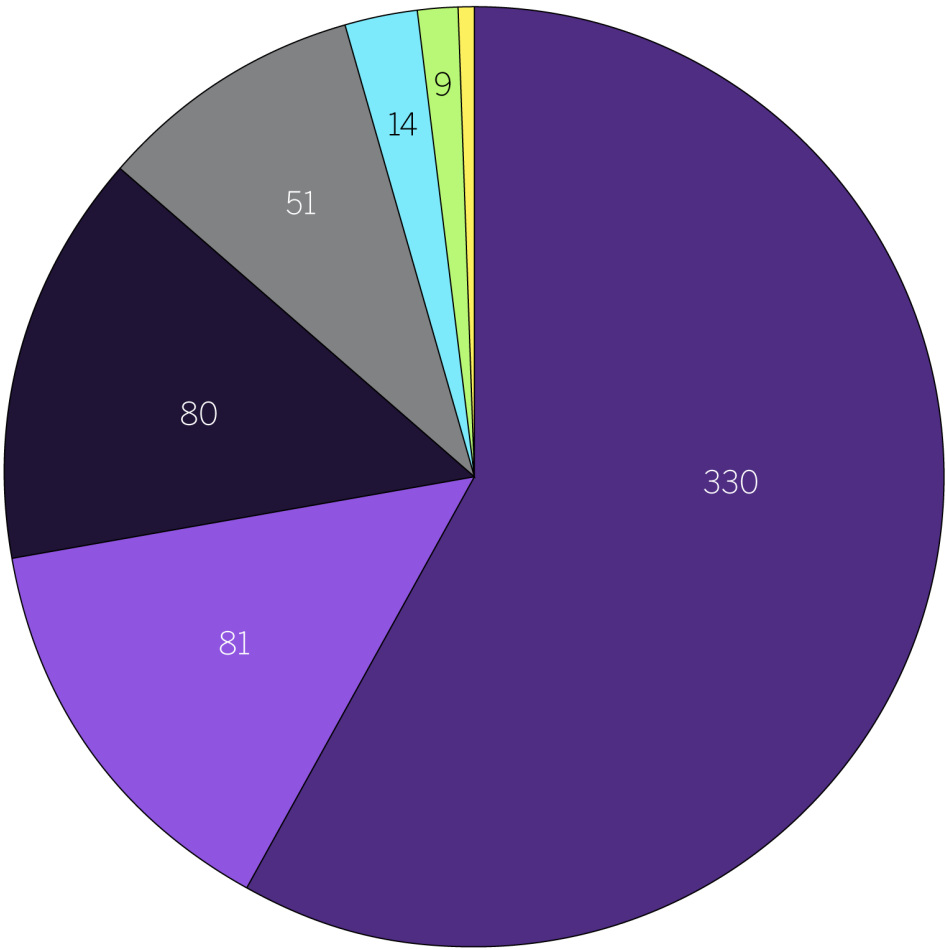
Total Number of Scholastic Offences by Faculty of Registration: 2017-18 and 2024-25

	2017-18	2024-25		2017-18	2024-25
Science	26	147	Ivey	8	19
Social Science	28	121	Schulich	0	15
King's	26	75	Huron	4	12
Engineering	14	60	SGPS	19	10
FIMS	8	42	Music	3	5
Health Sciences	29	25	Education	3	0
Arts & Humanities	7	21	Law	2	0

Total Number of Scholastic Offences by Type 2024-25



Total Number of Penalties Imposed 2024-25



Total Number of Penalties Imposed 2024-25

Science	149	Ivey	29
Social Science	122	Schulich	17
King's	81	Huron	12
Engineering	55	SGPS	10
FIMS	42	Music	5
Health Sciences	30	Education	0
Arts & Humanities	21	Law	0

■ Actions in Response to Scholastic Offences

Actions in Response to Scholastic Offences

- Faculty members using **more in-person assessment techniques**
- **In-person final examinations** for fully online courses
- New **Academic Integrity tutorial** added to required first-year course at Faculty of Engineering
- Faculty-specific **sessions on academic integrity** during orientation week
- New **low-stakes reporting system** at FIMS for faculty members to flag students who do not meet the threshold of an official offence file
- The Centre for Teaching and Learning created a **new Academic Integrity tutorial** released in August 2025
- Senate approved **changes to the Policy on Course Outlines** that require faculty members to set expectations around the use of generative AI by students

Thank you.

Scholastic Offence Report, 2024-25

Office of the Vice-Provost (Academic Programs)

Western University



Schulich School of Medicine & Dentistry:
Introduction of an Honours Specialization in Public Health

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2026, an Honours Specialization in Public Health be introduced by the Schulich School of Medicine & Dentistry as shown in Item 9.1.

Executive Summary:

The Schulich School of Medicine & Dentistry proposes to introduce a Bachelor of Science Honours Specialization in Public Health in partnership with the Faculty of Health Sciences. Canada faces an urgent need to modernize and expand public health education to address increasingly complex challenges. Unlike healthcare providers who focus on individual patient care, public health professionals work to improve the wellbeing of entire populations. The SARS outbreak in the early 2000s marked a turning point for public health in Canada, sparking growing demand for professionals in the field and increased student interest in public health education. This need has intensified due to converging challenges including an aging population, the re-emergence of infectious diseases in the West, the substance use and homelessness crises, and the escalating public health impacts of climate change.

SUPR-U requested an external review of the proposed Honours Specialization in Public Health per Western's Institutional Quality Assurance Process (IQAP) for the introduction of new programs. The Final Assessment Report from the external review is attached.

Documentation Provided:

New Calendar Copy – Honours Specialization in Public Health

Extracted from the New Undergraduate Module Proposal – Honours Specialization in Public Health

Final Assessment Report

NEW CALENDAR COPY

HONOURS SPECIALIZATION IN PUBLIC HEALTH

This module leads to an Honours Bachelor of Science (BSc) degree offered by the Schulich School of Medicine & Dentistry. Enrolment in this Honours Specialization module is limited and meeting the minimum requirements does not guarantee admission.

Admission Requirements

Completion of first-year requirements with no failures. Students must have a minimum average of 70% in the following 3.0 principal courses, with no mark below 60% in any of these courses:

1.0 course from: * Health Sciences 1001A/B and Health Sciences 1002A/B; or Chemistry 1301A/B and Chemistry 1302A/B.

1.0 course: Biology 1001A, Biology 1002B.

1.0 additional course at the 1000-level.

Students must also complete 1.0 course from: Calculus 1000A/B, Calculus 1301A/B, Calculus 1500A/B, Calculus 1501A/B, Data Science 1000A/B, Applied Mathematics 1201A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Mathematics 1600A/B.

*Note: Health Sciences 1001A/B and Health Sciences 1002A/B must be completed by the end of Year 2 if Chemistry 1301A/B and Chemistry 1302A/B is used to satisfy this requirement.

Module

11.0 courses:

0.5 course from: Biology 2244A/B, Statistical Sciences 2244A/B.

0.5 course: Microbiology and Immunology 2500A/B.

2.0 courses: Health Sciences 2250A/B, Health Sciences 3240A/B, Health Sciences 4205A/B, Health Sciences 4400A/B.

1.5 courses: Epidemiology 2200A/B, Epidemiology 3200A, Epidemiology 4310A/B.

0.5 course: Biostatistics 3100A.

0.5 course: Public Health 3000F/G.

1.5 courses from: Biostatistics 3110B, Biostatistics 3400A, Epidemiology 3210B, Epidemiology 3315B, Epidemiology 3330F/G, Epidemiology 4320A/B, Epidemiology 4615B, Epidemiology 4715A/B.

0.5 course from: Epidemiology 4600A, Health Sciences 3840A/B.

0.5 course from: Health Sciences 3071A/B, Health Sciences 3250F/G, Health Sciences 4220F/G, Health Sciences 4721A/B. (*Health Equity Requirement*)

0.5 course from: Health Sciences 2400A/B, Health Sciences 3400A/B, One Health 4700A/B. (*Health Policy Requirement*)

0.5 course from: Foods and Nutrition 2070A/B, Health Sciences 2610F/G, Health Sciences 3010F/G, Health Sciences 3052A/B, Health Sciences

3650F/G, Health Sciences 3704A/B, Health Sciences 3910F/G, Health Sciences 4250A/B.

0.5 course from: Biology 2485A/B, Environmental Science 2300F/G, One Health 3300A/B.

0.5 course from: Biochemistry 2280A, Microbiology and Immunology 3500B, One Health 3600A/B, One Health 4100F/G.

1.0 course: Public Health 4000E.

Notes:

1. In order to satisfy graduation requirements for an Honours Bachelor of Science degree, students must also fulfil Science course requirements (see *Additional Requirements for the Honours Bachelor of Science and the Honours Bachelor of Medical Sciences Degrees* in the policy on *Graduation Requirements*). The following courses may be used to satisfy this requirement: Health Sciences 1300A/B, Health Sciences 2300A/B, Health Sciences 2400A/B, Health Sciences 3240A/B, Health Sciences 3400A/B, Health Sciences 3801A/B, Health Sciences 3840B, Health Sciences 4400A/B.

***Extracted from the New Undergraduate Program Proposal Form –
Honours Specialization in Public Health***

This proposal is for a Bachelor of Science (BSc) Honours Specialization in Public Health, offered by the Schulich School of Medicine & Dentistry (Schulich) in collaboration with the Faculty of Health Sciences (FHS). This new program has been designed to differentiate itself from other programs by offering a curriculum that balances the need for essential training in the health sciences and social sciences, with advanced training in the biomedical, environmental, and statistical sciences.

Canada faces an urgent need to expand public health education amid growing workforce needs. Comprehensive undergraduate public health degrees remain scarce nationally, while Master of Public Health (MPH) programs—including Western's—receive many times the number of applicants than can be accepted. The proposed BSc will capitalize on Western's strengths to address this student demand. Rather than expand enrollment, the program will optimize educational pathways by:

- boosting enrollment in undersubscribed courses;
- creating a pathway for FHS students to access core science and epidemiology courses; and
- creating a pathway for Schulich students seeking alternatives to medical school, or who need to redirect because they did not progress to their intended module.

The four-year BSc program requires 11.0 Science credits, and will:

- welcome 100 second-year students annually from existing programs;
- be offered by Schulich;
- use existing faculty and infrastructure;
- include two newly approved courses (1.5 credit hours); and
- be led by co-directors from the FHS and Schulich, supported by a Steering Committee comprising faculty, students, and external public health partners.

The proposed BSc in Public Health represents a strategic opportunity for Western. By leveraging existing resources and faculty expertise, the program will create valuable academic pathways for students, strengthen cross-faculty collaboration, and enhance Western's public health research potential.

Schulich and the FHS already partner on graduate degrees in clinical epidemiology and clinical research management, and global health systems. Building on this interdisciplinary foundation and the MPH program already administratively housed in Schulich, the proposed BSc will provide an undergraduate pathway into public health at Western.

The new BSc in Public Health will address a persistent challenge voiced by prospective students. At outreach events like the Ontario University Fair, the University consistently hears from those who are passionate about studying health at Western but feel restricted by having to choose between admission to Health Sciences and Medical Sciences First Entry. Once students select either path, they face barriers to accessing opportunities in the other Faculty. The BSc in Public

Health has been designed to eliminate these barriers, bringing professors and students together across disciplines to advance public health research and education. It also expands student choice. As few Canadian universities offer an undergraduate degree in public health, the new program establishes Western as a national leader in this field while aligning its missions to maximize both interdisciplinary research and training.

Canada faces an urgent need to modernize and expand public health education to address increasingly complex challenges. Unlike healthcare providers who focus on individual patient care, public health professionals work to improve the wellbeing of entire populations. The SARS outbreak in the early 2000s marked a turning point for public health in Canada, sparking growing demand for professionals in the field and increased student interest in public health education. This need has intensified due to converging challenges including an aging population, the re-emergence of infectious diseases in the West, the substance use and homelessness crises, and the escalating public health impacts of climate change.

While many universities in the US and Europe offer comprehensive public health education at the bachelor's level, Canadian universities predominantly offer graduate public health degrees. Demand is high—MPH programs, including Western's, receive many times the number of applicants than can be accepted each year. Expanding public health education to include a BSc in Public Health would provide an entry point for FHS and Schulich students who want to begin their public health education earlier in their academic journey.

While public health professionals share a population health focus, the composition of this workforce is diverse and not easily defined. The proposed program has been developed to provide students with a broad, foundational knowledge in public health in preparation for the diverse jobs available in this field.

To prepare students for the diverse array of jobs available in public health requires a comprehensive education integrating the social and behavioral sciences, epidemiology, biostatistics, environmental health sciences, and health policy/regulation. Undergraduate public health degrees remain rare in Canada. Currently, only three Canadian universities offer comprehensive bachelor's degrees in public health: Brock University and the University of Waterloo in Ontario, and the University of Lethbridge in Alberta.

Three elements differentiate the proposed program from other related programs:

1. Advanced scientific foundations: Students will gain a deep understanding of the biological mechanisms that underlie public health through 11.0 Science and Basic Medical Science courses. It is essential for public health students at all levels to understand the biological underpinnings of diseases to effectively prevent and control them. The BSc curriculum has been designed to ensure students appreciate the connections between biology and public health, preparing them to apply this knowledge to address communicable and non-communicable diseases, injuries, and environmental exposures in populations.

2. Exceptional methodological training: The vision of this program is to train the public health workforce of tomorrow. Public health practice is increasingly data driven. To remain relevant, public health education at all levels must ensure students receive strong methodological and analytic training to further both methodological and statistical literacy. The BSc Public Health curriculum has been designed to ensure graduates can confidently and critically evaluate research, transform statistical data into actionable insights, and use data to inform sound health policy and programming. The curriculum will prepare students for entry-level roles in population health surveillance, research assistant roles within research-driven health facilities, as well as health policy analyst and health promotion positions.

3. Career-focused preparation: Public Health is a rich, interdisciplinary field. Students trained to specialize too early (e.g., during their undergraduate training) may not achieve an appreciation and understanding of the field as a whole. Thus, an overarching goal of the BSc Public Health is to provide broad foundational training across all five public health sciences. While many will go on to pursue graduate training, the goal is to ensure they understand the field holistically upon graduation, so they can identify areas of particular interest for specialization. That said, the program also acknowledges that most students will want to know what career opportunities may be available to them immediately upon graduation. To address this need, the BSc Public Health curriculum has also been designed with attention to the specific public health functions that students will be competent to perform at a job-entry level upon graduation. The BSc Public Health curriculum has been designed strategically to train students in three essential public health functions that are in high demand in the Canadian workforce, and that leverage Western's strengths. First, the program will ensure students are competent for entry-level positions in *Health Intelligence*, capitalizing on Western's strengths within the Department of Epidemiology & Biostatistics. Second, students will receive training in *Health Protection*, including coursework in health policy, regulation, and economics - drawing on expertise in both the FHS and Schulich. Third, students will receive training in *Health Promotion*, capitalizing on the notable expertise of the FHS in health promotion theory, program development, delivery, and evaluation.

Admission will be open to undergraduate students in the Faculty of Health Sciences and Medical Sciences First Entry. Drawing from both the Health Sciences and the Medical Science First Entry program will create a rich, interdisciplinary student cohort.

Program Objectives

1. Provide students with broad **foundational knowledge** in public health as a basis for later specialization through employment or graduate school.
2. Train students to take evidence-informed action on the biological, behavioural, environmental, and social **determinants** of health.
3. Prepare students to engage in three broad and **essential functions** of public health.

4. Engage students in **public health practice** through a curriculum that is collaborative, experiential, and socially accountable.

Program Learning Outcomes

By the end of this degree, students should be able to:

PLO	Description
1. Foundations of Disease	Understand the scientific foundations of chronic/infectious disease (etiology, environmental interactions; must extend beyond coverage in a general biology course)
1. Determinants of Health	Recognize and take action on the biological, behavioural, environmental, and social determinants of health.
2. Surveillance	Engage in health surveillance (common methods, challenges in real-world data collection, identifying data quality and limitations).
3. Research Literacy	Demonstrate public health research literacy (assess data from a range of sources to inform evidence-based health protection and promotion).
4. Statistical Literacy	Demonstrate public health statistical literacy (preparing descriptive statistics, reading and interpreting public health statistical data, using relevant software).
5. Health Protection	Engage in and critically evaluate public health protection actions (e.g., regulations, policy, infectious disease control).
6. Health Promotion	Develop, implement, and critically evaluate health promotion programs.
7. Health Equity	Foster inclusive approaches to public health that promote equity and enable people to increase control over their health.
8. Collaboration	Collaborate with teams, communities, and civil groups to address public health challenges.
9. Communication	Communicate public health information to diverse audiences.

The new module leverages Western's academic strengths in public health, with all but 1.5 courses already offered across the University. Two new courses were created and approved by the Subcommittee on Undergraduate Academic Courses - a 0.5 course (Public Health 3000F/G: *Current Topics in Public Health*) and a 1.0 Capstone course (Public Health 4000E: *Community-Engaged Learning and Research Skills in Public Health*). The first new course will bring the students together in their third year as a cohort to apply their learnings to contemporary research topics in public health. The second course will bring the cohort together to engage in community-based capstone projects.

Public Health 3000F/G will include a milestone that requires all students to complete an existing learning opportunity on Indigenous peoples. Students will complete three e-learning modules offered by Western University and Ontario Health.

Honours Specialization in Public Health
Final Assessment Report & Implementation Plan
December 2025

Faculty / Affiliated University College	Schulich School of Medicine & Dentistry	
Degrees Offered	B.Sc.	
Date of Introduction	September 1, 2026	
New Module	Honours Specialization in Public Health	
External Reviewers	Dr. Jeff Johnson, School of Public Health, University of Alberta	Dr. Shannon Majowicz School of Public Health Science, University of Waterloo
Internal Reviewer	Jan Plug Associate Dean, Academic Faculty of Arts and Humanities	Morgan DeCampos Undergraduate Student English Language & Literature
Date of Site Visit	September 29 & 30, 2025	
Date Review Report Received	October 10, 2025	
Date Program/Faculty Response Received	Program: November 5, 2025 Faculty: November 26, 2025	
Evaluation	Approved to Commence	
Approval Dates	SUPR-U: January 20, 2026 ACA: February 3, 2026 Senate:	
Year of Next Review	2033-2034	
Progress Report	June 2029	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Honours Specialization in Public Health to be delivered by the Schulich School of Medicine & Dentistry.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response(s) from the academic unit; and
- the response from the Decanal Office of the Schulich School of Medicine & Dentistry.

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers.

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

The FAR (including Implementation Plan) is sent for approval through the Senate Subcommittee on Program Review - Undergraduate (SUPR-U), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Executive Summary

The Honours Specialization in Public Health is an interdisciplinary module offered by the Schulich School of Medicine & Dentistry (Schulich) in partnership with the Faculty of Health Sciences (FHS). Building on the Master of Public Health (MPH) program which came into effect in September 2013, this module will provide an undergraduate pathway into Public Health at Western. The module has been designed to allow students to acquire a wide-ranging background in and understanding of Public Health, balancing the need for essential training in the health and social sciences, with advanced training in the biomedical, environmental, and statistical sciences. As a result, courses for the module range over Social Science, Epidemiology, Biostatistics, Health Policy and Economics, in addition to Environmental Health to provide students with a degree program that is both broad and flexible. Topics in the program offering include questions about the biological foundations of disease, recognizing and taking action on the biological, behavioural, environmental, and social determinants of health, and how to critically evaluate Public Health data.

The proposed program aims to take in 100 students annually. The external reviewers shared a positive assessment of the Public Health Program Proposal. They offer three overarching recommendations with a suite of considerations as the program evolves.

Strengths and Innovative Features Identified by the Program

- As the first Bachelor of Science (BSc) in Public Health in Canada, the proposed program has been strategically designed to balance social science foundations with advanced training in epidemiology, biostatistics, health policy/economics, and environmental health - a combination common in the US and Europe but rarely found in Canada.
 - Positions Western as a destination university for students seeking a rigorous public health education. The integration of advanced biomedical and scientific training with social science theories will prepare the next generation of public health professionals.
- Curriculum integrates advanced scientific foundations designed to ensure that students appreciate the connections between biology and public health, preparing them to apply this knowledge to address communicable and noncommunicable diseases, injuries, and environmental exposures in populations.
- Strong methodological training designed to ensure graduates can confidently and critically evaluate research, transform statistical data into actionable insights, and use data to inform sound health policy and programming.
- The program structure is guided by the World Health Organization's framework of 12 essential functions of public health (EPHFs), which are fundamental actions that the public health workforce must be prepared to deliver in a country to ensure an effective public health system.
- Students will work in groups of four to complete a 1.0 course community-engaged experiential project for their capstone.

- The Program will be led by co-directors from the FHS and Schulich, supported by a steering committee comprising faculty, students, and external public health partners.

Proposal Preparation and Review Process

Tasked with the development of the initial Letter of Intent, a Working Group was assembled in the Spring of 2024 with representation from Dean's Offices, faculty members and staff. Program development was guided by an environmental scan of common program offerings across institutions and an analysis of trends in application data. The Working Group met with proposed program partners and stakeholders, collected course outlines, created program level learning outcomes, and began the process of structuring the curriculum. Those consulted included:

- Dean's Office, Schulich School of Medicine & Dentistry
- Dean's Office, Faculty of Health Science
- Schulich School of Medicine & Dentistry Department Chairs
- Faculty of Health Sciences Department Chairs
- BMSc Program Committee
- Schulich School of Medicine & Dentistry Educational Policy Committee (EPC)
- Faculty of Health Sciences Educational Policy Committee (EPC)
- Biological and Medical Sciences Educational Policy Committee (EPC)
- Mathematical and Physical Sciences Educational Policy Committee (EPC)
- Offices of the Provost, Vice-Provost Academic Programs and Institutional Budgeting and Planning
- Medical Officer of Health, London

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Dean, Schulich School Medicine & Dentistry
- Dean of Health Sciences
- Vice Dean, Basic Medical Sciences
- Associate Dean (Academic), Basic Medical Sciences Undergraduate Education
- Associate Dean (Academic), Faculty of Health Sciences
- Director of Academic Quality and Enhancement
- Program Directors of Public Health
- Undergraduate Students
- Administrative Staff
- Teaching Faculty for Public Health Course list
- University Librarian

Following the site visit, the external reviews produced a comprehensive review report that was sent to the leaders of the proposed program and the Decanal Offices of the Schulich School of Medicine & Dentistry and the Faculty of Health Sciences. These documents, including the program proposal brief, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Honours Specialization in Public Health.

Summative Assessment – External Reviewers’ Report

The external reviewers shared that *“Western University, with its strong reputation in natural, biomedical, and social sciences, is well positioned to establish this very comprehensive BSc Public Health program, offering students a robust scientific foundation for a broad range of careers in public health practice and research. The program therefore provides a strong balance of determinants of health, across the range of biologic, social and structural determinants.”*

Strengths and/or Unique Aspects of the Program

- Collectively, the faculty are a diverse, collaborative group with strong disciplinary expertise and experience needed to deliver and sustain the program, with some having prior experience working in traditional public health organizations.
- The program will provide students in-depth understanding of health inequities and the wider social forces that create these inequities, and an opportunity to embed equity practices into course activities.
- The program complements the existing inter-faculty Master of Public Health degree offered through Schulich and the Faculty of Health Sciences without competing with it.
 - The program will sequence well with future planned degrees (MSc and PhD in Public Health).

Opportunities for Program Improvement Mentioned by Reviewers

- Stronger focus on public health practice and not allowing for capstone experiences that are based solely on traditional academic research experience (e.g., administrative data analysis or lab-based research).
 - The proposed new capstone course will more than double the workload of the administrative staff currently supporting the capstone course for the medical sciences program – consider mapping out the strategies to ensure this component of the program is adequately supported.
- Should also map the curriculum to the recently released Public Health Agency of Canada (PHAC) Core Competencies of Public Health in Canada 2.0.
- Enhance student learning on Indigenous health issues as of the first cohort.

- Consider integrating more qualitative and mixed methods examples, including other disciplinary and methodologic contributions, such as health policy, political sciences, health economics, and including more examples of public health practice.
- Track career paths including alternate careers for program graduates could also help communicate career prospects to prospective students, including how many are employed without needing an additional degree and in what careers.

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 public health practice (i.e., public health outside of academia) is core to the program and experiential learning.</p> <ul style="list-style-type: none"> i. Have all students work with a community public health partner for their capstone project. ii. Map the proposed curriculum to the domains of the recently released PHAC Core Competencies for Public Health in Canada, Release 2.0. iii. Scaffold professional competencies and skills starting in year one and frame as what students will need to develop to successfully work with community partners in year four. iv. Establish the Program Steering Committee prior to the program start. v. To support sustainability, as the program develops, ensure new faculty hires and replacements maintain the current level of faculty with traditional public health experience. 	<p>Program:</p> <ul style="list-style-type: none"> i. Updated the capstone syllabus to require that all students work with a community health partner for their capstone, or a Western faculty member who is working actively with a community partner, so the student interacts and learns directly from this partner. ii. Mapped the proposed curriculum to the domains in the recently released Core Competencies of Public Health in Canada. iii. Scaffolded the professional competencies throughout the program beginning in year 1 to ensure students are well-prepared for a community-engaged capstone. iv. Initiated establishment of the BSc PH Steering Committee and Terms of reference. v. Ideally, new faculty hires will increase the number of faculty with relevant public health practice experience. <p>Faculty: The Faculty agree with the recommendation of the reviewers and support the program's responses. With respect to faculty hires, we note that while Public Health is a priority for both Medicine and Health Sciences, future hires will need to be evaluated against budget constraints.</p>

<p>Recommendation #2 Accelerate Indigenization of curriculum.</p> <ul style="list-style-type: none"> i. Require all students to learn of the history and legacy of Indigenous peoples, teaching and practices specific to Public Health. ii. Complete an existing learning opportunity on Indigenous peoples as a milestone. iii. Require all students to take an Indigenous Health course. iv. Provide resources and support faculty and staff to build relationships with Indigenous communities and leaders. 	<p>Program:</p> <ul style="list-style-type: none"> i. Working with colleagues in Indigenous Studies at Western to negotiate the offering of Indigenous Health course Indigenous Studies 2412F/G: <i>Indigenous Health and Healthcare Environments</i> within the BSc Public Health. In exchange for opening the course to BSc Public Health students by increasing the course enrollment cap and offering it in an additional term, Schulich will provide one TA to support the instructor. ii. As this Indigenous health course is not yet ready for offer to students in the BSc Public Health, a milestone has been created that all students are required to complete consisting of three e-modules (4 hours total) offered at no cost by Western University and Ontario Health. The training in these e-modules is consistent with the Truth and Reconciliation Commission Calls to Action by teaching students about colonization, residential school, Indigenous rights, anti-racism, and Indigenous health and healing practices. iii. Indigenous Studies 2412F/G will be offered as an elective on a picklist for the first year or two that it is available to BSc Public Health students. The Indigenous faculty member who is teaching this course within Indigenous Studies will then decide if it can be made a required course for students in our program. iv. The Co-Directors will meet with the experiential learning coordinator and our Indigenous colleagues on campus and locally to discuss ways to build meaningful relationships with Indigenous communities and leaders for capstone projects, and more generally within the program. <p>Faculty: The co-directors had taken steps to accelerate Indigenization of the curriculum even before the review. There is a clear plan in place and this plan has been established in consultation with colleagues from Indigenous Studies. Health Sciences has launched a search for a tenure-track position related to Indigenous health and well-being that is restricted to Indigenous scholars. While only a single position, the appointment adds to a growing body of expertise and experience in the area of Indigenous health across the university.</p>
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<p>Recommendation #3 Aim to enhance the student experience by ensuring the proposed program is adequately supported in the administrative staff of the two faculties.</p> <ul style="list-style-type: none"> i. Increase the current administrative staff by 1.0 FTE to support the increased workload for advising and experiential learning. ii. Ensure administrative staff from both faculties are well versed in program requirements and are cross trained in the offerings of both faculties. 	<p>Program:</p> <ul style="list-style-type: none"> i. Timely access to BMSUE Office advising staff is critically important to the program's success. As Schulich offered to house the program in its partnership with FHS, it will be essential for Schulich to adequately support prospective and enrolled students, particularly during the initial years of implementation. ii. The Co-Directors have organized a meeting between Schulich and FHS administrative staff to ensure both teams are well-versed in program requirements and cross-trained in each faculty's offerings. Additional meetings will be scheduled as needed leading up to program launch. <p>Faculty: The Faculty agrees with the recommendation. In Schulich, one of the BMSUE program coordinators recently retired. Schulich is committed to replacing this integral position which is crucial for the Public Health program and its other undergraduate programs, subject to University budget approval. Schulich also commits to implement another full-time administrative position to coordinate community placements, once the first cohort approaches year 4. This position will also support community placement of other programs, specifically of an expanded graduate MPH program. This model will work well as the MPH program has placements in the summer, whereas the undergraduate program has placements in Fall/Winter.</p>
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Implementation Plan

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

Recommendations	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Ensure public health practice is core to the program and experiential learning. <ul style="list-style-type: none"> Establish the Program Steering Committee prior to the program start. Faculty hires and replacements maintain the current level of faculty with traditional public health experience. 	<ul style="list-style-type: none"> Establish the BSc Public Health Steering Committee and Terms of Reference Assess need for any faculty hires and replacements in relation to budget priorities. 	Co-Directors Decanal Office	By May 2026 By Progress report in June 2029
Recommendation #2: Accelerate Indigenization of curriculum. <ul style="list-style-type: none"> Require all students to take an Indigenous Health course. Build relationships with Indigenous communities and leaders. 	<ul style="list-style-type: none"> Update the BSc Public Health curriculum in early 2026 to include Indigenous Studies 2412F/G as an elective after the BSc Public Health is approved. Work toward Indigenous Studies 2412F/G becoming a required course vs. an elective for all students in the program. Meet with the experiential learning coordinator and our Indigenous colleagues on campus and locally to initiate building of meaningful relationships with Indigenous communities and leaders for capstone projects. 	Co-Directors	By May 2026 By September 2028 By December 2026
Recommendation #3: Aim to enhance student experience by ensuring the proposed program is adequately supported in the administrative staff of the two faculties.	<ul style="list-style-type: none"> Ensure ongoing meetings among advising teams, as needed, ahead of program launch (as well as once launched). Add a full-time administrative position to coordinate community placements, once the first cohort approaches year four. 	Co-Directors and Decanal Office Decanal Office	Update in Progress report for June 2029 By September 2028

King's University College:
Introduction of a Certificate in Religious and Cultural Diversity

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, a Certificate in Religious and Cultural Diversity be introduced by King's University College as shown in Item 9.2.

Executive Summary:

The Certificate in Religious and Cultural Diversity equips students pursuing degrees in any human-centred profession -- Law, Business, Healthcare, Social Work, Psychology, Education, Public Policy -- with a working knowledge of the beliefs and practices within a variety of religious and cultural traditions. As part of the University's commitment to the "discovery and application of knowledge," the Certificate will equip students with a deep knowledge of diverse religious and cultural practices so that they can directly apply this knowledge to their interactions with individuals throughout Canada's uniquely multicultural landscape, as well as with their contacts throughout the world. Students will also acquire the basic research skills to learn more about religious and cultural practices they have not encountered yet as undergraduates and to continue to expand their learning throughout their professional lives.

Documentation Provided:

New Calendar Copy – Certificate in Religious and Cultural Diversity

Extracted from the New Undergraduate Certificate Proposal – Certificate in Religious and Cultural Diversity

NEW CALENDAR COPY**CERTIFICATE IN RELIGIOUS AND CULTURAL DIVERSITY****Admission Requirements**

Completion of first-year requirements with a minimum cumulative average of 65%.

Program Requirements

To qualify for the Certificate in Religious and Cultural Diversity, students must achieve an overall average of 65% in the following 3.0 courses:

1.5 courses normally taken in second year: Religious Studies 2200F/G, Religious Studies 2203F/G, Religious Studies 2204F/G*.

1.5 additional courses in Religious Studies at the 2100-level or above.

Note: It is strongly recommended that students take a 0.5 course in Religious Studies/Jewish Studies (King's/Huron); 0.5 course in Religious Studies/Islamic Studies (King's/Huron); and a 0.5 course from Religious Studies 2134A/B, Religious Studies 2161A/B, Religious Studies 2218F/G, Religious Studies 2270F/G, Religious Studies 2281F/G (King's) to fulfill the '1.5 additional courses in Religious Studies' requirement.

Courses in Indigenous Studies or History may be substituted with permission of the Chair.

* This Certificate requires Religious Studies 2203F/G, which has Religious Studies 1023E as an antirequisite. Students who have completed Religious Studies 1023E must substitute an alternate 0.5 course in Religious Studies at the 2100-level.

Extracted from the New Undergraduate Certificate Proposal – Certificate in Religious and Cultural Diversity

The Certificate in Religious and Cultural Diversity equips students pursuing degrees in any human-centred profession -- Law, Business, Healthcare, Social Work, Psychology, Education, Public Policy -- with a working knowledge of the beliefs and practices within a variety of religious and cultural traditions. As part of the University's commitment to the "discovery and application of knowledge," the Certificate will equip students with a deep knowledge of diverse religious and cultural practices so that they can directly apply this knowledge to their interactions with individuals throughout Canada's uniquely multicultural landscape, as well as with their contacts throughout the world. Students will also acquire the basic research skills to learn more about religious and cultural practices they have not encountered yet as undergraduates and to continue to expand their learning throughout their professional lives.

Students in community placements in various programs have been receiving feedback that while excelling in many areas of their work, they were not ready to encounter clients of different religious/cultural backgrounds and meet their needs. The Department of Religious Studies at King's University College sought to address this concern by creating a simple but critical Certificate program that could be added to virtually any other major or specialization to address this need.

A program like this Certificate is not offered anywhere on the Western campus. While degrees in World Religions are available at King's University College and Huron University College, these are majors and minors, which are more difficult to add on to a demanding program. In addition, these programs do not necessarily emphasize their applied significance to a wide variety of professions. As a Certificate with a 3.0 course requirement and a credential that can be recognized in a variety of sectors, King's University College believes this Certificate program will uniquely appeal to students across the Western campuses.

Current research shows that there is growing demand for religious and cultural literacy in the human-centred professions and that even top universities are currently not providing adequate training in this area to their students. While some professions and non-governmental organizations provide one- to three-day workshops in religious and cultural diversity, they do not deliver the deeper knowledge of global religions and diverse cultures that an undergraduate degree can provide. The Certificate in Religious and Cultural Diversity aims to get ahead of the problems that religious ignorance, fear, and hatred create by offering crucial knowledge, skill sets, and credentials for creating true equity and inclusion in our professional sectors and communities of care. King's University College at Western University will be a leader in the province, and indeed the nation, in offering this credential.

This Certificate is intended to supplement other programs and the career paths they entail. Many of the Department's students at King's University College go on to careers in Social Work, Psychology, Death and Bereavement services, NGO/nonprofit work, Law Enforcement/Legal Services, Management and Marketing, and teaching. The Certificate in Religious and Cultural Diversity will provide necessary skills for understanding the diversity inherent in any workplace -- far

beyond any one-day or multi-day corporate training -- and make students more competitive as they enter a challenging job market.

Certificate Learning Outcomes

Students who complete this Certificate will:

1. Recall accurate knowledge about at least three religious traditions and expressions. (Depth and Breadth)
2. Recognize the internal diversity within religious traditions. (Depth and Breadth)
3. Explain how religious beliefs and practices are integrated into the experiences and histories of individuals, communities, nations, and regions. (Knowledge of Methodologies)
4. Interpret how religious expressions make use of cultural symbols and artistic representations of their times and contexts. (Knowledge of Methodologies)
5. Distinguish confessional or prescriptive statements made by religions from descriptive or analytical statements made about religions. (Knowledge of Methodologies)
6. Discern ethical and political issues related to religion in public dialogue and debate. (Application of Knowledge)
7. Recognize the dominant religious and cultural worldview of your region (e.g., North America) and the viability of religious subcultures. (Application of Knowledge, Awareness of Limits of Knowledge)
8. Apply knowledge of multiple religious traditions to effectively navigate religious diversity, address religious intolerance, and promote pluralistic understanding. (Application of Knowledge, Communication Skills)

Subcommittee on Enrolment Planning and Policy Report

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of the Senate Committee on University Planning, Senate approve the plans and processes for first year, first-entry undergraduate enrolment for Western and its Affiliated University Colleges and the use of the 2026-27 enrolment projections for Western's budget planning purposes.

Executive Summary:

The SUEPP report is provided annually to the Senate Committee on University Planning (SCUP) for recommendation to Senate for approval. The report recommends targets and processes for first-year undergraduate enrolment and provides overall enrolment projections for Western and its Affiliated University Colleges in alignment with the University's strategic plan priorities and objectives.

Documentation Provided:

2025-26 Enrolment Update (for information)

Fall 2026 First-Year Undergraduate Admissions (for approval)

Enrolment Projections for 2026-27 to 2030-31 (for approval)

2025-26 ENROLMENT UPDATE

		Actuals					2025-26		
		2020-21	2021-22	2022-23	2023-24	2024-25	Plan	Nov. Actual	Difference
1	Constituent University								
2	Full-Time Undergraduates								
3	Arts & Humanities	877	853	864	923	1,030	1,009	990	-19
4	Business (HBA)	1,057	1,072	1,210	1,336	1,376	1,356	1,368	12
5	Dentistry	263	264	281	281	283	284	284	0
6	Education	677	697	703	783	887	772	866	94
7	Engineering	2,151	2,293	2,497	2,590	2,919	2,929	3,109	180
8	Health Sciences								
9	Foods & Nutrition					237	172	229	57
10	Family Studies					140	150	168	18
11	BHSc Program	1,339	1,424	1,437	1,546	1,603	1,575	1,755	180
12	Kinesiology	1,285	1,283	1,311	1,293	1,337	1,281	1,350	69
13	Nursing	989	1,028	1,180	1,326	1,325	1,376	1,417	41
14	Law	490	482	496	503	510	520	509	-11
15	MACS (Media and Communication Studies)	871	899	880	909	994	988	961	-27
16	Medicine								
17	MD Program	686	688	689	698	716	735	742	7
18	B.Med.Sci. Program	1,161	1,252	1,305	1,199	1,117	1,129	1,151	22
19	Music	443	434	410	375	414	451	425	-26
20	Science - B.Med.Sci.	1,731	1,905	1,546	1,500	1,529	1,512	1,609	97
21	Science - Computer Science *					481	1,520	1,317	-203
22	Science - All Other	3,804	3,904	4,416	4,763	4,377	3,505	3,388	-117
23	Social Science - MOS	3,056	3,315	3,397	3,457	3,433	3,218	3,315	97
24	Social Science - All Other	3,826	4,033	4,280	4,469	4,510	4,248	4,282	34
25	Total Full-Time Undergraduates	24,706	25,826	26,902	27,951	29,218	28,730	29,235	505
26	Concurrent Programs	345	380	370	384	381	402	370	-32
27	ISSAP					7	7	15	8
28	Medical Residents	940	968	999	1,023	1,048	1,025	1,084	59
29	Full-Time Graduates								
30	Masters	3,869	4,360	4,231	4,370	4,664	4,557	4,410	-147
31	Doctoral	2,231	2,345	2,415	2,477	2,557	2,536	2,602	66
32	Total Full-Time Graduates	6,100	6,705	6,646	6,847	7,221	7,093	7,012	-81
33	Total Full-Time Enrolment	32,091	33,879	34,917	36,205	37,875	37,257	37,716	459
34	Part-Time FTEs								
35	Undergraduate	2,563	2,408	2,537	2,671	2,614	2,670	2,506	-164
36	Education (AQs)	447	460	416	452	361	375	388	13
37	Masters	122	128	111	96	89	100	90	-10
38	Doctoral	35	29	32	30	29	30	30	0
39	Total Part-Time FTEs	3,167	3,025	3,096	3,249	3,093	3,175	3,014	-161
40	Total Constituent FTEs	35,258	36,904	38,013	39,454	40,968	40,432	40,730	298
41	Affiliated University Colleges								
42	Full-Time Undergraduates								
43	Brescia	1,301	1,171	1,099	1,125				
44	Huron	1,431	1,525	1,560	1,729	1,981	1,987	2,285	298
45	King's	3,415	3,253	3,150	2,986	3,053	3,004	3,258	254
46	Total Full-Time Undergraduates	6,147	5,949	5,809	5,840	5,034	4,991	5,543	552
47	Part-Time Undergraduate FTEs **								
48	Brescia	70	72	65	65				
49	Huron	57	58	50	51	52	50	61	11
50	King's	299	266	272	257	251	265	208	-57
51	Total Part-Time FTEs	426	396	387	373	303	315	269	-46
52	Graduate FTEs								
53	Brescia	35	31	31	32				
54	Huron	13	10	7	8	7	13	4	-9
55	King's	60	62	65	64	64	65	68	3
56	Total Graduate FTEs	108	103	103	104	71	78	72	-6
57	Total Affiliate FTEs	6,681	6,448	6,299	6,317	5,408	5,384	5,884	500
58	Total FTEs - Western Complex	41,939	43,352	44,312	45,771	46,376	45,816	46,614	798

2025-26 ENROLMENT UPDATE

		Actuals					2025-26		
		2020-21	2021-22	2022-23	2023-24	2024-25	Plan	Nov. Actual	Difference
59	Rows 59 to 98 Included above								
60	International Students								
61	Constituent Full-Time								
62	Undergraduates	2,822	2,761	2,593	2,398	2,212	1,974	1,949	-25
63	Medical Residents	130	173	189	207	225	200	235	35
64	Masters (excluding Ivey)	695	826	818	905	1,016	820	655	-165
65	MBA (Regular), Ivey MSc	159	199	222	239	254	200	281	81
66	Executive MBA	1	2	1	0	0	0	2	2
67	Doctoral	686	798	875	941	954	907	954	47
68	Affiliates								
69	Undergraduates	1,390	1,233	1,144	1,027	784	669	658	-11
70	Masters	4	4	3	3	0	1	1	0
71	Year 1 Only								
72	Constituent								
73	Arts & Humanities	221	248	202	257	281	280	259	-21
74	Engineering	704	774	893	848	948	850	985	135
75	Health Sciences								
76	Foods & Nutrition					39	65	58	-7
77	Family Studies					17	50	52	2
78	BHSc Program	407	421	387	477	466	430	528	98
79	Kinesiology	335	351	351	344	369	335	373	38
80	Nursing	159	142	142	176	187	190	208	18
81	MACS (Media and Communication Studies)	226	270	212	244	324	300	287	-13
82	Music	117	94	88	98	144	145	114	-31
83	Science - B.Med.Sci.	1,092	1,049	1,000	981	920	1,000	1,028	28
84	Science - Computer Science					481	500	332	-168
85	Science - All Other	709	967	1,033	1,084	518	550	564	14
86	Social Science - MOS	1,072	1,052	1,151	1,200	1,054	950	909	-41
87	Social Science - All Other	965	1,054	1,009	990	900	850	905	55
88	Total Year 1 - Constituent	6,007	6,422	6,468	6,699	6,648	6,495	6,602	107
89	Affiliated University Colleges								
90	Brescia	270	258	244	304				
91	Huron	489	448	417	575	685	720	791	71
92	King's	968	840	721	650	774	728	944	216
93	Total Year 1 - Affiliates	1,727	1,546	1,382	1,529	1,459	1,448	1,735	287
94	Total Year 1 - Western Complex	7,734	7,968	7,850	8,228	8,107	7,943	8,337	394
95	Masters								
96	All Programs (excluding MBAs)	3,301	3,545	3,429	3,512	3,803	3,689	3,550	-139
97	Ivey (excl EMBA)	466	665	631	653	654	618	687	69
98	Executive MBA	102	150	171	205	207	250	173	-77

For Information

98	Year 1 Constituent International Students	592	610	684	622	523	580	427	-153
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* Computer Science - Year 1 to 3 only

** 2025-26 Part-time FTEs are estimates -- and will be updated when second/January-term course registrations are finalized.

Western University

SCUP's Subcommittee on Enrolment Planning and Policy (SUEPP)

Fall 2026 First-Year Undergraduate Admissions

A. Background/Context

History

Over the past twenty+ years, Western's enrolment planning has placed the highest priority in increasing the quality of our incoming first-year class – which has moved the overall average grade of our first-year class from a position of “below the Ontario average” in 1993 to the top among Ontario universities. In order to achieve that goal, our approach to first-year admissions has included the following high-level priorities:

1. Our objective should be to continue to maintain and increase the quality of our incoming class – and we should continue to maintain and increase entrance standards.
2. The approach of using the common minimum entrance requirement for the direct-entry programs should be continued. For limited-enrolment programs – based on annual reviews by the Provost and the Deans – the entrance requirements could be higher. The result of this approach is that student demand/choice drives program-specific enrolments.
3. We should work to increase our first-year international enrolments.
4. We should continue to monitor the gap in entrance requirements between Western and the Ontario average – with the objective of maintaining/increasing the gap.

In 2010, in order to be aligned with the Constituent University's strategy on enrolment planning, the Affiliated University Colleges committed to narrowing the gap in entrance requirements between the Colleges and the Constituent University. This commitment was met for Fall 2018 admissions. As part the current Affiliation Agreement (renewed in May 2019), the Colleges agreed to a further “narrowing of the gap” by increasing minimum entrance requirements as follows: 78.5% for Fall 2019, 79.0% for Fall 2020, 79.5% for Fall 2021, and 80.0% for Fall 2022. (*FYI – renewal of the Affiliation Agreements with Huron and King's is in final stages*).

Current Strategic Plan Priorities

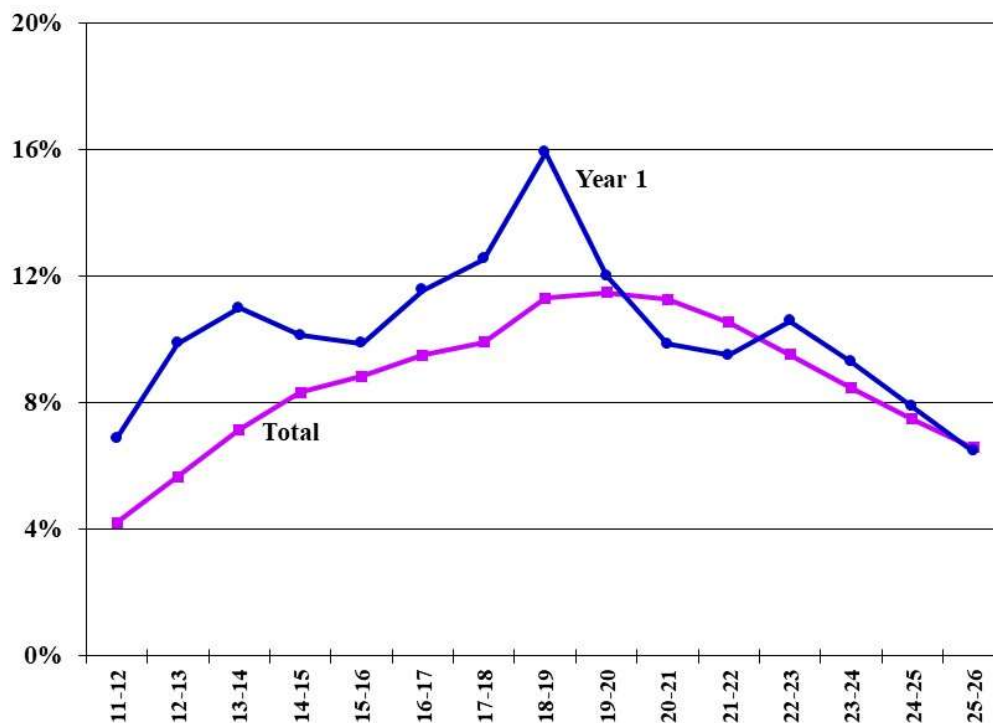
Our current Strategic Plan – *Towards Western at 150* – includes the following enrolment-planning related objectives:

- a. With the aspiration to “grow strategically”, the plan commits to expanding student enrolment (undergraduate, graduate, postdoctoral, and lifelong learners) – in areas of demand and societal need and with deliberate intention to be equitable and inclusive.
- b. Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- c. Increase our international undergraduate student population to 20% and out-of-province students to 15%.
- d. Promote diverse qualifications as an admissions category to support the recruitment of a more diverse student population.

Western International College

As noted earlier, our Strategic Plan aspires to increase undergraduate international enrolments to 20% of total undergraduate enrolment. Starting in 2011, Western made progress towards this goal between 2011 and 2019. Due to a number of external factors – including the global pandemic, increased competition for international students, changes in global political landscapes, and Canadian government policies on international study permits – recruiting international students has become a challenge. As a result, the proportion of international undergraduate students has declined substantially between 2019 and 2025 – as shown in the figure below.

Undergraduate Enrolment at Western: % International



In order to enhance our international recruitment capabilities, Western's Senate and Board of Governors approved a collaboration with Navitas to establish the Western International College (WesternIC). Through this collaboration, WesternIC will recruit international students into first-year Western programs in the Fall of 2026. WesternIC students who meet Western's progression (to second year) requirements will enroll at the Constituent University in the Fall of 2027 – and this process/structure will be continue in subsequent years. Over time, we expect WesternIC to support us in moving towards the 20% international aspiration.

B. Update on the Fall 2025 Entering Class and Entrance Standards

Constituent University

1. The Constituent University's full-time first-year enrolment was 6,602. Of this, 427 (or 6.5%) were international students.
2. The minimum entrance requirement was a mid-year offer grade of 82.5% for Arts & Humanities, MACS (offered through FIMS), Foods & Nutrition, and Family Studies, and the mid-year offer grades for all other programs ranged from the common minimum requirement of 83.5% up to 92%. At offer time, the condition for the final grade was a minimum of 80.0% for Arts & Humanities, MACS, Music, Foods & Nutrition, and Family Studies (year three of a three-year pilot approved by SUEPP) and 83.5% for all other programs.
3. For information, full-time graduate enrolment was 7,012 – which equates to 18.6% of total full- time enrolment.

Affiliated University Colleges

4. Full-time first-year enrolment at the Colleges were as follows:
 - Huron 791 (of which, 44 or 5.6% were international)
 - King's 944 (of which, 85 or 9.0% were international)
5. The final grade requirement at each of the Colleges was 80.0%.

C. Fall 2026 Admissions Plans

Constituent University

1. Domestic Students: The general approach to admissions from recent years will continue for the Fall 2026 admissions cycle – and it is expected that our mid-year offer grade for most programs will be no less than 83.5%, with a final grade requirement of at least 83.5%. The pilot – where the final grade requirement for Arts & Humanities, MACS, Music, Family Studies, and Foods & Nutrition is 80% – will be extended for another year to better assess outcomes.
2. International Students: The establishment of the Western International College (WesternIC) requires two entry points into Western: direct-entry into the Constituent University and entry into WesternIC for certain programs (currently Social Science – including MOS, and Science).
 - a. The final grade requirement for direct entry will be 83.5% for all programs, except for those included in the pilot (see C.1 above), for which a final grade requirement of 80% will apply.
 - b. The final grade requirement for entry into WesternIC in the fall of 2026 will be 80%.

Entry into WesternIC and directly into Western will be co-ordinated in a manner that ensures collaboration to achieve the best outcomes for students and for Western. The decision of stream for international students applying to programs offered at WesternIC will normally be made based on mid-year grades at the time of application, with students with a mid-year

grade above 85% offered direct admission and students with mid-year grades from 80% to 85% referred to WesternIC.

Upon successful completion of their first-year requirements, students studying at WesternIC will be eligible to enter modules on Main Campus provided they achieve a minimum cumulative average of 60% (consistent with Level 2 progression requirements) and meet the admissions requirements for their intended module. Some modules may have higher admissions standards, as specified in the Academic Calendar.

3. Based on the input from our Deans and current application data, we are estimating a first-year class in the range of 6,600 – which includes about 465 international students. We will work to achieving higher international enrolments – in the context of diversifying country of origin and destination program.

Affiliated University Colleges (Affiliates)

4. The final grade requirement at each of the Affiliates will be no less than 80% – as per the commitment in the current Affiliation Agreement.
5. As is the case at present, in situations where additional assessment is required (for students with exceptional/unusual circumstances), the Affiliates may admit students with grades below the minimum final grade requirement (down to only 2.5% points below the minimum requirement). The proportion with final grades below the minimum requirement (i.e. down to 77.5% which is 2.5% points below the 80% minimum requirement) shall not exceed 5% of the new students in the entering class.
6. The planned first-year class sizes are as follows:
 - Huron 800 (720 domestic and 80 international)
 - King's 1,139 (1,049 domestic and 90 international)

ENROLMENT PROJECTIONS: 2026-27 to 2030-31

		Actuals					Projections/Plans				
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
1	Constituent University										
2	Full-Time Undergraduates										
3	Arts & Humanities	853	864	923	1,030	990	987	975	971	977	980
4	Business (HBA)	1,072	1,210	1,336	1,376	1,368	1,356	1,356	1,356	1,356	1,356
5	Dentistry	264	281	281	283	284	284	284	284	284	284
6	Education	697	703	783	887	866	864	762	668	668	668
7	Engineering	2,293	2,497	2,590	2,919	3,109	3,095	3,112	3,055	2,970	2,986
8	Health Sciences										
9	Foods & Nutrition				237	229	173	171	188	190	189
10	Family Studies				140	168	169	165	166	164	163
11	BHSc Program	1,424	1,437	1,546	1,603	1,755	1,854	1,897	1,919	1,827	1,825
12	Kinesiology	1,283	1,311	1,293	1,337	1,350	1,379	1,397	1,374	1,333	1,331
13	Nursing	1,028	1,180	1,326	1,325	1,417	1,556	1,653	1,510	1,330	1,333
14	Law	482	496	503	510	509	530	530	530	530	530
15	MACS (Media and Communication Studies)	899	880	909	994	961	976	992	982	993	997
16	Medicine										
17	MD Program	688	689	698	716	742	749	748	748	748	748
18	B.Med.Sci. Program	1,252	1,305	1,199	1,117	1,151	1,217	1,345	1,459	1,462	1,468
19	Music	434	410	375	414	425	460	487	470	491	490
20	Science - B.Med.Sci.	1,905	1,546	1,500	1,529	1,609	1,725	1,730	1,743	1,740	1,739
21	Science - Computer Science *				481	1,317	1,538	1,360	1,263	1,309	1,352
22	Science - All Other	3,904	4,416	4,763	4,377	3,388	2,951	3,111	3,242	3,331	3,339
23	Social Science - MOS	3,315	3,397	3,457	3,433	3,315	3,350	3,287	3,294	3,415	3,461
24	Social Science - All Other	4,033	4,280	4,469	4,510	4,282	4,189	4,194	4,282	4,377	4,381
25	Total Full-Time Undergraduates	25,826	26,902	27,951	29,218	29,235	29,402	29,556	29,504	29,495	29,620
26	Concurrent Programs	380	370	384	381	370	370	370	370	370	370
27	ISSAP				7	15	15	15	15	15	15
28	Medical Residents	968	999	1,023	1,048	1,084	1,100	1,100	1,100	1,100	1,100
29	Full-Time Graduates										
30	Masters	4,360	4,231	4,370	4,664	4,410	4,582	4,714	4,758	4,797	4,825
31	Doctoral	2,345	2,415	2,477	2,557	2,602	2,546	2,504	2,504	2,495	2,493
32	Total Full-Time Graduates	6,705	6,646	6,847	7,221	7,012	7,128	7,218	7,262	7,292	7,318
33	Total Full-Time Enrolment	33,879	34,917	36,205	37,875	37,716	38,015	38,259	38,251	38,272	38,423
34	Part-Time FTEs										
35	Undergraduate	2,408	2,537	2,671	2,614	2,506	2,600	2,600	2,600	2,600	2,600
36	Education (AQs)	460	416	452	361	388	375	375	375	375	375
37	Masters	128	111	96	89	90	90	90	90	90	90
38	Doctoral	29	32	30	29	30	30	30	30	30	30
39	Total Part-Time FTEs	3,025	3,096	3,249	3,093	3,014	3,095	3,095	3,095	3,095	3,095
40	Total Constituent FTEs	36,904	38,013	39,454	40,968	40,730	41,110	41,354	41,346	41,367	41,518
41	Affiliated University Colleges										
42	Full-Time Undergraduates										
43	Brescia	1,171	1,099	1,125							
44	Huron	1,525	1,560	1,729	1,981	2,285	2,512	2,629	2,686	2,682	2,682
45	King's	3,253	3,150	2,986	3,053	3,258	3,491	3,527	3,717	3,905	4,066
46	Total Full-Time Undergraduates	5,949	5,809	5,840	5,034	5,543	6,003	6,156	6,403	6,587	6,748
47	Part-Time Undergraduate FTEs										
48	Brescia	72	65	65							
49	Huron	58	50	51	52	61	55	55	55	55	55
50	King's	266	272	257	251	208	250	250	250	250	250
51	Total Part-Time FTEs	396	387	373	303	269	305	305	305	305	305
52	Graduate FTEs										
53	Brescia	31	31	32							
54	Huron	10	7	8	7	4	3	1	0	0	0
55	King's	62	65	64	64	68	100	100	100	100	100
56	Total Graduate FTEs	103	103	104	71	72	103	101	100	100	100
57	Total Affiliate FTEs	6,448	6,299	6,317	5,408	5,884	6,411	6,562	6,808	6,992	7,153
58	Total FTEs - Western Complex	43,352	44,312	45,771	46,376	46,614	47,521	47,916	48,154	48,359	48,671

ENROLMENT PROJECTIONS: 2026-27 to 2030-31

		Actuals					Projections/Plans				
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
	Rows 59 to 98 Included above										
59	International Students										
60	Constituent Full-Time										
61	Undergraduates	2,761	2,593	2,398	2,212	1,949	1,731	1,687	1,712	1,875	1,993
62	Medical Residents	173	189	207	225	235	225	225	225	225	225
63	Masters (excluding Ivey)	826	818	905	1,016	655	698	729	759	792	816
64	MBA (Regular), Ivey MSc	199	222	239	254	281	245	254	233	233	233
65	Executive MBA	2	1	0	0	2	0	0	0	0	0
66	Doctoral	798	875	941	954	954	901	885	875	868	863
67	Affiliates										
68	Undergraduates	1,233	1,144	1,027	784	658	567	538	592	666	712
69	Masters	4	3	3	0	1	1	1	1	1	1
70	Year 1 Only										
71	Constituent										
72	Arts & Humanities	248	202	257	281	259	265	265	265	265	265
73	Engineering	774	893	848	948	985	850	860	865	870	870
74	Health Sciences										
75	Foods & Nutrition				39	58	60	60	60	60	60
76	Family Studies				17	52	50	50	50	50	50
77	BHSc Program	421	387	477	466	528	455	450	450	450	450
78	Kinesiology	351	351	344	369	373	340	340	340	340	340
79	Nursing	142	142	176	187	208	205	205	205	205	205
80	MACS (Media and Communication Studies)	270	212	244	324	287	290	290	295	295	295
82	Music	94	88	98	144	114	135	135	135	135	135
83	Science - B.Med.Sci.	1,049	1,000	981	920	1,028	1,020	1,030	1,035	1,030	1,030
85	Science - Computer Science				481	332	330	355	365	380	380
84	Science - All Other	967	1,033	1,084	518	564	600	610	615	630	630
81	Social Science - MOS	1,052	1,151	1,200	1,054	909	1,000	1,020	1,040	1,060	1,060
86	Social Science - All Other	1,054	1,009	990	900	905	1,000	1,000	1,000	1,000	1,000
87	Total Year 1 - Constituent	6,422	6,468	6,699	6,648	6,602	6,600	6,670	6,720	6,770	6,770
88	Affiliated University Colleges										
89	Brescia	258	244	304							
90	Huron	448	417	575	685	791	800	800	800	800	800
91	King's	840	721	650	774	944	1,139	1,215	1,274	1,355	1,389
92	Total Year 1 - Affiliates	1,546	1,382	1,529	1,459	1,735	1,939	2,015	2,074	2,155	2,189
93	Total Year 1 - Western Complex	7,968	7,850	8,228	8,107	8,337	8,539	8,685	8,794	8,925	8,959
94	Masters										
95	All Programs (excluding MBAs)	3,545	3,429	3,512	3,803	3,550	3,664	3,738	3,768	3,807	3,835
96	Ivey (excl EMBA)	665	631	653	654	687	738	789	799	799	799
97	Executive MBA	150	171	205	207	173	180	187	191	191	191

For Information

98	Year 1 Constituent International Students	610	684	622	523	427	465	510	560	610	610
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* Computer Science - Year 1 to 3 only

** 2025-26 Part-time FTEs are estimates -- and will be updated when second/January-term course registrations are finalized.

Report of the Academic Colleague

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The Council of Ontario Universities (COU) Academic Colleagues met on December 9–10, 2025. The meeting focused primarily on the implications of artificial intelligence (AI) for teaching, research, and institutional strategy, alongside broader sector updates from COU leadership. A significant portion of the agenda was devoted to a consultation with COU's Artificial Intelligence Task Force, chaired by Dr. Vivek Goel, President and Vice-Chancellor of the University of Waterloo. The discussions offered timely insight into how Ontario universities are collectively responding to AI's rapid evolution and its consequences for pedagogy, research training, policy, and institutional culture.

The meeting opened with a presentation by Dr. William Turkel (Professor of History, Western University), who framed AI not as a discrete tool but as a methodological apparatus for teaching and learning. Drawing on his classroom practice in courses on 21st-century history, Dr. Turkel emphasized that the pace of AI development renders long-term planning less effective than pedagogical improvisation and adaptability. In this context, the priority for students is not mastery of particular platforms, but the development of transferable skills that allow them to engage critically with rapidly changing technologies.

Several key themes emerged from Dr. Turkel's remarks. Assessment should increasingly privilege synthesis, interpretation, and critical analysis over recall. AI is already reshaping labour markets, particularly entry-level roles, creating a corresponding opportunity for universities to prepare students for higher-order responsibilities earlier in their careers. Doctoral training is likely to shift away from extensive comprehensive examination reading toward strategic thinking, proposal development, and research design. Although legitimate political and ethical concerns surround the corporate development of large language models, AI is now embedded in the fabric of contemporary life. The challenge for universities is therefore not avoidance, but responsible, reflective, and pedagogically meaningful integration.

This framing set the stage for the subsequent AI Task Force consultation led by Dr. Goel. Academic Colleagues were invited to reflect on several themes related to AI adoption in higher education.

Colleagues noted that AI offers significant potential to support the achievement of course and program learning outcomes and to deepen student learning. At the same time, AI challenges foundational assumptions about how universities operate and how knowledge

is produced, assessed, and shared. Participants reflected on the need to identify which core elements of disciplinary learning must be preserved as institutions adapt to this new landscape.

A central concern is the difficulty of aligning institutional policy and pedagogy with the pace of AI innovation. Many institutions are experiencing gaps or ambiguities in policies related to academic integrity, acceptable use, and assessment. Additionally, some colleagues raised concerns that reliance on AI-mediated processes may erode collaborative brainstorming and diminish interpersonal engagement within academic communities.

A strong consensus emerged that students should be required to disclose their use of AI in academic work in a manner analogous to citing traditional sources. Examples were shared of faculty incorporating AI into teaching through assignments that require students to critique AI-generated outputs, AI-assisted case study development, and scenario-based and project-management learning exercises. These approaches position AI as an object of critical inquiry rather than a shortcut around learning.

Colleagues emphasized the need for institutions to reassess existing risk frameworks and to cultivate cultures that support pedagogical innovation and experimentation. It was noted that institutional access to AI tools and software licenses varies considerably across the sector, creating uneven conditions for experimentation and adoption. AI literacy—for both students and faculty—was identified as an urgent priority, alongside the development of clear, principled policies on acceptable use.

Participants also observed that AI increasingly allows learners to determine how they access and engage with information, requiring universities to reconsider traditional instructional models. Particular attention was paid to the implications for doctoral education, with some institutions already exploring shifts from comprehensive examination structures to proposal-based program models. Colleagues stressed the importance of maintaining academic rigour while rethinking the purpose, structure, and outcomes of the PhD in an AI-inflected environment.

The second day of the meeting included institutional updates from Colleagues and a sector overview from COU President Steve Orsini. The president highlighted the significant financial pressures facing Ontario universities, exacerbated by recent federal reductions to international student allocations. Ongoing advocacy for stable, predictable, long-term funding was emphasized, including recent engagement with provincial officials at Queen's Park.

AI was identified as a central theme in COU's strategic messaging, particularly in relation to the role universities can play in economic transformation and workforce preparation. In discussion, Colleagues noted COU's continued emphasis on the role of universities in

addressing Canada's productivity challenges. Reference was made to a recent Canadian Council of Academies report on science, technology, and innovation, which described the higher education sector as a "rare bright spot" in producing world-leading talent and research.

Academic Colleagues expressed strong interest in continuing to support COU's work on major issues such as AI and the future of higher education and welcomed the provision of key messages to assist in institutional advocacy and communication.

The meeting underscored that AI is not a peripheral technological issue but a transformative force requiring pedagogical, policy, and strategic responses from universities. Across institutions, there is recognition that the challenge is not whether to engage with AI, but how to do so in ways that preserve academic rigour, foster deep learning, and prepare students for a rapidly changing intellectual and professional landscape. The discussions at COU demonstrate that Ontario universities are actively grappling with these questions collectively and provide important context for ongoing work within the sector.

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.

Annual Report of Convocation Board - 2025

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

The 2025 Annual Report of Convocation Board is presented to Senate for information in accordance with the Convocation Board's Terms of Reference. The Report is compiled by the University Secretariat.

Documentation Provided:

2025 Annual Report of Convocation Board



2025

Annual Report of Convocation Board

January 2026



Table of Contents

Overview

Convocation by the Numbers

Spring 2025 Convocation Data

Autumn 2025 Convocation Data

Convocation Task Force Report

Reflection

Highlights

Volunteers

Dundas Place Event Block

Photography

Retail Services

Regalia Return

Transportation Use

Concessions

Institutional Regalia

Surveys and Feedback

Graduates

Volunteers

Year in Review

Convocation Board Membership

3

4

5

7

9

9

12

12

13

14

15

15

16

16

17

18

18

19

20

21



All photos in this report are attributed to GradImages, Rachel Lincoln, and Christopher Kindratsky/Western Communications.

Overview

Western University has three convocation periods and hosts ceremonies in the spring and autumn.

2025 Convocation

Convocation Period	Convocation Ceremonies
In Absentia Convocation (February)	Graduates from this convocation period are invited to attend Spring convocation ceremonies.
Spring Convocation (June)	<p>325th Convocation Ceremonies</p> <p>Monday, June 9 to Friday, June 13, 2025</p> <p>Nine ceremonies took place across the five days (one on Monday and two each on Tuesday – Friday). Morning ceremonies began at 10:00 a.m. and afternoon ceremonies began at 3:00 p.m.</p> <p>The Order of Ceremony can be found on the University Secretariat's website.</p>
Autumn Convocation (October)	<p>326th Convocation Ceremonies</p> <p>Wednesday, October 22 to Thursday, October 23, 2025</p> <p>Four ceremonies took place across the two days. Morning ceremonies began at 10:00 a.m. and afternoon ceremonies began at 3:00 p.m.</p> <p>The Order of Ceremony can be found on the University Secretariat's website.</p>

Convocation by the Numbers

The University Secretariat works with the Office of the Registrar to gather graduate data including eligible graduates, registration rates, attendance rates, and guest ticket orders. Data is also gathered on number of volunteers supporting each ceremony.

Key Terms and Phrases:

- **Graduation:** the academic process of completing all degree requirements
- **Convocation:** the formal ceremony where the Chancellor officially confers degrees, diplomas, and certificates
- **Eligible Graduates:** graduates who applied to graduate for the respective convocation period (Spring convocation includes February in-absentia graduates)
- **Registration:** graduates who notified the Office of the Registrar of their plans to attend convocation through the registration system (may include “walk-on” graduates who graduated in the previous two years)
- **Attendance:** graduates who attended the ceremony
- **Guest Tickets Distributed:** the number of guest tickets ordered by graduates
- **Volunteers:** individuals who filled one of the following 11 volunteer roles: Accessibility Assistant, Assistant Marshal, Call Card Distribution, Card Scanner, Degree Distribution, Dundas Place Engagement, Grad Guide, Guest Guide, Student Line-Up, Usher, Volunteer/Staff Entrance

The data is provided by ceremony and then separated by Faculty/School/Affiliated University College.

Comparative, High-Level Data

Convocation Board’s annual report on convocation statistics from 2024 can be found in the [February 14, 2025 Senate agenda](#) on page 46. Selected data points from 2024 are provided in comparison to 2025.

	Spring 2024	Autumn 2024	Spring 2025	Autumn 2025
Registration Rate	83% (7,554)	76% (2,445)	82% (7,277)	70% (2,556)
Attendance Rate	88% (6,487)	95% (2,327)	94% (6,833)	98% (2,501)

Spring 2025 Convocation Data

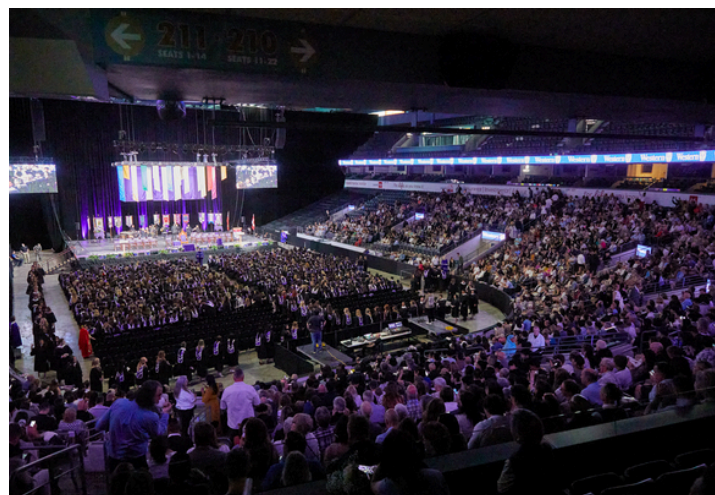
		Registration		Attendance			
Ceremony Date, Time, Programs	Eligible Graduates	Total Registered	Registration Rate	Estimated Attendance	Attendance of Registrants Rate	Guest Tickets Ordered	Volunteers
Monday, June 9 th @ 3:00pm							
SGPS (Graduate programs from the Faculty of Science)	107	64	60%				
Faculty of Science (All undergraduate degrees, except for the combined Schulich programs)	910	734	81%				
Ceremony Total	1017	798	78%	721	90%	3209	56
Tuesday, June 10 th @ 10:00am							
SGPS (Graduate programs from the Faculty of Engineering, Faculty of Law, Schulich School of Medicine & Dentistry)	361	253	70%				
Faculty of Engineering (All undergraduate degrees)	503	439	87%				
Faculty of Law (All undergraduate degrees)	194	126	65%				
Ceremony Total	1058	818	77%	761	93%	3225	56
Tuesday, June 10 th @ 3:00pm							
Schulich School of Medicine and Dentistry and Faculty of Science (BMSc Honours and 4 yr BMSc, BSc Neuroscience)	504	462	92%				
Schulich School of Medicine and Dentistry (DDS, MD)	236	223	94%				
Ceremony Total	740	685	93%	661	96%	2842	59
Wednesday, June 11 th @ 10:00am							
SGPS (Graduate programs from the Faculty of Arts & Humanities, Ivey Business School)	511	440	86%				
Faculty of Arts and Humanities (All undergraduate degrees)	221	179	81%				
Huron University College (All undergraduate degrees)	260	205	79%				
Ceremony Total	992	824	83%	777	94%	2950	53
Wednesday, June 11 th @ 3:00pm							
SGPS (Graduate programs from the Faculty of Information & Media Studies)	79	56	71%				
Faculty of Information & Media Studies (All undergraduate degrees)	226	173	77%				
Richard Ivey Business School (All undergraduate degrees)	589	499	85%				
Ceremony Total	894	728	81%	688	95%	2784	56

Ceremony Date, Time, Programs	Eligible Graduates	Registration		Attendance		Guest Tickets Ordered	Volunteers
		Total Registered	Registration Rate	Estimated Attendance	Attendance of Registrants Rate		
Thursday, June 12 th at 10:00am							
Faculty of Social Science (4 yr BA, 3 yr BA, BMOS Honours and BMOS)	1049	871	83%				
Ceremony Total	1049	871	83%	804	92%	3344	55
Thursday, June 12 th at 3:00pm							
SGPS (Graduate programs from the Faculty of Social Science)	113	59	52%				
Faculty of Social Science (BA Honours, BSc Honours, Diplomas and Certificates)	299	268	90%				
King's University College (All undergraduate degrees)	702	520	74%				
Ceremony Total	1114	847	76%	790	93%	3531	57
Friday, June 13 th at 10:00am							
SGPS [Graduate programs from the Faculty of Education, Faculty of Health Sciences (except Nursing and Kinesiology), Don Wright Faculty of Music]	185	130	70%				
Faculty of Education (All undergraduate degrees)	434	354	82%				
Don Wright Faculty of Music (All undergraduate degrees)	79	73	92%				
Faculty of Health Sciences (Honours programs, 3yr and 4yr BA/BSc, Diplomas and Certificates)	478	419	88%				
Ceremony Total	1176	976	83%	931	95%	3991	54
Friday, June 13 th at 3:00pm							
SGPS (Graduate degrees from the Faculty of Health Sciences Kinesiology and Nursing programs)	25	20	80%				
Faculty of Health Sciences (Undergraduate degrees from Kinesiology and Nursing programs)	808	710	88%				
Ceremony Total	833	730	88%	700	96%	3310	53
Thursday, May 15, 2025							
Huron Theology	10						
Ceremony Total	10	N/A	N/A	N/A	N/A	N/A	N/A
Convocation Total	8,883	7,277	82%	6,833	94%	29,186	499

Autumn 2025 Convocation Data

Ceremony Date, Time, Programs	Eligible Graduates	Registration		Attendance		Guest Tickets Ordered	Volunteers
		Total Registered	Registration Rate	Estimated Attendance	Attendance of Registrants Rate		
Wednesday, October 22 nd @ 10:00am							
SGPS (Graduate programs hosted by the faculties/schools during this ceremony)	664	500	75%				
Don Wright Faculty of Music (All undergraduate degrees)	12	3	25%				
Faculty of Arts & Humanities (All undergraduate degrees)	55	33	60%				
Faculty of Health Sciences (All undergraduate degrees)	183	104	57%				
Ceremony Total	914	640	70%	627	98%	2916	52
Wednesday, October 22 nd @ 3:00pm							
SGPS (Graduate programs hosted by the faculties/schools during this ceremony)	785	487	62%				
Faculty of Education (All undergraduate degrees)	7	2	29%				
Faculty of Information & Media Studies (All undergraduate degrees)	70	48	69%				
Ivey Business School (All undergraduate degrees)	179	199	111%				
Ceremony Total	1041	736	71%	725	99%	3258	57
Thursday, October 23 rd @ 10:00am							
SGPS (Graduate programs hosted by the faculties/schools during this ceremony)	658	453	69%				
Faculty of Engineering (All undergraduate degrees)	40	35	88%				
Schulich School of Medicine & Dentistry and the Faculty of Science (All undergraduate degrees)	23	12	52%				
Faculty of Science (All undergraduate degrees)	173	119	69%				
Schulich School of Medicine & Dentistry (DDS and MD)	2	0	0%				
Ceremony Total	896	619	69%	607	98%	2835	58

Ceremony Date, Time, Programs	Eligible Graduates	Registration		Attendance		Guest Tickets Ordered	Volunteers
		Total Registered	Registration Rate	Estimated Attendance	Attendance of Registrants Rate		
Thursday, October 23 rd @ 3:00pm							
SGPS (Graduate programs hosted by the faculties/schools during this ceremony)	248	191	77%				
Faculty of Law (All undergraduate degrees)	0	0	N/A				
Faculty of Social Science (All undergraduate degrees)	337	238	71%				
Huron University College (All undergraduate degrees)	44	28	64%				
King's University College (All undergraduate degrees)	180	104	58%				
King's University College (St. Peter's Seminary)	2	0	0%				
Ceremony Total	811	561	69%	542	97%	2841	55
Convocation Total	3,662	2,556	70%	2,501	98%	11,850	222



Convocation Task Force Report

Reflection

The Provost initiated a Convocation Task Force in March 2023 to explore how Western can prepare for the eventual increase in convocation participants, while at the same time addressing challenges impacting the continued use of Alumni Hall as a venue for convocation ceremonies.

In consultation with the University Secretariat (who are charged with coordinating convocation ceremonies for the university), the task force identified four overarching challenges with Alumni Hall for hosting convocation ceremonies:

Accessibility	Venue and space constraints	Parking	Timing and resource investment to support convocation ceremonies
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The task force made two recommendations:

Short Term	Long Term
Beginning in June 2025, convocation should temporarily re-locate off campus for a period of at least five years with the recommended venue being Budweiser Gardens (now Canada Life Place)	Ultimately, convocation should return as an on-campus event.

Further details about these four challenges and the task force's recommendations are outlined in the Report of the Convocation Task Force, found in the [September 13, 2024 Senate agenda](#) on page 33.

Convocation was held at Canada Life Place in Spring 2025 and Autumn 2025. What follows is an overview of how this change addressed the four challenges.

Four Overarching Challenges

Canada Life Place

Accessibility	<ul style="list-style-type: none"> • All graduate activities including venue entry, call card pick-up, regalia pick-up, line-up, processional, and degree pick-up are all in one building on one level with no access barriers. • Both sets of stairs to the stage have railings on both sides. • A stage ramp is available for graduates and members of the Academic Procession with mobility challenges. • Automatic doors at all entrances. • Accessible Guest seating is available on all three levels with access by stairs, escalator, and elevator. Seventy-six wheelchair accessible seats are available, with additional seats available for those with mobility challenges not specifically requiring wheelchair access. • Four elevators are available in three areas for both public and Western-specific use. All elevator controls are mounted at an accessible level. • All washrooms including faucets, accessories, and dispensers are accessible; family service washrooms are available on all levels. • All concession stands have attendants to assist. Accessible options are available at designated stands. • Water dispensers are wheelchair accessible.
Venue and Space Constraints	<ul style="list-style-type: none"> • All ceremony activities including graduate call card pick-up, faculty and graduate regalia pick-up, student line-up, Academic Procession line-up, degree distribution, office space, lunch space, and volunteer hubs are accommodated inside one venue. • Approximately 900 graduates can be accommodated per ceremony. • Approximately 5000 guests can be accommodated per ceremony including accessible seating, with seats on three levels. • Each graduate was guaranteed four guest tickets in Spring 2025 and six guest tickets in Autumn 2025. A system was implemented for official extra ticket requests. All extra ticket requests received by the posted deadline were fulfilled for both seasons. Comparatively, graduates were guaranteed 2-4 guest tickets in 2024; requests for extra tickets were received via email and fulfilled on a case-by-case basis. • Capacity for members of faculty to join the Academic Procession remains consistent between 2024 and 2025.

Four Overarching Challenges, Cont'd

Canada Life Place

Parking and Transportation	<ul style="list-style-type: none"> • An estimated 4,537 parking spaces are available within a 1–15-minute walk from the venue. An estimated two vehicles per graduate are used for convocation. • Twelve accessible parking spots are available directly in front of the venue. • Complimentary bus fare between campus and the venue on convocation days was provided to graduates, guests, volunteers, and members of the Academic Procession in partnership with London Transit Commission. • Parking was complimentary on campus on convocation days in all lots except Fowler Clinic, Medical Science, Upper Heating, Social Science, and Chemistry. • Staff, volunteers, and members of the Academic Procession were provided with complimentary parking in a nearby city lot and a shuttle service between campus and Canada Life Place.
Timing and Resource Management	<ul style="list-style-type: none"> • Spring 2025 required nine ceremonies; Autumn 2025 required four ceremonies. Comparatively, Spring 2024 required 21 ceremonies, and Autumn 2024 required six ceremonies. • Length of ceremonies in Spring 2025 averaged 1.5-2 hours. Length of ceremonies in Autumn 2025 averaged 1.5 hours. Comparatively, length of ceremonies in 2024 averaged 1-1.5 hours. • Spring 2025 required 513 volunteer shifts; Autumn 2025 required 248 volunteer shifts. Comparatively, Spring 2024 required 1040 volunteer shifts, and Autumn 2024 required 300 volunteer shifts. • Eight Officer of Convocation positions supported key ceremony activities; seven lead positions oversaw key areas. • Additional staff from the University Secretariat, Office of the Registrar, Dellelce Family Bookstore, Central Communications, University Advancement, Student Experience, and other campus groups continue to support key elements of convocation as part of their portfolios; examples include regalia coordination, satellite Bookstore operations, Dundas Place operations, degree distribution, and professional photography. The approximate number of these individuals at convocation is 64 per day.

Highlights

Volunteers

Volunteers are essential in ensuring convocation runs seamlessly as we celebrate the many achievements of our graduates.

Convocation is supported by 39 Convocation Champions representing 24 Faculties/Schools/Affiliate University Colleges and administrative support units on campus.

Unit leaders are responsible for ensuring their unit fulfills the volunteer needs required for convocation, and they select a Convocation Champion(s) to be responsible for the administrative work related to the recruitment of a set number of volunteers from their unit.

Volunteers are predominantly Western staff, faculty, librarians and archivists, and also include emeritus/a faculty/librarians/archivists and students.

Convocation Champions recruit volunteers for 11 different roles:

- Accessibility Assistant
- Assistant Marshal
- Call Card Distribution
- Card Scanner
- Degree Distribution
- Dundas Place Engagement
- Grad Guide
- Guest Guide
- Student Line-Up
- Usher
- Volunteer/Staff Entrance.

Each role is essential to make convocation run smoothly through arrival, assembly, procession, ceremony, recessional, and exit.



Dundas Place Event Block

The section of Dundas Place between Ridout St N and Talbot St (known as the Dundas Place Event Block) was closed to road traffic and public use during convocation days in both Spring and Autumn 2025. Graduates and guests could access this section of the street before, during, and following ceremonies.

The street featured Western activities including:

- Photo backdrops/stations
- Bistro tables and seating
- Purple picnic tables
- Inflatable “W”
- Dellelce Family Bookstore trailer
- Lawn games
- Flower vendor
- Graduate regalia return

The graduate entrance and one of the guest entrances to Canada Life Place were located on this street, providing a safe space to gather prior to doors opening.

This section of Dundas Place was very well attended for celebration purposes between Spring 2025 ceremonies; Autumn 2025 saw less traffic. Weather is assumed to have impacted use in Autumn.

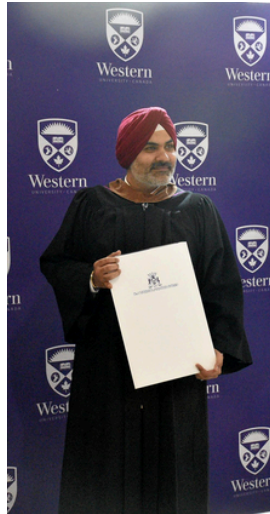


Photography

University Advancement provided professional complimentary photo stations at Canada Life Place and on campus for all convocation days.

In Spring 2025, two stations were located inside Canada Life Place and one on UC Hill on campus. In Autumn 2025, one station was located inside Canada Life Place, one on Dundas Place outside of Canada Life Place, and one on UC Hill on campus.

Weather is assumed to have impacted use of outdoor stations; Spring 2025 weather was sunny each day and Autumn 2025 weather was rainy each day.



	Spring 2025	Autumn 2025
Total Photographs		
Graduates could take more than one photo each.	7,745	2,827
Total # QR Codes		
QR code indicates unique photo session but does not indicate a unique graduate as some graduates may have visited multiple photo sessions.	2,619	971
Total # Activated QR Codes at Canada Life Place		
When QR code is accessed and photos retrieved, it is activated.	1,300	572
Total # Activated QR Codes on UC Hill		
When a QR code is accessed and photos retrieved, it is activated.	1,159	361
Total # accessed CLP stations and UC Hill stations		
Number of unique emails who activated a QR code at a station at Canada Life Place AND on campus.	258	Data not available for Autumn.

Retail Services

The Dellelce Family Bookstore operated retail services during Convocation at their brick-and-mortar location on campus as well as pop-up services at Canada Life Place (including in the King Club inside the venue and a trailer on the Dundas Place Event Block). Managing multiple storefronts introduced logistical complexity in regard to scheduling labour force and offering a full product assortment in all locations.

Transaction Counts and Sales Distribution

	Spring 2025	Autumn 2025
Total Transactions	5,369	2,274
Campus Store (%)	69%	58%
Canada Life Place (%)	31%	42%
Notes	Strong post-event purchasing activity at the on-campus store.	Improved conversion at Canada Life Place driven by higher on-site engagement.

Autumn 2025 saw an 11-point increase in the proportion of transactions at Canada Life Place versus Spring 2025, highlighting growing confidence in on-site purchasing and optimized merchandising flow. Weather is assumed to have impacted visits to campus in Autumn 2025.

In Autumn 2025, a new floral vendor was commissioned from the local London community, allowing for a refresh in product assortment and increased variety of price points. Comparative to Autumn 2024, there was a 55% increase in floral sales.

Regalia Return

The Dellelce Family Bookstore works with Gaspard to provide Western's academic regalia and manages both distribution and return of regalia post-ceremony.

For both Spring and Autumn 2025, regalia could be returned at three locations at Canada Life Place, and on campus at the Bookstore. Metrics for the location of return are estimates.

Estimated Regalia Return at each Location

	Spring 2025	Autumn 2025
Returned at Campus Store (%)	70%	35%
Returned at Canada Life Place (%)	30%	65%

Weather is assumed to have impacted visits to campus in Autumn 2025.

Transportation Use

London Transit Commission

The London Transit Commission gathered data by comparing ridership from the week prior to convocation and the week of convocation. For both Spring and Autumn 2025, a very limited change in ridership was noted for convocation days.

Shuttle Service for Volunteers

It is estimated that in Spring 2025, ridership was between five and 15 people per run between Canada Life Place and campus. In Autumn 2025, it is estimated there were up to 10 people per run.

Parking

Parking Services gathered information regarding lot use on campus during convocation:

- Occupancy of campus parking spaces in Spring 2025 was 3-10% less than the average summer day.
- Occupancy of campus parking spaces in Autumn 2025 was 7-10% more than the average fall day.

Concessions

Concessions inside Canada Life Place were closed during Spring 2025 convocation. In response to feedback received, concessions were opened for Autumn 2025 convocation.

Self-serve kiosks were available for guests prior to the ceremony start time with the following items available for purchase:

- Hot beverages (coffee, tea)
- Cold beverages (non-alcoholic, including bottled pop, water and juices)
- Confectionery items
- Chips



Institutional Regalia

A new gown was requested and designed by Convocation Board to be worn by individuals with a ceremony role who do not have a doctorate. In the past, these individuals wore a standard black gown, also worn by graduates being conferred a bachelor's or master's degree.

The new gown is black and features purple velvet trim along the front panels and on the sleeve cuffs. Western's academic hoods are worn with the gown.

Individuals wearing this gown include:

- Members of the Academic Procession
- Marshals, Associate Marshals, and Assistant Marshals
- Card Scanners
- Chief Public Orators and name readers

Note: individuals with roles requiring regalia who have their own regalia, regardless of degree, are welcomed to wear it.



Surveys and Feedback

Graduates

A survey was conducted of graduates who attended Spring 2025 convocation.

The survey was completed by 713 graduates:

- 645 Western graduates
- 17 Huron graduates
- 51 King's graduates

Participants were asked to share their level of satisfaction with their overall convocation experience. The majority of respondents (568; 80%) rated their level of satisfaction as “Somewhat satisfied” or “Very Satisfied.”

Participants were asked to share if they visited campus on the day of their ceremony. The majority of participants (563; 79%) visited campus. Reasons included:

- Photos on campus (93%)
- Campus eateries (7%)
- Campus tour, self guided or otherwise (14%)
- Faculty-specific event (18%)
- Other (8%)



Volunteers

Surveys were conducted of volunteers who supported Spring 2025 convocation and Autumn 2025 convocation.

Spring 2025:

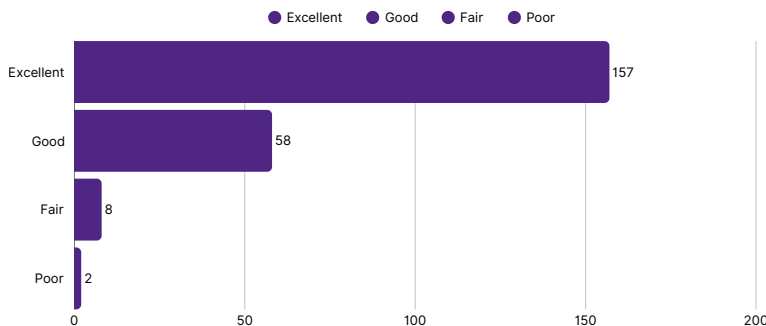
- 142 volunteers completed the survey.
- The majority of respondents (94%) rated their volunteer experience as “Excellent” (66%) or “Good” (28%).
- The majority of respondents (99%) shared they would (94%) or would maybe (5%) volunteer for convocation again.

Autumn 2025:

- 84 volunteers completed the survey.
- The majority of respondents (98%) rated their volunteer experience as “Excellent” (76%) or “Good” (22%).
- The majority of respondents (99%) shared they would (94%) or would maybe (5%) volunteer for convocation again.

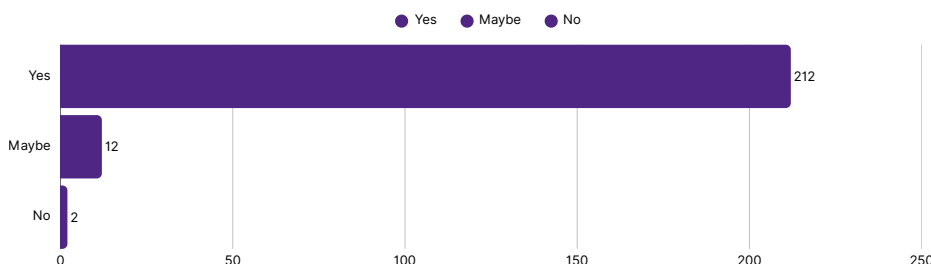
Volunteer Experience

Summative Data - 2025



Volunteer “Plan-to-Return”

Summative Data - 2025



The cold and rainy weather didn't dampen the experience. Every support person that I encountered was upbeat and helpful. I enjoyed being able to engage, however briefly, with [my] grads. I especially enjoyed meeting peers from across campus.

~ convocation volunteer

Year in Review

Western has much to celebrate with respect to the 2025 convocation ceremonies. The transition to holding ceremonies at Canada Life Place required extensive planning and preparation by many units across campus. This report illustrates a small snapshot of the many hours of work that contributed to the success of convocation. The Convocation Board is deeply appreciative of the efforts of the Western community to create an atmosphere in downtown London that is Purple and Proud.

Planning to celebrate Western's Class of 2026 is well underway. The University Secretariat, working with campus partners, will continue to refine operations at Canada Life Place to provide a celebratory and seamless experience to graduates, guests, and volunteers.



Convocation Board Membership

Convocation Board

Name:		Position:
Joan Finegan (Chair)	ex officio	Director of Convocation
Caroline Whippey	ex officio	Associate Director of Convocation
Kelly Meighen	ex officio	Chancellor
Alan Shepard	ex officio	President & Vice-Chancellor
Susan Lewis	ex officio	Vice-Provost (Academic Programs)
Kamran Siddiqui	ex officio	Vice-Provost (Graduate & Postdoctoral Studies)
Marisa Modeski (Vice-Chair)	ex officio	University Registrar
Amy Bryson	ex officio	University Secretary
Kibret Mequanint	ex officio	Marshal

Officers of Convocation (appointed by the Operations/Agenda Committee)

Name:	Term Expires:	Role:
Joan Finegan	30-Jun-26	Director of Convocation
Kibret Mequanint	30-Jun-26	Marshal
Nicole Jesko	30-Jun-26	Associate Marshal
Chris Smith	30-Jun-26	Chief Usher
Lauren Dodd	31-Dec-25	Associate Chief Usher
Madison Watson	30-Jun-27	Associate Chief Usher
Daniel Brou	30-Jun-26	Chief Public Orator
Terry Rice	30-Jun-26	Associate Chief Public Orator
Jovan Groen (term begins 1-Jan-26)	31-Dec-27	Associate Chief Public Orator
Caroline Whippey	ex officio	Associate University Secretary - Associate Director of Convocation

Revisions to the Policy on “Course Numbering Policy, Essay Courses, and Hours of Instruction”

Action: ☒ Approval ☐ Information ☐ Discussion

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

Executive Summary:

The primary purpose of the proposed updates to the policy on “Course Numbering Policy, Essay Courses and Hours of Instruction” is to review and further define minimum requirements for the hours of instruction defined in terms of instructional hours and how minimum hours of instruction apply to online and blended modes of course delivery.

The proposed revisions are brought forward in response to a memorandum from the Chair of the Subcommittee on Undergraduate Academic Courses (SOC) to the Chair of the Senate Committee on Academic Curriculum and Awards (ACA) in March 2024, which was subsequently referred from ACA to the Vice-Provost (Academic Programs). The memorandum recommended additional consideration of how contact hours translate to alternate modes of delivery and courses.

Additional proposed updates include:

- An editorial amendment to the policy title.
- Revision to the list of undergraduate course suffixes to remove “H” and “J”. The Arthur Labatt Family School of Nursing no longer offers courses with these suffixes.
- Revision to the list of undergraduate course suffixes to remove “V”. The Faculty of Education no longer offers courses with that suffix.
- Specification that the “W” and “X” suffixes are designated for 1.0 (or more) accelerated courses.
- Removal of duplicate information pertaining to instructional hours for undergraduate course offerings.
- A change in terminology from “contact hours” to “instructional hours”.
- Additional clarification with respect to instructional hours and blended courses.
- Removal of hours of instruction for courses at the 1000-1999 level in the Faculties of Arts and Humanities and Social Science as this section listing faculty specific hours of instruction is redundant and not needed.
- Addition of a statement on instructional hours for graduate course offerings.

Documentation Provided:

Revisions to the Policy on “Course Numbering Policy, Essay Courses, and Hours of Instruction”

Course Numbering ~~Policy~~, Essay Courses, and Hours of Instruction

Subject:	Course Numbering, Essay Courses, and Hours of Instruction
Sections:	Course Numbering Policy for Undergraduate Courses ; Modes of Course Delivery ; Blended Courses ; Essay Courses (Undergraduate Degrees) ; Hours of Instruction for Undergraduate Courses ; Hours of Instruction — 1000-1999 Courses ; First Year Courses/Classes ; Graduate Course Offerings
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2026 September 1, 2025
Supersedes:	September 1, 2025 ; April 22, 2022; September 2019

COURSE NUMBERING POLICY FOR UNDERGRADUATE COURSES

Course Numbering

1. **Course Numbers:** Courses are labelled with a ten-character field where the first four characters are numeric and the last six characters may be used for an alphabetic suffix.

Course Titles: If the title exceeds 30 characters the course must be given an alternate “short title” of 30 characters or less for use by the Office of the Registrar.

Course Descriptions: May not exceed 50 words.

Course Numbering, Essay Courses, and Hours of Instruction

- Each course will be identified by the department/program offering it. If the course is to be cross-listed and offered by more than one department/program, this should be stated clearly in the original proposal for the course.

- Courses will be numbered according to the following format:

0001 - 0999* Pre-University level introductory courses
1000 - 1999 Year 1 courses
2000 - 4999 Senior-level undergraduate courses
5000 - 5999 Professional Degree courses in Dentistry, Education, Law, and Medicine
6000 - 6999 Courses offered by Western Continuing Studies
7000 - 8999 *Not yet designated*
9000 - 9999 Graduate Studies courses

* These courses are equivalent to pre-university introductory courses and may be counted for credit in the student's record, unless these courses were taken in a preliminary year. They may not be counted toward essay or breadth requirements, or used to meet modular admission requirements unless it is explicitly stated in the Senate-approved module/program.

Undergraduate Course Suffixes

- All suffixes are in upper case and indicate the following with regard to course weight and session. The suffixes I and O will not be used to avoid confusion with numbers.

- Suffixes will be added according to the following format:

No suffix	1.0 full-year course not designated as an essay course
A	0.5 course offered in first term
B	0.5 course offered in second term
A/B	0.5 course offered in first and/or second term
C	January courses in the Faculty of Law (4.0 credit weight)
D	February/March/April (FMA) courses in the Faculty of Law
E	1.0 full-year essay course
F	0.5 essay course offered in first term
G	0.5 essay course offered in second term
F/G	0.5 essay course offered in first and/or second term
H	Unassigned 1.0 accelerated course (8 weeks) in the Arthur Labatt Family School of Nursing
J	Unassigned 1.0 accelerated course (6 weeks) in the Arthur Labatt Family School of Nursing
K	0.75 course (integrated curriculum of HBA1 program) at the Ivey Business School
L	Unassigned

Course Numbering, Essay Courses, and Hours of Instruction

M	Unassigned
N	Unassigned
P	Unassigned
Q	0.25 course offered in the first half of first term
R	0.25 course offered in the second half of first term
S	0.25 course offered in the first half of second term
T	0.25 course offered in the second half of second term
U	0.25 course offered in other than a regular session
V	Unassigned 0.375 course offered by the Faculty of Education
W	1.0 (or more) accelerated course offered in first term
X	1.0 (or more) accelerated course offered in second term
Y	0.5 course offered in other than a regular session
Z	0.5 essay course offered in other than a regular session

Undergraduate Course Offerings

1. Course Designations

In most cases:

- a) A full course (1.0 course) will have no suffix or will have an E suffix. ~~A full course has a minimum of 48 contact hours.~~
- b) A half course (0.5 course) will have an A, B, F, G, Y or Z suffix. Two 0.5 courses are the equivalent of one 1.0 course, whether or not they have been taken in the same subject. ~~A half course has a minimum of 24 contact hours.~~
- c) A quarter course (0.25 course) will have a Q, R, S, T or U suffix to indicate the term. ~~A quarter course has a minimum of 12 contact hours.~~

Other designations have also been approved, as follows:

- d) C and D courses are offered by the Faculty of Law
- ~~e) H and J courses are offered by the Faculty of Health Sciences in the Compressed Time Frame Nursing program~~
- ~~f e) K courses are offered by the Ivey Business School~~
- ~~g) V courses are offered by the Faculty of Education~~
- ~~h f) W and X courses are 1.0 (or more) accelerated full courses (often language courses) which are offered in one term only. They may not be designated as essay courses and normally will not be scheduled during high demand hours, i.e., Monday to Friday from 10:30 a.m. to 3:30 p.m.~~

2 3. Course Inactivation

- a) If a course is not offered for a period of five years, following consultation with the relevant Faculty, School or Affiliated University

Course Numbering, Essay Courses, and Hours of Instruction

College, the Office of the Registrar will inform the Subcommittee on Undergraduate Academic Courses (SOC) that the course will be withdrawn from course offerings and removed from the Academic Calendar and master timetable.

- b) If a Special Topics course has been offered two times with the same topic, the Faculty, School or Affiliated University College, should they wish to offer the course again, must propose the course to SOC for its approval as a regular course offering and include the former course as an antirequisite for the years it was offered as a Special Topics offering, e.g., “Economics 4490F/G, if taken in 2023-24 or 2024-25.”

MODES OF COURSE DELIVERY

Courses are offered in the following modes of delivery: face-to-face, blended, and fully online.

Any proposed change to the mode of delivery as indicated in the timetable requires the approval of the Dean or designate of the Faculty in which the course is offered.

Face-to-Face Courses

Instruction is delivered in person where students and instructors are in the same physical location and at times designated in the timetable. Course delivery may include use of learning technologies to enhance learning and teaching, e.g., posting course materials, learning activities, discussion groups, virtual guest lectures, etc.

BLENDING COURSES

Blended Courses

Blended courses have both face-to-face and online instruction, as well as on-campus exams. These course offerings are clearly identified by designated section numbers in the undergraduate Academic Calendar and lecture timetable. In the identified blended courses, at least 30% of instructional hours will occur online and at least 30% of instructional hours will occur face-to-face ~~student learning integral to the course occurs in the online interactive learning environment.~~ For example, in a half (0.5) course at the undergraduate level, at least eight of the required 24 ~~contact~~ instructional hours will occur online and at least eight of the required 24 instructional hours will occur face-to-face. ~~Aside from exceptional circumstances approved by the Dean (or designate) of the faculty in which the course is offered, any course that is not designated blended or online is considered a conventional face-to-face format course with all contact hours delivered in person.~~

Fully Online Courses

Instruction and learning happen entirely online using learning technologies. Fully online courses may include synchronous components (e.g., live online lectures and discussions) and/or asynchronous components (e.g., recorded lectures, discussion boards, online activities, etc.). Synchronous components occur within times designated in the timetable. Assessments are online unless designated as in person at the point that students register for the course.

ESSAY COURSES (Undergraduate Degrees)

Students are encouraged to take an essay course in first year.

Only Western courses designated as essay courses may be used to fulfil this requirement.

Departments must identify essay courses, and the courses will be designated as such in the Academic Calendar. However, courses which are not identified as essay courses may require a significant component of course work in the form of essay writing.

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

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

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

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

The structure of the essay course must be such that in order to pass the course, the student must exhibit ~~some minimal level of~~ competence in essay writing and the appropriate level of knowledge of the content of the course.

The term "essay" is to be understood broadly to include many of the reports, reviews, summaries, critiques, and some laboratory reports that are currently assigned, as well as essays in the strictest sense. The essential point is that the assignments involve assembling information and argument and presenting it in connected prose.

Depending on the course, the language of the essay may be English, French, or any

Course Numbering, Essay Courses, and Hours of Instruction

of the foreign languages, but artificial and/or machine languages do not meet this requirement.

Course-wide uniformity of designation is a practical necessity. Where a multi-sectioned course is identified as an essay course, all sections of that course must include the appropriate essay component.

The alternative of separate courses with different course numbers, differing only in the essay course component (or lack of it), remains. This is consistent with existing regulations but requires "new course" approval through the Dean's Office by means of SOC.

HOURS OF INSTRUCTION FOR UNDERGRADUATE COURSES

Instructional hours for courses offered in a conventional face-to-face format and blended format include the number of hours per week for seminar, lecture, required laboratory sessions, and required tutorial sessions. Instructional hours are not normally listed for online-only courses unless students are required to participate in regularly scheduled online sessions at specific times.

The following course prescriptions are established:

- A full (1.0) course at the undergraduate level shall require a minimum of 48 ~~contact~~ instructional hours.
- A half (0.5) course at the undergraduate level shall require a minimum of 24 ~~contact~~ instructional hours.
- ~~A course with a weight of 0.375, offered by the Faculty of Education, shall require a minimum of 20 contact hours.~~
- A quarter (0.25) course at the undergraduate level shall require a minimum of 12 ~~contact~~ instructional hours.

~~HOURS OF INSTRUCTION – 1000-1999 COURSES~~

~~The hours of instruction for courses at the 1000-1999 level in the Faculties of Arts and Humanities and Social Science shall not exceed three class hours per week, or a combination of class and laboratory hours not to exceed four hours per week in total.~~

FIRST YEAR COURSES/CLASSES

1. In each department, lecturing in first year courses should, in general, be done by members of faculty.

Course Numbering, Essay Courses, and Hours of Instruction

2. Departments will single out the teachers best qualified for first year teaching for assignment to first year classes.
3. Departments will make every effort to ensure that first year classes taught by more than one person have cohesion and continuity.
4. A common curriculum will be established in each course (1000-1999) with multiple sections.
5. Each department periodically will reappraise its first year course offerings to ensure that they adequately accommodate changes in Secondary School curricula, changes in the discipline, and the diverse levels of preparation attained by incoming students.

GRADUATE COURSE OFFERINGS

1. Graduate course entries in the course catalogue do not normally include instructional hours.
2. Graduate courses do not use course suffixes to identify course features.
3. Cross-listed graduate courses
 - a. A course should normally only be cross-listed if expectations for completing the course are different (e.g., additional assignments, increased required reading etc.), or are assessed differently (e.g., assignment expectations are greater for one group than another) for two, or more, groups of students based on: degree level (e.g., doctoral vs. masters); academic career level (undergraduate vs. graduate); or, program (e.g., computer science vs. electrical computer engineering).

Last Reviewed: February 13, 2026

Faculty-Specific Undergraduate Sessional Dates (2026-2027)

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Per the policy on the [Structure of the Academic Year](#), faculty-specific undergraduate sessional dates are determined for programs that do not fall under the Guidelines for the Structure of the Academic Year (established in section 4.0 of the policy).

Faculty-specific undergraduate sessional dates are determined by the relevant Faculty in accordance with Senate Academic Policy.

The following faculty-specific undergraduate sessional dates are provided to Senate for information, per the policy on the Structure of the Academic Year and the committee's terms of reference:

- Doctor of Dental Surgery – Schulich School of Medicine & Dentistry
- Bachelor of Education – Faculty of Education
- Juris Doctor – Faculty of Law
- Doctor of Medicine – Schulich School of Medicine & Dentistry

Documentation Provided:

Faculty-Specific Sessional Dates (2026-2027)

2026-2027 Faculty-Specific Sessional Dates

DENTISTRY 2026-2027 SESSIONAL DATES

Doctor of Dental Surgery Program and Advanced Standing Program for International Dental Graduates (ASP)

Academic Calendar Events/Periods	2026-2027
Orientation Week Years 1, 2, and 3	August 31 - September 4, 2026
Orientation Week Year 1 ASP	August 31 - September 4, 2026
Labour Day	September 7, 2026
Academic Year Begins - All Years	September 8, 2026
National Day for Truth and Reconciliation	September 30, 2026
Thanksgiving	October 12, 2026
Years 1 to 4 December Exam Period	December 7 - 22, 2026
Winter Break - All Years	December 23, 2026 - January 3, 2027
Classes Resume - All Years	January 4, 2027
Family Day	February 15, 2027
March Break - All Years	March 15-19, 2027
Good Friday	March 26, 2027
Easter Sunday	March 28, 2027
Academic Year Ends for Year 4	April 30, 2027
Academic Year Ends for Year 1	May 14, 2027
Year 1 Final Exam Period	May 18 to 31, 2027
Academic Year Ends for Years 2 and 3	June 4, 2027
Years 2 and 3 Final Exam Period	June 7 to 25, 2027
Convocation (date to be determined)	June 2027

Western University
Faculty of Education
ACADEMIC CALENDAR, 2026-27 (admitted fall 2026)*

	Mon	Tues	Wed	Thurs	Fri	
September	H 7	H 1	H 2	H 3	H 4	Labour Day — September 7 Term 1 Classes Begin — September 8 Make-up days: Sept 11 for Sept 30 & Sept 18 for Oct 12.
	C 14	C 8	C 9	C 10	C 11	
	C 21	C 15	C 16	C 17	C 18	
		C 22	C 23	C 24	C 25	
October	C 28	C 29	NC 30	C 1	C 2	National Day for Truth and Reconciliation (No Classes) — September 30 Thanksgiving — October 12
	C 5	C 6	C 7	C 8	C 9	
	H 12	C 13	C 14	C 15	C 16	
	C 19	C 20	C 21	C 22	C 23	
	C 26	C 27	C 28	C 29	C 30	
November	C 2	C 3	C 4	C 5	C 6	Practicum Block 1 — November 9 — December 18
	P 9	P 10	P 11	P 12	P 13	
	P 16	P 17	P 18	P 19	P 20	
	P 23	P 24	P 25	P 26	P 27	
December	P 30	P 1	P 2	P 3	P 4	Winter Break — December 21 — January 1
	P 7	P 8	P 9	P 10	P 11	
	P 14	P 15	P 16	P 17	P 18	
	H 21	H 22	H 23	H 24	H 25	
January	H 28	H 29	H 30	H 31	H 1	Term 2 Classes Begin — January 4
	C 4	C 5	C 6	C 7	C 8	
	C 11	C 12	C 13	C 14	C 15	
	C 18	C 19	C 20	C 21	C 22	
	C 25	C 26	C 27	C 28	C 29	
February	C 1	C 2	C 3	C 4	C 5	Family Day — February 15 Conference Week — February 16
	C 8	C 9	C 10	C 11	C 12	
	H 15	CW 16	CW 17	CW 18	CW 19	
	C 22	C 23	C 24	C 25	C 26	
March	C 1	C 2	C 3	C 4	C 5	March Break — March 15 — 19 Practicum Block 2 — March 22 — May 7 Good Friday — March 26 Easter Monday — March 29
	C 8	C 9	C 10	C 11	C 12	
	H 15	H 16	H 17	H 18	H 19	
	P 22	P 23	P 24	P 25	H 26	
April	H 29	P 30	P 31	P 1	P 2	
	P 5	P 6	P 7	P 8	P 9	
	P 12	P 13	P 14	P 15	P 16	
	P 19	P 20	P 21	P 22	P 23	
	P 26	P 27	P 28	P 29	P 30	
May	P 3	P 4	P 5	P 6	P 7	Term 3 Classes Begin — May 10 Victoria Day — May 24
	C 10	C 11	C 12	C 13	C 14	
	C 17	C 18	C 19	C 20	C 21	
	H 24	C 25	C 26	C 27	C 28	
June	C 31	C 1	C 2	C 3	C 4	Alternative Field Experience Block — June 21 — August 13
	C 7	C 8	C 9	C 10	C 11	
	C 14	C 15	C 16	C 17	C 18	
	AFE 21	AFE 22	AFE 23	AFE 24	AFE 25	

July	AFE 28	AFE 29	AFE 30	H 1	AFE 2	Canada Day – July 1
	AFE 5	AFE 6	AFE 7	AFE 8	AFE 9	
	AFE 12	AFE 13	AFE 14	AFE 15	AFE 16	
	AFE 19	AFE 20	AFE 21	AFE 22	AFE 23	
	AFE 26	AFE 27	AFE 28	AFE 29	AFE 30	
August	H 2	AFE 3	AFE 4	AFE 5	AFE 6	Civic Holiday – August 2 Summer Break – August 16 – September 6
	AFE 9	AFE 10	AFE 11	AFE 12	AFE 13	
	H 16	H 17	H 18	H 19	H 20	
	H 23	H 24	H 25	H 26	H 27	
September	H 30	H 31	H 1	H 2	H 3	Practicum Block 3 – September 7 – October 15
	H 6	P 7	P 8	P 9	P 10	
	P 13	P 14	P 15	P 16	P 17	
	P 20	P 21	P 22	P 23	P 24	
October	P 27	P 28	P 29	P 30	P 1	Thanksgiving – October 11 Term 4 Classes Begin – October 18
	P 4	P 5	P 6	P 7	P 8	
	H 11	P 12	P 13	P 14	P 15	
	C 18	C 19	C 20	C 21	C 22	
November	C 25	C 26	C 27	C 28	C 29	Last day of Classes – December 17
	C 1	C 2	C 3	C 4	C 5	
	C 8	C 9	C 10	C 11	C 12	
	C 15	C 16	C 17	C 18	C 19	
December	C 22	C 23	C 24	C 25	C 26	
	C 29	C 30	C 1	C 2	C 3	
	C 6	C 7	C 8	C 9	C 10	
December	C 13	C 14	C 15	C 16	C 17	
	C	Classes	H	Holidays	Practicum scheduling is subject to change if scheduling changes are made in the school districts in which Teacher Candidates are placed.	
NC	No Classes	P	Practicum			
AFE	Alternative Field Experience	CW	Conference Week			

*** Program dates are subject to change.**

Western Law

Sessional Dates – 2026-2027

Fall 2026

September 7	Labour Day Holiday
September 8	Orientation Day
September 9	Fall Term Classes Begin
September 9 – 15	Fall Term Add/Drop Period
September 30	National Day for Truth and Reconciliation (no classes)
October 12	Thanksgiving Day Holiday
Nov. 2 – Nov. 6	Fall Study Break
December 8	Fall Term Classes End
December 10 - 22	Fall Term Examination Period
December 22	Fall Term Ends

Winter 2027

January 4 – 22	January Intensive Period (First-Year Students Only)
January 11	Winter Term Begins (Upper-Year Students)
January 11 – 15	Winter Term Add/Drop Period
January 25	Regular Winter Term Classes Begin (First-Year Students)
February 15 – 19	Winter Study Break
March 26	Good Friday (no classes)
April 9	Winter Term Classes end
April 12 – 23	Winter Term Examination Period
April 23	Winter Term Ends

Medicine 2026-27 Sessional Dates:
Academic Calendar Dates

Academic Year begins for Year 3:	August 17, 2026
Academic Year begins for Year 4:	August 31, 2026
Orientation Week Year 1:	Aug 25 – Aug 27, 2026
Academic Year begins for year 1/2:	August 31, 2026
Winter Break for Year 1/2 Start/End:	Dec. 19, 2026 – Jan. 3, 2027
Winter Break for Year 4 Start/End:	Dec. 19, 2026 – Jan. 3, 2027
Classes resume for year 1/2:	January 4, 2027
Classes resume for year 4:	January 4, 2027
March Break for Year 1/2 Start/End:	Mar. 15 – Mar. 19, 2027
Academic Year ends for year 4:	May 7, 2027
Convocation:	TBD as determined by Senate
Academic Year ends for year 1/2:	June 4, 2027
Academic Year ends for Year 3:	August 14, 2027

NOTE: No classes will be scheduled on any statutory holiday or National Day for Truth and Reconciliation (September 30, 2026).
No assessments or classes will be held on December 18th, 2026

**Faculty of Education: Introduction of OSAP-Eligible
Micro-credentials (EDAQ 5855, 5856, 5909, 5910, 5911)**

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on February 3, 2026, ACA approved on behalf of the Senate that effective January 1, 2026, the following OSAP-Eligible Micro-credentials be introduced by the Faculty of Education:

EDAQ 5855: *Anti-Black Racism Part 2*

EDAQ 5856: *Anti-Black Racism Specialist*

EDAQ 5909: *Occasional Teaching*

EDAQ 5910: *Teaching Combined Grades*

EDAQ 5911: *Teaching in a French Immersion Setting*

**Faculty of Engineering, Department of Mechanical and Materials Engineering:
Withdrawal of the Engineering Externship Program for Mechanical Engineering**

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the Engineering Externship Program for Mechanical Engineering, linked to the Practical Elements of Mechanical Engineering program at Fanshawe College of Applied Arts and Technology, be discontinued; and

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

 That the program be withdrawn effective September 1, 2028.

Executive Summary:

The Engineering Externship Program (EEP) for Mechanical Engineering is being discontinued due to the closure of its partner program, Practical Elements of Mechanical Engineering (PEME), at Fanshawe College in Spring 2025. Without PEME, the EEP for Mechanical Engineering cannot continue in its current form. The program has also experienced little to no enrollment over the past two years, making its continuation unsustainable.

The Department of Mechanical and Materials Engineering already provides students with strong experiential opportunities through project-based learning, design courses, and capstone projects. These are embedded in the curriculum, ensuring all students gain real-world application of engineering knowledge, rather than limiting such opportunities to a small subset of participants.

There are no students currently enrolled in the program.

Documentation Provided:

Revised Calendar Copy – Engineering Externship Program (EEP) for Mechanical Engineering

REVISED CALENDAR COPY

<https://www.westerncalendar.uwo.ca/Departments.cfm?DepartmentID=87>

**ENGINEERING EXTERNSHIP PROGRAM (EEP) FOR MECHANICAL
ENGINEERING – ADMISSION DISCONTINUED**

Admission to this program is discontinued effective September 1, 2026. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2028.

The program requirements remain unchanged.

Faculty of Health Sciences, Arthur Labatt Family School of Nursing:
Correction to the Effective Date for the Withdrawal of the Western-Fanshawe
Collaborative Bachelor of Science in Nursing

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

On the recommendation of the Senate Committee on Academic Curriculum and Awards (ACA), at its meeting on May 19, 2025, Senate approved:

That effective September 1, 2025, admission to the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) program be discontinued; and

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

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

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

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

(See the May 19, 2025 [Senate agenda](#) and [minutes](#))

The intended date to discontinue admission to the Western-Fanshawe Collaborative BScN program was **September 1, 2026**.

The last cohort of students began the Western-Fanshawe Collaborative BScN program on September 1, 2025.

The approved revisions to the policy on “Progression Requirements – Nursing” correctly stated that the last admission to the Western-Fanshawe Collaborative BScN program would occur on September 1, 2025.

In consultation with the Faculty of Health Sciences and the Office of the Registrar, the effective date to discontinue admission to the Western-Fanshawe Collaborative BScN program will be adjusted to September 1, 2026.

Documentation Provided:

Revised Calendar Copy – Western-Fanshawe Collaborative Nursing Program

Revisions to the Policy on “Progression Requirements – Nursing”

REVISED CALENDAR COPY

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

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

Admission to this program is discontinued, effective September 1, 2026. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

The program requirements remain unchanged.

Progression Requirements – Nursing

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

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

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

PROGRAMS

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

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

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

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

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

PROGRESSION REQUIREMENTS

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

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

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

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

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

application course.

COURSES REQUIRED FOR THE WESTERN-FANSHAWE COLLABORATIVE BScN PROGRAM

Admission to this program is discontinued, effective September 1, ~~2026~~ 2025. Students currently enrolled in the program will be permitted to graduate upon fulfillment of the program requirements by August 31, 2031.

Nursing Requirements

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

Theory Course – Western	Theory Course – Fanshawe	Clinical Application Course – Western	Clinical Application Course – Fanshawe
Nursing 1040A/B	NRSG 7065 / NRSG 7066		
Nursing 1050A/B			
Nursing 1190A/B	NRSG 7067 / NRSG 7068		
Nursing 1080A/B / Nursing 1180A/B	NRSG 7069 / NRSG 7070		
Nursing 1120A/B	NRSG 7058		
Nursing 2630A/B			
		Nursing 2231A/B	NRSG 7061
Nursing 2270A/B			
		Nursing 2271A/B	
Nursing 1140A/B	NRSG 7064		
Nursing 2250A/B	NRSG 7063		
Nursing 3630A/B			
		Nursing 3911A/B	
Nursing 3920A/B			
		Nursing 3921A/B	
Nursing 3310A/B			
Nursing 3340A/B			
Nursing 3500A/B			
Nursing 3456A/B			
Nursing 4320A/B			

Progression Requirements – Nursing

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

Science and Writing Requirements

(must achieve 60%)

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

¹ if taken prior to 2024-25

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

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

COURSES REQUIRED FOR THE BScN PROGRAM

Admission to this program will commence September 1, 2026.

Nursing Requirements

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

Progression Requirements – Nursing

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

Science and Writing Requirements

(must achieve 60%)

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

¹ if taken prior to 2024-25

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

student will be withdrawn from the nursing program.

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

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

Nursing Requirements

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

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

Science Requirements

(must achieve 60%)

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

¹ if taken prior to 2024-25

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

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

Nursing Requirements

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

Theory Course	Clinical Application Course
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
Nursing 3630A/B	
	Nursing 3800Q/R/S/T
	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
Nursing 4999U	

Progression Requirements – Nursing

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

(must achieve 60%)

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

¹ if taken prior to 2024-25

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

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

Nursing Requirements

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

Theory Course	Clinical Application Course
Nursing 1050A/B	
Health Sciences 1001A/B	
Health Sciences 1002A/B	
Nursing 1101A/B	
Nursing 1102Q/R/S/T	
Nursing 1201A/B	
Nursing 1120A/B	
Nursing 1140A/B	
Nursing 2250A/B	
Nursing 2600A/B	
	Nursing 2660Q/R/S/T
Nursing 2630A/B	
Nursing 3340A/B	
Nursing 3310A/B	
Nursing 3456A/B	
Nursing 3500A/B	
	Nursing 3800Q/R/S/T
Nursing 3630A/B	

Progression Requirements – Nursing

	Nursing 3900A/B
Nursing 4320A/B	
Nursing 4401W/X	
	Nursing 4410A/B
Nursing 4440A/B	
Nursing 4999U	
	Nursing 4461W/X or Nursing 4451W/X

Science Requirements

(must achieve 60%)

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

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

PROGRESSION: CLINICAL APPLICATION COLLABORATIVE EVALUATION

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

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

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

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

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

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

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

Unacceptable Clinical Application

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

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

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

Any student who exhibits signs or behaviours that jeopardize the welfare of the client or agency will be asked to leave the agency. Any instance of unacceptable practice will be reported to the Associate Director, Undergraduate Programs (Western) or the Chair of the Collaborative BScN program (Fanshawe College). Removal from any clinical application course may result in a course failure and/or withdrawal from the program.

FAILURE TO MEET PROGRESSION REQUIREMENTS

Students who fail to meet progression requirements are advised to contact the following individuals regarding continuation in the program:

Western collaborative students, Western BScN students, and Western CTF students: Academic Advisors, Arthur Labatt Family School of Nursing

Fanshawe site students: Year Coordinator

Last Reviewed: September 19, 2025

Faculty of Law and School of Graduate and Postdoctoral Studies:
Withdrawal of the Combined Juris Doctor / Master of Arts in History

Action: ☒ Approval ☐ Information ☐ Discussion

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2026, admission to the combined Juris Doctor / Master of Arts in History be discontinued and that the program be withdrawn.

Executive Summary:

The Faculty of Law and the School of Graduate and Postdoctoral Studies are withdrawing the combined Juris Doctor / Master of Arts in History.

There has been little interest in this combined degree program. Since the program was introduced in 2012, only two students have completed it. There are no students currently enrolled in the combined degree and no projected enrolments.

**Revisions to the Terms of Reference of the Subcommittee on Program Review –
Graduate (SUPR-G)**

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on February 3, 2026, ACA approved a revision to the terms of reference of Subcommittee on Program Review (Graduate) – SUPR-G to add the Administrative Coordinator (School of Graduate and Postdoctoral Studies) as a non-voting Resource member of the subcommittee.

The Administrative Coordinator provides support to the Institutional Quality Assurance Process (IQAP) within the School of Graduate and Postdoctoral Studies.

Documentation Provided:

Revised Terms of Reference of the Subcommittee on Program Review – Graduate (SUPR-G)



Subcommittee on Program Review – Graduate (SUPR-G)

Effective Date: February 13, 2026

Supersedes: November 8, 2024; July 1, 2021; September 2018; July 2014

Date of Next Review: Spring 2027

TERMS OF REFERENCE

To coordinate and assume responsibility for reviewing proposals for new graduate programs and to recommend approved proposals to the Senate Committee on Academic Curriculum and Awards (ACA) for consideration by Senate.

To coordinate and assume responsibility for reviewing proposals for major modifications to existing graduate programs and to recommend approved proposals to ACA for consideration by Senate.

To coordinate and assume responsibility for periodic reviews of existing graduate programs with a view to assessing their overall quality and making appropriate recommendations in light of these reviews to ACA and Senate.

To carry out all such reviews and appraisals, for Western University and the Affiliated University Colleges, in accordance with University Guidelines (<https://www.uwo.ca/pvp/vpacademic/iqap//quicklinks/iqap.html>) and the Quality Assurance Framework adopted by the Council of Ontario Universities (<http://oucqa.ca/resources-publications/quality-assurance-framework/>).

To provide annually, for information, the Annual Report of the Office of Academic Quality and Enhancement through ACA to the Senate and the Board of Governors.

To be mindful of the Truth and Reconciliation Commission's Calls to Action on Education (no. 62-65) and principles of Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) as set out in Western's EDI Strategic Plan and Indigenous Strategic Plan in fulfilling its responsibilities, particularly the ways that approaches to decision-making can promote or impede the advancement of EDIDA principles.

COMPOSITION

Elected/Appointed:

One faculty member with experience in interdisciplinary graduate education, appointed by the Vice-Provost (School of Graduate and Postdoctoral Studies) for a two-year term

One representative of the Affiliated University Colleges who is responsible for graduate studies, appointed in consultation with the President concerned, on a two-year rotational basis*

Three graduate students elected by the Graduate Education Council (GEC)

Two faculty members, elected by GEC, who are Graduate Chairs or Graduate Committee members at the time of their election

Ex officio (voting):

The Associate Vice-Provosts (School of Graduate and Postdoctoral Studies), who shall be Co-Chairs and one of whom shall cast one vote

The Associate Dean (Graduate Studies) (or equivalent) for each Faculty/School (the School of Graduate and Postdoctoral Studies is not considered a School in this context)

Vice-Provost (School of Graduate and Postdoctoral Studies)

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

Associate Vice-President (Equity, Diversity & Inclusion)

Chair, ACA (or designate)**

Ex officio (non-voting):

Vice-Provost and Chief Librarian

Director, Academic Quality & Enhancement

Director, Centre for Teaching and Learning

Vice-President Academic, Society of Graduate Students

University Secretary

Resource (non-voting):

Administrative Coordinator, School of Graduate and Postdoctoral Studies

* The representative of the Affiliated University Colleges may appoint a designate. The designate must be appointed for one year (July 1 to June 30) and must be knowledgeable about graduate studies at the Affiliated University College.

** the designate must be a member of ACA

GENERAL PROCESS FOR SENATE SUBCOMMITTEES

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. b), the quorum shall be one-half of all voting members during September to May, and one-third of all voting members during, June, July and August.

Quorum September to May: 12 members

Quorum June to August: 8 members

New Donor-Funded Scholarships, Awards and Prizes

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

At its meeting on February 3, 2026, ACA approved on behalf of the Senate the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 13.3(f), for recommendation to the Board of Governors through the President & Vice-Chancellor.

Documentation Provided:

New Donor-Funded Scholarships, Awards and Prizes

New Donor-Funded Scholarships, Awards, and Prizes

Any Undergraduate Program

CIBC Black Excellence Scholarship in Science and Engineering

Awarded to full-time undergraduate students in Year 1 of the faculties of Science or Engineering who self-identify as Black, based on academic achievement. Preference will be given to candidates in any of the following programs: software engineering, artificial intelligence systems engineering, integrated engineering, engineering leadership and innovation, data science, computer science, or game development. Scholarships will continue for up to four years provided that recipients maintain full-time status, achieve a minimum 80% academic average and remain in an eligible program. If a recipient does not retain their scholarship, a replacement recipient will be selected from the same year. The Office of the Registrar will select the recipients.

Value: 3 scholarships of \$24,000 (\$6,000 annually continuing for 4 years). New recipients will be selected in 2026-2027 and 2030-2031 only.

Effective Date: 2026-2027 to 2033-2034 academic years inclusive

Athletics

The 62 Rowing Crew Award

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

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

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award is made possible by a generous donation in honour of the 1962 Western Rowing crew.

Faculty of Arts and Humanities

Donna Black Bursary in Visual Arts

Awarded to full-time undergraduate students in the Department of Visual Arts, Faculty of Arts and Humanities based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$10,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Donna Black is a lifelong artist, teacher, and Western Alumnus. She is a firm believer in the importance of the visual arts and its power to transform lives. Her son Christopher studied Visual Arts at Western and has established this bursary in honour of Donna to support student artists in their studies.

Faculty of Health Sciences

Baird Scholarship

Awarded to students entering a graduate Masters or PhD program in Nursing, Arthur Labatt Family School of Nursing, based on academic achievement. Candidates must have graduated with an undergraduate Nursing degree from Western University. A committee in the Arthur Labatt Family School of Nursing will select recipients. At least one representative of the committee must hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$4,000, awarded annually

Effective Date: May 2026

This award was established with a generous bequest from Helen Marie Baird.

Dr. Joy MacDermid and Donna Beer Bursary

Awarded to full-time graduate students in the Faculty of Health Sciences based on financial need. Preference will be given to students in the Master of Physical Therapy program. A committee in the School of Physical Therapy will select the recipients. At least one member of this committee must hold membership in the School of Graduate and Postdoctoral Studies. This bursary was established with a generous gift from Dr. Jayaprakash Raman (Ph.D '13), Malini Dhandapani, and Keerthana Jayaprakash, to support students in financial need who are enrolled in the Master of Physical Therapy program.

Value: 1 at \$1,000

Effective Date: May 2026

Hastings Family Memorial Bursary in Nursing

Awarded to full-time undergraduate students in the Arthur Labatt Family School of Nursing, Faculty of Health Sciences based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$10,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Mary Hastings and her daughter Margaret both studied nursing and became RNs in the early twentieth century at St Joseph's Hospital in Hamilton. This bursary was established by their grandson and nephew, Paul Butler, a Western alumnus who appreciates the incredible value nurses bring to their patients every day.

Faculty of Law

Harrison Pensa Award

Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement. Preference will be given to candidates who self-identify as belonging to an equity deserving group and are in Year 2 or Year 3 of the Law program. The Faculty of Law will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award is made possible by a generous gift from Harrison Pensa.

Faculty of Science

Glen Davis Environmental Science Award

Awarded to full-time undergraduate students in Environmental Science, Faculty of Science, based on academic achievement. The Office of the Registrar will select the recipients.

Value: 2 at \$10,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

This award was established with a generous gift to honour Mr. Glen Davis (BA 1964, MA 1966).

Faculty of Social Science

Kaminoulu Family Award for Faculty of Social Science Students in Pursuit of Entrepreneurship

Awarded to full-time undergraduate students in the Faculty of Social Science who are enrolled in the Certificate in Entrepreneurship, based on academic achievement. The Office of the Registrar will select the recipients.

Value: 1 at 1,000 awarded annually

Effective Date: 2026-2027 academic year

This award was established by the Kaminoulu Family to champion the bold fusion of social insight and entrepreneurial action that will define Canada's future. This award recognizes students who are daring to explore bold ideas and, crucially, are applying their unique social science lens to create meaningful and lasting change within our communities and beyond. The Kaminoulu Family Award is an investment in the next generation of changemakers who will not only drive Canada's economic growth and innovation but will also shape a more just, equitable, and prosperous future for all.

Ivey Business School

Donald & Margaret Eiler Family Fund for MBA Students

Awarded annually to a full-time graduate student entering the MBA program at the Ivey Business School, based on academic achievement and financial need. Preference will be given to those who exemplify humanitarian principles through community leadership. Financial need will be determined by the Ivey Business School. The successful recipient will be selected by the MBA scholarship review committee. At least one member of the selection committee will hold membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at \$9,100

Effective Date: May 2026

This award was established through a generous estate gift from Donald Eiler, MBA '53.

Schulich School of Medicine & Dentistry

Braxton Stokes Brown Award in Paediatric Neuroscience

Awarded to full-time residents or graduate students in the Department of Paediatrics, Schulich School of Medicine & Dentistry, based on academic achievement and research excellence in paediatric neuroscience. Preference will be given to candidates who are residents. A committee in the Department of Paediatrics will select the recipients. At least one representative of the committee must hold membership in the School of

Graduate and Postdoctoral Studies. Graduate student recipients will be selected in consultation with the Neuroscience graduate program.

Value: 1 at \$1,000 awarded annually

Effective Date: 2025-2026 academic year

Braxton Stokes Brown was a healthy baby boy until a catastrophic birth accident left him deprived of oxygen, leading to his diagnosis of severe Hypoxic-Ischemic Encephalopathy (HIE). After fighting for 44 days, Braxton passed away in the arms of his parents and surrounded by family. During this time, Braxton's family learned there is no cure for brain damage. In his memory, this award supports vital research aimed at understanding the brain and advancing our ability to repair it—honouring Braxton's legacy with hope for future healing. The family extends their heartfelt gratitude to Glain Roberts-McCabe, President and Founder of The Roundtable, whose compassion and thoughtfulness inspired and gave life to the idea of honouring Braxton through this meaningful award.

Dr. Norman Ashurst Medical Bursary

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: Number and value of bursaries will vary based on funds available

Effective Date: 2026-2027 academic year

This award was established in honour of Norman who finished his anesthesiology designation at The University of Western Ontario before spending a wonderful, lifelong career in medicine. Norman believed in supporting medical students and ensuring that deserving doctors didn't have financial barriers. Norman loved to travel, enjoyed the arts and left a lasting impact.

Dr. Paul Cooper and Dr. David Hiebert Medical Student Bursary

Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry based on financial need. Preference will be given to candidates who self-identify as a member of the 2SLGBTQIA+ community. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at \$5,000 awarded annually

Effective Date: 2026-2027 to 2030-2031 academic years inclusive

Schulich School of Medicine & Dentistry MD/PhD Award

Awarded to full-time undergraduate students entering the MD/PhD program in the Schulich School of Medicine & Dentistry based on academic achievement and evidence of research potential. The award will continue for each year of the recipient's MD program, if they remain in the MD/PhD program. The award does not continue for the PhD research phases of the program. If a recipient does not continue in the MD/PhD program, no replacement will be selected. The Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at \$40,000, awarded annually (\$10,000 each year, for 4 years). Only one student will hold the award in any given year.

Effective Date: 2026-2027 to 2029-2030 academic years inclusive

Academic Administrative Appointments

Action: ☐ Approval ☒ Information ☐ Discussion

Executive Summary:

Faculty Relations advised of the following academic administrative appointments as of February 13, 2026.

Start Date	End Date	Name	Department	Admin. Appointment
8/1/2025	7/31/2030	Haddara,Wael	Department of Medicine	Clinical Department Chair
8/18/2025	6/30/2027	Stanley,Meagan	WL - Teaching and Learning	Acting Library Head
9/1/2025	8/31/2030	Urquhart,Brad	Schulich - Office of the Dean	Associate Dean
9/1/2025	6/30/2026	Plug,Jan	Arts - Office of the Dean	Associate Dean (Acad Programs)
10/1/2025	6/15/2026	Cato,Jacqueline	WL - Content Mgmt (CMDA)	Acting Library Head
11/15/2025	4/30/2026	Mills,Melanie	Office of the Chief Librarian	Acting Associate Chief Librarian
11/16/2025	4/30/2026	Bourgard,Erin	Info & Media Studies - General	Acting Library Director
12/1/2025	11/30/2030	Rushlow,Walter	Schulich - Office of the Dean	Assistant Dean
12/1/2025	11/30/2030	Bauman,Glenn	Schulich - Office of the Dean	Vice Dean
1/1/2026	6/30/2028	Jean,Melissa	Soc Science - Office of Dean	Assistant Dean
1/1/2026	6/30/2026	Bains,Sukhveer	Schulich - Office of the Dean	Associate Dean
1/1/2026	12/31/2026	Choi,Kate	Soc Science - Office of Dean	Acting Associate Dean (Research)
1/1/2026	12/31/2028	Robinson,Daniel	Info & Media Studies - General	Associate Dean (Ugrd Program)
1/1/2026	12/31/2030	Crumley,Tracey	Obstetrics & Gynaecology	Clinical Department Chair
1/1/2026	6/30/2026	Schemitsch,Emil	Surgery	Clinical Department Chair
1/1/2026	6/30/2031	Kotsopoulos,Donna	Education - Office of the Dean	Dean
1/1/2026	12/31/2026	Mequanint,Kibret	Chemical &Biochem Engineering	Acting Department Chair
1/1/2026	6/30/2031	Molnar,Sheri	Earth Sciences	Department Chair
1/3/2026	4/30/2026	Mantz,Elizabeth	WL-Archives / Special Collect	Acting Library Head

Items Removed from the Consent Agenda

Action: ☐ Approval ☐ Information ☐ Discussion

Executive Summary:

Items that have been removed from the Consent Agenda will typically be included here by noon on the Thursday before the meeting.

Question Period

Questions for Senate to be addressed during the agenda.

The following question pertains to item 8.1 Annual Scholastic Offences Report (2024-25)

1. Noah Zabian, Senator

Given that the University has reported an all-time high in academic offences this past year, can we have more insight into what proportion of these offences are known or suspected to be related to the use of generative artificial intelligence tools? Additionally, how is the University currently tracking AI-related misconduct within existing offence categories, such as plagiarism or unauthorized collaboration?

With the relative novelty of generative AI and the lack of uniform guidance on its use across campus, there may be value in considering whether AI-related misconduct should be tracked and reported as a distinct category. I would also suggest that this consideration extend to future SRBA annual reports.

Questions for Senate to be addressed during question period.

The following questions were submitted to the Operations/Agenda Committee (OAC) for the February 13, 2026 Senate meeting and subsequently routed to Senate:

1. Christopher Alcantara, Senator:

There have been reports that Brightspace's grading interface may alter the way student papers appear when viewed online, including inserting fabricated citations, while the downloaded file remains unchanged. This has led to incorrect plagiarism accusations and significant grading challenges. Is this a known problem, and if so, why is it happening and what can be done to fix it?

2. Miranda Green-Barteet, Senator:

As I was preparing my course on Brightspace for this academic term, I realized that students have the option to download content from Brightspace. In fact, there are directions explaining how to do so on Western's OWL Brightspace Help page. The help page states "To facilitate easy access to course materials, the download button now appears in content in OWL Brightspace for the Learner and Participant roles, allowing them to download materials as needed." I am concerned that students are able to download course content at will due to the sharp increase of appeals that the Senate Review Board Academic reported on during the last academic year. The rise in offences has been attributed, at least in part, to the use of AI. Does the Senate Review Board Academic, the Provost, and the Chief AI officer see a correlation in students being able to download entire courses and the increased use of AI to cheat?

3. Benjamin Hill, Senator:

Thank you for the budget presentation in Item 4.1 (05 December 2025, pages 36-67). To enable informed deliberation on the budget challenges outlined on pages 59-60 and provide context for the faculty and staff data on pages 49-54, I request comparative information be provided to Senate members in the same format and time periods used in Item 4.1.

Specifically, I request: (1) administrative complement trends (1992-93 to 2024-25) parallel to page 49's faculty visualization; (2) student-to-administrator ratios among Ontario U6 universities (2023-24) parallel to page 50; (3) administrative compensation as percentage of operating expenditures (2023-24) among Ontario U6 universities parallel to pages 51-53; (4) external expenditures including management consulting and legal fees (2018-19 to 2024-25) as a percentage of total operating expenditures, with Ontario U6 comparison parallel to pages 51-53; (5) per-student cost analysis comparing administrative costs, faculty costs, and external service expenditures (2018-19 to 2024-25).

I have prepared background context clarifying the categories and analytical frameworks, which I will distribute to support Senate's review. This comparative information is essential for Senate's governance obligations regarding budget matters.

I request preliminary data at the 13 February meeting with full analysis at the March Senate meeting.

Documentation Provided:

Background Documentation for Senate Question on Budget Data

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.

Background Documentation for Senate Question on Budget Data

Benjamin Hill (Philosophy), Senator for Arts and Humanities

13 February 2026

The document provides the rationale and context for my question on the 13 February Senate agenda. It provides background information about the categories, definitions, and analytical frameworks referenced in my question to help Senators understand what is being asked to support our discussions about the budget.

Rationale

Item 4.1 (05 December 2025) provided valuable data on faculty and staff costs and ratios using specific analytic frameworks and peer institution comparisons. To meaningfully discuss Western's budget challenges, consider their overall impacts, and evaluate potential solutions, Senators require similar data for administrative and external consulting and legal expenditures presented in the same analytic frameworks. My question asks for this data to be presented in the same manner and using the same comparator classes to provide the full budgetary picture necessary for Senate's upcoming discussions about the budget. The principle motivating my question is straightforward: the same analytic methods used to examine faculty and staff costs can be appropriately applied to administrative costs, executive compensation, and external consulting and legal expenditures to enable a consistent and comprehensive analysis of the budget.

Request 1: Administrative Complement Trends

Parallel to page 49's faculty visualization

Clarification of "administrative complement trends (1992-93 to 2024-25)"

- Full-time administrative positions using the same definitions Western applies for the U15 Data Exchange and COFO reporting presented parallel to page 49's single trend line for full-time faculty
- Note the definitions used and any classification methodology changes over the timespan
- Number of administrative units or departments created or eliminated during the timespan

Request 2: Student-to-Administrator Ratios

Parallel to page 50's student-to-faculty ratios

Clarification of "student-to-administrator ratios among Ontario U6 universities (2023-24)"

- Definition of "administrative positions" for consistency across institutions
- If peer institution data is unavailable through the standard channels, Western's data with explanation

Request 3: Administrative Compensation as a Percentage of Operating Expenditures

Parallel to pages 51-53

Clarification of “administrative compensation as a percentage of operating expenditures (2023-24) among Ontario U6 universities”

- Ontario U6 comparison parallel to page 51’s faculty salary comparisons
- Full-time vs part-time or contract breakdown parallel to pages 52-53
- If peer institution data is unavailable through standard channels, Western’s data with explanation

Request 4: External Expenditures

Parallel to pages 51-53

Clarification of “external expenditures including management consulting and legal fees (2018-19 to 2024-25)”

- Management and strategic consulting fees charged to Western
- Legal fees: internal legal department budget + external counsel fees charged
- Other professional administrative services (communications, HR consulting, etc.)
- Comparisons with Ontario U6 universities if available through standard channels; if not available, Western’s data with explanation

Request 5: Per-Student Costs

Clarification of “per-student costs comparing administrative, faculty, and external service expenditures (2018-19 to 2024-25)”

- Administrative costs per FTE student
- Faculty costs per FTE student
- External consultant and legal costs per FTE student
- Support services costs per FTE student
- Annual percentage change in each category

Notes on Data Presentation

To facilitate Senators’ reviews and ensure data comparability with Item 4.1, responses should include:

- Definitions of categories used
- Data sources
- Methodology for calculations
- Any limitations or caveats
- Clear identification of estimates or projections with explanation of methodology for estimating/projecting

Importance of Parallel Analytic Frameworks

The value of this request lies in its consistency with Item 4.1’s original approach. By using the same analytic framework, timeframes, and peer comparison methodologies across both faculty and administrative expenses, Senate members may:

- Make informed, accurate, and meaningful comparisons across expenditure categories
- Understand resource allocation patterns in context
- Ground budget discussions and deliberation in comprehensive, comparable data
- Fulfill Senate's governance responsibilities with adequate information

Different analytic approaches for different expenditure categories would make such comparisons difficult and limit Senate's ability and effectiveness for conducting informed oversight.

Timeline

Because Senate will be discussing the budget at the 17 April 2026 meeting, Senators should receive this information well in advance of this meeting.

- Preliminary response with available data by the 13 February Senate meeting.
- Full information by the 13 March 2026 Senate meeting.

This timeline allows Senate adequate time to review the data, prepare questions, and engage in informed budget discussions at the 17 April Senate meeting. Given that Item 4.1 demonstrated the capacity to compile comprehensive data and recognizing that much of this information should be readily available through existing financial systems and reporting mechanisms, this timeline is reasonable.

Anticipated Senate Discussion

It is expected that Senators will likely have questions about this comparative data. Dedicated discussion time at the 13 March meeting with Provost and/or Vice-President (Finance) would help ensure Senate's budget deliberations are well-informed and enable Senate to effectively fulfill its governance role in advance of the April budget discussions.

Supporting Senate's Governance Role

This request reflects Senate's need for comprehensive budget information to fulfill its governance responsibilities. The comparative data requested, using the same frameworks already established in Item 4.1, would enable Senators to understand Western's resource allocation patterns in context and to engage in informed deliberations about budget priorities and institutional direction.

Transparent access to comparable data across expenditure categories is essential for effective governance and helps ensure that budget discussions are grounded in shared understanding of Western's fiscal position and resource allocation choices.